

Exploring the Cambridge Teacher and School Leader Standards

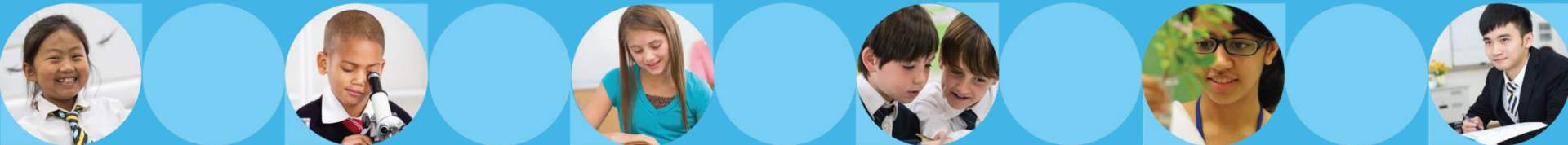
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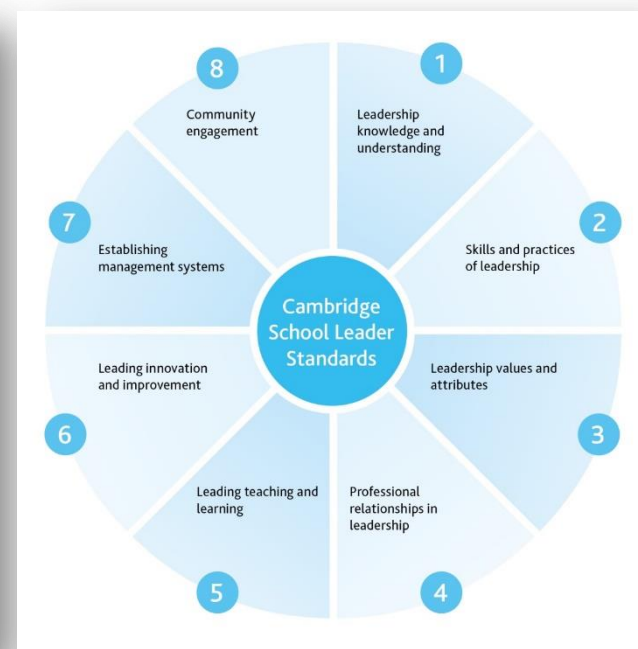
Overview

- ▶ Introducing the Standards
- ▶ Taking a closer look
- ▶ Taking the next step



What?

The Cambridge Teacher and School Leader standards define the key professional characteristics and practices that teachers and leaders should develop to enable effective student learning in Cambridge schools.



<http://www.cambridgeinternational.org/support-and-training-for-schools/professional-development-qualifications/school-leader-teacher-standards/>

Why?

To:

- ▶ provide benchmarks against which teachers, leaders and their schools can evaluate their current practice and plan future development
- ▶ show how the Cambridge Teacher and Cambridge Leader attributes are demonstrated in practice
- ▶ contribute to the development of a shared frame of reference within which we can work to improve the quality of teaching and leadership.

How?

- ▶ design team
- ▶ desk research
- ▶ consultation
- ▶ hard thinking
- ▶ smart working
- ▶ authorisation



How?

▶ validation

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<v Maria Pascua>It will help with recruitment of new staff as they may be already familiar with the Cambridge standards

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<v Sonam Chavan>evaluating the teachers with these standards will help school identify professional learning needs

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<v Jerry Paath>By doing so, I hope that as teachers, we might enhance the quality of the students learning.

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<v webby>I would improve team working because teachers that are not teaching in english seems to be detached
<v jharna anand2>more structured action plan material ..in terms of team working and leadership (goal setting)

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<v Shad Khatib>Jerry i agree with you

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<v Alvin>As for teaching, we have a unified understanding of how we should approach teaching and learning. Helping all the stakeholders in the process.

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<v Sonam Chavan>also it will help the teachers know the expectations of the cambridge teacher and would strive to improve their teaching methodology which would in turn improve student learning

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<v Saba Ansari #3>The standards maintained retains the quality of teaching-learning in a school.

<v Bonabella Cortese #2>Team working to improve students learning



The Cambridge School Leader Standards



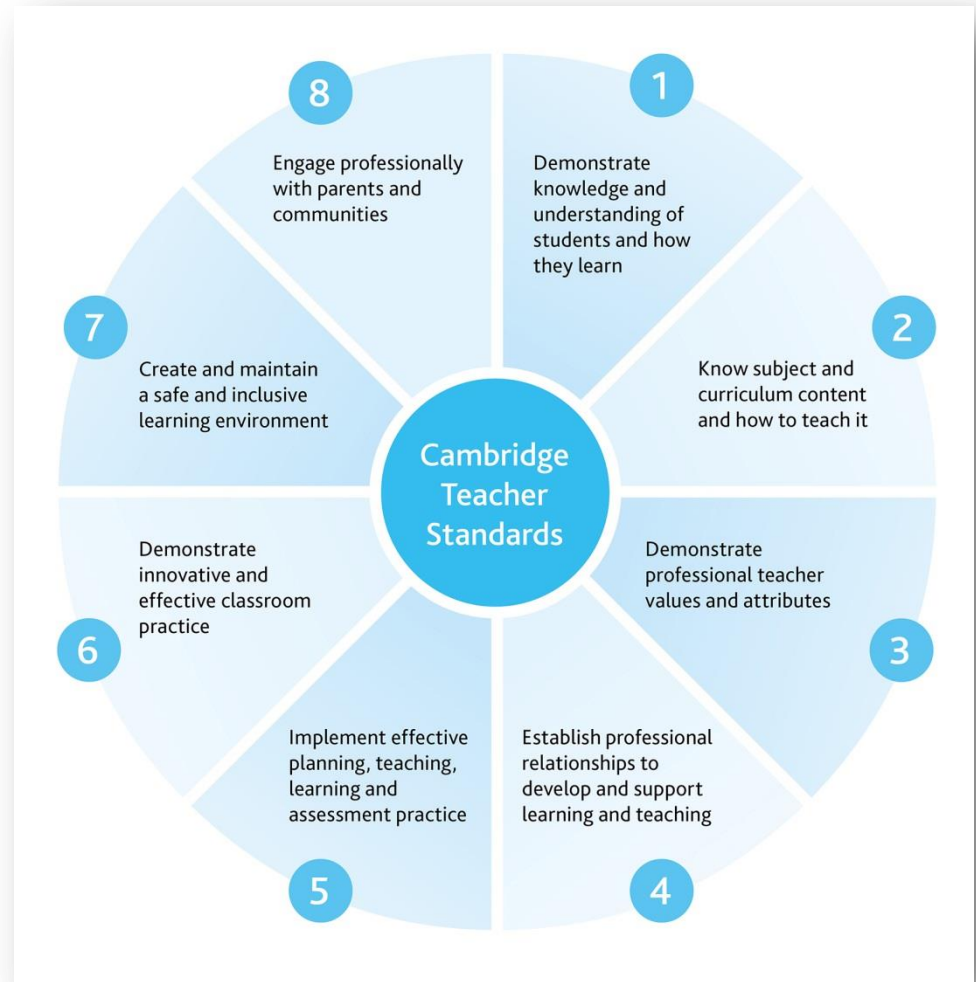
Standard 5 – Leading teaching and learning

- 5.1 create positive culture that provides professional support and challenge for teachers, promote individual development and value the achievement of all learners.
- 5.2 lead, motivate and hold teachers accountable for developing effective teaching plans and activity programmes that take account of the developmental and learning needs of all their students, as well as developments in their subject and subject teaching.
- 5.3 promote and model collaboration between individual teachers and teams, to evaluate and share effective practice and to develop curriculum knowledge and teaching skills.

Standard 5 – Leading teaching and learning

- 5.4 establish a culture of high expectations and high reward where exemplary student and staff conduct and commitment to learning is the norm and high achievement is valued and recognised in all aspects of school life
- 5.5 make sure that the school has appropriate policies and procedures in place for monitoring learning and progress at all levels, and that sound assessment data is used in decisions concerning students and in the evaluation of programmes and teaching
- 5.6 value the Cambridge Learner Attributes, interpreting them in the context of the school and its vision, and using them to shape the aspirations of teachers and students.

The Cambridge Teacher Standards



Standard 5 – Implement effective planning, teaching, learning and assessment practice

- 5.1 plan for progression in learning by designing effective learning sequences within lessons and across series of lessons
- 5.2 set explicit, challenging and achievable learning goals for all students
- 5.3 use an appropriate range of teaching strategies, learning activities and resources which develop the students' required knowledge, skills and understanding, and which promote equality and inclusion
- 5.4 develop new learning by building on students' previous knowledge, and provide opportunities for the new learning to be applied so the required learning outcomes are met and progress in learning is sustained
- 5.5 use effective communication skills and adapt their language to suit the students they teach, introducing new ideas and concepts clearly using explanations, questions and discussions effectively

Standard 5 – Implement effective planning, teaching, learning and assessment practice

- 5.6 use a mixture of individual, pair and group work activities to meet the needs of all students
- 5.7 make effective use of formative and summative assessment to support student learning and monitor levels of achievement and attainment
- 5.8 use the outcomes of assessment to identify students' learning needs, set targets for improvement, and plan for future teaching and learning interventions
- 5.9 provide students, colleagues and parents with timely, accurate and constructive feedback on students' progress in learning, attainment and areas for development.

Activity 1 – engaging with the standards

1. Look at the headline Teacher Standards.
2. In your groups, arrange the Standards into a '*Diamond 9*' or '*Rough Diamond 8*' formation, with the most important at the top, then the two next most important, etc. Like this:



3. Be prepared to justify your choices.

Activity 2 – self-evaluation

1. Take a copy of the Cambridge Teacher Standards Evaluation Grid.
2. For each standard, indicate the extent to which your school is at:
 - ▶ **Red** = little or no evidence that this is happening in your school
 - ▶ **Amber** = some evidence of it happening in your school
 - ▶ **Green** = lots of evidence that it is happening in your school
3. Share your results with colleagues on your table or sitting next to you. Do any patterns or similarities emerge? Anything surprise you?

Paired reflections and feedback

Connect – how did this exercise help you to connect to existing practices in school?

Extend – how did it help you to understand how to extend existing practices in your school?

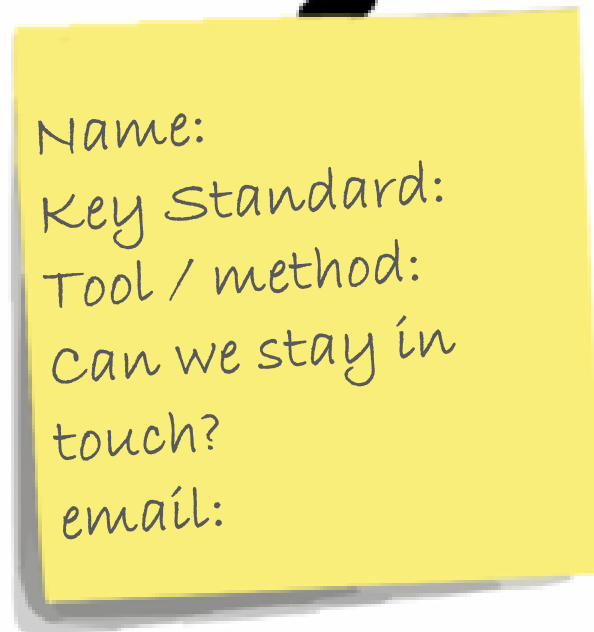
Challenge – and finally, how did it challenge you to think about what you currently do in school?

Recap

- ▶ It is critical that the school tells its own story about the effectiveness of its leadership and the quality of teaching and learning in the classroom
- ▶ The Cambridge Standards for Teachers and School Leaders are a benchmark against which schools can measure themselves
- ▶ The instruments that schools use to measure teacher and school efficacy should be owned by the school – but Cambridge can provide guidance
- ▶ Design interventions based on the outcomes of such evaluations
- ▶ Then measure the impact!

Next Steps

- ▶ How will you take these ideas forward?
- ▶ Use the resources in our growing toolkit
- ▶ Stay in touch; share best practice



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