

Cambridge Professional Development Qualifications

Designing your
programme



This guide will help you design your Cambridge Professional Development Qualification (PDQ) programme to meet your candidates needs and Cambridge expectations.

We will explain:

- what we are looking for in a PDQ programme – and why
- how you should set out your programme plan and your rationale
- how we evaluate the plan.

You are at the threshold; you are seeking approval from Cambridge to start your programme, and to be accredited as Programme Leader. All being well, you will cross this threshold. You can then look forward to running an excellent professional development programme for your candidates which fully meets our requirements.

As you know from the *Programme Leader Guide* and your Induction Course, the Programme Leader role is pivotal to the PDQ quality assurance system. Your plan outlines your programme to engage, energise and enthuse your candidates. The design process you need to go through is neither an academic exercise nor an individual assignment. Instead you are creating a blueprint for learning and once approved you will be putting this into practice. The plan matters – to your candidates, to you and to your Centre.

We at Cambridge will review and evaluate your plan. We have clear criteria to help us make an overall qualitative judgement – which we have shared on the [Programme Plan Submission area](#). You will receive our decision with feedback: either Approved or Not Yet Approved. We aim to make this process as transparent as possible, so that you can feel as confident as possible about our expectations and how to meet them.

In this guide we will take you through each criterion in our evaluation rubric to provide you with practical guidance and advice. You should already be familiar with the following Cambridge documents:

- *Becoming a Cambridge Professional Development Centre*
- PDQ syllabus relevant to your programme
- *Programme Leader Guide*
- Core and syllabus-specific resources.

We reference these documents when appropriate and only repeat information from these documents when it is worth repeating.

Key words in the text are explained in the glossary at the end of this guide. Click on the word the first time it appears to see the definition.

Click on the information icon to see comments from Cambridge on how the planning examples meet the Cambridge criteria.

Terminology

As standard terms we use the following:

PDQs	Cambridge Professional Development Qualifications
Learners	The candidates learners
Candidates	The teachers who will be participating in your programme



“..professional development is not something that is done to teachers. It is a process focused on improving student learning, and it requires teacher engagement and active teacher learning..”

(Murray 2014: xiv)

Creating your programme is a challenging process; you need to think carefully and critically. You are designing for your candidates and context, within the expectations of Cambridge.

Use the Cambridge programme plan and rationale template which you can download from the [Professional Development Learning Community](#). Follow the guidance and advice in this guide to keep your plan and rationale as streamlined and useful as possible. Remember that we are evaluating the quality not quantity of your design.

The programme plan template itself has a clear structure. It is systematic and straightforward. Using the template means you can:

- shape and organise your ideas and design content
- communicate these as clearly as possible
- focus on essentials
- follow the same guidelines as your fellow Programme Leaders in other PDQ Centres around the world
- aim for the same quality expectations as your fellow Programme Leaders.

The template is efficient; with it you can tell us what we need to know – so please do not change the template!

The template has been designed to help you to set out your framework for learning. For example, you

- ensure that you are covering the whole syllabus within the time available
- develop a logical structure, with a well-balanced sequence of learning experiences

- coordinate and balance the various forms of learning e.g. **guided**, **individual**, **collaborative** and **work-based**; face-to-face and online
- identify where and how your candidates will be supported e.g. through **formative assessment**.

You are designing for reality, not in abstract. You will consider and manage a range of practicalities including:

Scheduling	Fitting the programme within your, your candidates and school life e.g. timetable, holidays, events. Coordinating with the PDQ administrative schedule i.e. the portfolio submission deadlines. <i>Cambridge Professional Development Qualifications Administrative Guide</i> page 10.
Location(s)	Making sure there is appropriate space for guided face-to-face learning.
Facilities	Providing sufficient educational technology and technical support; not only for guided elements but also for supported individual study and collaborative learning.
Access	Identifying and doing your best to overcome any barriers to participation and learning e.g. work demands.

1 Introduction | Programme plan and rationale template

The programme plan template is organised into the following sections:

Rationale

We provide a number of questions to prompt you to reflect on, explain and highlight key aspects, under the headings:

- Designing your programme
- Experienced colleagues (i.e. mentors)
- Guiding candidates
- Resources.

When you respond to each prompt, be succinct and focus on the prompt. Give an example of what you mean; explain not only what you are intending to do, but how and why.

Use bullet points when appropriate, to be clear and concise. This helps to draw our attention to your key points. If you are explaining a step-by-step process or priorities, use a numbered list.

Plan

This corresponds to the learning programme plan template in the PDQ portfolio. The column headings indicate what you need to outline. For example, for each session in the Evaluation column, you will outline how **you** intend to evaluate the learning taking place in the session and the session itself.

By reading across each row in the plan you will be able to make and identify the connections between the elements in a session, e.g. Topic and Content with Learning activities. Reading down the columns in the plan helps you to make the connections between sessions e.g. the development of Topic and Content, and the sequence of Learning activities.

Overall, the template helps you to achieve coherence. When we evaluate your plan we can see its overall shape, and the way all the important parts of your plan fit together. By looking at your rationale in relation to your plan, we can understand your design for the PDQ programme as a whole.



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In order to define our expectations and guide our judgements about the quality of the programme plan, we focus on these criteria:

Rationale

- learning hours and length
- programme design
- mentoring (experienced colleagues)
- guiding candidates
- resources and academic level.

Plan

- alignment with the syllabus structure
- **active learning** and learner-focused sessions
- academic level
- preparing for **summative assessment**.

The structure of Sections 2 and 3 of this guide corresponds to the evaluation rubric. Each sub-section corresponds to a criterion, and for each criterion (sub-section), you will find:

Evaluation questions

The detailed questions we consider as we evaluate your plan.

Design questions

The relevant detailed questions we ask you in the programme plan template.

Guidelines

Our expectations – not only what these are but also why we set them.

Advice

Approaches you can take in design and in presenting your design and thinking to us.

Example

An anonymised extract from a real plan, with our comments, which indicates what we are looking for in plan content.

Evaluation questions

Are the total and guided learning hours, and length of programme in line with Cambridge requirements?

Design questions

- How many hours in total are you planning for the Cambridge PDQ programme as a whole to involve?

(NB: this includes guided learning, individual study and collaborative learning; work-based learning)

- How many of these hours will be guided learning?
- How many weeks in total will the programme take?
- What is the intended start date of your programme?
- When do you anticipate your candidates will submit their portfolios for Module 1 (mm/yy)?

Guidelines

"It is important to maintain a realistic timeframe for your programme. The qualifications are not designed to be run as intensive courses over a short period of time, nor should you extend the programme for each module too far beyond the 4 months recommended by Cambridge. You should plan for a realistic deadline with achievable milestones, e.g. module submissions, and your timeframe should take into account the educational calendar relevant to your candidates."

(*Programme Leader Guide* page 15)

Our expectations are:

- Recommended programme duration of four months per module.
- 120 learning hours per module with the following elements:
 - 40 hours of guided learning per module
 - 40 hours of individual learning and collaborative learning
 - 40 hours of work-based learning.

Because:

The learning outcomes in the PDQ syllabus are best achieved through:

- A well-balanced programme that allows candidates to make the most of each element, e.g. workshops, individual study and research, collaboration, mentoring, and experimentation. With your help, they can make connections between these elements, and develop their understanding and reflective practice.
- A well-paced programme, that allows candidates enough time to think as well as to do, and keeps them stimulated, focused and motivated, so they can see and reach their objectives in good time. If the programme is compressed and too short, learning will be rushed, incomplete and shallow; if the programme is too extended, learning will be lost, disconnected and drift away.

Advice

Be careful to:

- Spread your guided learning sessions over the length of the programme. This will support your candidates to apply what they are learning in practice, engage with their mentors, reflect on their reading and prepare to learn more in their next session.
- Keep each session length to approximately 2 hours (3 hours maximum). You and your candidates will find this more manageable and sustainable.
- If you are planning for a number of sessions on the same day, ensure:
 - the day is not too long for your candidates
 - there are sufficient breaks between sessions
 - the session sequence on the day makes sense.
- Keep to 40 hours of guided learning, especially for Module 1. If you exceed this significantly, it will place unnecessary time pressure on your candidates and overload them.

Note that:

- Module 1 is an orientation module, so that topics will be revisited and explored in more detail and with more experience in Modules 2 and 3.

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2 Rationale | Learning hours and length

- If you find in your draft plan that you have more than 40 hours of guided learning for Module 1, you may well find that some of the learning activities better belong in Modules 2 and 3, or that some activities might be more useful as individual or collaborative work, or practice-based learning.
- In your rationale describe your intentions for the other elements of your programme and explain how these connect with the guided learning sessions.
- Be clear about the duration of each module if designing a Diploma programme and keep to Cambridge guidelines for each.
- Ensure there is a sufficient break between modules. This will give you time to review your programme for the next module, and adapt if necessary. In this way you can build on previous learning and design a programme that is appropriate to your candidates needs and in line with feedback from Cambridge. Please see the Award Rules in the Cambridge Professional Development Qualifications Administrative Guide. NB: candidates must have achieved a Pass or Distinction before they can submit work for the next module.
- Plan for your candidates to complete the first portfolio activity (Unit 1) in Module 1 within the first six weeks of the programme, to support the learning outcomes for Unit 1 and to provide the foundation for the next unit and its portfolio activities. For example, in a Teaching and Learning programme, it is important that the visit to the experienced practitioner for Unit 1 takes place.
- Plan for individual study/collaborative learning and work-based learning elements as they are an integral part of the preparation and learning of your candidates. It is helpful to have a clear timeframe for these activities, which you should add at the end of each module, not within the programme plan itself which should focus on the guided learning.
- Be realistic concerning your planned start date and first module entry.
- Make sure that the guided learning hours you give in the plan summary tally with the total of the hours in the date/time column.

You can plan:

- For a gradient of guided learning in Module 1, so that for example Unit 1 takes 18 hours, Unit 2 12 hours, and Unit 3 8 hours – this would allow for a final session of 2 to 3 hours to review learning outcomes and ensure all Cambridge assessment requirements have been met before submitting portfolios. This gives your candidates sufficient time in which to engage with important concepts in Unit 1 before they explore and reflect on their own and others’ practice in Unit 2 and bring their learning of theory and practice together in Unit 3.

Example

How many hours in total are you planning for the Cambridge PDQ programme as a whole to involve? (NB: this includes guided learning, individual study and collaborative learning; work-based learning)	120 – 130 hours
How many of these hours will be guided learning?	42
How many weeks in total will the programme take?	20 weeks
What is the intended start date of your programme?	2 November 2015
When do you anticipate your candidates will submit their portfolios for Module 1 (mm/yy)?	May 2016



2 Rationale | Programme design

Evaluation question(s)

Has the Programme Leader planned a well-balanced, sequenced programme that supports candidates for all three areas of learning (guided; individual and collaborative; work-based)?

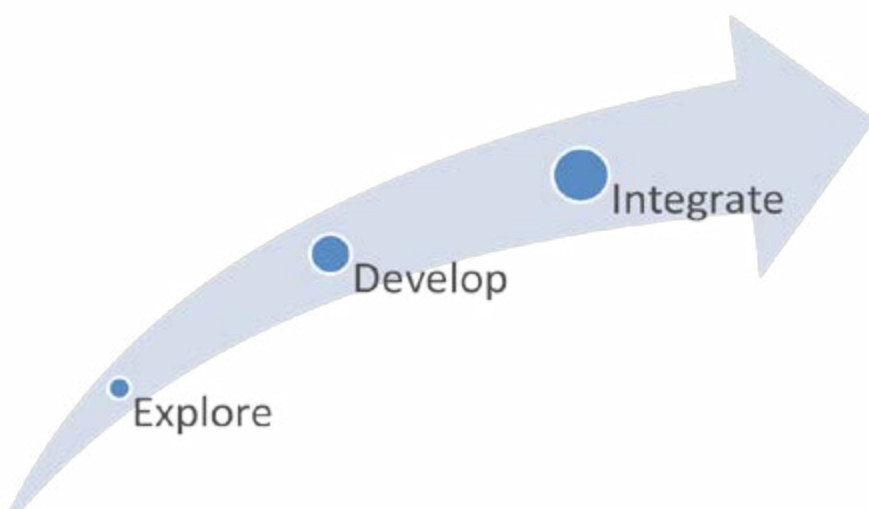
Design question(s)

How are you designing for the three elements of the programme (i.e. guided learning; individual study and collaborative learning; work-based learning support by the school) to be well-balanced and sequenced in order for your candidates to experience a coherent programme?

Guidelines

Our expectations are:

- A spiral of learning (see pages 9 and 21-22 of the *Programme Leader Guide*)



Because:

- The Certificate/Module 1 is designed so that candidates can:
 - in Unit 1, explore their personal theory, and start to engage with key concepts and principles, and new ideas and approaches
 - in Unit 2, explore their practice in the light of these concepts and principles and new ideas and approaches
 - in Unit 3, develop their understanding through further reflective practice.
- The Diploma is designed so that candidates can:
 - in Module 1, explore the area of focus (e.g. Teaching and Learning) by developing a sound foundation of knowledge, understanding and skills
 - in Module 2, develop their teaching and leadership practice in greater depth and extent
 - in Module 3, integrate their reflective practice with their **critical thinking** about theory and prepare for the next stage in professional development.
- For example, in a Teaching and Learning Module 1 programme, Bloom's taxonomy could be introduced in Unit 1 when considering 'Basic concepts and models of learning'. In Unit 2 it could be re-visited in more breadth and depth when covering the topics of 'Lesson aims and objectives' and 'Questioning and observation'. Finally it can be visited again in Unit 3 when considering the topic of 'Planning coherent lessons', when candidates have to think about why the design of learning activities should predominantly lend themselves to being **constructivist** in design.
- It is not only through the guided learning elements of Modules 1, 2 and 3 that the spiral of learning is supported. The other learning elements reinforce this by providing opportunities for **experiential learning** and reflection, supported by colleagues, mentors and candidates.

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Advice

Be careful to:

- Provide sufficient time and space between guided learning sessions for the other elements to be effective.
- Ensure that the guided learning is then informed by candidates experiences and that the learning from guided learning is applied in practice.
- Explain in your rationale how you are approaching supporting the individual, collaborative and work-based learning and connecting these with the guided learning.
- Think carefully about any assigned work you give your candidates at the end of guided learning sessions; these need to be linked to the learning outcomes, key questions and portfolio activities so that they are meaningful and constructive for candidates.
- Think carefully about how you are going to capture and develop the outcomes of the learning experiences since the previous guided learning session as an introduction to the next.

You can:

- Imagine your programme as an electric cable in which the electricity is the energy of your candidates and their learning, and the three elements are

wires within the cable, each of equal importance and with its main purpose, but combining to help the electric current flow with maximum power and effect.

- Further imagine your programme as an electric circuit. Electricity is routed through different channels, switches etc. to power different outputs. An electrician designs the circuit logically for its purposes, users and environment. Similarly, in your programme, a guided learning session can bring together and build on the outcomes of individual study, mentoring, collaborative study work, and reflections on portfolio activities.
- Use an analogue that you yourself find most helpful to imagine your programme and how its elements will work together – it does not have to be electricity! For example you might imagine this in terms of a transit map like that for the London Underground (with lines, interchanges etc.); a tapestry or weaving in which strands and colours are stitched or woven together into a distinct design; or a chemical or organic structure such as a helix; or a menu whose recipes involve a balance of ingredients. You simply need to think of and arrange the elements in a sequence of many inter-linked episodes of different kinds of learning.
- Do **not** organise your programme as three blocks in the simple order guided learning → individual and collaborative → work-based (portfolio activities). This would contradict the essential design principles of the PDQ.
- The power of an analogue is that it helps you conceive and envision your design both in its overall shape and coherence and in its constituent parts.



Examples

How are you designing for the three elements of the programme (i.e. guided learning; individual study and collaborative learning; work-based learning supported by the school) to be well balanced and sequenced in order for your candidates to experience a coherent programme?

Example 1:

The model of this programme is very much based on the model of an Outstanding classroom. New learning is introduced in the guided learning sessions, candidates grapple with this new learning, try some new things in the security of their cohort and take this out into the world. They can trial new ideas, reflect and come back to the group. Each learning opportunity is cyclical, based firmly in, learn, try, apply,

The programme will run as part of the school day with designated time for the ‘classroom’-based learning. Mentors, along with myself (the Programme Leader), will ensure the right amount of independent working so that candidates are supported and have a ‘go to’ person to rely on if need be.

Example 2:

The guided learning sessions take place every week, with 2 and sometimes 3-hour sessions (including some learner-led sessions). We will sometimes assign individual and group tasks which can be tried out with candidates. Specific individual study tasks will be set for candidates/learners and they can present their learning in the form of summaries, posters, flow charts and presentations. To ensure collaboration candidates will be encouraged to peer observe, peer assess and review. Along with other strategies, joint presentations will also be made by them which will give them sufficient chance to collaborate with each other and also with other experienced colleagues. We ask experienced colleagues to schedule time with the teacher every week, even if this is sometimes short, as a regular session will be supportive.



Evaluation questions

- Does the Programme Leader understand the role of the mentor (experienced colleague)?
- Is the Programme Leader realistic with their plans for preparing colleagues for this role?

Design questions

- What qualities and experience will you recommend your candidates look for when selecting a mentor?
- How are you going to help and support your candidates in learning with and from these mentors?
- How will you inform and advise the mentor about their role e.g. carrying out formative observations?
- Do you anticipate any difficulties with your candidates accessing suitable mentors? How will you resolve these?

Guidelines

Our expectations are:

- Each learner must have the regular support of a mentor, normally within their school.
- The mentor plays an integral role within the PDQ learning experience, and should understand the essential principles of the qualification.
- Mentoring is a relationship between the mentor and the mentee focused on the mentees' development, and the relationship needs to be sustained, with commitment from both mentor and mentee.
- The mentor needs to have sufficient depth of experience and expertise in the area of focus (e.g. Educational Leadership) to deserve the respect and trust of the mentee. But it is not only about specific knowledge; the quality of a mentor is mainly defined by their disposition and inter-personal skills. Being experienced and/or an expert in the field does not mean automatically that one is an effective mentor.

- In the PDQ programme, the mentor will be expected to:
 - Discuss what the mentee aims to achieve from the programme – personal action planning.
 - Support the mentee to identify:
 - the experienced teacher who has the strengths they can observe, or
 - the experienced leader from whom they can benefit in interview.
 - Observe this experienced teacher alongside the mentee and discuss their findings from the observation – or support the mentee in making sense of the outcomes of the interview to help audit current leadership skills and to action plan further leadership development.
 - Observe the mentee and discuss outcomes. Help them to put their development and related evidence into words, and to reflect on the impact of changes they have made.
 - Attend guided learning session(s) in the programme alongside the mentee to be able to help in mentoring discussions.
 - Help the mentee to keep to a timeline – arrange regular meetings to review and discuss progress.
 - Discuss and ask questions about aspects of the mentee's learning; listen, prompt and probe.

Because:

- The development of professional practice is most effective and beneficial when it involves collaboration with experienced colleagues. Establishing a long-term relationship with a mentor has a number of benefits and can enable your candidates to take control of their own development. Through discussion and questioning, mentors can provide both challenge and support to the learner.
- In his book *The Element* (pages 179 – 185), Sir Ken Robinson highlights four ways in which the mentor supports the mentee:

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2 Rationale | Mentoring (experienced colleagues)

1. Recognition

'...Mentors recognise the spark of interest or delight and can help an individual drill down to the specific components of the discipline that match that individual's capacity and passion...'

2. Encouragement

'...Mentors lead us to believe that we can achieve something that seemed improbable or impossible to us before we met them. They don't allow us to succumb to self-doubt for too long, or the notion that our dreams are too large for us. They stand by to remind us of the skills we already possess and what we can achieve if we continue to work hard...'

3. Facilitating

'...Mentors can help lead us...by offering us advice and techniques, paving the way for us, and even allowing us to falter a bit while standing by to help us recover and learn from our mistakes...'

4. Stretching

'...Effective mentors push us past what we see as our limits. Much as they don't allow us to succumb to self-doubt, they also prevent us from doing less with our lives than we can. A true mentor reminds us that our goal should never be to be 'average' at our pursuits...'

- The PDQ mentor helps especially in supporting the mentee to make sense of what is being learned from guided learning sessions as they then apply new ideas in practice. The mentor helps the mentee to pursue their interests through exploring further reading and sharing ideas with colleagues. So the mentor is particularly important for the individual and collaborative learning and the work-based learning of the teacher/leader.

Advice

Be careful to:

- Factor in time with your candidates mentors to help them understand their role.
- Encourage your candidates to choose a mentor with whom they have a genuine connection. It needs to be a colleague whom they trust to give them support, feedback and encouragement.

- Avoid any one mentor being over-committed (i.e. too many mentees) so that the mentor can devote the time available to one or a manageable number of mentees.
- Think tactically concerning the school organisation, e.g. Who can best play the role of mentor in and for particular school departments or sections?
- Make sure that each mentor:
 - is supportive, empathetic, encouraging and approachable
 - has active listening skills
 - acts as a sounding board rather than a judge
 - encourages the mentee to talk through problems rather than providing a solution
 - provides supportive feedback that helps the mentee to identify the next steps required to develop their learning and practice
 - helps the mentee to set their own realistic targets for development of learning and practice
 - regularly reviews with the mentee the progress they have made in meeting their own targets
 - shares some of the challenges they have faced in their own experience when relevant.
- Look ahead and identify any difficulties you think candidates might have in finding suitable experienced colleagues; think through how difficulties might best be resolved. You need to think of potential problems and solutions so that no learner is disadvantaged by not having a mentor to support them throughout their learning experience. It is always best to be realistic. Being clear in advance about potential difficulties will mean you are able and willing to manage the situation if/when it arises, rather than thinking that it will not or should not happen.
- Explain to the mentor that observation should be formative and supportive, not judgemental. It should focus on the learning taking place. The observation should not be part of a performance appraisal of the teacher or leader. You will notice that in the observation record provided by Cambridge, we do not use terms such as 'good/bad', 'strengths/weaknesses' – instead we ask for Highlights and Areas for Improvement. This offers a supportive framework for continuing professional development.

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2 Rationale | Mentoring (experienced colleagues)

You can:

- Arrange for mentors to attend one of your first sessions, so everyone concerned is aware of their roles and responsibilities and is briefed on the process of mentoring.
- Keep in touch with mentors to check that they are supporting their mentees and to clarify any issues they may have. Remember to respect the confidentiality of the mentoring relationship.
- Share the Cambridge core resources on mentoring and observation with mentor and mentee so that they have a shared understanding and expectation of this learning relationship.



Example

What qualities and experience will you recommend your candidates look for when selecting an experienced colleague?

Qualities – effective communicator who is willing and confident to provide feedback, life-long learner who is open to learning and teaching through observation and dialogue, passionate practitioner who innovates in order to help students achieve valued learning outcomes.

Experience – for Certificate level: at least two years of teaching a similar subject or age groups and with teaching qualification; at Diploma level: colleagues may come from various subject backgrounds but are known as reflective practitioners who continuously improve teaching and learning.

How are you going to help to support and guide your candidates in learning with and from these experienced colleagues?

- Set clear expectations for both candidates and experienced colleagues.
- Plan the observation and feedback sessions, together with the candidates and experienced colleagues.
- Role-play the observation and feedback session, including the using the observation forms
- Be available for any feedback and monitor the progress of candidates

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2 Rationale | Mentoring (experienced colleagues)

Example continued

How will you inform and advise the mentor about their role, e.g. carrying out formative observations?

As this is our first time running the Certificate in... I will invite experienced colleagues to be part of the programme, particularly sessions 1 and 2.

- I will also conduct an induction session with experienced colleagues identified for the programme as well as run a short workshop.
- I have put together a document outlining their role clearly and the experienced colleague will have a copy of the syllabus as well as the programme plan. The candidate and experienced colleague can add to this document their meet-up and observation schedule and other information.

Do you anticipate any difficulties with your candidates accessing suitable experienced colleagues? How will you resolve these?

- I do not anticipate any difficulties as my school has already established work groups where teachers are planning together, observed in classes and receiving and giving feedback.
- However, if there are any difficulties – such as unexpected absence of the experienced colleague – I will make it clear that candidates can come to me at any time and we can resolve the problem.
- I hope to invite an external experienced practitioner to train candidates in their reflective writing.

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Evaluation questions

- Has the Programme Leader planned to monitor candidate progress and provide formative guidance?
- Are these strategies adequate for the Centre to begin the programme?

Design questions

How will you monitor progress and provide regular formative feedback to your candidates throughout the programme?

Guidelines

Our expectations are:

- You have planned an appropriate range of formative assessment activities to support and monitor your candidates progress.

Because:

- The focus must be on identifying:
 - where the learner is in their learning, particularly in relation to syllabus learning outcomes and assessment activities
 - where they need to go in the next steps in learning
 - what improvements they need to make in their learning and how to get there.

Advice

Be careful to:

- Explain in your rationale how regular formative feedback will be provided. There are opportunities for feedback not only during the guided learning but also during the individual study and work-based elements of the programme.
- Make your feedback specific to your candidates learning, and descriptive rather than evaluative.
- Help your candidates in your written feedback to reflect on improvement and to find their way forward in closing any gaps in their learning.



- Encourage candidates to take more responsibility for the development of their own learning and explain in your plan how you will facilitate this.
- Be aware of the powerful messages about learning and development you are communicating through your feedback, whether verbal, non-verbal or written. These messages will influence how your candidates feel about themselves – their self-esteem as well as their performance.
- Be systematic in your approach when you consider your candidates needs and the needs of the school to which they belong. Use appropriate interactions (e.g. dialogue with school leaders, pre-course questionnaires, screening applicants against the candidate requirements in the syllabus).
- Discuss learning needs with your candidates themselves in the light of the syllabus.
- Enable self and peer assessment. Encouraging your candidates to formulate their own questions to ask each other and the teaching team stimulates candidates to use their higher order thinking skills; and by formulating and asking questions they construct and share their own meanings.

- Use the appropriate formative assessment activity for the learning situation, e.g. *open-ended questioning*. Research indicates that teachers often ask hundreds of questions in their practice every day. When used skilfully questioning can be a quick and efficient method of supporting the learners' learning (so they have to think and make 'connections') and checking their progress in learning.

You can:

- Use the most frequent formative assessment methods that teachers themselves use in their classroom – questioning and observation.
- Adapt to your context in the way you organise and manage feedback. For example, you can provide feedback in various ways (e.g. in writing, by Skype, Virtual Learning Environment (VLE) or an online forum); select the most appropriate and effective way for the situation.
- Give as much time as possible to listen to your candidates – let them ask their own questions, and learn from these yourself. Encourage them to challenge their own thinking and to share their opinions critically and constructively with each other.
- Organise peer support, outside of the guided learning hours, that engages candidates with their everyday practice and learning. For example in group meetings they can discuss how they are getting and using learner feedback, how they are reflecting on practice and new ideas they have gained from their reading and research.

Example

How will you monitor progress and provide regular formative feedback to your candidates throughout the programme?

I will monitor the progress by candidates' regular verbal and written response during the sessions to my questions and other discussion points, their presentations, groups and home assignments. I will give them regular whole group formative feedback and also individual feedback.

How are you going to help to support and guide your candidates in learning with and from these experienced colleagues?

Firstly, the design and approach of the programme (spiral/active learning) provides ample opportunity for gathering a range of candidate learning data at specific stages of their learning through the programme: for example – episodes from sequenced/scaffolding learning activities; reflective journaling; observations; community discussion and consultation sessions at the end of each unit; as well as the portfolio they will develop throughout the Certificate programme.

Further, the assessment tasks align with the key questions and syllabus learning outcomes. I have planned activities that will give candidates opportunities to develop and demonstrate learning on those tasks, and this will provide feedback on the candidates progress for both the Programme Leader and learner.

Finally, all sessions begin and end in a community circle and conferences have been scheduled at the end of each unit. These forums provide a mechanism for not only providing feedback but also probing candidates' learning and perceptions along the way.



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Evaluation questions

- Is the list of key resources appropriate?
- Are these linked to the learning sessions (i.e. not just a list at the beginning)?

Design questions

- In addition to the resources from Cambridge please specify six key learning resources you will use in your programme which indicate the range of resources you intend to use.
- Why are these key as far as you are concerned?

Guidelines

Our expectations are:

- A variety of relevant learning resources, that relate to the learning outcomes and are used effectively e.g. introduced into learning at the most appropriate moments.

Because:

- These resources will stimulate candidates to consolidate, develop and extend their learning. The best resources are those which encourage your candidates to go further in their reading and research – to use their initiative and independence in following lines of enquiry and interest.
- Online resources may be more accessible for you and your candidates, and these should also be included in the plan and rationale. Examples include:
 - <https://www.tes.co.uk/teaching-resources>
 - <http://www.teacherstoolbox.co.uk/index.html>
 - <http://geoffpetty.com>

Advice

Be careful to:

- Select and use a variety of learning resources to support teaching and learning within the guiding learning sessions; this will include activities, video, worksheets, online and text resources.
- In your six key resources, include at least one, but no more than three general textbooks or publications relating to your areas of focus, e.g. Educational Leadership. Where possible the resources should cover all the education sectors (primary/secondary and further/higher education) as this will help your candidates gain insights into wider contexts than their own. An example of a Teaching and Learning key resource providing a wealth of readings is:

Pollard, A. (Ed.) (2014) *Readings for reflective teaching in schools*. 2nd Ed. London: Bloomsbury Academic.

- These general textbook(s) should also cover most, if not all, of the Module 1 (Certificate) topics. The same resources may also contain more advanced readings aligned to the demands of Modules 2 and 3.
- Include at least one specialist textbook that focuses on a specific topic such as constructivism and formative assessment. An example of a specialist Teaching and Learning textbook is

Hattie, J. and Yates, G. (2014) *Visible Learning and the Science of How We Learn*. Abingdon: Routledge.

- Give a brief justification as to why you have chosen your key resources e.g. how each resource will support learning, be accessible to all and support teaching and learning.
- Remember the volume of reading involved; instead of the whole book, highlight particular chapter(s) or section(s) for essential reading.
- Identify the resources you intend to use in the sessions. You do not need to provide full descriptions because the description of the teaching and learning activities will indicate how resources will be used.
- Identify where and how the key learning resources together with the Cambridge core and module resources will be referenced and used.

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- You can:
- Evaluate and choose possible resources with the following checklist.

Choosing resources	
Current	Does the resource reflect current thinking in educational practice and theory?
Reliable	Has the quality of each resource been verified for academic quality?
Authoritative	Does the resource come from a recognised authority such as an educational journal, recognised educational theorist or researcher? (Wikipedia, for instance, is not an appropriate resource for academic work due to the nature of how information is uploaded)
Relevant	Is the resource consistent with the syllabus learning outcomes?
Appropriate	Is the resource appropriate to the level of study and your candidates?

Example 1:

In addition to the resources from Cambridge, please specify six key learning resources you will use in your programme, which indicate the range of resources you intend to use.

Mehisto, P., Frigols, M. & Marsh, D. (2008) *Uncovering CLIL*, Macmillan.

Chadwick, T. (2012) *Language Awareness in Teaching: A Toolkit of Content and Language Teachers*, CUP/Cambridge International Examinations.

Coyle, D., Hood, P. & Marsh, D. (2010) *CLIL*, CUP.

Linares, A., Morton, T. & Whittaker, R. (2012) *The Roles of Language in CLIL*, CUP.

Bentley, K. (2015) *Cambridge English: The TKT Teaching Knowledge Test Course: CLIL Module*, CUP.

Dale, L. & Tanner, R. (2012) *CLIL Activities A Resource for Subject and Language Teachers*, CUP.

The CLIL Teacher's Competences Grid <http://lendtrento.eu/convegno/files/mehisto.pdf>

Hattie, J. & Yates, G. (2013) *Visible Learning and the Science of How We Learn*, Routledge

Why are these key as far as you are concerned?

New teachers are quickly overwhelmed if we expose them too quickly to the complexities of the programme and I gave a great deal of consideration to the texts and the sequence of their introduction based on this experience long before beginning the programme template. **CLIL** (Coyle, Hood & Marsh), **Uncovering CLIL** (Mehisto, Marsh & Frigols), **Language Awareness in Teaching** (Chadwick), and **The Roles of Language in CLIL** (Llinares, Morton & Whittaker) read in that sequence, in my opinion, layer and build understanding of the dynamic elements of content and language integrated learning in a comfortable and digestible way, given the short time span of the Diploma. They also fit the spiralling nature of the programme.

Kay Bentley's **TKT: CLIL** and **CLIL Activities** (Dale & Tanner) are used throughout the programme as they provide great activities and resource for teachers to extend into their practice.

From that point, teachers have enough background as an introduction to CLIL.

CEFR resources are used in Module 1 for assessing language proficiency and we use them throughout the programme. However, in Module 2 we include *Language and Literacy Levels across the Curriculum: EALD Students* as well as the Cambridge English Language Assessment route and *Implementing the Curriculum with Cambridge*. They need to become familiar with these frameworks in order to be able to engage with research related-activities that take place in Module 3.

Excellence in Bilingual Education (Mehisto), and the *Evidenced Based Practices Framework Elaborations Literacy* published through the Northern Territory Government, Australia are used comprehensively in Module 3 and provide enough resource for candidates to critically engage in bilingual learning research and theory and effectively evaluate a bilingual learning programme.

Example 2:

In addition to the resources from Cambridge, please specify six key learning resources you will use in your programme which indicate the range of resources you intend to use.

Readings will be extracted from the following resources

1. Joyce, B., Weil, M. & Calhoun, E. (2000) *Models of teaching* (6th ed.). MA: Allyn and Bacon.
2. McTighe, J. & Wiggins, G. (2004) *Understanding by design: Professional Development Workbook*. ASCD.
3. Merrill, M. D. (2002) First Principles of Instruction. Retrieved from <http://mdavidmerrill.com/Papers/firstprinciplesbymerrill.pdf>
4. Gagne, R. M. (1985) *The Conditions of Learning and Theory of Instruction*, 4th Edition. Robert Woodbury.
5. Action Research for Teachers. Retrieved from https://www.naeyc.org/files/naeyc/Action_Research_Booklet.pdf
6. Kolb, D. (1984) *Experiential Learning: Experience as the source of learning and development*, Prentice Hall. <http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb>

Why are these key as far as you are concerned?

Referring to the above learning resources

1. Provides an overview of the models of teaching and learning, builds on learning psychology and grouped into the four families – behavioural, information processing, personal and social learning. It is a case study based across different subject areas.
2. Provides templates and is activity based, backward by design looks into assessment for learning.
3. A simple yet practical model integrating many instructional design models that a teacher could use.
4. To introduce Gagne's nine events of learning, creating active learning.
5. To introduce action research to teachers, framework for reflective writing and evidence of learning.
6. Reading leading to active learning, learner engagement.



Evaluation questions

- Do learning aims and outcomes correspond with those in the syllabus?
- Does the programme design correspond with the syllabus design and structure to an appropriate extent?
- Is there a clear sequence of learning, supporting a spiral of development through the units and module(s)?
- Do the learning sessions specifically address the learning outcomes?
- Are the key questions integrated in the design of activities?
- Do sessions offer opportunities to explore relevant topics and concepts?
- Will the programme prepare candidates for summative assessment?

Design questions

All of the questions in the rubric essentially concern alignment with the syllabus:

- Does my programme plan follow the design of the syllabus?
- Have all the learning outcomes been covered?
- How can the key questions be used in sessions to explore and extend learning?

Guidelines

“The learning outcomes in each syllabus should act as a framework and specify what your candidates are expected to know, understand and demonstrate. Although learning outcomes represent the results of the learning rather than the learning process itself, they should still be used as a common reference for teaching and learning throughout your programme.”

(Programme Leader Guide page 14)

“The key questions in each syllabus are also intended to help focus your professional development programme. Candidates are not required to provide formal responses to the key questions but should use the key questions as a prompt to initiate enquiry, reflection and discussion.”

(Programme Leader Guide page 14)

Our expectations are:

- When planning your programme, your starting point should be the relevant PDQ syllabus.
- Your plan for each module should clearly state the learning aims and outcomes for your programme. These should be the same as the learning outcomes in the Cambridge PDQ syllabus for which you are designing your programme.
- Identify essential topics and content by carefully considering and interpreting the learning outcomes, key questions and assessment requirements in the syllabus. The unit and module structure will also help you to determine a sequence in which to teach the topics.
- Ensure that all learning outcomes will be covered to the required depth.

Because:

- The syllabus helps you understand the essential principles that underpin the design, structure and requirements of the PDQs. It is important that you are familiar with the whole Diploma syllabus. Develop a good understanding of how candidates progress from one module to the next, even if you are not currently intending to run Modules 2 and 3. You need to see Module 1 as part of the whole so you can better judge how much to cover in Module 1, and in what depth.
- Teaching the topics in a logical order shows how links to previous learning are being made.



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Advice

Be careful to:

- Connect topic/contents, with activities, with resources, with formative assessment, with evaluation. That is, reading across the row in the plan, each session must be coherent.
- Use mainly pair and small group work to encourage collaborative and co-operative learning so candidates learn from each other.
- Aim to provide your candidates with a good grounding in relevant theory. However, for Module 1, let the learning outcomes and key questions guide what theories and theorists are to be covered, and in what depth.
- Streamline your plan. Be realistic with time (e.g. an activity involving discussion/interaction can easily take 1 hour). You need to avoid finding that the activity has to be closed so as to move on to the next designed activity 'on time'. Ensure that everyone involved has sufficient time in which to engage, explore, extend and enjoy as much learning as possible through the activity.
- Streamline your sessions. You do not have to detail your sessions in the programme plan, beyond the outline information concerning topic/content etc. 3-hour sessions are relatively long blocks of time. As you draft your plan, review the learning focus and learning activities for each session. Look to refine the session objectives and reduce their number to be efficient. Make sure they relate to the syllabus learning outcomes rather than simply describing the topic, content or activities in the session.
- Streamline your activities. Look for higher order thinking and explain how and why these activities support the learning outcomes. You can do this by referring to the key questions in each session.
- Vary the rhythm and sequence of activities from session to session, to avoid candidates becoming accustomed to a 'routine'. For example, brainstorming can be a very effective approach, but does not always have to feature in each session or to be the first activity in the session.

- Plan session 1 to have impact; signal the excitement and relevance of the programme for the candidates. For example use an inspiring presentation by a teacher or leader whom your candidates will respect (either in person or in video). The presenter shares with them how transformational a well designed learning experience and professional development can be. It is a great way to start; it helps the whole group feel they have the same motivations as the presenter and are embarking on something special in their lives.
- Complete Unit 1 and its portfolio activity within the first six weeks of the programme.
- In sessions later in the programme, increase the emphasis on learner-centred and learner-led experience. For example, in Educational Leadership, the way in which their action plans are shaping in relation to the leadership concepts, models and practices they have explored and the realities of themselves and their contexts.

You can:

- Add to the syllabus learning outcomes in your aims and objectives to enhance the relevance of the programme for your candidates in their context. However, these additions should not be too many, to avoid overloading the programme, given its size and duration. You will be able to detail further specific aims and objectives in your learning session plans.
- Refer back to your programme aims and objectives as they will remind you of where you are trying to go and for what reason(s). It should be clear how the learning activities in your programme relate to the overall aims and objectives.
- Set up a wiki for your candidates to share ideas and resources, or encourage candidates to write a blog, reflecting on their learning throughout the programme. A blog will help them when they come to reflect for their portfolio.
- In your final session, allow time for a final celebratory activity to mark your candidates achievement, and build in consideration of 'what next?' Each module leads on to further professional development and further experiences as a reflective practitioner.

3 Programme plan | Alignment with the syllabus structure

Example

S/ M/ U	Date/ time	Topic and content	Teaching and learning activities	Learning materials and resources	Formative assessment	Evaluation
Unit 1: Understanding principles of learning and teaching				Tutors and Programme Leaders provide candidates and mentors with ring binders containing: syllabus, portfolio template, observation forms and core resources.		
S2. M1. U1	Week 2 14:00 – 17:00 3 hrs	What do we mean by learning? What's our personal theory of how people learn? Introduction to basic models and concepts: – Behaviourism – Constructivism – VAK	Snowball: What is learning? Draft: a personal 'definition', a small group 'definition', whole group 'definition(s)'	Post it notes and pens Flip Charts and markers	Observation	Thumbs up/down
			PowerPoint: Intro to basic learning theories	PowerPoint	Peer feedback	Traffic lights
			Key points activity: 3 groups look at Learning Theories and present key points to whole group	Worksheet Flashcards	Peer feedback	
			Class discussion: Is VAK overused?	VAK inventory		
			Form assess act: Traditional Vs Constructivist Classroom	Paper strips and A4 sheets	Directed Q&A and learner questions	Keep & revise
			Reflection: Review of learning from the session			Reflective Journal
S3. M1. U1	Week 3 14:00 – 17:00 3 hrs	Integrating theory and practice: Kolb's learning cycle Honouring the learning process Guiding principles of constructivism	Video: First half of video – class called 'rowdies' and new teacher's first day in class of teenagers Ideas/thoughts about the video so far	Multimedia	Observation & peer feedback	Thumbs up/down
			By reading across the plan we can easily visualise the activities and how the learning sessions progress and build on previous learning.	PowerPoint Flipchart	Quiz: Differentiated flash cards	Traffic lights
			Pair work and discussion: Case studies: what affects learning?	Case study handouts	Group presentations, questions	Three questions
			Group work and presentation: 5 Guiding Principles of Constructivism	Embedded PP quiz Flipchart	Group presentations and questions	Observation feedback
			Question time	Handouts		
			Remaining video clip: How rowdies end up learning by engaging in active learning, exploring and presenting their learning	Flipcharts & markers		

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3 Programme plan | Alignment with the syllabus structure

Example continued

S/ M/ U	Date/ time	Topic and content	Teaching and learning activities	Learning materials and resources	Formative assessment	Evaluation
Unit 1: Understanding principles of learning and teaching				Tutors and Programme Leaders provide candidates and mentors with ring binders containing: syllabus, portfolio template, observation forms and core resources.		
S4. M1. U1	Week 4 14:00 – 16:00 2 hrs	Facilitating learners' involvement:	Review: learning from the previous session	Flipchart	Directed Q&A	Thumbs up/down
		Meeting learners' needs:	Video: No opt-out about motivation	Pen and paper	Observation	Community circle
		Maslow's Hierarchy of Needs	Activity: Scan and check	Maslow's Hierarchy of Needs and quiz	Peer feedback	
		Motivation	Form assess act: Motivators vs Demotivators (worksheet)	Worksheet	Peer scaffolding and assessment	(e)Valuation
		Encouragement, guiding and supporting individual learners'	Tell your neighbour: your experience of meeting individual needs of learners	Post-it notes		
			PowerPoint: Motivation, encouragement, guiding and supporting individual learners	PowerPoint	Directed Q&A and learner questions	
			YES/NO questions: to be posed to trainer who will answer or bounce it across the room		Observation	Notes
			Inspirational video: How teacher's motivation transforms a shy and hesitant student into a fluent and confident reader			
			Review: Learning from the session and post notes on the white board		Directed Q&A Post-it notes	Post-it notes

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3 Programme plan | Alignment with the syllabus structure

Example continued

S/ M/ U	Date/ time	Topic and content	Teaching and learning activities	Learning materials and resources	Formative assessment	Evaluation
Unit 1: Understanding principles of learning and teaching				Tutors and Programme Leaders provide candidates and mentors with ring binders containing: syllabus, portfolio template, observation forms and core resources.		
S5. M1. U1	Week 5 14:00 – 16:00 hrs 2 hrs	Preparing for observation of an experienced practitioner: Observing a lesson: review, sharing and collaboration Overview of the templates Note: the candidates' mentors will be invited to attend this session:	Welcome to mentors Snowballing questions: (mentor and candidate, then small groups and whole group): What's the purpose of Unit 1 observation? How does this fit with Unit 1 learning outcomes?	Flipchart	Presentations	Thumbs up/down
			Briefing: How to prepare for Unit 1 observation and other observations	PowerPoint Certificate observation forms Cambridge observation resource Cambridge mentor guide Pens and paper Flipchart	Observation Directed Q&A	
			Thought shower: How is observation as a formative tool different from summative appraisal? Outcome: some Dos and Don'ts	Pens and paper Flipchart	Wall walk	
			Round: How does mentor share knowledge and experience to encourage personal and professional growth of a teacher?		Peer scaffolding and assessment	
			Plenary: Main points from this session	Flipchart and markers		Candidates feedback Post-it notes

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Evaluation questions

- Do most of the learning sessions evidence an active learning approach?
- Are a good range of learning approaches used?
- Do the sessions build on candidates prior learning and experience?
- Is there a clear focus in the learning sessions and do the activities and resources support this?
- Is there evidence of planning for formative assessment?
- Is there evidence of planning for **differentiation**?

Design questions

- In your design how are you taking into account your learners' needs, previous experience and learning, interests and learning preferences?
- How are you designing for active learning (constructivist) approaches in your programme?
- How will you and your programme team model best practice in teaching and learning for your candidates

Guidelines

"Provide opportunities within your programme for your candidates to identify and pursue particular lines of enquiry and interest. Consider the balance between structure and process that best suits your group and each individual within the group."

(Programme Leader Guide page 19)

"Model the type of instruction you would like candidates to use. This includes ensuring that your sessions engage candidates in discussion, problem solving, reading, group and collaborative work etc."

(Programme Leader Guide page 19)



Our expectations are:

- An appropriate balance and variety of teaching and learning activities that will help your candidates to achieve the desired learning outcomes through active learning.
- The plan should focus on how candidates will learn, rather than teaching activities.
- There should be planned short-term (session) evaluation, intermediate (topic/unit and sequence) and longer-term (whole programme) evaluation.
- Planning for differentiation. It is inclusive, meaning that it is possible to set activities that will cater for all candidates. It is not expected or necessary for all learning activities to be differentiated. However, your programme plan should indicate what activities you intend to differentiate, and how.

Because:

- Active learning is about candidates being engaged in their own learning rather than simply being passive recipients of information that you supply. They are engaged in a variety of activities that involve thinking, doing, talking and developing their understanding of a topic.

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Advice

Be careful to:

- Know as much as possible about your candidates; this is central to good programme design. To make learning activities more meaningful for your candidates, it is essential that you connect learning with their own experiences, motivation and preferences.
- Select and use appropriately a range of visual, auditory and kinaesthetic teaching techniques that match your objectives, such as watching videos, holding discussions, using groups, and inviting guest speakers.
- Start most of your sessions by linking the planned new learning to the candidates existing knowledge.

You can:

- Produce a Programme Handbook for your candidates to include information about formative assessment, mentoring, academic writing etc. You will then be able to refer candidates to your own Centre’s guidance as well as to the syllabus and the core resources provided by Cambridge.
- Make effective use of online discussion to help candidates clarify their ideas by sharing with their peers. Candidates can reflect on their learning using a blog. A wiki can help collaboration around ideas and resources. If you blend online activities into your programme, for guided, individual, collaborative and/or work-based learning, be clear about the purpose and reason(s) for using online facilities, select the most appropriate facility, and evaluate its effectiveness.
- Encourage candidates to monitor their own learning progress. There are numerous strategies that can be used and all are suitable as long as they assist candidates to take more responsibility for their own learning.
- One of the core principles of the Diploma programme is reflection. Carry out ongoing evaluation to inform your future planning e.g. the next steps in your candidates learning.
 - You can obtain feedback for evaluation in a variety of forms and from a variety of sources. The format of the programme plan allows you to indicate in a dynamic way the range and the purpose of the evaluation methods you intend to use to evaluate your activities and sessions.

- To learn from evaluation you and your team need to reflect on the feedback obtained. Doing the same thing over and over again does not guarantee learning and subsequent improvement to practice. To become an effective reflective practitioner is a skill. To help develop this you should not only use feedback from your candidates but also reflect yourself. Keep your own **Reflection Journal**. Encourage your candidates to keep their own Reflection Journal. If you model this yourself as good and useful practice, they will be more likely to follow your lead.
- To obtain quick feedback you can make use of Post-it notes. Asking the candidates to write on Post-it notes what they have learned at different stages during the session gives immediate feedback. The Post-it notes can also be used to identify gaps in the learners’ learning and where they need further support. Other quick feedback methods include ‘traffic lights’ (red and green laminates) and thumbs up/down.
- Quick feedback can lead on to some informal discussion about why the learning activity was or was not successful, enjoyable and challenging.
- Detailed intermediate feedback is obtained at suitable stages of the learning programme. The most common methods of obtaining feedback include the use of learner questionnaires and interviews, lesson observation and maintaining a Reflection Journal. For example, after teaching each of the units in Module 1 use a short questionnaire to evaluate different aspects of the programme. Focus on the effectiveness of the teaching and learning strategies and identify any ‘gaps’ in the candidates learning.
- Longer term evaluation needs to look beyond participant satisfaction, and focus on more relevant and lasting impact, e.g. what change(s) if any the PDQ programme has made to teaching and leadership practice and students’ learning.



3 Programme plan | Active learning and learner focused sessions

Example

S/M/U	Date/ time	Topic and content	Teaching and learning activities	Learning materials and resources	Formative assessment	Evaluation
Session 1 Module 1 Unit 1 3 hrs	Wk 1 – Wk2 1 hr 2 hrs	Introduction: Cambridge PDQ syllabus and assessment requirements [IS] Defining learner expectations [GL]	Pre-course activity: Reading and familiarisation – course aims, content and assessment requirements	PDQ syllabus	Self-assessment	Traffic lights
			Activity 1: Spectacle – A review of the aims, outcomes and assessment criteria.	Evaluation Matrix Template	Corrections/Self- assessment	Post-it notes
			Activity 2: Think, pair and share – Target setting and discussions of personal expectations	Worksheet Module 1 aims	Peer feedback and learner questions	True/False cards laminated
			Presentation: Overview of Diploma structure, the spiral of learning and Kolb's learning cycle	PowerPoint syllabus	Directed Q&A	Oral learner feedback
Session 2 Module 1 Unit 1 3 hrs	Wk 2 1 hr 50 mins 1 hr	Observation [GL] – why observe? – key principles of observation – the observation process – who should observe Observation practice [SI] Observation skill [CL]	Activity 1: Each one (group) teach one – Ask each group to study an aspect of the observation concept in the handout and teach the others, highlighting the key points	Core resource – observation	Hot seat	KWL
			Activity 2: Video – Watch video of a lesson and use the observation feedback form to identify the strengths and weaknesses of the lesson	Lesson video, observation feedback form	Self-assessment	
			Activity 3: Stimulating collaboration – In pairs can- didates compare their findings and reflect on the differences in each other's observational skill. They work together to produce a plan in implement- ing changes required to remedy the gaps in each other's observational skill	Learning Journal	Questioning, peer feedback	
			Activity 4: Group discussion – Establish key principles of observation for PDQs – What is the aim of the observation visit for Unit 1?	Flip chart Learning Journal	Q&A	Learner feedback Post-it notes for candidates to reflect and identify gaps in learning

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3 Programme plan | Active learning and learner focused sessions

Example continued

S/M/U	Date/ time	Topic and content	Teaching and learning activities	Learning materials and resources	Formative assessment	Evaluation
Session 3 (for candidates and experienced mentors) Module 1 Unit 1 6 hrs	Wk 3	Learning from a mentor [GL] – Roles and responsibilities (mentors and candidates session) – The process of engaging with mentors [GL] – Building an effective relationship [GL] – Ensuring a purposeful dialogue [GL] – Recording discussion [WBL]	Activity 1: Snowballing – Selecting and learning with a mentor Five questions – Discuss the roles and responsibilities of mentors and candidates	Resource 1.1 Principles for selecting an experienced colleague Reflection Journal	Peer feedback and direct feedback	Complete KWL grid
	2 hrs					
	2 hrs					
	90 mins		Activity 2: Round table discussion – Steps to establish professional relationships and how to ensure candidates grow independence Class brainstorm – Strategies for building an effective relationship between candidate and mentor	A3 poster	Talk partner	Minute summary
	30 mins			A3 poster	Discussion	Muddiest point
			Activity 3: Video – Watch a coaching session video as a prelude to structuring dialogue using the GROW Model	Res. 1.2 The GROW model, coaching session video	Observation and discussion	Traffic lights
			Activity 4: Set up student fieldwork and reflection – in next two weeks candidates to hold and record discussions with their experienced colleague on the key features of an effective lesson	Resource 1.3 Recording discussions	Observation and discussion	Process review sheet Reflective Journal
			Activity 5: Plenary	flip chart	Directed Q&A	Post-it notes

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Evaluation questions

Will candidates develop their critical thinking and reflective writing?

Design questions

Academic level is inherent in the syllabus and underlies all the questions.

- How will you help your candidates to develop their own practice and evaluate their current understanding?
- Have you planned to explore what it means to be a 'reflective practitioner'?
- How will you support candidates to present their ideas and experience to the standard?

Guidelines

Our expectations are:

- The learning outcomes, key questions, assessment activities and assessment criteria are set at Level 4 for Module 1 (Certificate) and Level 5 for Module 2 and 3.
- The plan for Module 1 should target achievement of the learning outcomes etc. for Module 1 (Certificate) and not seek to include content from Modules 2 and 3.
- The grading in the assessment criteria allows us to recognise candidate learning and evidence at Distinction level, which looks towards Level 5.
- Modules 2 and 3 must show progression in the level of understanding, developing practice, analysis and discussion, communication and presentation.
- Candidates should develop not only their reflective practice but also their critical thinking. During the programme they engage increasingly deeply and confidently with:
 - their own and others' practice, both near and far
 - relevant concepts, principles and theories.

Because:

- The PDQs are based on defined learning outcomes. We assess portfolio evidence firstly for achievement of these outcomes; then for fulfilment of each of the assessment criteria in order to determine the grade to be awarded.
- The framework provided by the PDQs is constant and consistent across Centres and programmes; within this framework programmes can be designed with flexibility according to needs and context.

Advice

Be careful to:

- Work with candidates on their understanding of:
 - what critical thinking and reflective writing mean in practice
 - how they can improve the quality of their own thinking and writing.
- Remind your candidates that in order to achieve a Pass they should ensure their portfolio provides evidence of **all** the learning outcomes.
- Tell us in your plan how you are going to explore the assessment criteria.

You can:

- Use the *Module 1 Guide* from Cambridge, and anonymised extracts of portfolios from your own Centre, to explore with your candidates the meaning of assessment criteria and evidence indicators.
- Design learning activities for candidates to practise reflecting and reflective writing. For example, asking them to reflect on a critical incident in their own and/or observed practice and write a brief reflection to share and discuss with colleague(s).
- Encourage your candidates to go beyond their first thoughts or words; they should challenge themselves to question their own thinking so that their written evidence is as authentic and meaningful as they can make it.
- Use shared critical reading of key texts, e.g. chapters from a thought-provoking book. Invite each learner to take a particular chapter to produce a précis of the argument, together with their own analysis and discussion of the merits of the argument, which they can discuss with their colleagues.
- Share the learning outcomes, assessment requirements and criteria with mentors, so that they are fully aware of the academic level expected in the Certificate and Diploma.

Evaluation questions

- Is it clear when and how candidates will produce evidence for the portfolio?
- Does the plan have specific references to the published assessment criteria?

Design questions

- How will you guide candidates so that they avoid plagiarism and other forms of malpractice?
- How will you ensure that candidate portfolios comprise complete and authentic evidence, including following academic referencing conventions?
- How will you communicate and explain information and examiner feedback received from Cambridge about the qualification to your candidates?

Guidelines

Our expectations are:

- Portfolio evidence is valid, complete and authentic.
- Evidence is presented in an appropriately professional manner, following academic conventions.
- Evidence is gathered and shaped during the programme, starting with observations, reflections and experiences recorded in Reflection Journals.
- Appropriate support is given to the candidate by the Programme Leader and team, mentors and colleagues without compromising the authenticity and honesty of the portfolio submitted to Cambridge.
- Ideas and experiences belonging to other practitioners are referenced appropriately.

Because:

- This conforms to established standards for professional behaviour and academic honesty.

Advice

Be careful to:

- Make sure you time the preparation for portfolio activities at the right point in the schedule.
- Make clear how you and your team will support candidates in preparing the portfolio, e.g. when and where the candidates will be carrying out their portfolio activities.
- Give candidates clear advice on avoiding plagiarism and other forms of malpractice (see *Administrative Guide* Section 3.8).
 - The great majority of candidates do not plagiarise. However, a small number can plagiarise unintentionally. To guard against this happening, you should ensure that all submitted portfolios that cite the works of others have such citations clearly acknowledged and referenced.
 - A very small minority of candidates may be tempted to plagiarise deliberately. To guard against this your Centre should have a clearly written policy that is shared with candidates.
 - Such policies and procedures can be incorporated into a Programme Handbook along with other information such as the programme structure, assessment requirements, how to follow academic referencing conventions, etc. These matters can then be discussed during the induction to the programme so candidates are fully aware of the issues involved and possible consequences.
 - If it happens, the main reason for plagiarism is that a candidate may lack confidence in their own ideas and practice. The best safeguard is to reassure and encourage all candidates that we are looking for them to use their own voice, ideas and experiences in their portfolio evidence to demonstrate their own learning.
- Sign the portfolio cover sheet with the candidate to confirm that the portfolio evidence is sound.
- Please do not copy, paste and forward Cambridge feedback. It is more effective for you to interpret the feedback and feed this into your formative support to your candidates in their next stage of learning.
- Carry out random sampling to compare evidence from different candidates as part of your own quality assurance procedures.

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3 Programme plan | Preparing for summative assessment

- Refrain from sharing between candidates of their draft evidence. This will help them to avoid any inadvertent copying of ideas/phrases etc. It is better to share ideas in workshops (rather than write and shape written evidence together). Mentors can help the candidate review their draft written evidence.
- Be clear with candidates – and with your teaching team – that the candidate portfolios should be their own and that shared phrases, paraphrasing other candidates' work and using other candidates' ideas without appropriate acknowledgement is dishonest and will be identified by Cambridge examiners and investigated.
- Give your candidates clear guidance on how to reference using academic conventions as it forms part of the assessment criteria. We recommend that candidates use the Harvard system of referencing as this is very widely known and understood. But whichever referencing system they use, they should be consistent. There are numerous websites which describe and explain the use of the Harvard system; you can have this information readily available to all candidates by incorporating it into a Programme Handbook.
- You should be guiding candidates to use correct academic conventions and referencing in their portfolios. For candidates who are not familiar or need to be reminded of how to reference for academic work you could include a tutorial or give links to the following websites on your VLE:
<http://libweb.anglia.ac.uk/referencing/harvard.htm>
<http://library.pdx.edu/diy>
- In your programme rationale you need to explain how you intend to communicate examiner feedback to candidates. This is more than likely to involve a combination of face-to-face and remote feedback methods using facilities such as email, Skype, Twitter, Facebook, telephone, etc.
- Organise at least one guided learning activity/session shortly before the end of the learning programme to enable candidates to share their programme experiences. This will also provide you and your teaching team with valuable feedback on how candidates have progressed and the design and effectiveness of the programme.
- Encourage everyone to be original and authentic by exploring and discussing the concept of 'academic honesty' in order to understand this principle and its justifications. It is good to include this as an activity early on in the module – before moving on to indicating sanctions concerning plagiarism if it happens.

You can:

- Emphasise that the assessment activities (and the templates) are not only designed for assessment but also for learning and development. The template provides a framework for providing evidence of practice, learning and reflection. The experience is one they will find very relevant and interesting. It is good to approach assessment 'tasks' as learning opportunities.

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Next steps | Drafting your plan

It is important when drafting your programme plan to:

- Focus on the quality rather than the quantity of detail. We do not require detailed descriptions of learner and teacher activities in each session (you will have these in your own session plans). But the activities you outline should have a clear purpose concerning the topic and focus of the session and the learning outcomes of the programme.
- Integrate programme evaluation into the life of the programme, rather than leaving this until the end; be ready, willing and able to make appropriate changes to your plan in the light of experience and feedback.
- Feature the ways in which you are going to help your candidates make connections between their experiences in different elements of the programme. Explain, for example, how your guided learning sessions:
 - take into account the work-based learning (including preparation for and reflection on portfolio activities)
 - draw upon the outcomes of individual research and reading, study group discussions, mentoring review etc.
- Refer in your rationale to features, moments and aspects in your plan which exemplify what you are intending.
- Model best practice in designing for and discussing professional development. For example ensure that learning sessions are learner-centred, using a variety of activities, some of which are differentiated. By doing this, you will influence not only your candidates but also your school leadership, mentors and colleagues. You will thus be helping to develop the school culture as a learning organisation.
- Share your programme plan in draft with colleagues who are going to be involved in the programme; this will help them to understand, feel part of, and contribute to the programme as it is being shaped.
- Discuss with your school leadership. They are supporting you and the programme and you can arrange a meeting in which you guide them through the highlights of your draft programme. For example, draw their attention to particular moments where they can give their active support.

- If possible ask an experienced colleague, who has knowledge or understanding of the PDQ syllabus, to do a critical read of the plan. They may well see way(s) in which you can improve it.
- Finally, always do one last critical review yourself to make sure that you are confident you have designed for your candidates needs and school context, taking into account practicalities such as scheduling, location, facilities and access.
- Check that your plan meets Cambridge guidelines. You can use the quick checklist on the next page to help you.

[illegible]

4 Next steps | Drafting your plan

Does my programme plan have the following?

- 120 hours per module, including 40 guided learning hours, over approximately four months (16 weeks).
- Guided learning sessions are spread across the programme, with time and space for the other elements to be effective, and the programme as a whole is well balanced.
- Learning aims and objectives corresponding to the syllabus aims and learning outcomes.
- A clear sequence of learning, supporting a spiral of development through the module(s) or units – i.e. revisiting topics in more breadth and depth, with the benefit of learning from experience.
- An active learning approach with a balance and variety of teaching and learning activities.
- Learning sessions that are learner rather than teacher centred and build on candidates existing knowledge and skills.
- Key questions that are integrated in the activities.
- Individual, pair and group work – with emphasis on pair and group work.
- Differentiation – when and how the programme will meet individual learning needs.
- Links to previous learning that are clear and well defined.
- A variety and balance of learning resources being used to support learning, with key resources identified and explained.
- Indication of when and how mentors are informed about their role and responsibilities.
- A variety of formative assessment activities/methods being used to support and monitor learning, including peer and self-assessment.
- Time and attention given to preparing for and reflecting on the portfolio activities, including scheduling the activities themselves.
- Reference to the syllabus assessment criteria, e.g. analysis and discussion, in activities to prepare for summative assessment, such as reflective writing.
- Evaluation as an ongoing process using a variety of methods to obtain feedback for evaluation purposes.



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4 Next steps | Drafting your plan

When you do this final check, ask yourself generally ‘Does my plan meet the needs of my candidates and satisfy Cambridge expectations?’ All being well, you will feel that your plan is fine. If there is anything you are not sure about, then please make the improvement before you submit your plan. You need to be confident that the plan is as good as you can make it.

But remember that:

- There is no such thing as ‘The Perfect Programme Plan’!
- We will evaluate the quality of your plan according to the rubric and guidelines explained in this guide.
- We want to be able to judge – Is this plan good enough for us to approve the Centre and accredit you as a Programme Leader?
- We are neither looking for the perfect programme plan nor to find fault.
- We are looking to welcome you across the threshold and to start your programme.

Remember that the programme plan is a high-level outline design. Do not worry about every last detail. Remember also that you are an experienced teacher; and your experience in designing effective learning programmes for your students is very relevant.

Your rationale for your programme

Designing your programme

In your design how are you taking into account your learners’ needs, previous experience and learning, interests and learning preferences?

How are you designing for active learning (constructivist) approaches in your programme?

How are you designing for the three elements of the programme (i.e. guided learning; individual study and collaborative learning; work-based learning support by the school) to be well-balanced and sequenced in order for your learners to experience a coherent programme?

How will you and your programme team model best practice in teaching and learning for your learners?

Experienced colleagues

Learning from and being supported by experienced colleagues is a core feature of the Cambridge PDQ syllabuses. Each candidate must have an experienced colleague in their school (this cannot be the Programme Leader).

What qualities and experience will you recommend your candidates look for when selecting an experienced colleague?

How are you going to help to support and guide your candidates in learning with and from these experienced colleagues?

How will you inform and advise the experienced colleague about their role, e.g. carrying out formative observations?

Do you anticipate any difficulties with your candidates accessing suitable experienced colleagues? How will you resolve these?



“Provide opportunities within your programme for your candidates to identify and pursue particular lines of enquiry and interest. Consider the balance between structure and process that best suits your group and each individual within the group.”

(Programme Leader Guide page 19)

Your plan is a useful guide but it must not restrict what you actually do in your programme when you start. You will evaluate, change and improve your programme design both during and after the programme.

Please do not feel that you must follow the plan strictly in every detail. As you put your plan into practice, do respond to actual experience, feedback and your own reflections. Do not worry then if your programme changes shape along the way, as long as you and your candidates keep the focus on the learning outcomes. Maintain the approach to teaching and learning on which you have set your sights.

The main reason you may need to adapt your planning is likely to be in response to how your candidates are progressing. If they are finding some topics easier or more difficult than expected, you may need to devote less or more time accordingly than you had planned. You may also discover that certain activities work well with your candidates while they are less responsive to other activities. You will also be responding from programme to programme to the different past experiences and current needs of the candidates in each programme.

You will want to refresh the programme as you develop your own understanding and skills in the area of focus of the programme. For example, in Educational Leadership, you will find new ideas and resources and want to bring these into the programme or change the order of the coverage of topics in the programme.

When evaluating the programme you will want to gather information from a variety of sources, and on a continuous basis. You can use school leadership, your own mentor, and colleagues as sources for evaluation – as well as learner feedback. Be clear about the variables for evaluation. For example consider: the structure, balance and content of the programme; the learning aims and objectives; learning materials and resources; facilities and equipment; the assessment methods used; the organisation of the programme and the use of documentation and records.

As your candidates are experienced adult candidates you can also use them to evaluate the programme. You can organise a focus group with set questions to obtain some feedback or use an end-of-learning sequence or programme questionnaire if you want to involve the whole group. Carefully construct questions so the candidates can provide information to help you make practical improvements to the programme.

Finally, we will want to keep alongside you as you quality assure and improve your programme and its planning. Please keep track not only of the changes you make, but why you have made them. This will help to inform us. It will provide us with valuable feedback about the PDQ experience, which we can take note of in quality improving the PDQs. Through quality assurance we can share and develop good practice in the community of Programme Leaders.

Active learning

Learning which engages learners and challenges their thinking, using a variety of activities.

Collaborative learning (hours/time)

Learning by groups of candidates outside of guided learning, and without supervision by a member of the programme team:

- study group activity assigned by a member of the programme team outside of guided learning e.g. critical reading of key text
- school-based study group activity organised by candidates on the programme e.g. lesson study, peer observations, teach meets
- informal discussions and conversations between colleagues e.g. to share ideas and experiences.

Constructivist

Learning based on the concept that people construct their own understanding by reflecting on their personal experiences, and by relating the new knowledge with what they already know. Individuals create their own mental models, known as 'schemas', to make sense of the world. Individuals accommodate new knowledge by adjusting their 'schemas'. The teacher can scaffold this learning; by providing appropriate guidance and support to enable candidates to build on their current level of understanding progressively and to acquire confidence and independence in using new knowledge or skill.

Critical thinking

The ability to assess and evaluate analytically particular assertions, concepts or arguments, in the light of either evidence or wider contexts. This ability underlies all rational discourse and enquiry.

Differentiation

Adapting one's teaching to suit the needs of different learners for their current level of understanding and performance, by providing appropriate learning activities, support, and assessment, so that all learners in the group can learn effectively.

Differentiation can be by:

- Task design: setting different tasks for learners of different abilities or learning preferences.
- Support: giving more teacher or peer help to certain learners within the group.
- Outcome: setting open-ended tasks and allowing learner response at different levels.

Experiential learning

The process of learning through experience, and is more specifically defined as "learning through reflection on doing". Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role.

Formative assessment

Activity that provides learners with developmental feedback on their progress during the learning programme and informs the design of their next steps in learning.

Guided learning (hours/time)

Contact time with learners involving specific guidance in order to achieve the learning outcomes:

- designed and led by a member of the programme team; each session has planned topic and content; teaching and learning activities; formative assessment; learning materials and resources; evaluation.
- e.g. workshops, seminars, tutorials.
- face-to-face or virtual (e.g. online).

Individual learning (hours/time)

Learning time spent by the individual learner outside of guided learning sessions:

- one-to-one with a member of the programme team e.g. to prepare for observation, to review portfolios, to discuss learning issues
- individual study assigned by a teacher, e.g. reading, preparation, research tasks
- self-directed learning e.g. reading and research; thinking time; conversations; reflective writing.

Open-ended questioning

Questioning that allows for a long response and for which the choice of answers is not restricted. The teacher uses questions (and responses) to stimulate and review learning, and to initiate discussion and dialogue between learners.

Reflection (or reflective) Journal

The learner keeps a running record of their reflections as they happen or come to mind in their daily practice and experience. They can capture these ideas, observations, words etc. while they are still fresh. They can keep their journal in the way that they find most comfortable; using their own personal style (e.g. notes, sketch diagrams, mind maps) and format (e.g. a note book, smartphone app, online journal). The journal becomes a rich resource for further reflection, so that the learner can develop their thinking, share ideas with colleagues, and discuss with members of the programme team.

Summative assessment

Typically end-of-learning assessment tasks such as examinations and tests, to measure and record the level of learning achieved, for progression to the next level or for certification. In the PDQs summative assessment is through portfolios of evidence externally examined by Cambridge. There is no Centre-based summative assessment; all assessment by the programme team is formative.

Work-based learning (hours/time)

Learning by the individual learner in school, focused on practice:

- mentoring
- gaining feedback from colleagues
- observing and interviewing colleagues
- portfolio activities (applying new ideas and approaches in practice).

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Further reading

Reference in the guide

Murray, J. (2014) *Designing effective professional learning*, London, Corwin (SAGE).
ISBN: 978-1452257792

Robinson, K. (2010) *The Element*, London, Penguin.
ISBN: 978-0141045252

Suggested further reading

Bolton, G. (2014) *Reflective practice: Writing and Professional Development*, London, SAGE.
ISBN: 978-144628235

Bassot, B. (2013) *The Reflective Journal*, London, Palgrave Macmillan.
ISBN: 978-1137324719



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