Programme plan and rationale
for accreditation as a Programme Leader for the Cambridge PDQs

Please complete the following details:

Your Name		Submission Date	
Centre Name		Centre Number	

This programme plan and rationale is for: (please indicate by clicking the appropriate button in the table below)

⦿ **Certificate** in Teaching and Learning	○ **Diploma** in Teaching and Learning
○ **Certificate** in Teaching with Digital Technologies	○ **Diploma** in Teaching with Digital Technologies
○ **Certificate** in Teaching Bilingual Learners	○ **Diploma** in Teaching Bilingual Learners
○ **Certificate** in Educational Leadership	○ **Diploma** in Educational Leadership

Designing your programme

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

In our centre, as it aims to prepare students to sit international standardised exams such as Cambridge A-Levels and American AP exams, teachers tend to rely heavily on direct instruction. There is a clear need to address this so that the principles of effective teaching and learning can become embedded in our pedagogical practices. All potential course participants have been exposed to such ideas as formative assessment, active learning and the like at various seminars and workshops, but these were at the introductory level. There is a genuine desire to learn new theories and approaches and to apply them. It stands to reason that many expect and are comfortable with learning in the same way that they were taught themselves – namely, to review what has been lectured on in the lesson. I have accounted for this in planning sessions wherein active learning is modelled with opportunities to discuss its benefits so that teachers will be more confident in applying it to their own practice in the conviction of its benefits. Also, I have incorporated various types of learning activities: videos, readings, journaling exercises, and so on, so as to accommodate preferences.

I am aware of how great the need is to have the approaches and the specific elements mentioned in the Learning Outcomes, Key Questions, and the guidelines for each LO in the Module 1 Guide in our centre. The strong preference to remain within the confines of the local traditional methods of instruction, while understandable, has been taken into consideration in the amount of time devoted to modelling as many practical methods as possible.

It could very well be that Cambridge did not envisage the parsing out of specific elements to the extent that I have done, but I believe it's in the very best interest of our academy. Specifically, I have noted that a Key Question in Unit 2 asks about formative assessment techniques, and cites questioning practices and direct observation as examples, while the Module 1 Guide for Unit 2 mentions simple games and quizzes. I have devoted 2 sessions to modelling these approaches, as I have identified them as being very practical and highly likely to be incorporated into teaching practice. Furthermore, I have included these as pre-observation targets to help our candidates meet Learning Outcome G, which strictly speaking, based on the description on page 9 of the Module 1 Guide, is only meant to be covered as a post-observation Outcome. I believe our candidates will benefit from this guided instruction, so I have adapted this Outcome to be addressed both pre- and post-observation.

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

Constructivist theory will be directly taught when the key question in Unit 1 "how do we learn – constructing meaning?" is addressed. The idea will be revisited in video lecture from TED talks during the course. Most importantly, these approaches will be modelled in guided learning sessions, with chances to do pair and group work, collaborate, start sessions with K-W-L charts, and to see many other activities. Opportunities to build on previous learning will be included, such as analysing the differences in the key questions about lesson plans in Unit 2 and in Unit 3, for instance.

One very important adaptation I have made in my programme is with regard to Unit 3, Learning Outcomes J and K. It is understood from the description in the Module 1 Guide on pages 12 and 13 that these are meant to be fulfilled *after* the Unit 3 taught lesson has been conducted. Indeed, I have provided for this post-lesson fulfilment.

However, I have built in a *pre-lesson* session to work towards these Learning Outcomes, based on my belief in the efficacy of the Kolb learning cycle, and my familiarity of my candidates. I know that breaking down lessons into distinctive sections (beginning, middle, and end) with formative assessment at key points is a very challenging task for instructors accustomed to lecturing and providing homework for assessment. I want to use this PDQ training to make the maximum impact in our learning environment. Returning to the area of formative assessment which they initially came across in Learning Outcome C and have since that time been working to incorporate into their pedagogical practices in a very formal way ahead of their Unit 3 observation will help them to reflect more deeply, and by learning new material (tech-based tools), it will refresh their understanding on the importance of it and give them some more tools to use.

In making this decision, I did take into account the advice from Cambridge that more time could be allocated to earlier Units, so in fact I could have simply built in another session to cover LO C. I am thoroughly convinced, though, that revisiting the issue in the context of assessing current practice and building on it ahead of the Unit 3 observation is a far superior approach for my cohort.

My rationale for conducted a pre-observation session on Learning Outcome J is quite different: it's a great teachable moment for our academy. I read carefully page 12 of the Module 1 Guide with the

explanation that in answering the question as to how the lesson was inclusive, the topic of differentiation was commendable but not required. This intrigued me because my first reaction to seeing the expectation of 'inclusivity' was to think of differentiation, which I thought was beyond the scope of the PDQ Certificate. As an experiment, I conducted an informal survey of my colleagues, both local and foreign, and the idea of 'inclusive' was universally and exclusively associated with 'differentiated.' There is a need to deepen the understanding of inclusivity to encompass the meaning that Cambridge is aiming for. Therefore, I have planned a session in which the concepts embodied by constructivism are probed more thoroughly in order to have a very good grasp.

I will alter my plan, of course, if Cambridge deems it necessary, but I must admit my heart would break a little to be told of such a requirement, as I have thought so very carefully about my candidates, their needs and our institutional needs, and planned accordingly.

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?

As recommended, the three elements of the programme will comprise 40 hours each (the guided learning part in fact comes in just over 40 hours in order to allow for a refresher session after a long holiday break, and to provide some time for synthesis of learning – I feel this is very important, given our academic environment.) The guided learning sessions will be very practical and will include modelling of constructivism, formative feedback, active learning and so on. The end of each session will contain clear instructions for research and reading for individual study and for work-based learning, so that candidates are given direction on changing their teaching practices. Mentor availability will also be made clear so that candidates can access their colleagues for support and guidance.

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

In addition to modelling constructivism, formative feedback, active learning and so on in the guided learning sessions, each session will have clear aims that will be revisited in the closure so as to ascertain their achievement. The programme is designed to exemplify the Kolb learning cycle, with candidates being encouraged to gradually incorporate components of excellent teaching practice, revisiting their success and challenges, as they work towards their final observation and evaluation.

Programme information

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)	150 hours
How many of these hours will be guided learning?	52.5
How many weeks in total will the programme take?	24 calendar weeks (about 17 in-class, plus the Chinese New Year holiday and administrative breaks)
What is the intended start date of your programme?	19 October 2017
How many candidates will be on the programme?	6-8
When do you anticipate your candidates will submit their portfolios for module 1 (mm/yy)	03/18

Mentors

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

What qualities and experience will you recommend your candidates look for when selecting a mentor?

Our centre previously ran this PDQ several years ago, and we are fortunate to have alumni still with us. We have an advantage of being a relatively small staff so we know each other well and have good working relationships. It is our intention to have a small group for this first PDQ certificate course, and that each candidate will be matched with a mentor from among the alumni who works in the same academic area to support and guide them. We are confident that our mentors all have the necessary qualities, such as approachability, supportiveness, and professionalism, that is needed for this component to be enriching and fruitful.

How are you going to help to support and guide your candidates in learning with and from their mentor?

Mentors will attend 2 or 3 sessions so that candidates can be confident that everyone is on the same page, that there will be no misunderstandings regarding roles and expectations. Clear meeting time availability will be set out. There are of course some activities that are compulsory for the mentor to be involved in, but we are all keen to make the best success of this programme for maximum benefit so mentors have already been apprised of the expectation to be available to provide extra guidance, and they are pleased to be involved. Beyond the compulsory involvement of the mentors in such activities as lesson observations, they are happy to be available to provide guidance on portfolios and to be an extra set of eyes on the proposed lesson plans of the candidates ahead of Unit 2 and 3 observations.

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

The PDQ Teaching and Learning course has changed somewhat since it was last offered in our academy, so I will meet with mentors in advance of the course start date. They will also attend the first overview session so as to reinforce their understanding of the changes and their roles, and to ensure that they and the candidates are hearing the same information and have the same understanding. I will again touch base with them ahead of their formal activities, like formative observations, to be certain that there are no areas lacking clarity. Of course, mentors are not the only 'experienced colleagues' to be involved in the PDQ, so those teachers who will open their classroom for observation purposes will also be met with in advance, simply to touch base on what the candidates will be looking for, in case they want to choose a particular day or topic to be observed.

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

I am confident that in our teaching context, this will not be an issue, as we have a relatively small teaching staff and only 6-8 participants on the course. We have experienced colleagues lined up to act as mentors and others to deliver classes for observation. If for some unforeseen reason it does become a problem, the Academic Director and Vice Director are both willing to step in to ensure fulfilment of the requirement.

Guiding candidates

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

Some time will be allotted during the guided learning sessions when possible to working on portfolios, including some self- and peer-assessment activities, as well as monitoring by me. I will set up an online forum and be available by email to check on progress at regular intervals. The candidates will be given formative feedback and time to act on it in advance of making their portfolio submissions.

How will you guide candidates so that they avoid plagiarism and other forms of malpractice?

Many of the candidates have advanced degrees and so are familiar with producing papers that avoid such pitfalls. However, during the overview session, this issue will be addressed, and in the formative feedback on their work, those that need extra support in this area will be given targeted and practical guidance. Time has been built in to sessions to allow for peer feedback, and I will use this time to

circulate for direct observation in order to provide extra support and guidance, and to flag any issues. I am somewhat fortunate in that this group will be very small, so it will be quite manageable to monitor progress in this area by being available for support outside the guided learning sessions.

How will you ensure that candidate portfolios comprise complete and authentic evidence, including following academic referencing conventions?

Academic referencing conventions will be addressed in the overview to the course and it will be modelled by me when I provide a list of the hard-copy resources that I am incorporating into our programme. Addresses of websites with support will be distributed. Checklists will be provided and other formative feedback will be given to ensure that portfolios are complete. Candidates will also work with the Cambridge marking schemes for the three achievement levels of distinction, pass and fail, so that they may measure their work against it before they make their submission. The authenticity of evidence will be monitored by me in our feedback sessions.

How will you communicate and explain information and examiner feedback received from Cambridge about the qualifications to your candidates?

I will set up individual meeting times to go over examiner feedback outside of the scheduled guided learning sessions. Our first group is very small and it will not be taxing to find time to do this.

Resources

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.

1. Lemov, D. (2015). *Teach Like a Champion 2.0*. San Francisco: Jossey-Bass.
2. National Council for Curriculum and Assessment, 2015. *Focus on Learning: Learning Intentions and Success Criteria*. [pdf] NCCA, Dublin. Available at: < http://www.juniorcycle.ie/Assessment/Guide-to-assessment/On-going-assessment-approaches > [Accessed 12 July 2017].
3. Website of Geoff Petty for ideas on reflective practice and active learning: http://geoffpetty.com/
4. Moss, CM, Brookhart, S. (2014). *Formative Assessment for Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Pittsburgh: Duquesne University School of Education.
5. Black, Harrison et al (2005). *Assessment for Learning: Putting it into Practice.* Berkshire: Open University Press.
6. Angelo, T A. & Cross, P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass.

Why are these key as far as you are concerned?

Our objective as an educational institution for this PDQ course is to equip the teachers who are most comfortable in direct instruction methods with active learning strategies and a firm understanding of lesson planning that facilitates this target. I have chosen high-quality practical resources that are clear and give many options and examples.

1. *Teach Like a Champion 2.0* resource comes with a video that models the methods. This will be valuable for teachers to have an example to follow.

2. The NCCA booklet [to be reproduced with the permission of the NCCA] contains active learning pair- and group-work activities that lend themselves beautifully to modelling constructivist ideals and fostering deep understanding.

3. Geoff Petty's site has numerous resources: an explanation of constructivism that is very clear and easy to follow that will help the candidates in Unit 1; articles on reflective practice for teachers; and so on. In addition to meeting the LOs of this programme, these very closely relate to what we want our candidates to understand, and are expressed in a way that fosters comprehension.

4. This resource has great discussions of the research done into formative assessment practice by teachers and its impact on learners' success, and includes examples of engaging prior learning from previous lessons in order to facilitate best pedagogical practices. These models are very

important for our staff.

5. This resource contains both the background on educational research which proves the efficacy of AfL practices, as well as anecdotal information about teachers' experiences of changing their own practices. Both of these elements are very important for our candidate so that they are convinced both of the need to improve and also have models from fellow professionals to draw from.

6. This resource gives excellent and practical strategies that our teachers really need in order to break out of the lecture-for-the-whole-lesson-and-see-what-has-been-learned-on-the-monthly-test mode that many of them are in. Several of these strategies can be used as-is, and others provide a chance for candidates to employ critical thinking skills in order to arrive at a way of adapting very good ideas for our particular milieu.