



**Cambridge Assessment
International Education**



**RAHUL
INTERNATIONAL
SCHOOL**

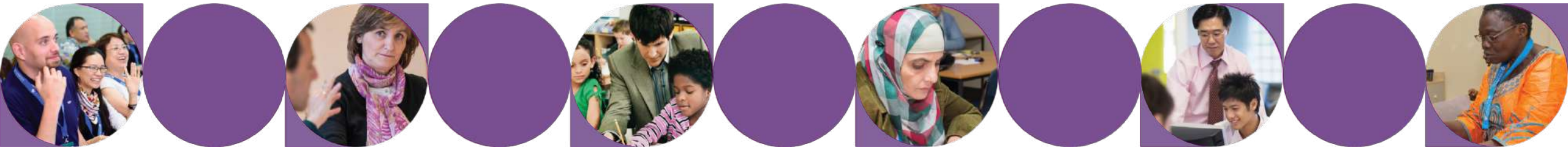
Cambridge Professional Development Qualifications

Transforming professional learning for teachers, leaders and their schools

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Job title: Program Leader

Date: 28.05.2023



Helping you to support your learners

**Cambridge
Pathway**



A clear path for educational success from age 3 to 19

Cambridge Early Years

3 to 6 years old*

An integrated programme, including:

- A holistic curriculum
- Engaging classroom resources
- An assessment framework

Cambridge Primary

5 to 11 years old*

A broad and balanced curriculum:

- 10 subjects (including English, Mathematics and Science)
- Classroom and external assessments

Cambridge Lower Secondary

11 to 14 years old*

A broad and balanced curriculum:

- 10 subjects (including English, Mathematics and Science)
- Classroom and external assessments

Cambridge Upper Secondary

14 to 16 years old*

A wide choice of subjects at:

- Cambridge IGCSE™ (70+ subjects)
 - Cambridge O Level (40+ subjects)
- Cambridge ICE Certificate

Cambridge Advanced

16 to 19 years old*

A wide choice of subjects at:

- Cambridge International AS & A Level (55+ subjects)
 - Cambridge Pre-U (20+ subjects)
- Cambridge AICE Diploma
Cambridge IPQ

Cambridge Professional Development for teachers and school leaders

**Age ranges are for guidance only*

Learn • Discover • Achieve

What is Cambridge International?

- ▶ It is a precursor (PK-12) of the University of Cambridge – it doesn't essentially provide a progression into UG/PG – both institutions are separate
- ▶ Cambridge International offers the following programs:
 - ▶ Cambridge Early Years – EY1, EY2 and EY3
 - ▶ Cambridge Primary – Grade 1 to Grade 5
 - ▶ Cambridge Lower Secondary Checkpoint – Grade 6 – Grade 8
 - ▶ Cambridge IGCSE – Grade 9 and Grade 10
 - ▶ Cambridge A Levels – AS (Grade11) and A2/A Levels (Grade12)

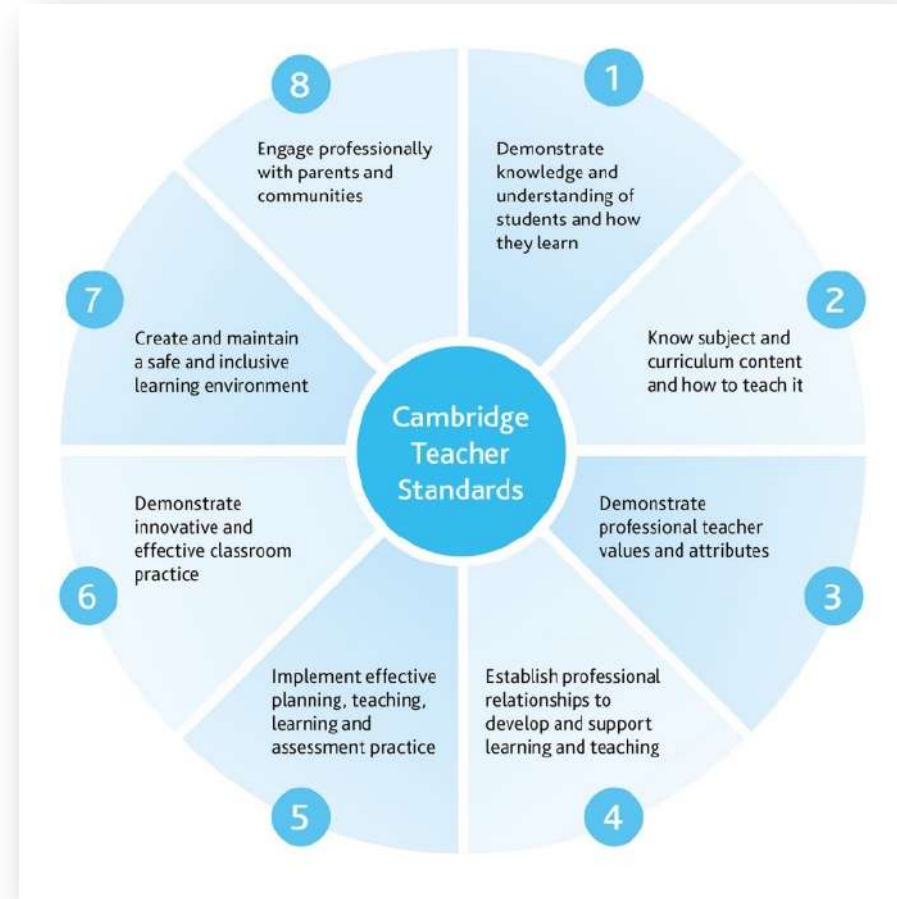
What is Cambridge International?

- ▶ The Curriculum is very dynamic
- ▶ It involves an apt understanding of various educational theories such as:
 - ▶ Social constructivist approach
 - ▶ Theory of visible learning
 - ▶ Metacognition
 - ▶ Active learning etc.
 - ▶ Mentoring
- ▶ The subjects offered in a Cambridge School are spread across, i.e., a student need not necessarily study English or mathematics and can focus on any subjects of their liking – Business and Physics, Economics and Chemistry etc.

Underpinned by our Teacher and School Leader Standards

The Cambridge Teacher and School Leader standards:

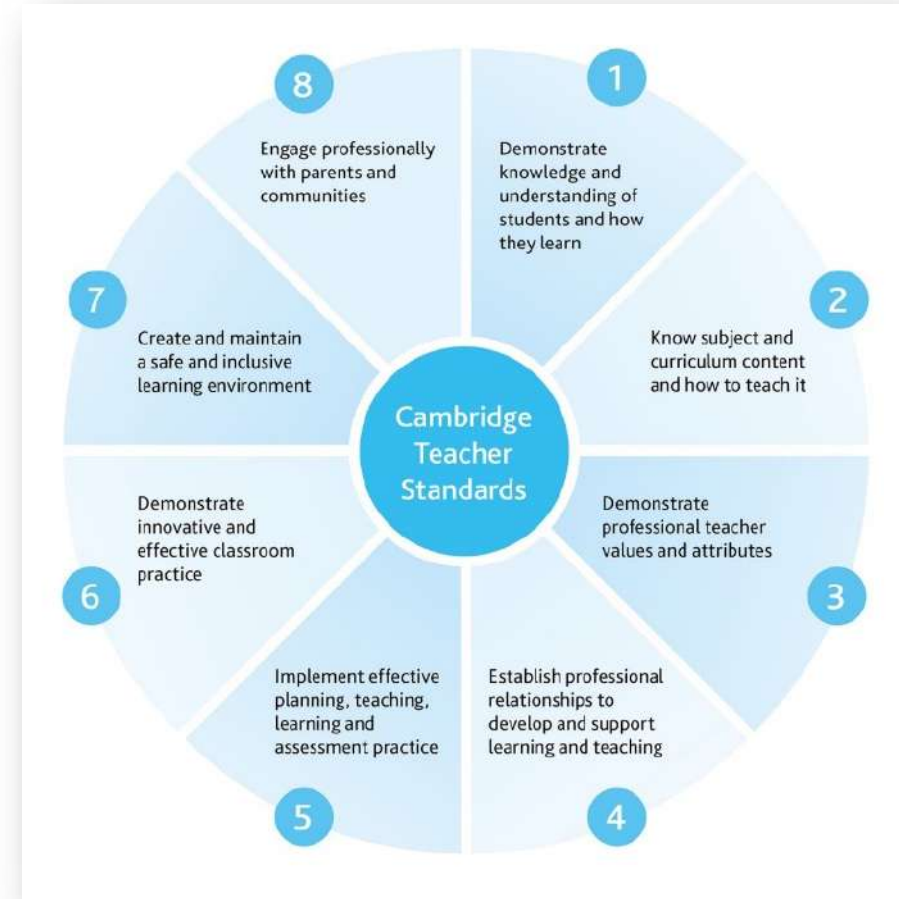
- ▶ define the key professional characteristics and practices that lead to effective learning for students
- ▶ separate standards for teachers and leaders
- ▶ designed for Cambridge schools



<http://www.cambridgeinternational.org/teacher-and-leader-standards>

Underpinned by our Teacher and School Leader Standards

- ▶ This type of curriculum requires a completely differently abled competent teacher to bring justice to such a curriculum
- ▶ Hence only B.Ed./M.Ed./PhD cannot suffice a typical Cambridge Teacher's competency to make a Cambridge Classroom
- ▶ Cambridge International Has specified the role of Cambridge Teacher – the Cambridge Teacher Attributes:



<http://www.cambridgeinternational.org/teacher-and-leader-standards>

What does a Cambridge Classroom Look like?

- ▶ Getting Their Hands: Edutopia –
<https://www.youtube.com/watch?v=JiQPPuLXWDw>

CPDQ – Cambridge Professional Development Qualifications

- ▶ Continuous Professional Development can be aptly defined by - Wallace (2015). He defines Continuing Professional Development (CPD) as “continuation of a teacher’s professional development beyond their initial training, qualification, and induction. This may take many forms, including participating in on short courses to update skills or knowledge; longer courses of study, such as diplomas and postgraduate degrees in education; staff development events held within the teacher’s own institution; conferences; mentoring; and peer assessment”.
- ▶ Cambridge Professional Development Qualifications (Cambridge PDQs) transform professional learning for practising teachers and leaders and their schools.
- ▶ Cambridge PDQs:
 - ▶ meet the needs and priorities of the individual and the school
 - ▶ support school-based professional development
 - ▶ enhance professional thinking and practice to improve the quality of learning
 - ▶ provide international benchmarks for professional learning leading to valuable certification and progression
 - ▶ energise professional learning communities.

CPDQ – Cambridge Professional Development Qualifications

- ▶ Cambridge Professional Development Qualifications (Cambridge PDQs) cover four themes each at certificate and diploma level:
 - ▶ Teaching Learning
 - ▶ Educational Leadership
 - ▶ Teaching Bilingual Learners
 - ▶ Teaching with Digital Technologies
- ▶ Each syllabus focuses on professional development needs that matter most to the schools, leaders and teachers.
- ▶ The PDQs are Curriculum Agnostic and is helpful for any aspiring teachers

CPDQ – Cambridge Professional Development Qualifications

- ▶ The Cambridge PDQ Diploma consists of three learning and assessment modules. Each module must be completed successfully before moving to the next. Candidates (Teachers) can take Module 1 on its own as the Certificate. It provides a strong foundation for progress to Modules 2 and 3 of the Diploma.
- ▶ Cambridge PDQs are practice-based. Candidates produce a portfolio of evidence of their professional practice, learning and reflection which is submitted to Cambridge when ready for assessment.

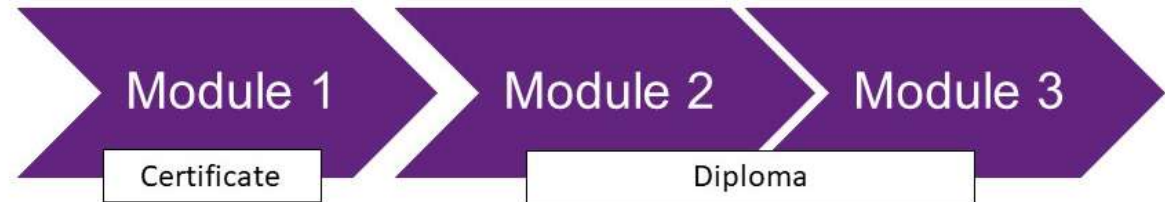
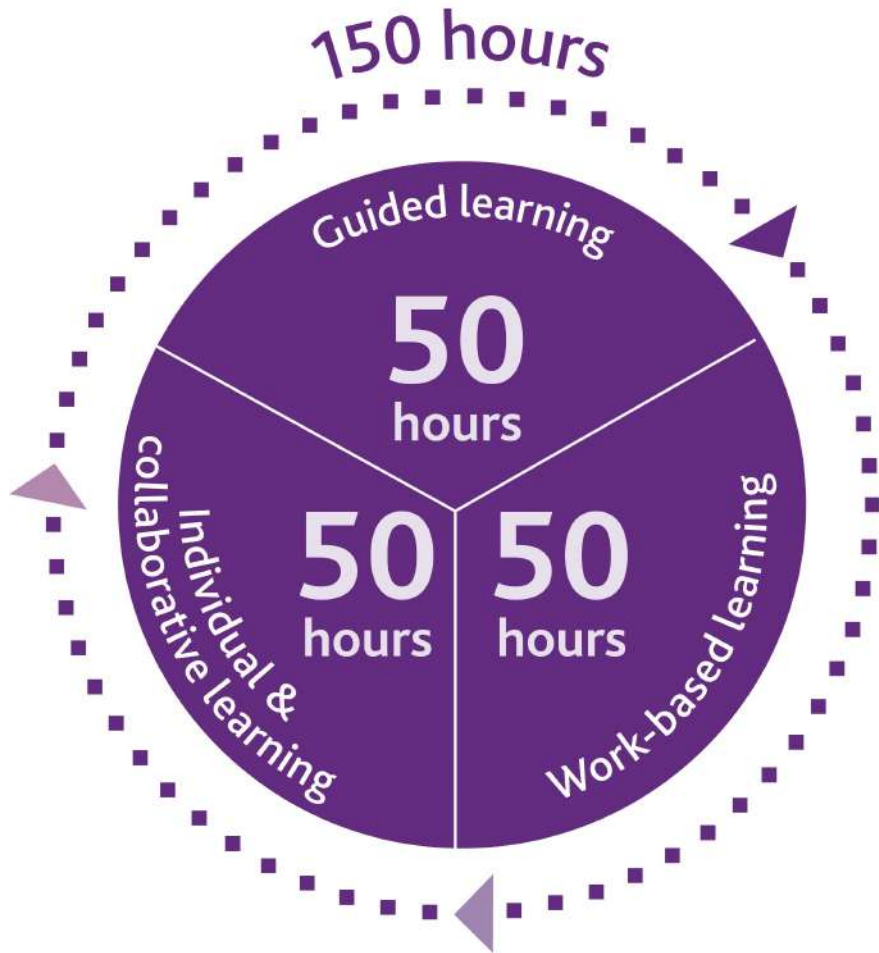
CICTL – Cambridge International Certificate in Teaching Learning

- ▶ The Cambridge International Certificate and Diploma in Teaching and Learning enable teachers to:
 - ▶ improve their teaching to enhance the quality of their students' learning
 - ▶ develop a critical engagement with key education theories and concepts
 - ▶ focus on effective and reflective practice to promote active learning.
 - ▶ explore and apply new ideas in your own context
 - ▶ integrate new approaches into your own practice
 - ▶ demonstrate your professional development as a reflective practitioner.
- ▶ Doing CICTL need not necessarily make you eligible to teach in an International School – it isn't a statutory requirement as B.Ed.
- ▶ A Teacher teaching in any curriculum or even Higher Education can be part of the course

CICTL – Cambridge International Certificate in Teaching Learning

Module 1: Exploring Learning and Teaching (For Certificate Program)	<ol style="list-style-type: none">1. Unit 1: Understanding Principles of Learning and Teaching2. Teaching an Effective Lesson3. Facilitating active learning through effective teaching and assessment
Module 2: Teaching and learning in action	For Diploma Program
Module 3: Developing professional practice	

Cambridge PDQ structure



Learning hours in preparation	150
Recommended programme duration	4 months
Assessment	Portfolio of evidence of practice, learning and reflection
Evidence length	3600 words with work-based records

Cambridge PDQ structure

Learning Strand	Total Hours	Includes
Guided Learning (GL)	50	Lectures, Activities any instruction that includes the PL talking to the candidates and teaching time.
Individual and Collaborative Learning (ICL)	50	Candidates do this independently or in groups after the GL sessions, usually the time spent on reading texts or papers, or working on assignments
Work Based Learning (WBL)	50	The amount of time spent by the candidate in their classroom implementing new ideas and concepts after discussions with the mentor

Role of a Mentor in the CICTL Program

- ▶ A mentor in the program will be someone who you look up to – you will be selecting your mentor
- ▶ You will be working with them closely to build your teaching plans, ask them to observe your sessions and give feedback on the same, for you to reflect on your practice and develop a learning spiral
- ▶ The mentor should be from your current employed school
- ▶ The mentor along with the Program Leader will work closely on your journey during the cohort

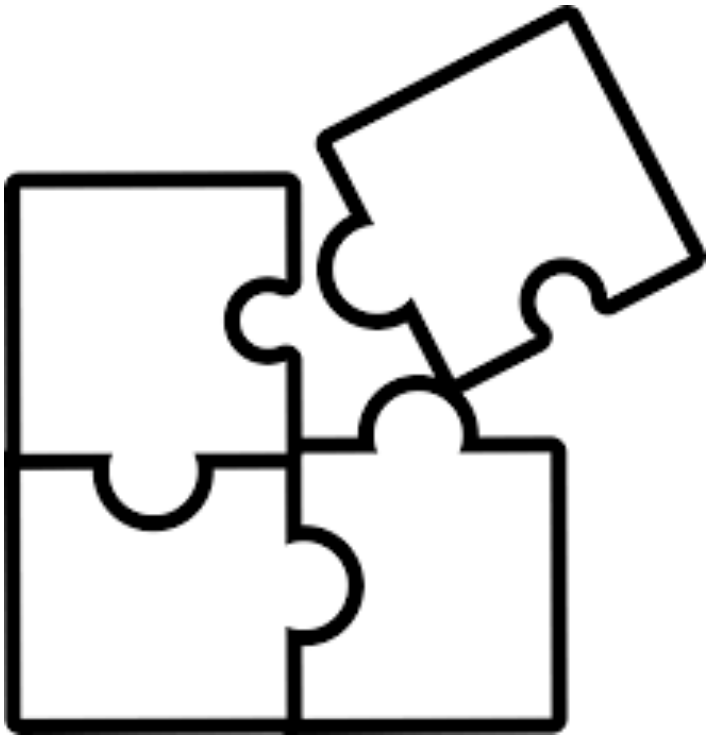
Continuous Professional Development

- ▶ the NEP 2020 has recommended 50 hours of CPD for each teacher, school leader and teacher educator with participative engagement in CPD, such as local, regional, state, national and international workshop.
- ▶ CPD has been visualised as ‘a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the teaching profession’ (Villegas-Reimers, 2003, p. 12).
- ▶ The National Achievement Survey (2017) and other research findings suggested the need for CPD in terms of the emerging need for quality education as discussed in NEP 2020.
- ▶ The NEP 2020 also recommend (Para 5.15) that “Teachers will be given continuous opportunities for self-improvement and learning the latest innovations and advances in their professions.

Continuous Professional Development

- ▶ The institutional CPD will be conducted via face-to-face mode in participative manner and hands-on-experience. This will be based on the teachers' needs and the futuristic vision in terms of updating their knowledge, skills, and competencies for achieving expected learning outcomes.
- ▶ Here is where the CICTL perfectly aligns itself with the NEP 2020 to provide the needed hours of training to the teachers.
- ▶ In addition to the hours, NCERT has also rolled out its guidelines which mention the need for the teachers to submit their CPD trainings onto UDISE+ at District level

CPDQ/CICTL => NEP 2020 + Continuous Professional Development



- ▶ As stated earlier the CICTL is more than **50 hours of CPD** → **it is of 150 hours exhaustive program**
- ▶ It is portfolio based, wherein your learnings have will be assessed based on a portfolio that you submit to Cambridge International for assessment
- ▶ The certificate that is awarded affirms your gained knowledge of teaching and learning (Also covers assessments)
- ▶ It fits perfectly with what the current scenario in India speaks about!

Timelines for the Program for Candidates

<u>Months</u>	<u>Work Undertaken</u>
June	Cohort begins
Mid of July	Unit 1 Completed
Mid of September	Unit 2 Completed
Mid of November	Unit 3 Completed
Rest of November and December	Work on your portfolio
January	Submission of Portfolio to CAIE
March	Results are announced

Next Steps..

- ▶ The program will be offered in a blended mode
- ▶ The program fee is of Rs. 42,000 which includes study materials, workshops/seminars, instructor fees etc. **it doesn't include the examinations fee.**
- ▶ The examination fee is as levied by Cambridge International and is for assessment and certification/awarding to the candidate
- ▶ Placement services will be offered to you once you complete your certificate program
- ▶ If you are interested, please reach out to us at +919372700920, or at pdq@rahuleducation.com

Extra Reading

- ▶ What is Cambridge International: <https://www.cambridgeinternational.org/>
- ▶ What is CPDQ: <https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/>
- ▶ NEP 2020:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- ▶ NCERT Guidelines on CPD: <https://ncert.nic.in/pdf/Guidelines50HoursCpd.pdf>
- ▶ Cambridge Teacher Attributes: <https://www.cambridgeinternational.org/support-and-training-for-schools/professional-development/professional-development-qualifications/school-leader-teacher-standards/>



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Thank you
Any questions?

