

Cambridge International Certificate in Teaching and Learning Syllabus code: 6208



Cambridge International Diploma in Teaching and Learning Syllabus code: 6209

For examination in 2017



Why Cambridge?

Cambridge Professional Development Qualifications (PDQs) provide a strong framework to support the effective continuing professional development of teachers and leaders.

They help teachers and leaders to:

- engage critically with relevant concepts, principles, theories and international best practices
- apply new ideas and approaches in reflective practice in their own teaching and learning context
- evaluate experiences and outcomes to plan further development
- improve the quality of their teaching and leadership to enhance the quality of their learners' learning.

PDQs are designed to be integrated into schools' professional development planning, activities and culture. They help schools to improve, through cost-effective, sustainable programmes which benefit teachers and their learners. They demonstrate to parents, the school community and stakeholders that the school values and nurtures staff development.

Recognition

PDQs are also internationally recognised as a mark of excellence for the individual teacher or leader. In the UK, the Certificate is accredited with 60 credits at FHEQ* Level 4 and the Diploma is accredited with 60 credits at FHEQ Level 5. The qualifications help to improve teachers' and leaders' professional profiles and are valued for further professional and career development.

* FHEQ is the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

Learn more at www.cie.org.uk/recognition

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What is the purpose of the Certificate and Diploma in Teaching and Learning?

The Certificate and Diploma are designed to help teachers develop their professional thinking and practice, and enhance the quality of their teaching and learning. Reflective practice is enriched by critical engagement with new ideas and approaches.

Who are the qualifications for?

The Certificate and Diploma are for practicing teachers. They focus on the development of knowledge, skills and understanding in the key aspects of teaching and learning. They are inclusive and relevant to all teaching and learning contexts: from primary and secondary general education, to adult and higher education. They help teachers to explore and apply new ideas in their own context, integrate new approaches in their own practice, and demonstrate their professional development as reflective practitioners.

There are many different terms in use for 'teacher', 'learner', 'learning context' and 'learning session'. In this syllabus, we refer to '*teacher*', '*learner*', '*school*' and '*lesson*' as generic terms. For assessment purposes, we also use '*candidate*', where appropriate, to refer to the teacher preparing for the qualification.

What essential principles underpin the design of the qualifications?

Excellent teaching

Research indicates that excellent teaching is the most significant positive factor contributing to learners' development. The quality of a school or school system depends on the quality of its teachers and their teaching.

The characteristics of excellent teachers include:

- knowing their curriculum area well
- understanding their learners and meeting their needs as individuals
- encouraging learners to engage actively in their own learning
- making connections, for example to learners' experience, the real world, and wider contexts
- using a variety of teaching strategies and activities appropriately
- being reflective and creative practitioners engaged in continuous professional learning
- being collaborative and supporting colleagues, school and community.

The Certificate and Diploma in Teaching and Learning are designed to encourage and recognise these attributes. They focus on a reflective cycle of teaching and learning practice in which teachers:

- plan suitable learning experiences for learners
- implement and manage these experiences
- evaluate their effectiveness
- adapt their teaching to develop it and their learners' learning
- reflect on and share their professional learning with colleagues.

Excellent professional development

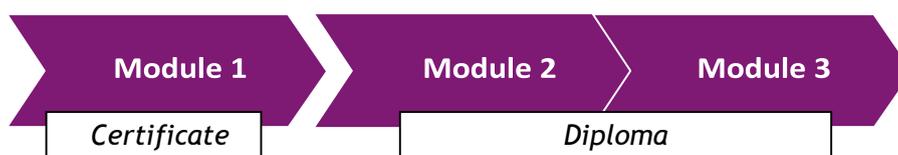
Research indicates that excellent teacher professional development:

- is integrated into the everyday life of the school and the teacher
- considers teachers’ prior knowledge and experience
- offers opportunities for reflection and learning from experience
- encourages and supports innovation and collaboration
- helps teachers to develop, and critically engage with, their own theories of learning
- enriches teachers’ learning through critical engagement with the theories of others
- is sustained over time and supported by people with expertise.

The Certificate and Diploma are designed to provide for such professional development. They involve a spiral of professional learning – each stage is a cycle of experiential learning and reflective practice following on from the previous cycle and leading on to the next. Areas of learning are revisited systematically within the programme so that the teacher can engage with these in more depth and detail, and acquire related knowledge and skills.

What is the qualification structure?

Module 1 can be taken on its own as the Certificate. Candidates can then progress to Modules 2 and 3 to complete the Diploma.



Candidates must achieve a grade of pass or distinction before moving to the next module. The Diploma comprises all three modules.

	Module 1	Module 2	Module 3
Learning hours in preparation	120	120	120
Recommended programme duration	4 months	4 months	4 months
Assessment	<i>Portfolio of evidence of practice, learning and reflection</i>	<i>Portfolio of evidence of practice, learning and reflection</i>	<i>Portfolio of evidence of practice, learning and reflection</i>
Evidence length	<i>3600 words with work-based records</i>	<i>3600 words with work-based records</i>	<i>2400 words with work-based records</i>

What does a Certificate or Diploma programme involve?

A typical Certificate or Diploma programme run by a Cambridge Centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their school(s). The programme is planned by the Centre's Programme Leader and team as a coherent sequence of learning over time, with a variety of elements.

All programmes involve:

- guided learning – e.g. workshops, seminars and tutorials
- individual study and collaborative learning – e.g. reading, research and discussion
- work-based learning supported by the school – e.g. applying new ideas and approaches in practice, gaining feedback from colleagues.

Centres must provide at least 40 hours of guided learning for each module. Teachers should integrate as much preparation time as possible into their day-to-day practice. They should allow time for background reading and discussion with their colleagues, to enrich their reflective practice.

During each stage of their programme, teachers explore a number of key questions and engage in a series of activities closely related to their everyday professional work. These activities, and related reflections, produce evidence for assessment.

There is an important role for a mentor to play in supporting this learning. Through discussion and their questioning skills, mentors encourage practicing teachers to reflect on their learning and what it means for their approach to teaching. They also help practicing teachers to demonstrate, through examples and accounts of practice that they are:

- acquiring new skills
- learning how to use their skills and knowledge
- using them to maximum effect.

The mentor should not be the programme leader or another candidate on the programme.

How are the Certificate and Diploma assessed?

Assessment is through a portfolio of evidence, examined by Cambridge. In their portfolio, each teacher demonstrates their knowledge, skills and understanding in the context of their own work, from a variety of sources:

- classroom practice and observations
- materials that arise naturally out of the teaching process
- feedback from colleagues, learners and others
- the teacher's own reflections on their practice.