Cambridge Assessment International Education

Cambridge Teacher and School Leader Standards

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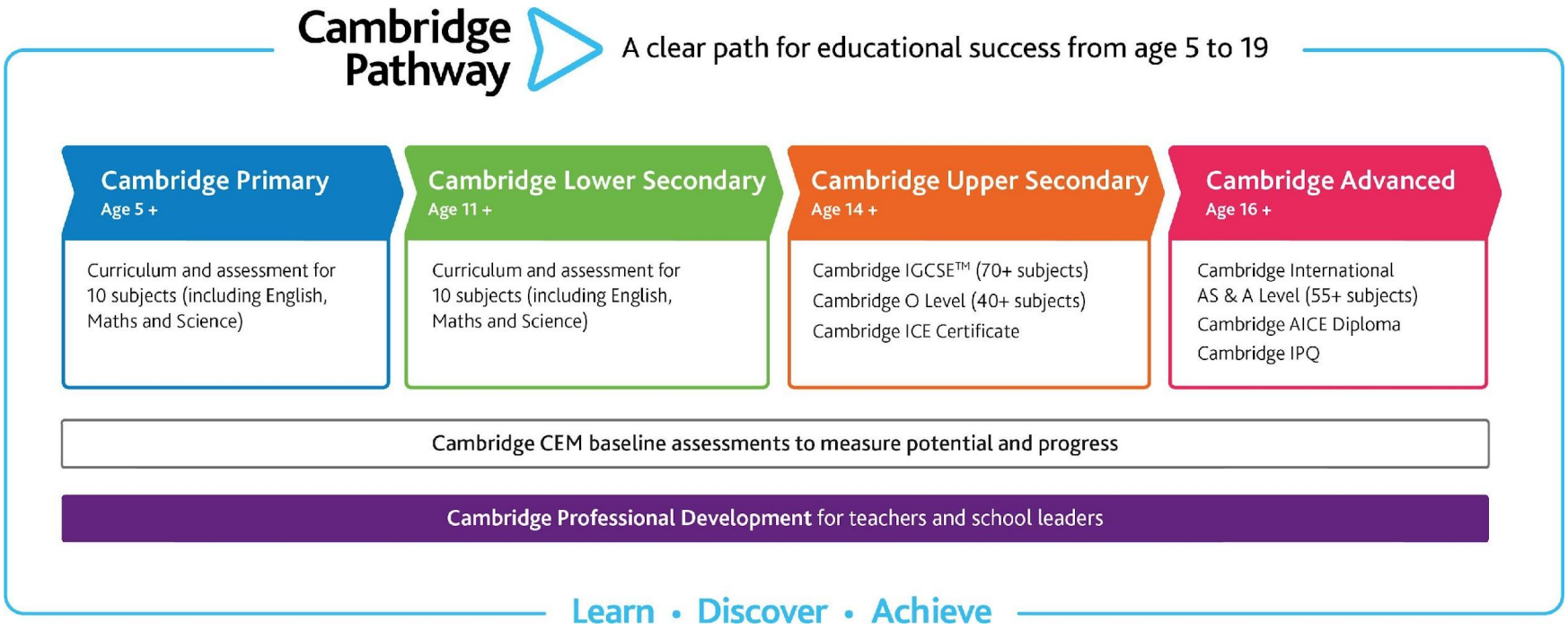
Cambridge Pathway



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Evaluating impact

> It's how teachers think that makes the biggest difference. If they think that evaluating their impact is at the heart of their job, all good things follow.
>
> Hattie, J (2008)

A gift .....

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Cambridge School Leader Standards

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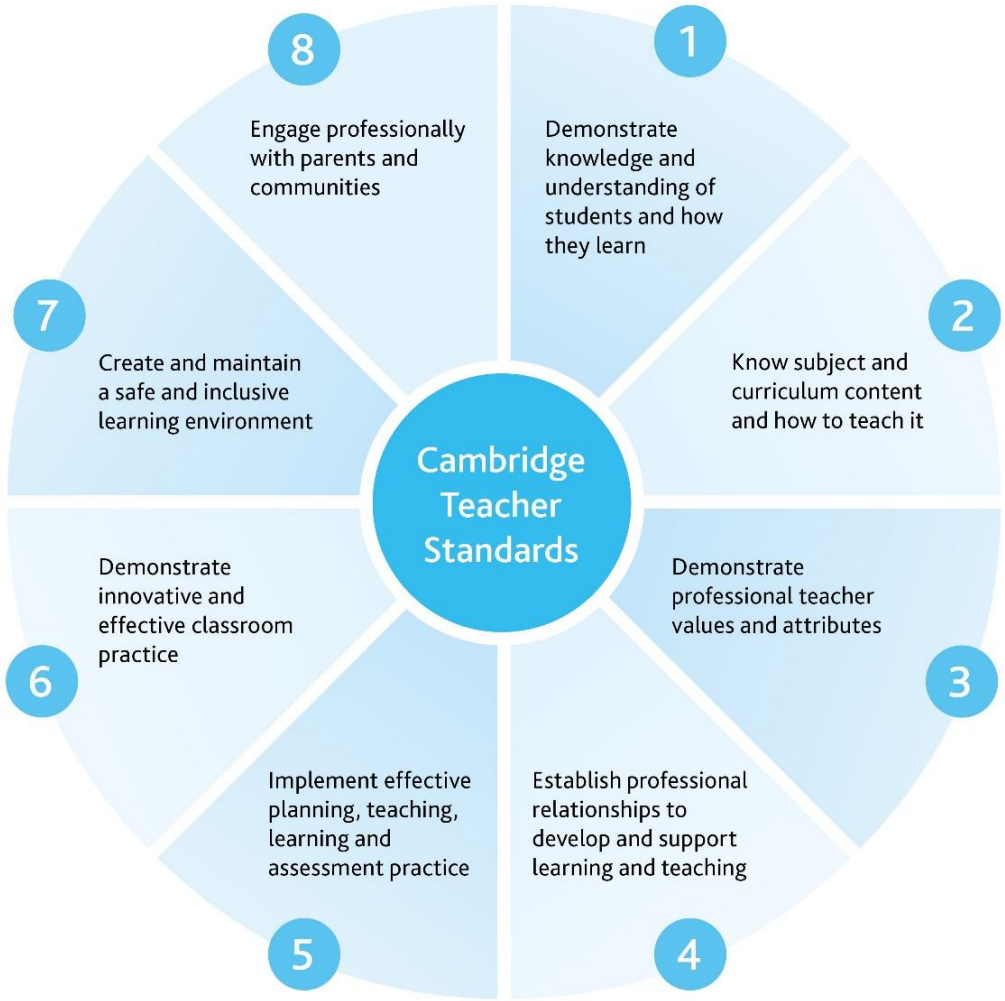
Cambridge Teacher Standards



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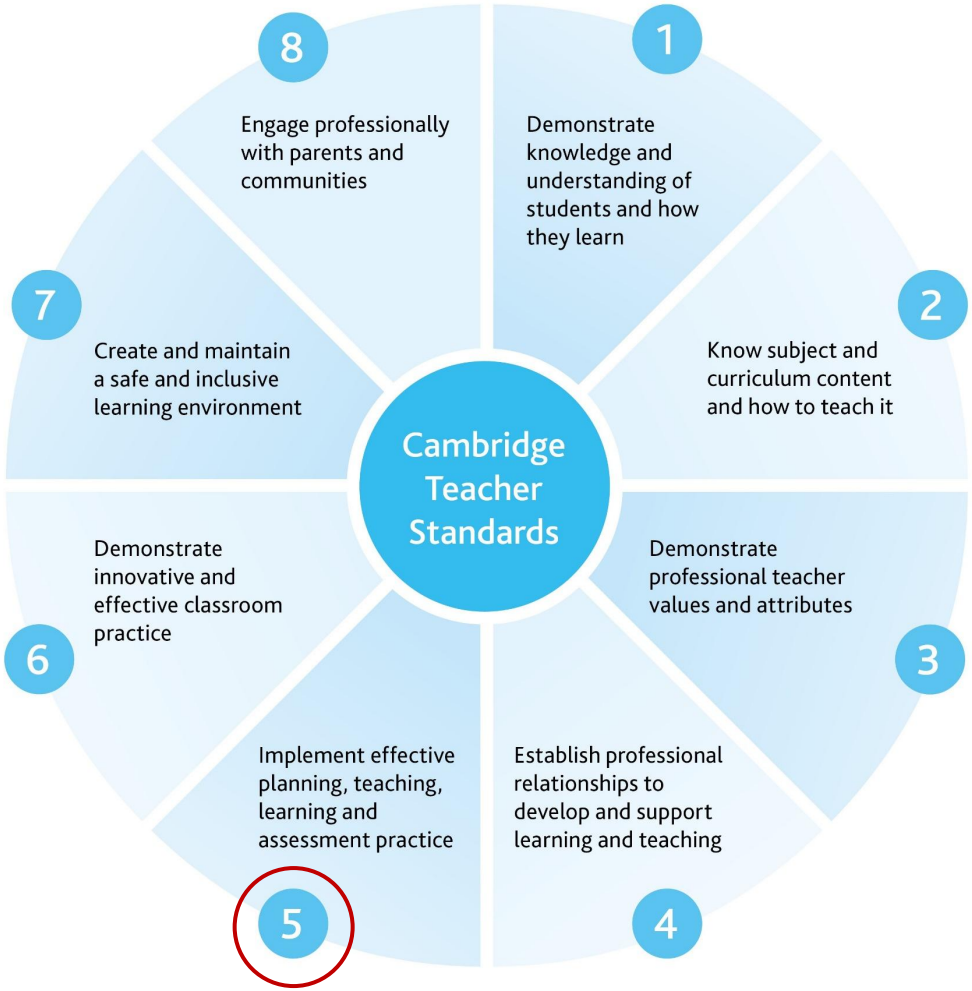
Cambridge Teacher Standards



5. Implement effective planning, teaching, learning and assessment practice

Cambridge Teacher Standards

5 Implement effective planning, teaching, learning and assessment practice

Teachers:

5.1 plan for progression in learning by designing effective learning sequences within lessons and across series of lessons

5.2 set explicit, challenging and achievable learning goals for all students

5.3 use an appropriate range of teaching strategies, learning activities and resources which develop the students' required knowledge, skills and understanding, and which promote equality and inclusion

5.4 develop new learning by building on students' previous knowledge, and provide opportunities for the new learning to be applied so the required learning outcomes are met and progress in learning is sustained

5.5 use effective communication skills and adapt their language to suit the students they teach, introducing new ideas and concepts clearly using explanations, questions and discussions effectively

5.6 use a mixture of individual, pair and group work activities to meet the needs of all students

5.7 make effective use of formative and summative assessment to support student learning and monitor levels of achievement and attainment

5.8 use the outcomes of assessment to identify students' learning needs, set targets for improvement, and plan for future teaching and learning interventions

5.9 provide students, colleagues and parents with timely, accurate and constructive feedback on students' progress in learning, attainment and areas for development.

RAG Grids

STANDARD 5 Implement effective planning, teaching, learning and assessment practice

		5.2 set explicit, challenging and achievable learning goals for all students					
Ask yourself:			R	R/A	A	A/G	G
• Do I set individual learning goals that stretch and challenge students of all backgrounds, abilities and dispositions but are achievable? • Do I involve my students in developing their individual learning goals? • Do I identify teaching and learning strategies that will enable my students to achieve their goals? • Do I regularly monitor my students' individual learning goals and provide feedback so they know what they have to do to in their future learning to achieve them? • Do I know what learning methods my students found effective in achieving their learning goals? • Do I report to school colleagues and parents, in a timely and confidential manner, the progress students are making towards achieving their learning goals?							
How do you feel you are doing overall?							

How do you know?
e.g. • I discuss with my students their individual learning goals and make sure they are communicated in language that is age appropriate • I keep and maintain an up-to-date record of all individual student learning goals, and where appropriate they also keep a record • I continually monitor and update my students' learning goals and discuss with them what their next steps in learning might be and how they are going to proceed with those next steps • I plan for some of my students' learning to be differentiated to enable them to achieve their individual learning goals • I discuss with my students the learning methods they used that enabled them to experience success and achieve their goals • I complete statutory learning progress reports for all students in timely and confidential manner and share them with colleagues and parents.

RAG Grids (downloadable and online versions)

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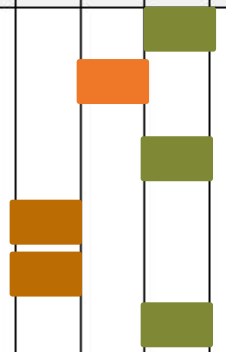
• Do I set individual learning goals that stretch and challenge students of all backgrounds, abilities and dispositions but are achievable? • Do I involve my students in developing their individual learning goals? • Do I identify teaching and learning strategies that will enable my students to achieve their goals? • Do I regularly monitor my students' individual learning goals and provide feedback so they know what they have to do to in their future learning to achieve them? • Do I know what learning methods my students found effective in achieving their learning goals? • Do I report to school colleagues and parents, in a timely and confidential manner, the progress students are making towards achieving their learning goals?								
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And an opportunity

A tool for all

Cambridge Assessment International Education

Spanish and Portuguese

Estándar 5.2

Fijar objetivos de aprendizaje explícitos, desafiantes y alcanzables para todos los alumnos

Pregúntate:

	Roja	Roja/ Amarillo	Amarillo	Amarillo / Verde	Verde
¿Fijo objetivos individuales de aprendizaje que significan un desafío para los alumnos de todos los contextos, habilidades y tendencias, pero que a su vez son alcanzables?	○	○	○	○	○
¿Involucro a mis alumnos en el desarrollo de sus objetivos individuales de aprendizaje?	○	○	○	○	○
¿Identifico estrategias de enseñanza y aprendizaje que permitirán a mis alumnos alcanzar sus objetivos?	○	○	○	○	○
¿Monitoreo los objetivos individuales de aprendizaje de mis alumnos con frecuencia, y les brindo retroalimentación para que sepan cómo adaptar su aprendizaje futuro a fin de poder alcanzarlos?	○	○	○	○	○
¿Sé qué métodos de aprendizaje resultaron efectivos para mis alumnos en lo que respecta a alcanzar sus objetivos de aprendizaje?	○	○	○	○	○
¿Reporto a padres y colegas dentro de la escuela, en tiempo y forma y respetando la confidencialidad, acerca del progreso que hacen los alumnos en pos de alcanzar sus objetivos de aprendizaje?	○	○	○	○	○
¿Cómo crees que te estás desenvolviendo en general?	○	○	○	○	○

¿Cómo lo sabes?

Ejemplos:

- *Hablo con mis alumnos sobre sus objetivos individuales de aprendizaje, y me aseguro de que estos se transmitan en un lenguaje acorde a la edad.*
- *Mantengo un registro actualizado de los objetivos individuales de aprendizaje de todos mis alumnos y, cuando resulta apropiado, me aseguro de que ellos también lo hagan.*
- *Monitoreo y actualizo constantemente los objetivos de aprendizaje de mis alumnos, y hablo con ellos acerca de cuáles deberían ser sus próximos pasos de aprendizaje y cómo proceder para dar esos pasos.*
- *Al planificar, me aseguro de diferenciar el aprendizaje de algunos de mis alumnos para ayudarlos a alcanzar sus objetivos individuales de aprendizaje.*
- *Hablo con mis alumnos sobre los métodos de aprendizaje que les permitieron experimentar el éxito y alcanzar sus objetivos.*
- *Preparo informes reglamentarios sobre el progreso del aprendizaje de todos mis alumnos, en tiempo y forma, y respetando la confidencialidad, y los comparto con colegas y padres.*

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Spanish and Portuguese

Padrão 5.2

Estabelecer metas de aprendizagem explícitas, desafiadoras e alcançáveis para todos os alunos

Faça as seguintes perguntas a si mesmo:

	Vermelho	Vermelho/ Âmbar	Âmbar	Âmbar / Verde	Verde
Estabeleço metas de aprendizagem individuais que impulsionem e desafiem todos os alunos independentemente do seu contexto, habilidades e personalidade, mas que sejam alcançáveis?	○	○	○	○	○
Envolvo meus alunos no desenvolvimento das suas metas de aprendizagem individuais?	○	○	○	○	○
Identifico estratégias de ensino e aprendizagem que permitirão aos meus alunos alcançar suas metas?	○	○	○	○	○
Monitoro regularmente as metas de aprendizagem individuais dos alunos e ofereço feedback para que eles saibam o que têm que fazer em sua aprendizagem futura para alcançá-las?	○	○	○	○	○
Sei que métodos de ensino meus alunos acharam eficazes para o alcance de suas metas de aprendizagem?	○	○	○	○	○
Informo colegas de escola e pais, de modo oportuno e confidencial, sobre o progresso dos alunos rumo ao alcance de suas metas de aprendizagem?	○	○	○	○	○
Como você acha que está se saindo de forma geral?	○	○	○	○	○

Como você sabe?

Ex:

- *Discuto com meus alunos suas metas de aprendizagem individuais e me certifico de que sejam comunicadas com uma linguagem adequada para a idade deles*
- *Mantenho um registro atualizado de todas as metas de aprendizagem individuais dos alunos, e, quando adequado, eles também mantem um registro dessas metas*
- *Monitoro e atualizo continuamente as metas de aprendizagem dos meus alunos, discutindo com eles quais poderiam ser seus próximos passos no processo de aprendizagem e de que modo progredirão por meio deles*
- *Planejo para que a aprendizagem de alguns dos alunos seja diferenciada, a fim de lhes permitir alcançar suas metas de aprendizagem individuais*
- *Discuto com meus alunos os métodos de aprendizagem utilizados por eles e que lhes permitiram alcançar o sucesso e atingir suas metas*
- *Preencho os relatórios de progresso na aprendizagem exigidos por lei e pelo regulamento da escola para todos os alunos de acordo com o prazo e de forma confidencial, compartilhando-os com colegas e pais.*

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Rosewood School, Trinidad and Tobago

"The Standards helped us to understand Cambridge better and why some of the strategies might be needed"

"They were encouraged to be honest about their capabilities"

"It made teachers more reflective … they are then modelling this for students"

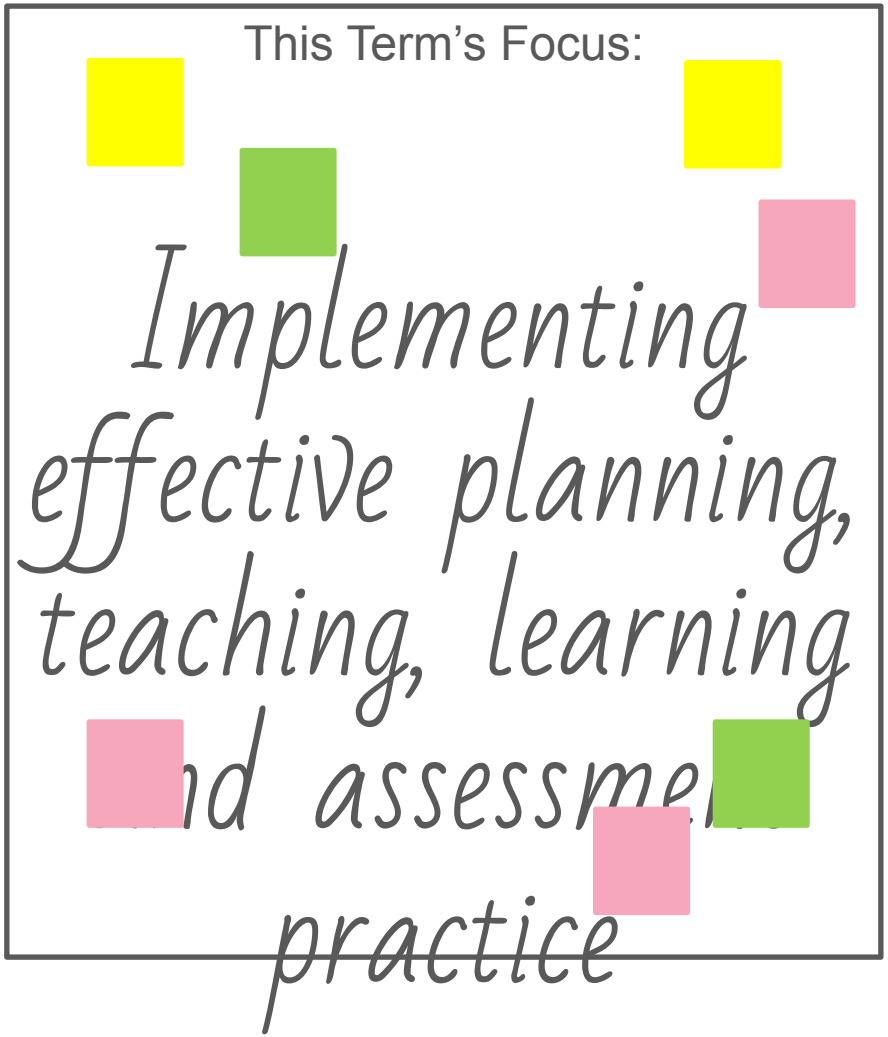
"Next steps are to think about how this can support planning and training"

"The Trinidadian culture is to share, but authenticity is catching! As is having structured dialogues about teaching and learning"

"From the perspective of online teaching, one teacher said that the Standards helped to 'corroborate her personal growth'"

"The Standards helped us to pinpoint the areas in which we were strong and the areas in which we had challenges"

A Cambridge school in Zimbabwe



Let's play!

"*Yes… and* " game

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Useful links

Informative booklets (3 languages)

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

RAG Grids (3 languages)

- https://learning.cambridgeinternational.org/pdqconnect/view/view.php?t=MHu7wvKi4rQpXC2UcLfN

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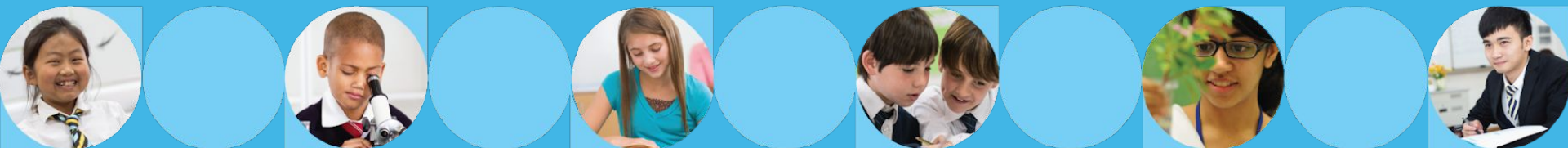
Thank you

Any questions?