



Syllabus

Cambridge International Certificate in Teaching Bilingual Learners 6238 Cambridge International Diploma in Teaching Bilingual Learners 6239

Centres using this syllabus must use PDQ Connect for collation of evidence and the submission of ePortfolios.



Why choose Cambridge?

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

They help candidates to:

- engage critically with relevant concepts, principles, theories and best practices from around the world
- apply new ideas and approaches in reflective practice in their own teaching and learning context
- formatively evaluate experiences to plan further development
- transform the quality of teaching and school leadership to improve the outcomes of students.

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

'It has encouraged experimentation of best practices and changes in teaching and leadership practices, enriched professional conversations and professional judgements of staff, and renewed interest in education among staff.'

Richard Sarpong, Head of Professional Development, International Community School, Kumasi, Ghana

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Contents

1 Introduction	2
Purpose of this document	2
Quality	2
The Cambridge teacher	3
Support for Cambridge Programme Leaders	4
Recommended reading	4
Syllabus overview	5
Language requirements	7
What is the qualification structure	7
What does the Certificate or Diploma involve?	8
How are the Certificate and Diploma assessed?	9
Evidence requirements	9
Reflective journal	10
2 Certificate in Teaching Bilingual Learners	11
Introduction to the Certificate	11
Module 1 Exploring teaching bilingual learners through an additional language	12
Unit 1 Understanding principles of teaching bilingual learners through an additional language	12
Unit 2 Teaching a lesson for bilingual learners with a focus on understanding content	14
Unit 3 Teaching a lesson for bilingual learners with a focus on active learning and productive language skills	16
Assessment criteria	18
3 Diploma in Teaching Bilingual Learners.....	20
Introduction to the Diploma	20
Module 2 Developing reflective practice in teaching bilingual learners	22
Module 3 Evaluating theory and practice in teaching bilingual learners	25
Assessment criteria	29
4 Cambridge ePortfolio Platform, PDQ Connect.....	31
Why use PDQ Connect?	31
What learning methods can be included in an ePortfolio?	31
What are the benefits of using PDQ Connect?	31
5 Glossary	32

1 Introduction

Purpose of this document

This syllabus sets out the details of the Certificate and Diploma in Teaching Bilingual Learners. These are Cambridge Professional Development Qualifications (PDQs) offered by Cambridge Assessment International Education.

The syllabus will help Programme Leaders in Cambridge Professional Development Centres understand the design, structure and requirements of these qualifications. It will also help them to guide their candidates accordingly.

The syllabus focuses on the learning outcomes and related scheme of assessment. For further guidance on the design principles and features of programmes leading to these qualifications please see the resources for Cambridge Professional Development Centres.

These are available at www.cambridgeinternational.org/pdq

Cambridge International Examinations retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party, even for internal use within a centre.

Quality

Cambridge PDQs are benchmarked to the Framework for Higher Educational Qualifications (FHEQ) for England, Wales and Northern Ireland. Cambridge PDQ Certificates are benchmarked to FHEQ Level 4 and Diplomas to FHEQ Level 5.

This means that teachers and leaders achieving a Cambridge PDQ are well prepared for their next step in the professional development pathway and their Cambridge PDQ has value as they progress to relevant Level 6 and 7 programmes.

'Cambridge guides and supports us in implementing the programmes, and we encourage the teachers, leaders and their schools to think creatively and be innovative in their practice. The outcomes of collaborative learning have impacted positively on schools through improved learning outcomes.'

Vardhana Lakshmi, Programme Leader CfBT Education Services, India

The Cambridge teacher

Cambridge International programmes and qualifications develop not only subject knowledge and skills but also attitudes, ways of thinking and behaviours.

There are five Cambridge teacher attributes. Cambridge teachers are:

- **confident** in teaching their subject and engaging each student in learning
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners themselves, developing their practice
- **innovative** and equipped for new and future challenges
- **engaged** intellectually, professionally and socially, ready to make a difference.

More information about teaching Cambridge at your school can be found at:

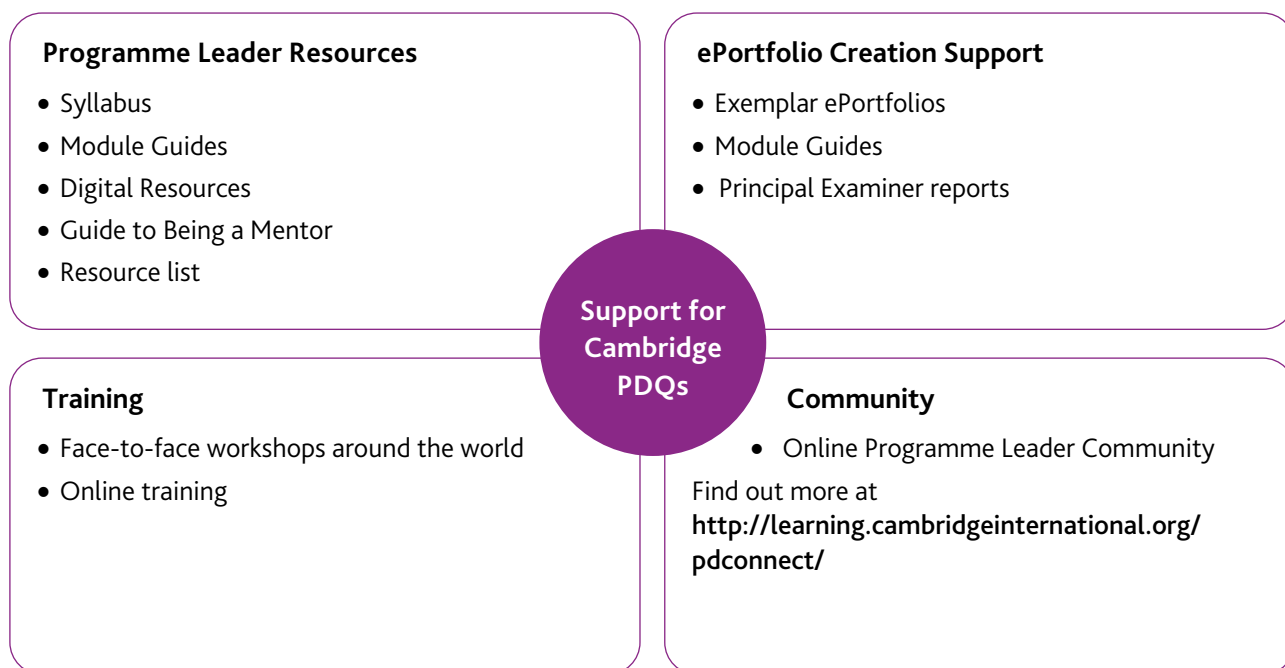
www.cambridgeinternational.org/support-and-training-for-schools/teaching-cambridge-at-your-school/

Support for Cambridge Programme Leaders

Every Cambridge PDQ Centre appoints a Programme Leader who is responsible for designing and managing the programme. The Programme Leader is pivotal to the quality and success of the Cambridge PDQ programme.

The role is wide-ranging, from designing and developing the programme to liaising with mentors, school leadership and Cambridge International. Being an effective Programme Leader is about shaping and supporting professional learning to have an impact on the quality of teaching and leadership in schools. Programme Leaders evaluate their professional development learning programme as part of their commitment to professional development.

We provide a wide range of practical resources, detailed guidance and innovative support so that Programme Leaders can give their candidates the best possible preparation for Cambridge PDQs.



Recommended reading

There are many resources that can support candidates during their studies. Please visit the online community on PDQ Connect to access the Module Guides, which have been developed by the Principal Examiners. These guides contain the recommended reading lists, and detailed guidance for Programme Leaders to use in their programmes.

'Getting started with ...' is a series of interactive resources which introduce and develop key areas of teaching and learning practice. They link what the research says with what happens in the classroom, and provide new ideas to help you and your teachers. Follow the link to access the full range of resources:
www.cambridgeinternational.org/teaching-and-learning/getting-started-with

Syllabus overview

The revised Certificate and Diploma syllabus has been designed to help teachers develop their professional thinking and practice, and enhance the quality of teaching and learning.

It will also help bilingual learners learn curricular subjects through an additional language more effectively, by promoting the learning of both the subject and the additional language. The qualifications also help teachers to reflect on learners' first language development. Due to the level of support required during the programme, Programme Leaders are not permitted to compile their own ePortfolio of evidence and submit it to Cambridge International as part of their own PDQ Programme.

Due to the skills being developed, teachers who teach language-only subjects (such as English second language or Spanish first language) are not eligible to enter for these qualifications.

Candidates need to:

- be a full or part time teacher employed in an educational institution such as a school, college, university, or adult training centre
- teach in their current school over a full academic year, for a minimum of 24 weeks and a minimum of six hours per week
- have a regular support of a mentor who understands the essential principles that underpin this qualification, and can provide helpful advice and observations
- teach a group with a minimum of six learners
- be responsible for planning, teaching and formatively assessing groups of learners

The **Cambridge International Certificate in Teaching Bilingual Learners** is for candidates who work as teachers in a bilingual teaching and learning context and want to:

- develop their professional effectiveness as teachers supporting bilingual learners
- gain the knowledge, skills and understanding to support an inclusive approach to teaching bilingual learners
- find opportunities to develop a reflective approach to the development of their professional practice
- progress in their career as teachers of bilingual learners.

The **Cambridge International Diploma in Teaching Bilingual Learners** is for candidates who work as teachers in a bilingual teaching and learning context and want to:

- develop their professional effectiveness as teachers supporting bilingual learners
- gain the knowledge, skills and understanding to support an inclusive approach to teaching bilingual learners
- develop further their reflective practice in teaching bilingual learners
- extend their professional development into an investigation into current practice, theories and models relating to teaching bilingual learners
- apply their learning as teachers to the classroom and critically engage with their teaching practice
- progress in their career as teachers of bilingual learners.

For the purpose of this syllabus, 'bilingual learners' are typically learners who use their first language at home/in the community. They are learning subjects through a language that is an 'additional language' – a language that is not their first language, such as a foreign or a second/third language. Their learning may take place in a variety of bilingual or multilingual contexts: they may be learning all subjects through the additional language or, if they are on a bilingual education programme (or a trilingual education programme), they may be learning some subjects through the additional language(s) and some through the first language, or the same subject through two languages.

Two essential principles underpin the design of the qualifications: effective teaching and effective professional development. Research indicates that effective 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 effective teachers include:

- knowing their curriculum area well
- understanding their students and meeting their needs as individuals
- encouraging students to engage actively in their own learning
- making connections, for example, to students' experiences, 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.

Research indicates that effective 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. The programme involves a spiral of professional learning, each stage being 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 candidate can engage with these in more depth and detail, and acquire related knowledge and skills.

The spiral of professional learning in a Cambridge PDQ programme depends particularly on three processes:

- observation
- reflection
- learning with and from mentors.

These processes work together. It is crucial that learners receive feedback from being observed to inform their continuous reflection on their learning experiences. Observation and reflection are much more effective with the support of a mentor.

The mentor develops a learning relationship with the candidate, supporting them during their work-based learning to make the most of the learning experience and to achieve the Cambridge qualification. The mentor understands the essential principles of the PDQ, and provides helpful advice to their candidate, sharing their own experiences and knowledge.

'A good aspect of the programme is that my mentor and I would discuss my lesson and I would reflect during this discussion.'

Yu Wei, has been a teacher of mathematics for three years and currently teaches A Level students at ULink College of Shanghai, China

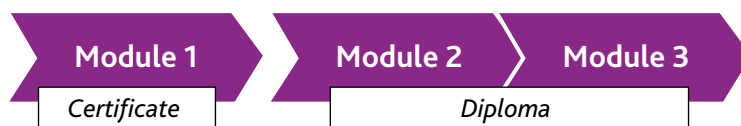
Language requirements

To take part in the Certificate or Diploma programme candidates are required to have sufficient competence in English. All candidates should have English language competence comparable to **Level B2** in the **Common European Framework of Reference for Languages (CEFR)**. This framework is provided by the Council for Europe. Further details can be found on the Council's website at http://coe.int/t/dg4/education/elp-reg/cefr_grids_EN.asp

We recommend a minimum requirement of 5.5 on the International English Language Testing System. See www.ielts.org/ for more details.

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.

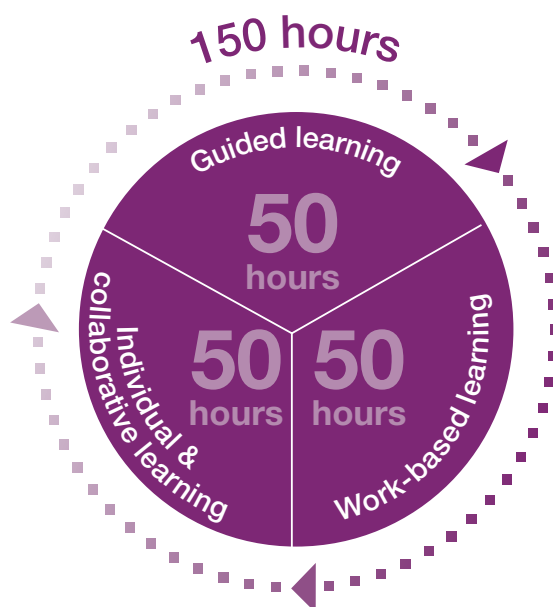


The table below shows what is involved in each module.

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

What does the Certificate or Diploma involve?

A typical Certificate or Diploma programme run by a Cambridge Professional Development Centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their schools. 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.



Centres must provide at least 50 hours of guided learning for each module. Candidates 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 the programme, candidates 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 candidates to reflect on their learning and on what it means for their approaches to teaching. They also help candidates to demonstrate through examples and accounts of practice that they are:

- acquiring new skills
- learning how to use their new skills and knowledge
- linking changes in classroom practice to improvements in student outcomes.

How are the Certificate and Diploma assessed?

Candidates are assessed through an ePortfolio of evidence, submitted to a team of Cambridge International examiners using PDQ Connect, an online platform. In their portfolio, candidates demonstrate their knowledge, skills and understanding in the context of their own work. Portfolio evidence includes:

- observing a colleague's classroom practice
- planning, teaching, learning and assessment materials that arise naturally out of the teaching process
- feedback from mentor, colleagues, students and others
- the candidate's own reflections on their learning and practice.

'The Cambridge PDQs help us in getting trained teachers who can cater to 21st century learners; teachers familiar with international standards of teaching and learning; teachers relating their teaching practise based on international research and theories of teaching and learning.'

Dr Vandana Lulla, Director/Principal, Podar International School, India

Evidence requirements

In their portfolio, candidates will use the relevant Cambridge International templates to gather, organise and present their evidence to satisfy the assessment criteria. Access to PDQ Connect will be provided by the Programme Leader.

In the introduction to the portfolio, candidates provide background information about their professional experience and role, and the context in which they teach. This is their opportunity to indicate significant influences on their work and professional development. Although the introduction is not formally assessed or judged, it does help the examiner to understand the teaching context and interpret the subsequent assessment evidence. Please note, however, that a curriculum vitae is not required.

With written evidence, candidates should keep to the word limits and respond to the prompts in templates succinctly. The prompts indicate how to focus and shape explanations, reflections and other evidence. Candidates must also follow Cambridge International's rules for the format and size of digital evidence, such as images and video. Guidance for this is given on PDQ Connect.

Candidates' reflections should provide references for other people's ideas and experiences, whether these are in the form of academic publications, or posts to online discussion forums or blogs. All sources must be clearly referenced.

The Programme Leader can provide further guidance on academic honesty.

Reflective journal

Candidates will maintain a reflective journal throughout their programme of learning. By keeping a journal, candidates will more effectively evaluate their practice and develop reflective skills which will underpin their professional development.

For further support on reflective practice see:

www.cambridgeinternational.org/teaching-and-learning/getting-started-with/

'Teachers who have completed a Cambridge PDQ have a greater awareness of students being at the centre of learning and thus facilitating their independence.'

Jon Murray-Walker, Headmaster, Greensteds International School, Kenya

'The teachers have become more reflective of their practice and are able to evaluate their lessons in an effective manner. As a result they are able to conduct active and engaging lessons, thereby improving the teaching and learning process.'

Loh Ghee Juan, Cambridge PDQ Programme Leader, Ipoh International School, Malaysia

2 Certificate in Teaching Bilingual Learners

Introduction to the Certificate

Aims

In the Certificate, candidates will have the opportunity to:

- understand the challenges of learning through an additional language
- understand the principles of teaching bilingual learners through an additional language through reading, observation and discussion; they will apply these principles to their own practice
- design, implement and evaluate individual lessons focused on content and language
- reflect on and evaluate their own practice in order to help students learn content through an additional language more effectively
- learn collaboratively, supported by their colleagues.

Candidates can work towards the Certificate at their own pace, depending on their priorities and circumstances. Certification provides an international quality mark, enhancing their professional profile, and opening pathways for their further professional and career development.

Structure

The Certificate comprises three units related to practice which together form Module 1: Exploring teaching bilingual learners through an additional language.

Unit 1	Understanding principles of teaching bilingual learners through an additional language
Unit 2	Teaching a lesson for bilingual learners with a focus on understanding content
Unit 3	Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Each unit is set out in terms of its learning outcomes, key questions, assessment approach and evidence requirements. Assessment criteria appear at the end of this section.

- Each **learning outcome** is a statement that defines the expected goal of a curriculum in terms of demonstrable skills or knowledge that will be acquired by the candidate.
- The **key questions** show professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge required to meet the learning outcome.
- The **assessment approach and evidence requirements** explain how candidates can show that they have achieved the learning outcomes.
- The **assessment criteria** are used by Cambridge International examiners in their judgements on the quality of the evidence presented. They specify what the candidate is expected to do in order to demonstrate that they have achieved a learning outcome.

Module 1 Exploring teaching bilingual learners through an additional language

Unit 1 Understanding principles of teaching bilingual learners through an additional language

Candidates will engage with principles and concepts of learning and teaching. They will also explore what makes an effective lesson so that they can achieve the following learning outcomes.

Learning outcomes

- A:** Explain their understanding of the challenges for their learners of learning a curricular subject through an additional language in their own teaching context.
- B:** Review teaching methods and learning activities they think help the learning of both content and language in their own teaching context.
- C:** Explain their understanding of the term “assessment” and its purposes in supporting bilingual learners to progress in content and language.
- D:** Identify and explain key features of what they think makes an effective lesson focused on content and language, and evaluate the impact any new learning will have on their future professional practice.

Learning outcomes and key questions

Learning outcome A: Explain their understanding of the challenges for their learners of learning a curricular subject through an additional language in their own teaching context.

- What useful terms can we use when discussing concepts related to teaching bilingual students?
- Does your school use a system to describe levels of foreign language competence (for example, the Common European Framework of Reference for Languages (CEFR))?
- How would you describe the language level(s) of your students and yourself in the target language?

Learning outcome B: Review teaching methods and learning activities they think help the learning of both content and language in their own teaching context.

- Which teaching strategies help students with the challenges they face in learning a curricular subject through an additional language, particularly in your own teaching context?
- Which teaching strategies help the learning of both content and language?
- What are the underlying principles and concepts of learning and teaching that can be related to the teaching strategies you have identified?

Learning outcome C: Explain their understanding of the term 'assessment' and its purposes in supporting bilingual learners to progress in content and language.

- What are the key features of an effective lesson focused on content and language?
 - What is your understanding of the term 'assessment'?
 - What is your experience of assessment as a learner and a teacher?
 - Why is it important to know the differences between formative and summative assessment and to know their purposes?
 - What formative and summative assessment methods do teachers commonly use in their classroom practice?
-

Learning outcome D: Identify and explain key features of what they think makes an effective lesson focused on content and language, and evaluate the impact any new learning will have on their future professional practice.

- What do you consider to be the key features of an effective lesson focused on content and language?
 - What formative assessment strategies can support bilingual students' progress in content and language?
 - What is meant by 'evaluation' and why is it important to share ideas with colleagues?
-

The role of the mentor in Unit 1

The mentor, with the candidate, will observe a lesson for bilingual learners delivered by an experienced teacher. The mentor will hold a post-observation discussion with the candidate to support their learning on what makes an effective lesson focused on content and language. This discussion will provide the basis of the candidate's evidence of reflection.

Assessment

Candidates will:

- observe, with their mentor, an experienced teacher's lesson teaching a group of at least six bilingual learners for a minimum of 40 and a maximum of 120 minutes
- discuss with their mentor, in a post-observation discussion, the key features of what makes an effective lesson focused on content and language.

Evidence of practice – This includes:

- *Module 1: Unit 1 Observation Visit Form*
- a copy of the lesson plan for the lesson they observed.

Evidence of learning (800 words)

- 1 Explain your personal understanding of the challenges for your learners of learning a curricular subject through an additional language in your own context.
- 2 Identify the teaching approaches that you think help the learning of both content and language.
- 3 Provide an explanation of the purposes of assessment in supporting bilingual students to progress in both content and language.

Evidence of reflection (400 words)

- 1 Analyse the key features of what you think makes an effective lesson focused on content and language.
- 2 Evaluate the impact your new learning and experiences from Unit 1 have had on your practice and how this will help you to prepare for Unit 2.

Unit 2 Teaching a lesson for bilingual learners with a focus on understanding content

Candidates will explore the practice of teaching and learning so that they can achieve the following learning outcomes.

Learning outcomes

- E:** Plan a lesson that has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives.
- F:** Teach a lesson that builds on students' existing learning to develop new learning using classroom language, teaching methods, learning activities and resources that engage and motivate students to learn.
- G:** Teach a lesson in which the students' learning, including understanding of content and language, is regularly checked at appropriate stages using appropriate formative assessment methods.
- H:** Evaluate a lesson using feedback from their mentor and their own reflections to develop future practice.

Learning outcomes and key questions

Learning outcome E: Plan a lesson that has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives.

- What language do students need in order to understand the content of this lesson (examples may include vocabulary, grammatical structures, reading and listening skills)?
- How will activities be sequenced to support students' understanding and meet the set content and language objectives?
- Why is it important to make the purpose of a lesson apparent to the students?

Learning outcome F: Teach a lesson that builds on students' existing learning to develop new learning using classroom language, teaching methods, learning activities and resources that engage and motivate students to learn.

- How can you use students' prior knowledge and experiences to make their learning more meaningful?
- Why do active learning approaches to teaching and learning help to engage and motivate students to learn?
- What questions can students ask of themselves at the beginning, during and at the end of a given activity?

Learning outcome G: Teach a lesson in which the students' learning, including understanding of content and language, is regularly checked at appropriate stages using appropriate formative assessment methods.

- What teaching methods, learning activities and resources will you use and adapt to support students' understanding and help them to achieve the intended learning objectives?
- What formative assessment strategies will you use to monitor and support students' understanding (for example, using effective questioning or observation)?
- Why must students be provided with opportunities to show their thinking and progress in learning?

Learning outcome H: Evaluate a lesson using feedback from their mentor and their own reflections to develop future practice.

- How can mentor feedback and your own reflections be used to identify aspects of the students' learning and your teaching practice that went well and to identify those aspects that require further development?
 - What new learning and understanding have you recently acquired from your reading, research and discussion in individual study?
 - How have you collaborated with peers to develop new learning and improve your classroom practice?
 - What new learning have you acquired by reflecting on your work-based practice and using feedback from colleagues?
-

The role of the mentor in Unit 2

The mentor will lead a discussion before the lesson and then observe the candidate delivering the lesson. During the post-observation discussion, the mentor will give feedback to the candidate on the observed lesson and help the candidate to reflect on how effective the lesson was in supporting the students in meeting the stated outcomes. The mentor will help the candidate identify key strengths and areas for improvement in their teaching practice.

Assessment

Candidates will:

- select and adapt a resource to be used in the lesson to support students' understanding
- plan, prepare, teach and evaluate
- arrange for the lesson to be observed by their mentor to provide formative feedback for reflective practice.

In the portfolio, candidates must submit the following.

Evidence of practice – This includes:

- *Module 1: Unit 2 Lesson Plan*
- *Module 1: Unit 2 Observer Feedback Form*
- teaching materials created or used in the lesson.

Evidence of learning (600 words)

- 1 Explain why a lesson plan must have clear aims and objectives and a coherent structure which develops both content and language.
- 2 State a rationale for the choice of teaching methods, learning activities and resources used in the observed lesson to support students' understanding, and how and why you adapted teaching materials.
- 3 Describe the assessment methods used to assess the students' learning, including understanding of content and language during the lesson.

Evidence of reflection (600 words)

- 1 Evaluate the effectiveness of the lesson, highlighting what aspects helped to engage and motivate the students to learn, and what aspects require further development for future practice.
- 2 Evaluate the impact your new learning and experiences from Unit 2 have had on your practice and how this will help you to prepare for Unit 3.

Unit 3 Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Candidates will build on their learning from Unit 2 to develop a deeper understanding of the teaching concepts and principles they engaged with so that they can achieve the following learning outcomes.

Learning outcomes

- I:** Plan a sequence of lessons that are coherent and focused on content and language to stimulate students' active participation in the lesson and to develop productive language skills.
- J:** Teach lessons using learning activities that are based on well-managed active learning approaches, and ensure learning includes differentiation.
- K:** Teach lessons using a variety of formative assessment and feedback methods to activate participation and productive language skills.
- L:** Evaluate lessons to identify strengths and areas for further development in their professional practice using feedback from various sources.

Learning outcomes and key questions

Learning outcome I: Plan a sequence of lessons that are coherent and focused on content and language to stimulate students' active participation in the lesson and to develop productive language skills.

- Why should teachers plan sequences of lessons?
- What language do students need to discuss the content for this lesson (for example, vocabulary, grammatical structures, speaking and writing skills)?
- Where in a lesson will you check for any preconceptions or misconceptions the students might have?

Learning outcome J: Teach lessons using learning activities that are based on well-managed active learning approaches, and ensure learning includes differentiation.

- How will a lesson be structured to stimulate students' active participation and to develop productive language skills to meet set content and language objectives?
- How is learning differentiated?
- Why is it important for lessons to be well paced and well managed?
- What teaching strategies, learning activities and resources will be used and adapted to help students participate in the lesson and think, speak and write about the given topic?

Learning outcome K: Teach lessons using a variety of formative assessment and feedback methods to activate participation and productive language skills.

- What is your understanding of the basic principles of assessment?
- How do you use formative assessment to support as well as monitor your students' learning?
- Why does having an understanding of the concept of Assessment for Learning (AfL) help a teacher to use formative assessment methods more effectively?
- Why is providing formative feedback an important part of AfL practice?
- How is formative assessment and feedback used to support participation and productive language skills?

Learning outcome L: Evaluate lessons to identify strengths and areas for further development in their professional practice using feedback from various sources.

- How are you going to continue learning about teaching a curricular subject through an additional language?
- How are you going to share what you have learned with colleagues?
- How are you going to learn from colleagues?

The role of the mentor in Unit 3

The mentor will hold a pre-lesson discussion and then observe the candidate delivering the lesson. During the post-observation discussion, the mentor will give feedback to the candidate on the observed lesson and help the candidate to reflect on how effective the lesson was in supporting the students in meeting the stated outcomes. The mentor will help the candidate identify key strengths and areas for improvement in their teaching practice.

Assessment

Candidates will:

- select and adapt teaching materials to be used in the lesson to stimulate students' active participation and to develop productive language skills
- plan and teach a lesson from a sequence of lessons
- arrange for the lesson to be observed by their mentor to provide formative feedback for reflective practice
- select and analyse a range of teaching activities used in a sequence of lessons.

In the portfolio, candidates must submit the following.

Evidence of practice – This includes:

- *Module 1: Unit 3 Lesson Plan*
- *Module 1: Unit 3 Observer Feedback Form*
- *Module 1: Unit 3 Teaching Activity Log*
- teaching materials created or used in the lesson.

Evidence of learning (400 words)

- 1 Explain how a structured lesson can stimulate students' active participation and develop productive language skills.
- 2 Explain why formative assessment is an important part of the learning process and can support active participation and help to develop productive language skills.

Evidence of reflection (800 words)

- 1 Analyse the effectiveness of the chosen strategies in stimulating students' active participation and developing productive language skills.
- 2 Explain how you used formative assessment to monitor students' progress with the learning objectives. This will include students' active participation and development of productive language skills, and an evaluation of how effective this was.
- 3 Evaluate how your knowledge, skills and understanding of teaching bilingual students has developed as a result of your work for the Certificate, any aspects that need further development and how you are going to develop these.

Assessment criteria

Candidates will be assessed for the Certificate according to the following criteria, applied to the portfolio of evidence as a whole:

- 1 Understanding teaching bilingual learners.
- 2 Developing thinking and practice in teaching bilingual learners.
- 3 Analysis and discussion.
- 4 Communication and presentation.

DISTINCTION

Understanding teaching bilingual learners	Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.
Developing thinking and practice in teaching bilingual learners	Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.
Analysis and discussion	Analyses questions and issues arising from study, enquiry, discussion and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform the analysis and discussion. Well-structured work.
Communication and presentation	Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.

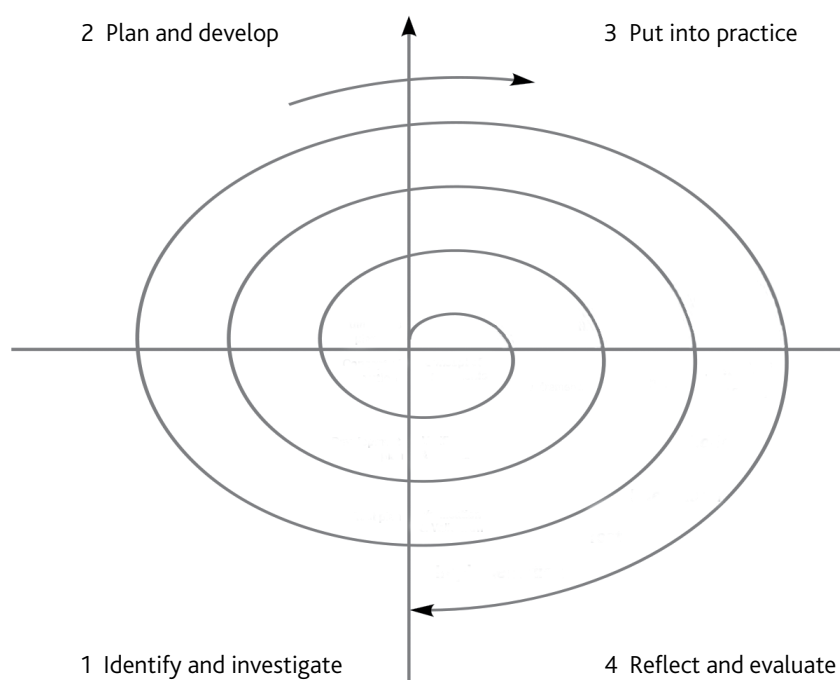
PASS	
Understanding teaching bilingual learners	Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.
Developing thinking and practice in teaching bilingual learners	Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.
Analysis and discussion	Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.
Communication and presentation	Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.
FAIL	
Understanding teaching bilingual learners	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own practice may be very limited, inadequate or inappropriately applied.
Developing thinking and practice in teaching bilingual learners	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.
Analysis and discussion	Descriptive accounts, with inaccuracies and misunderstandings in places. Opinions and views expressed, but without links to evidence and/or relevant examples. Work likely to be poorly organised and structured.
Communication and presentation	Work demonstrates significant weaknesses in presentation and may be poorly structured, not well organised and not presented in a professional manner. Opinions may be given at length without any attempt to provide support from other sources.

3 Diploma in Teaching Bilingual Learners

Introduction to the Diploma

Aims

The Cambridge International Diploma in Teaching Bilingual Learners is built on a spiral of learning and development. By reflecting on and evaluating the experiences in each module, further areas for development are identified, and the cycle begins again, this time incorporating new understanding and capabilities. Conscious engagement with this spiral of development results in higher-quality teaching.



In the Diploma, candidates will have the opportunity to:

- build on their understanding of the principles of teaching bilingual learners and relate these principles critically to their own practice
- critically engage with educational theory and research evidence to inform and develop their professional thinking
- design coherent lessons and schemes of learning that focus on planning for bilingual learning
- use a variety of approaches to teaching and learning to help learners to learn more effectively
- develop their personal reflective practice skills enriched by ideas and experience from external sources
- learn collaboratively, supporting and supported by their colleagues.

Candidates can work towards the Diploma at their own pace, depending on their priorities and circumstances. Certification provides an international quality mark, enhancing their professional profile, and opening pathways for their further professional and career development.

Structure

The Diploma comprises the same Module 1 as the Certificate plus two additional modules related to practice:

Module 2	Developing reflective practice in teaching bilingual learners
Module 3	Evaluating theory and practice in teaching bilingual learners

Candidates must achieve a Pass in Module 1 (Certificate programme) to progress to Module 2. Modules 2 and 3 will deepen and extend their knowledge, understanding and skills, and lead to the award of the Diploma. Candidates must pass Module 2 before entering Module 3.

Each module is set out in terms of its learning outcomes, key questions, assessment approach and evidence requirements. Assessment criteria appear at the end of this section.

- Each **learning outcome** is a statement that defines the expected goal of a curriculum in terms of demonstrable skills or knowledge that will be acquired by the candidate.
- The **key questions** show professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge required to meet the learning outcome.
- The **assessment approach and evidence requirements** explain how candidates can show that they have achieved the learning outcomes.
- The **assessment criteria** are used by Cambridge International examiners in their judgements on the quality of the evidence presented. They specify what the candidate is expected to do in order to demonstrate that they have achieved a learning outcome.

Module 2 Developing reflective practice in teaching bilingual learners

In this module candidates will explore their teaching and learning practice more deeply and critically, and further analyse the language demands of their curricular subject. They will engage with a model of integrating content and language learning. They will also apply their developing knowledge and skills in designing and managing a sequence of learning (over a number of lessons) for bilingual learners so that they can achieve the following learning outcomes.

Learning outcomes

- M:** Plan a coherent scheme of learning that uses a suitable model of integrating content and language learning and meets both curriculum and student needs.
- N:** Make visible to students the content and language learning objectives, including subject-specific language, structures and metacognitive strategies.
- O:** Plan and teach lessons that are inclusive and that are effectively managed using individual, pair and group work activities.
- P:** Teach lessons in which the learning is often differentiated using a variety of strategies that are based on active learning.
- Q:** Teach lessons using Assessment for Learning (AfL) strategies to help students learn more effectively.
- R:** Evaluate lessons to determine the effectiveness of the students' learning and own practice using feedback from their mentor and reflection.

Learning outcomes and key questions

Learning outcome M: Plan a coherent scheme of learning that uses a suitable model of integrating content and language learning and meets both curriculum and student needs.

- Why must teachers identify students' needs to plan a coherent scheme of learning?
- Which model(s) of integrating content and language learning will you use or adapt to your context?
- What sources can be used to plan a scheme of learning?
- Are there other bilingual teaching approaches that you will incorporate?

Learning outcome N: Make visible to students the content and language learning objectives, including subject-specific language, structures and metacognitive strategies.

- What are the language demands of a lesson and what support will students need?
- How do language objectives support the content objectives?
- How can you build your own and students' understanding of the academic language required for your subject?
- What existing content and language knowledge and experiences do students have on a topic?

Learning outcome O: Plan and teach lessons that are inclusive and that are effectively managed using individual, pair and group work activities.

- How can bilingual students develop independent language learning skills?
- How can the purpose of an activity be made clear?
- Which model(s) of integrating content and language learning will you use to inform lesson planning and the sequencing of activities?
- What strategies do you use to successfully manage the learning environment and students' learning?

Learning outcome P: Teach lessons in which the learning is often differentiated using a variety of strategies that are based on active learning.

- Which techniques will you use to support content learning, language learning and higher-order thinking?
 - How will you stretch and challenge every student?
 - Will you have to adapt any activities or materials according to the different needs of students?
 - How can you build an inclusive classroom culture and support individual needs?
 - When is it appropriate to use direct instruction methods (or teacher-centred approaches) when teaching?
-

Learning outcome Q: Teach lessons using Assessment for Learning (AfL) strategies to help students learn more effectively.

- How will formative assessment methods be tailored to bilingual students (for example, differentiating feedback content and language errors, preparing for summative assessments)?
 - Why is the concept of AfL now at the forefront of many teachers' thinking and practice?
 - How do you provide students with quality formative feedback to help them progress in their learning?
 - Why should formative feedback be focused on the learning intentions and success criteria of an activity?
-

Learning outcome R: Evaluate lessons to determine the effectiveness of the students' learning and own practice using feedback from their mentor and reflection.

- Why should teachers be reflective practitioners?
 - Why should you engage with colleagues in their reflective practice?
 - Why and how can you critically engage models of integrating content and language learning and the educational and research literature that informs professional practice?
 - What should you be looking for in your evaluation, for example, evidence, soundness of argument, applicability?
-

The role of the mentor in Module 2

The mentor will support the candidate in choosing two lessons to be observed from their scheme of learning. The mentor will hold a pre-lesson discussion and then observe the candidate delivering each lesson. During the post-observation discussion, the mentor will give feedback to the candidate on the lesson and encourage the candidate to reflect on how effective the lesson was in supporting students in meeting the stated outcomes. The mentor will help the candidate identify key strengths as well as areas for improvement in their teaching practice.

Assessment

Assessment in Module 2 focuses on the development of candidates' classroom practice, which is informed by relevant theories, concepts and principles of teaching and learning.

Candidates must plan, prepare and teach from a scheme of learning within their overall teaching programme. They should develop or select the scheme of learning that is most relevant and interesting to themselves, their students and to their school context. From within the scheme of learning candidates must plan, teach and evaluate two lessons. Their mentor must observe both lessons. There should be sufficient time between the first observed lesson and teaching the second lesson for candidates to reflect on their mentor's feedback to help them learn and further develop their practice. The focus of both observed lessons should be on the new ideas and approaches to learning that the candidate wants to develop in their classroom practice.

Candidates will:

- plan and teach a sequence of learning that:
 - occupies a minimum of 10 hours of contact time
 - consists of a minimum of five consecutive lessons, each of 40–120 minutes' duration
 - is with the same group of students, with a minimum of six students in the group.
- plan two lessons from the scheme of learning
- teach the two lessons
- obtain feedback from their mentor for each lesson.

In the portfolio candidates must submit the following.

Evidence of practice – This includes:

- *Module 2: Scheme of learning* that includes a brief explanation of the significant changes that will be made to the plan in the next cycle of learning
- *Module 2: Lesson Plan* for each of the two observed lessons
- *Module 2: Observer Feedback Form* for each of the two observed lessons
- one actual example of a *Module 2: Learning Activity* designed and used in one of the two observed lessons; this should show that subject-specific academic language is visible in the teaching practice and uses techniques to support content and language learning
- one actual example of a *Module 2: Formative Assessment Activity* used in one of the two observed lessons.

Evidence of learning (1600 words)

- 1 Explain how a model of integrating content and language learning (and, if appropriate, any other bilingual teaching approaches) was used in your planning and, if relevant, how you adapted it for your teaching context.
- 2 Explain how you activated students' existing content and language knowledge and experiences relating to a topic, and which techniques you used to support content and language learning.

Evidence of reflection (2000 words)

- 1 Evaluate the effectiveness of the model of integrating content and language learning that you used or adapted for your context, and of any other bilingual teaching approaches that you incorporated.
- 2 Evaluate the psychological, cultural and language issues that you encountered and how these were met.
- 3 Evaluate the two observed lessons using observer feedback and self-reflections to determine the effectiveness of the students' learning and own teaching practice.
- 4 Evaluate what aspects of the Diploma programme made a particular impact on the lesson. Give an example.

Module 3 Evaluating theory and practice in teaching bilingual learners

In this module candidates will reflect on their learning and classroom practice systematically through a practitioner inquiry so that they can achieve the following learning outcomes.

Learning outcomes

- S:** Use reflective thinking skills to identify effective aspects of classroom practice and those that require further improvement.
- T:** Carry out a practitioner inquiry to change and improve own teaching practice.
- U:** Plan and teach a lesson specifically designed to improve an aspect of classroom practice.
- V:** Analyse and evaluate learning concepts, theories and research literature that inform understanding of actual classroom practice and how it can be improved.
- W:** Analyse feedback and data collated from different sources to inform reflective practice.
- X:** Critically evaluate what impact a change in classroom practice has had on own teaching practice and student outcomes as a result of practitioner inquiry.

Learning outcomes and key questions

Learning outcome S: Use reflective thinking skills to identify effective aspects of classroom practice and those that require further improvement.

- Why should teachers be continually reflecting on their classroom practice?
- What are the differences between 'reflection in action' and 'reflection on action'?
- How does reflective thinking help to identify an aspect of classroom practice that requires further improvement?
- Why is the support, advice and guidance from a mentor important in identifying effective aspects of classroom practice and those that require further improvement?

Learning outcome T: Carry out practitioner inquiry to change and improve own teaching practice.

- Why is the process of practitioner inquiry used to develop a teacher's practice?
- How is the four-stage cycle of practitioner inquiry used to develop and improve a specific area of a teacher's practice?
- Why is it important to engage with appropriate educational and research literature when carrying out a practitioner inquiry?
- What barriers or constraints is a teacher likely to face when carrying out a practitioner inquiry to improve classroom practice?
- What are the advantages and limitations of using the process of practitioner inquiry to develop and improve a specific area of a teacher's practice?

Learning outcome U: Plan, prepare and teach a lesson specifically designed to improve an aspect of classroom practice.

- What factors should be considered when creating a lesson plan that is designed to improve an aspect of classroom practice but which must also meet curriculum requirements?
 - How does having deep understanding of how learning happens and a good awareness of students' needs help to ensure the required outcomes from a lesson are achieved?
 - What should be the focus of mentor feedback when observing a lesson designed to improve an aspect of classroom practice?
 - What methods can be used to obtain rigorous student feedback on the aspect of classroom practice being improved?
-

Learning outcome V: Analyse and evaluate learning concepts, theories and research literature that inform understanding of actual classroom practice and how it can be improved.

- Why is it important for a teacher to be able to articulate the principles of teaching and learning that underpin their classroom practice?
 - How has a greater understanding of the principles of teaching and learning made an impact on your classroom practice and the students' learning?
 - Why should teachers read, analyse and critically evaluate appropriate educational and research literature?
 - How does the process of practitioner inquiry help a teacher to probe, explore, question and challenge a learning concept or theory more deeply?
-

Learning outcome W: Analyse feedback and data collated from different sources to inform reflective practice.

- What sources of feedback and data can be obtained when carrying out the practitioner inquiry?
 - Why is it important to use a wide range of sources to obtain practitioner inquiry feedback and data?
 - How can the feedback and data from practitioner inquiry be collated and analysed to inform the teaching and learning process?
 - How can the feedback and data from practitioner inquiry be collated and analysed to make it more understandable and communicable to a wider audience?
-

Learning outcome X: Critically evaluate what impact a change in classroom practice has had on own teaching practice and student outcomes as a result of practitioner inquiry.

- How can you measure, monitor and compare students' learning progress over time?
 - How valid and reliable are these measurements?
 - How can this data be supported by other evidence?
 - How can the outcomes from practitioner inquiry be used to inform the next steps in teaching and learning as part of professional development?
 - What impact has the change in classroom practice had on your students' learning?
-

The role of the mentor in Module 3

Once the candidate and mentor have agreed the area of interest, the mentor will carry out a discussion with the candidate regarding their reason for choosing the area of interest they would like to explore. The mentor will then observe the presentation and take part in the debate that follows the candidate's presentation of their findings to their peers. The mentor will observe the candidate in their practice and support them in developing their professional development plan.

Assessment

Assessment in Module 3 requires candidates to use reflective practice and collaborative skills to develop **one** specific aspect of classroom practice that requires improvement.

The candidate will investigate an aspect of their practice. They will work with their mentor and colleagues and carry out practitioner inquiry.

A candidate's mentor will support the candidate in choosing one aspect from the list below:

- 1 The relationship between first language development and additional language development
- 2 Encouraging first language development
- 3 Supporting and developing language
- 4 Integrating content and language development
- 5 Developing independent language learning skills
- 6 Building an inclusive classroom culture

Practitioner inquiry is based on a cycle of learning and reflection. Candidates will need to work through the four stages in an organised manner. The stages in the practitioner inquiry are explained below.

Stage	What?	Who?	How?
Plan	<ul style="list-style-type: none"> • What area of teaching practice will I investigate? • How will I approach the practitioner inquiry? • How will I research the theoretical concepts? 	Candidate Candidate inquiry group Mentor	<i>Module 3: Summary of Collaborative Learning</i>
Teach	<ul style="list-style-type: none"> • How will I ensure the lesson meets the planned inquiry question? • Who will observe the lesson? • What feedback will I capture? 	Candidate Mentor	<i>Module 3: Lesson Activities Review</i> <i>Module 3: Observer Evaluation Form</i> <i>Module 3: Student Feedback Form</i>
Review	<ul style="list-style-type: none"> • What methods of collecting data will I use? • How will I analyse and present the data? • How will I share my findings with colleagues and interested parties? 	Candidate Candidate inquiry group Mentor Peers School leadership	<i>Presentation: Practitioner inquiry findings</i>
Reflect	<ul style="list-style-type: none"> • How will I apply my findings to my practice? • What other professional development will I carry out in the future to support my practice? 	Mentor	<i>Module 3: Professional Development Plan</i> <i>Module 3: Summary of Collaborative Learning</i>

In their portfolio candidates will submit the following.

Evidence of practice – This includes:

- *Module 3: Lesson Activities Review* that incorporates the practitioner inquiry question
- *Module 3: Observer Evaluation Form* for the taught lesson
- *Module 3: Student Feedback Form* for the taught lesson
- a presentation (created in a software program such as PowerPoint, with a maximum of five slides) of practitioner inquiry findings that was presented to their mentor and colleagues
- *Module 3: Professional Development Plan* agreed with mentor
- *Module 3: Summary of Collaborative Learning*.

Evidence of learning and reflection (3600 words)

- 1 A justification of why teachers need to develop their reflective thinking skills to improve their classroom practice.
- 2 An explanation of how you used the process of practitioner inquiry to develop an aspect of classroom practice identified as requiring further improvement.
- 3 A critical analysis of the learning theories and literature that you used during your practitioner inquiry.
- 4 A critical evaluation of the findings from the practitioner inquiry process to assess the impact the aspect of practice being developed has had on own teaching practice and the students' learning.
- 5 A critical evaluation of the knowledge and skills you have developed during the Diploma programme and what you intend to develop in your future professional practice to improve your teaching practice that will enable your students to learn more effectively.

Assessment criteria

Candidates will be graded for each module according to the following criteria, applied to the portfolio of evidence as a whole:

- 1 Understanding teaching bilingual learners.
- 2 Developing thinking and practice in teaching bilingual learners.
- 3 Analysis and discussion.
- 4 Communication and presentation.

To achieve a Distinction in the Diploma, a candidate must achieve Distinction in at least two modules.

DISTINCTION

Understanding teaching bilingual learners	Demonstrates a detailed, accurate and well-informed understanding of key concepts and principles, with some evaluation of different ideas or approaches. Evidence of some sustained critical analysis and evaluation in their application to both their own and others' practice.
Developing thinking and practice in teaching bilingual learners	Evidences effective practice in detail and with insight, and with awareness and appropriate analysis of how different theories and principles apply to practice. Well-developed application of a number of theories and principles to own practice. Well-developed reflective evaluation of own practice and specific ways of learning from experience.
Analysis and discussion	Analyses, with insight and in detail, questions and issues drawn from relevant and topical studies, enquiries and experience. Relevant and appropriately depicted examples drawn from well-established evidence. Range of different and relevant information sources to inform analysis and discussion. Well-structured approach.
Communication and presentation	Presents ideas, arguments and information in a well-structured, consistent and clearly expressed manner. Presentation of work is highly professional, and views/opinions supported by external reference to relevant sources. Academic conventions followed consistently throughout the work, with referencing to published or other accepted sources of evidence that are current.

PASS	
Understanding teaching bilingual learners	Demonstrates a sound and informed understanding of key concepts and principles, with an awareness of different ideas or approaches. Analyses and evaluates application of key concepts and principles to both their own and others' practice.
Developing thinking and practice in teaching bilingual learners	Evidences effective practice with detail, in some areas. Thorough and informed understanding of how different theories and principles apply to practice. Sound application of theories and principles to practice. Evidence of reflective evaluation of own practice, and some insight into learning from experience.
Analysis and discussion	Analyses questions and issues arising from appropriate studies, enquiries and experience, appropriately and with relevance. Evidence of use of different information sources to support discussion and analysis. Structured approach to analysis and discussion.
Communication and presentation	Presents ideas, arguments and information in a well-ordered manner, with sound levels of consistency and expression. Professional presentation of work, with use of external sources of evidence. Academic conventions followed, with use of accepted referencing conventions.
FAIL	
Understanding teaching bilingual learners	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own and others' practice may be limited, inadequate or inappropriately applied. Application to others' practices may be absent.
Developing thinking and practice in teaching bilingual learners	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories and principles to own practice.
Analysis and discussion	Descriptive approach, with some inaccuracies and misunderstandings in places. Opinions and views expressed, but poor or inappropriate links to evidence and/or relevant examples. Work likely to be poorly organised and structured.
Communication and presentation	Work demonstrates weaknesses in presentation and may be poorly structured and not presented in a professional manner. Opinions may be given without any attempt to provide support from other accepted external sources.

4 Cambridge ePortfolio Platform, PDQ Connect

What is an ePortfolio?

An ePortfolio is a purposeful collection of information and digital artefacts that demonstrates development or evidences learning outcomes, skills or competencies. It is a new way that Cambridge International can support candidates in collating and submitting their evidence of learning, practice and reflection.

Why use PDQ Connect?

The scope of what can be submitted as part of an ePortfolio for assessment is wide ranging. Candidates can submit a variety of artefacts, for example, graphics, pictures, stories, journals or projects. PDQ Connect provides candidates with lots of ways to use feedback from assessment to support their learning and reflection. The ability to collect, reflect and connect aligns with assessment-as-learning principles. These cognitive skills are highly valued and promote lifelong learning and the development of reflective practitioners.

What learning methods can be included in an ePortfolio?

PDQ Connect can be used in the following ways.

- Collect: Organise digital information and the format it will be shown in.
- Select: Select artefacts which add value to the portfolio and meet the qualification requirements.
- Curate: Select and manage data and research available on the internet.
- Collaborate: Work with other candidates and peers to deepen the learning experience.
- Reflect: A reflective journal tool can capture reflections on practice and learning.
- Feedback: Invite peers, mentors and Programme Leaders to access the portfolio to comment and give feedback.
- Assess: Self-assess and peer assess against the learning outcomes and assessment criteria.

What are the benefits of using PDQ Connect?

Candidates now have an enhanced way of presenting and organising their work and can make use of digital resources in a dynamic way.

Cambridge International is committed to ensuring that all assessments are 'fair, have sound ethical underpinning, and operate according to the highest technical standards' (The Cambridge Approach 2009). Cambridge International expects technology to be used to enhance the assessment process in terms of reliability, validity, accessibility as well as efficiency, and not to dilute its quality (Craven 2009).

- Validity: Assessment should measure what it claims to measure and what it is important to measure; there must be a close fit between the assessment methods and the learning outcomes.
- Authenticity: All assessment practices must have processes in place to ensure that the evidence for assessment is the learner's work.
- Reliability and consistency: Assessment should be capable of generating sufficient evidence for the target level.

5 Glossary

The following definitions apply throughout this syllabus.

Word or phrase	What it means
Achievement	measures the improvement in a learner's performance over a period of time as the result of a process of learning; this is reflected in their grades
Acquisition model of learning	learning is seen as acquiring knowledge and skills through direct instruction
Active learning	based on the theory of constructivism, 'active learning' describes a classroom approach which acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher; learners are engaged in a variety of learning activities that challenge their thinking
Aim	a broad statement of intent indicating what the teacher must teach and the learners must learn during a process of learning
Assessment	a process through which evidence, produced by a learner, is collected in a planned and systematic way and used to make a judgment about that learner's learning
Assessment criteria	criteria that specify the standard required to achieve a learning outcome
Assessment for learning (Afl)	Essential teaching strategies during learning to help teachers and students evaluate progress in terms of understanding and skill acquisition, providing guidance and feedback for subsequent teaching and learning
Assessment of learning	an alternative term for summative assessment
Attainment	the level or standard reached by a learner at the end of a learning sequence or learning programme that is evidenced by test or examination results
Behaviourism	based on stimulus-response theory in which all learning involves an observable change in behavior
Candidate	the person following a Cambridge Professional Development syllabus
Cognitivism	focuses on how information is received, organised, stored and retrieved by the brain; it involves an understanding of how people think and gain knowledge, skills and understanding
Collaboration	working with one or more colleagues for a particular purpose or to achieve a common goal
Constructivism	A philosophy of 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
Criterion-referencing	an evaluative description of the qualities to be assessed (what a learner knows and can do) without reference to the performance of others

Word or phrase	What it means
Critical evaluation	consideration of the effectiveness, value and validity of an action, process or product; being able to say why something was or was not effective, worthwhile or valid
Critical thinking	the ability, underlying all rational discourse and enquiry, to assess and evaluate analytically particular assertions or concepts in the light of either evidence or wider contexts
Curriculum	the curriculum describes what is to be learned and taught; it is usually presented as syllabi for sequential stages of student learning
Dialogic teaching	a verbal communicative method; the learners are equal partners with the teacher in a process of exchanging ideas
Didactic teaching	model of instruction in which knowledge is imparted or transmitted from the teacher to the learners
Differentiated learning	adapting teaching to suit the needs of different learners for their current level of understanding and performance; the teacher provides appropriate learning activities, support and assessment activities so all learners have opportunities to learn effectively
Evaluate	to judge or determine the quality, importance or value of something
Experiential learning	a process in which learners learn from direct experience
Formative assessment	activity that takes place continuously during a learning programme to support students' learning, monitors their learning progress and helps to inform their future learning and the teacher's teaching practice
Higher-order thinking skills	learners use their critical, logical, reflective, metacognitive and creative thinking skills to analyse, synthesise and evaluate
Humanism	approaches to learning that consider the development of the whole person to be more important than specific subject matter
Inclusive learning	education which is available for everyone; trying to meet the needs of all learners and providing access to education to learners with special needs
Key questions	these show professional learning related to each learning outcome. These questions will support the candidate as they explore the knowledge required to meet the learning outcome
Learner	we use 'learner' in a general, aspirational sense
Learning objectives	these are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction
Learning outcomes	these specify what learners know, understand and/or are able to demonstrate after completing a process of learning
Lower-order thinking skills	remembering, understanding and applying learning
Mentor	an experienced person who supports and assists another person in learning and developing their professional practice
Metacognition	this term is used to describe 'thinking about thinking'; it describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours
Motivation	a person's desire or willingness to participate in the learning process

Word or phrase	What it means
Norm-referencing	comparing one learner's performance with that of everyone else being assessed
Participation model of learning	creating personal meaning by reflecting on shared experiences and then applying it in different situations
Pedagogy	the study and theory of the methods and principles of teaching
PDQ Connect	an online platform where candidates collate and submit their ePortfolio of evidence
Practitioner inquiry	a cycle of inquiry made by a teacher or leader into their practice with the aim of improving their professional practice and the learners' learning
Reflection in action	reflecting during the experience; thought of as 'thinking on our feet' and making changes as the situation demands
Reflection on action	reflecting after the experience and making changes as a result of retrospective thinking
Reflective account	an account of an event or a process that is not simply descriptive; it addresses evaluative questions as well as how and why questions
Reflective journal	a document in digital or traditional book format can be used to record experiences; it is subsequently used to critically reflect on learning or practice in order to improve future learning or teaching practice
Reflective practice	a process through which one continuously learns from the experience of planning, practice, assessment and evaluation to help improve the quality of teaching and learning over time
Reliability	how well a test consistently measures what it is supposed to measure; reliability exists if repeat marking of a single assessment by a second or third examiner produces the same outcome, or if the learner achieves the same outcome when taking a second version of the same test.
Scaffolding learning	appropriate guidance and support is provided by a teacher or peers to enable a learner to build on their current level of understanding and progressively acquire confidence and independence in using new knowledge or skills
Scheme of learning	also known as a programme plan or scheme of work; an interpretation of a syllabus into a sequence of lessons
Social constructivism	based on the concept that learning happens primarily through social interaction with others such as a teacher and peers
Special education needs	refers to learners who experience learning difficulties that make it harder for them to learn than most children and young people of the same age
Spiral of learning	learners revisit the same subject matter at periodic points in time and in each cycle of learning the knowledge, skills and understanding associated with the subject matter is broadened and deepened
Student	we use this term to refer to the person in the classroom learning from a teacher
Success criteria	the key steps or elements a learner needs to evidence in order to meet a learning intention

Word or phrase	What it means
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.
Teacher	this is used to refer to anyone holding the position of teacher; it could be the candidate's colleagues or used in a general sense
Tutorial	a short class conducted by a teacher for one learner or a small number of learners, usually focused on personal target-setting and reflection on the learners' own learning

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge CB2 8AE, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES January 2018