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SECTION 1: OVERVIEW OF THE CERTIFICATE

1.0 Introduction

It is said that the best teachers are always keen to learn.

Teachers and trainers are, or aspire to be, reflective practitioners. This means that they seek continuously to improve their practice as professionals, asking themselves and their colleagues such questions as 'Are there better ways of helping my learners to learn?' As learner, professional and institutional expectations grow, so teachers and trainers need to develop their pedagogical thinking and practice and thus enable their own confidence to grow and the experiences of their learners and colleagues to flourish.

It is with such practical professional development needs in mind that we have developed the Cambridge International Certificate for Teachers and Trainers. The Certificate is a practice-based qualification for continuing professional development. In offering the Certificate we would like to emphasise two key terms:

Practice-based

The Certificate, with its practical approach, draws its strength and inspiration from the realities of day-to-day teaching and training experience.

Professional

The knowledge, skills and qualities required of a teacher or trainer are dynamic, so that, to be effective, teaching and training professionals need to have opportunities to develop their skills and to update their understanding.

The Certificate provides such an opportunity. For example, its practice-based assignment involves three different **activities** which give candidates the opportunity to design and undertake their own journeys into aspects of teaching, learning and professional practice. The syllabus and the assignment help chart the way forward through constructive professional learning experiences.

We hope our candidates will enjoy the challenges involved in the Certificate and wish them well on their Certificate journeys.

1.1 Aims

The aim of the Certificate is to motivate and enable candidates to:

- Develop as reflective practitioners
- Update their professional skills through action and evaluation
- Innovate in their professional thinking and practice
- Share ideas and practice with colleagues

Note on terminology

***Teacher/trainer** is used as the standard term in this syllabus, to refer to a person (eg 'teacher', 'lecturer', 'trainer'), responsible for the design, practice, assessment and evaluation of **learning programmes** (eg 'courses', 'modules', or 'training programmes') consisting of a series of planned learning sessions (eg 'lessons', 'sessions', 'workshops') for **learners** (eg 'students' or 'trainees'). Where appropriate the individual teacher/trainer preparing for the Certificate is referred to as the **candidate**.*

1.2 Target Group

The Certificate is intended for teacher/trainers in educational establishments, training organisations and companies. They can be full-time or part-time. Their teaching role may be their only responsibility or one of a number of responsibilities they have within their institution. The Certificate has been designed to be flexible, so that candidates from a variety of teaching environments have equal opportunity to demonstrate their skills, knowledge and understanding. These environments can range across teaching subject (from general to technical and vocational programmes), phase (from primary to higher education, or from basic to advanced training) and age of learners (from children to adults).

This is one of a cluster of CIE Professional Level qualifications. Candidates at Professional Level typically have considerable personal responsibility for organising their own work activities and study, have responsibility for others and for the allocation of resources. They need to perform a broad range of complex activities in a wide variety of contexts and with substantial personal autonomy.

The Certificate is designed to be a valuable professional qualification in its own right. Furthermore, it has also been designed to be an excellent preparation for the Cambridge International Diploma for Teachers and Trainers.

1.3 Certificate Structure

The Certificate is based on three Units, which correspond to key aspects of professional development. The Units can form the basis for planning a professional development programme leading to the Certificate.

| Unit | |
|-------------|------------------------------------|
| 1 | Developing a new teaching approach |
| 2 | Facilitating active learning |
| 3 | Reflecting on practice |

1.4 Preparation for the Certificate

Candidates will wish to achieve the Certificate for a variety of reasons and will have different starting points based on their individual needs and level of experience and expertise. They should be encouraged to consider how much and what kind of professional development they may need in preparing for the Certificate. A range of possible professional development opportunities exists, from course attendance through to guided self-study. Centres are encouraged also to identify the needs of individual teacher/trainers and to identify appropriate staff who might act as mentors to guide and support candidates, and to set up appropriate communications between mentors and candidates.

In their preparation for the Certificate, candidates should have sufficient opportunities for appropriate background reading and discussion with other teachers/trainers, which will help them to develop relevant knowledge and understanding, and will enrich their reflective practice.

The Certificate has been designed to reflect good practice in teaching and much of the assignment evidence presented by candidates will be generated through naturally occurring teaching activities ie from real experience. Some evidence may also be generated through both formal and informal programmes of training and through accreditation of prior experience and learning.

It is anticipated that as much preparation time as possible is integrated within professional activity. Including such activity, each Unit is designed to take approximately 30 hours of preparation. This is a rough guide only. But candidates would not be expected to work substantially fewer hours than this in preparation for each Unit. Candidates should work at their own pace, appropriate to their needs and contexts.

1.5 Support

CIE provides further materials to support the Certificate, eg guidance notes for candidates. For further information please contact CIE Customer Services.

1.6 The International Dimension

The Certificate has been developed specifically for international education and training environments and is based on recognised good practice. The performance standards embodied in the Certificate are valued in countries around the world. The syllabus and assignment activities provide a framework through which candidates in any country can be reliably assessed. They are designed to enable candidates to demonstrate that they can apply the skills and knowledge described in the syllabus specification in the context in which they work or are preparing to work.

SECTION 2: ASSESSMENT PROCEDURES

2.0 Method of assessment

Assessment is by an assignment, comprising three activities, one for each Unit.

These activities are practical, based on day-to-day professional work.

The following important **themes** are present in each of the Activities:

- Candidates are encouraged to **experiment**, to try something new. All human progress is achieved through taking risks. These risks provide us with challenges. In all three Activities candidates will get most out of the opportunities the Certificate provides if they are willing to accept challenges which they set themselves by trying something different.
- Their assignment activities should be written to a professional level and should be based upon their **own professional practice**. Remember this is a professional qualification.
- The activities ask candidates to engage with other professionals. These may well be colleagues. All learners, including teachers and trainers are often most effective when they work together. Sharing reflection should lead to better quality and more productive evaluation, broaden professional practice, and help candidates produce livelier assignments.

2.1 Structure of activities

In each activity, candidates use the appropriate CIE activity template to gather, organise and present relevant evidence of their experience and performance.

The activity template involves six steps:

| Step | | Word limits |
|------|--------------------------|-------------|
| A | Professional context | 100 |
| B | Choice of topic | 100 |
| C | Planning and preparation | 200 |
| D | Practice | 200 |
| E | Feedback | 200 |
| F | Evaluation | 300 |

The activity template provides the standard framework for assessment for the Certificate (it ensures a common format for reporting of evidence, although the actual evidence reported will be specific to each candidate). The template is also a helpful checklist of key questions and steps with which the teacher/trainer can plan, carry out and reflect on activities thoroughly and systematically. Candidates can complete Steps A, B and C before the activity, Steps D and E as soon as possible after the activity, and Step F after sufficient time for reflection and evaluation.

The observations of practice must be completed using the CIE Observation Form, and the forms included in the assignment.

The activities are intended both to contribute to and to be informed by teaching practice. Candidates for the Certificate will typically complete activities in the sequence of the Units.

As they progress through the Certificate, candidates will find it useful to keep their own *personal development diary* in which they can record critical events and outcomes, and their ideas and reflections.

2.2 Presentation

It is a requirement of the Certificate that candidates prepare and submit their assignments in the specified format, using the templates provided by CIE to Centres registered for the Certificate.

Candidates are required to complete Assignment Sheets as specified in the Assignment Guidelines. Assignment Sheets have been designed to help candidates in the production of appropriate evidence by:

- Acting as a checklist and thus ensuring that all requirements are addressed
- Indicating the amount of evidence and depth of treatment required by providing a template for candidates to complete
- Assisting candidates in the structuring of evidence.
- Step A in the template for each assignment activity requires candidates to provide background information about their own contexts. This is an opportunity for candidates to indicate, as seems appropriate to them, significant aspects which have particular influence on their work and experience in the assignment. This section is not assessed or judged, nor is a full curriculum vitae required. The CIE examiners find it helpful to have brief (word limit approx **100 words**) relevant information about context. If the candidate's context does not change from activity to activity, the details can simply be copied from activity to activity. However it is possible for teachers and trainers to change their working context during their preparation for the Certificate, in which case details of their new context(s) should be included as/when appropriate.

2.3 External assessment by CIE

Assignments must be submitted to CIE for external assessment.

Centres must ensure that each assignment submitted conforms to CIE requirements.

Assignments submitted to CIE are not returned to the centre, and centres and candidates are advised to keep a copy of each assignment.

CIE reserves the right to request further evidence, or to inspect centres, in cases where there is doubt as to the authenticity of submitted work.

2.4 Results and certification

Pass and Distinction grades will be awarded for successful performance in the Certificate according to the following Grading Themes, which are set out in Section 5 of this syllabus:

- Understanding learning
- Understanding teaching

To achieve the Certificate, candidates must successfully complete the assignment, involving all three activities.

SECTION 3: SYLLABUS OVERVIEW

3.0 Syllabus structure

Each Unit has the following structure:

- **Preliminary notes** which introduce the candidate to the nature of the Activity, possible choices within it and guidelines for progress.
- **Performance Criteria** all of which candidates are required to demonstrate in order to achieve the Activity.
- **Skills, Knowledge and Understanding** which relate to the performance criteria.
- **Activity Guidelines** specify the form and depth of evidence that must be submitted.

Performance Criteria are listed in sequence (1.1.1, 1.1.2, 1.1.3 etc), with a summary statement in bold, and a statement in italics which defines the observable characteristics of performance. Skills, Knowledge and Understanding are listed below each Performance Criterion - this shaded section can be used as a guide to the points for activity in a professional development programme eg reading and reflection, discussion, and workshop exercises. For example:

1.1 Explaining your choice of approach

State clearly the name of the approach, the age of the learners, the number of the learners in the group, the nature of the learning environment and the needs of the learners. State reason(s) for choosing the approach you have selected.

'Age' refers to chronological age, e.g. '12 years old', rather than any local or class term, e.g. '2A'.

'Nature of the learning environment' refers to the location in which the teaching/learning activity takes place e.g. science laboratory, school gardens, fieldwork venue.

'The needs of the learners' applies to individuals and/or groups within the class or set. It includes consideration of learning needs (often related to learning styles – auditory, visual and kinaesthetic), emotional needs, linguistic needs, physical needs (including disabilities). These needs often give rise to the opportunity to provide and present different forms of learning experiences which develop involvement for different types of learners within the group (differentiation).

A brief statement of reasons for your choice of approach is required.

This may refer to practice you have read about or observed in action elsewhere, but have not yet attempted yourself. Or expand upon an approach you have tried briefly or informally, but now wish to formalise as a teaching method.

3.1 Summary of performance criteria

| | |
|----------|--|
| 1 | DEVELOPING A NEW TEACHING APPROACH |
| 1.1 | Explaining your choice of approach |
| 1.2 | Planning and preparing to use the approach |
| 1.3 | Managing the approach in practice |
| 1.4 | Gaining feedback on the approach |
| 1.5 | Evaluating outcomes of using the approach |
| 2 | FACILITATING ACTIVE LEARNING |
| 2.1 | Explaining your choice of activity |
| 2.2 | Planning and preparing the activity |
| 2.3 | Managing the activity in practice |
| 2.4 | Gaining feedback on the activity |
| 2.5 | Evaluating outcomes of the activity |
| 3 | REFLECTING ON PRACTICE |
| 3.1 | Explaining your choice of experience |
| 3.2 | Planning and preparing the experience |
| 3.3 | Managing the experience in practice |
| 3.4 | Gaining feedback on the experience |
| 3.5 | Evaluating outcomes of the experience |

SECTION 4: UNIT SPECIFICATION

UNIT 1: DEVELOPING A NEW TEACHING APPROACH

This first certificate Activity is designed to encourage the candidate to experiment in professional practice by trying a new teaching and learning approach. Note that in this case the term 'new' means new to the candidate as a teacher or trainer. It focuses on the key processes in teaching and learning and asks the candidate to investigate aspects of active learning.

First, the candidate should look at the list of approaches below:

| | <i>Approach</i> | <i>Description</i> |
|---|----------------------|---|
| A | Practical work | This may include experiments, field study on measurement, craft or other handwork, surveys |
| B | Use of ICT | This includes work with the Internet, use of software packages, animation, computer assisted design, use of computer networks |
| C | Educational visit | Involves organizing and managing a visit to a conference, exhibition, gallery, historic site, site of scientific importance etc |
| D | Role play/simulation | This can include business games, commercially available or self-devised simulations and role play exercises used as illustrative or explanatory devices |
| E | Discussion or Debate | A structured discussion which covers specified ideas and material including differing viewpoints and opinions |
| F | Visiting speaker | Inviting and managing the visit of a guest speaker on a topic relevant to the learners' course/syllabus |

The candidate must choose **one** from the list of topics set out above, using the following guidelines. The candidate should

- Try to choose something s/he has not used before
- Make sure her/his choice is feasible given her/his working circumstances
- Check out the availability of resources (time, equipment, finances, human resources)
- In any case, have a second choice as back-up in case her/his first choice becomes unavailable.

In this Activity we are looking at what learning processes have been in evidence and what learning outcomes have been achieved. To ensure that these are clearly in evidence, the candidate must consider at the outset:

1. The aims for the session. What is the teacher/trainer setting out to do? These are broad but vital statements of intent.
2. The objectives for the session. What should the learners have achieved by the end of the session? How will the session be divided up and managed?
3. Who is going to act as the Observer? Her/his availability is very important so make sure s/he will be available as soon as the topic is chosen.
4. Which group of learners on which course will be involved?

1.1 Explaining your choice of approach

State clearly the name of the approach, the age of the learners, the number of the learners in the group, the nature of the learning environment and the needs of the learners. State reason(s) for choosing this approach.

'Age' refers to chronological age, e.g. '12 years old', rather than any local or class term, e.g. '2A'.

'Nature of the learning environment' refers to the location in which the teaching/learning activity takes place e.g. science laboratory, school gardens, fieldwork venue.

'The needs of the learners' applies to individuals and/or groups within the class or set. It includes consideration of learning needs (often related to learning styles – auditory, visual and kinaesthetic), emotional needs, linguistic needs, physical needs (including disabilities). These needs often give rise to the opportunity to provide and present different forms of learning experiences which develop involvement for different types of learners within the group (differentiation).

A brief statement of reasons for your choice of approach is required.

This may refer to practice you have read about or observed in action elsewhere, but have not yet attempted yourself. Or expand upon an approach you have tried briefly or informally, but now wish to formalise as a teaching method.

1.2 Planning and preparing to use the approach

Plan the most appropriate methods, content and resources so that you can put your selected approach into practice in one or more learning sessions using activities you have devised. Ensure that the actual learning environment you have selected is available, accessible and suitable. State briefly the main aims and objectives of the activity you have planned.

Consider the advantages and disadvantages of possible methods of learning e.g. instruction, demonstration, pair or group work, experimentation. Ensure that in your planning of sessions you can answer the question 'How do you know that learning has taken place?' – assessment should be a feature of your plan and should be appropriate to the nature of the activity and the learning outcomes envisaged. Make the most of available resources and be aware of the resource opportunities and constraints.

Time is a vital consideration in any teaching/learning context. Make sure that your learning environment is available on the date and times you require. The learning environment should be accessible to all learners and you should consider journey time, cost and mode of transport (if any) required for them, at the planning stage. Envision the activity taking place using your chosen approach and check that the resources offered by the environment match the needs of your planned activity, e.g. furniture, heating, ventilation, audio-visual aids. If you need to book or reserve an unfamiliar or specialist location do so well in advance of your session(s).

Learning aims are broad, overall statements of intent. Show how the aims of your activity (or sequence of activities) fit into the overall learning programme. Learning objectives are simple statements of learning activities which learners should be able to understand and follow. For example 'assemble the materials x, y and z', 'count the number of reptiles in the picture', or 'list the reasons for a character's difficult behaviour'.

1.3 Managing the approach in practice

Specify the roles of the teacher and the learners in relation to your learning session(s). Indicate the opportunities offered by your learning session(s) for learners to be actively involved. Show how you guided group and/or individual learning and supported learners during the session(s).

Teacher roles may involve the whole class, groups within the class or individual learners. They will include motivation, presentation, encouragement, guidance, and coaching. Learner roles may include participating in discussion, framing questions, taking notes, making presentations, and operating equipment.

Active learning encourages learner involvement and participation. It features learning through action and thinking about the outcome of such actions. Opportunities your session(s) offer(s) learners of differing ability and learning styles. These opportunities may be formally incorporated into your session plan or may arise spontaneously during the learning activities in the session itself.

Guidance involves the teacher in making the most of opportunities for individual or group teacher-learner interaction. It involves problem identification, analysis and resolution, motivation and technical assistance. Support for learners often requires specialist help from the teacher, perhaps in the form of assistance on emotional difficulties, social or group problems, personal issues, specialist needs.

1.4 Gaining feedback on the approach

Explain how you have obtained feedback from learners in your teaching/learning activity. Explain how you have obtained feedback from a colleague acting as an observer of your professional practice. Analyse learner and professional feedback from your learning session(s).

Select an appropriate method of collecting learner feedback. Methods include interviews, discussions, questionnaires of the whole group or selected (sample) individuals within the group. The method you choose should enable as full and objective a range of comments, reactions and suggestions as possible given the age, ability and competence of the learners involved.

Feedback from a colleague will involve observation of your approach in practice and constructive comment based upon that observation. Use the observation template provided by CIE for this feedback.

You can use quantitative (numerical and statistical) analysis to questionnaire responses from the whole group. This does not need to be complex. Relatively small numbers are unlikely to support very high levels of confidence. Numerical trends, ranges and values may be worthwhile for larger groups. Qualitative analysis should reflect the contrasts, patterns and anomalies within findings. Examples and/or very brief case studies are helpful. Analysis is always enriched by discussion with professional colleague(s).

1.5 Evaluating outcomes of using the approach

List the learning outcomes which were achieved using your selected teaching approach. Identify the practical professional outcomes for you as a teacher or trainer of using your approach in practice. Suggest how you might modify and enhance the approach for effective use in the future.

You can identify outcomes through observation, assessment exercises, learner and observer feedback. They may vary in degrees of intensity or success. Learning outcomes may or may not be wholly evident, and planned objectives may or may not be achieved. If they remain to some extent unfulfilled or unclear, say how they remain unresolved.

Outcomes may have been affected by external influences such as factors affecting learner behaviour (e.g. disciplinary issues), changes in the external environment (e.g. traffic noise), chance events and interruptions.

Issues of management, positioning within an overall programme plan or teaching scheme, suitability for the age, ability and aptitudes of the learners. Modifications in teaching/training methods, use of audio-visual aids, methods of teaching-learning interaction.

Activity guidelines:

UNIT 1 DEVELOPING A NEW TEACHING APPROACH

A Your professional context

(100 words)

Please supply details of your:

- name and type of your current teaching or training institution
- the age group of your learners (e.g. '12 year olds')
- the programme(s) which you are currently teaching
- the length (in years) of your professional experience
- brief details of your professional qualifications.

NB This step is not assessed but must be completed.

B Explaining your choice of approach

(100)

- Which approach from the list of approaches on page 11 of the syllabus have you chosen?
- What is the nature of the learning group with which you are going to use the new teaching approach? How many learners are there? How old are they? What is the programme and subject which they are studying?
- Why have you chosen this approach?

C Planning and preparing to use the approach (200)

- What is the activity you have prepared for using the approach - its method, content and relevant resources?
- What is the learning environment you have chosen for the activity?
- What is/are the aim(s) of the activity?
- What is/are the objective(s) of the activity?

D Managing the approach in practice (200)

- What are the roles of the teacher and the learners?
- How did you involve learners?
- What steps did you take to guide and support learners?

E Gaining feedback on the approach (200)

- How did you obtain feedback from your learners?
- How did you obtain feedback from a colleague acting as a professional observer?
- What steps did you take to analyse learner and professional feedback?

F Evaluating the outcomes of using the approach (300)

- What learning outcomes were achieved by using the approach?
- What were the practical professional outcomes which you experienced in planning, preparing and using the approach?
- How would you modify your use of this approach to make it more effective for the next time you use it?

UNIT 2: FACILITATING ACTIVE LEARNING

In this activity the candidate will be looking in greater detail at the process of active learning.

As in Activity 1 the candidate will benefit most if s/he chooses a topic which s/he has not encountered before in her/his day-to-day professional practice.

First, the candidate should look at the list of activities below:

| | <i>Activity</i> | <i>Description</i> |
|---|--|---|
| A | Guiding and coaching an individual learner | This may be a learner with difficulties, special skills or problems such as illness or absence |
| B | Giving feedback to learners after assessment | Assessments may be formative (on-going) e.g. project work, conferencing, extended written work or summative (end of course) such as large scale tests or examinations |
| C | Helping shy learners with class involvement | Not all learners readily participate in active learning. How can shy students be encouraged towards involvement? |
| D | Assessing the needs of new learners | These may comprise a whole group in an induction sequence or newcomers joining an existing course |
| E | Groupwork | Learners can often benefit from working in small groups though others may see it as a means of opting out. How can groups be managed to benefit all their members? |
| F | Developing learner ICT skills | This may be whole group, small group, or individual learner basis. |

The candidate must choose **one** from the list of activities set out above, using the following guidelines. The candidate should:

- Try to choose something s/he has not used before
- Make sure her/his choice is feasible given her/his working circumstances
- Check out the availability of resources (time, equipment, finances, human resources)
- In any case, have a second choice as back-up in case her/his first choice becomes unavailable.

In this Activity we are looking in greater detail at the learning process.

1. Candidates should consider learners and learning activities connected with their chosen topic over a sequence of learning sessions.
2. Observers can be invited to attend and make notes at intervals during the sequence and will comment on the effectiveness of approaches developed by the candidates.
3. Self-appraisal is a vital part of this Activity. Candidates should keep notes on the salient points arising from the sequence of learning sessions

2.1 Explaining your choice of activity

State clearly the activity, the age of the learners, the number of the learners in the group, the nature of the learning environment and the needs of the learners. State reason(s) for choosing this activity.

'Age' refers to chronological age, e.g. '12 years old', rather than any local or class term, e.g. '2A'.

'Nature of the learning environment' refers to the location in which the teaching/learning activity takes place e.g. science laboratory, school gardens, fieldwork venue.

'The needs of the learners' applies to individuals and/or groups within the class or set. It includes consideration of learning needs (often related to learning styles – auditory, visual and kinaesthetic), emotional needs, linguistic needs, physical needs (including disabilities). These needs often give rise to the opportunity to provide and present different forms of learning experiences which develop involvement for different types of learners within the group (differentiation).

A brief statement of reasons for your choice of activity is required.

This may refer to previous personal and professional interest, practice you have read about or observed in action elsewhere. Or expand upon an activity you have encountered briefly or discussed informally with colleagues in the past.

2.2 Planning and preparing the activity

Plan the most appropriate methods, content and resources so that you can put your selected activity into practice in one or more learning sessions. Ensure that the actual learning environment you have selected is available, accessible and suitable. State briefly the main aims and objectives of the activity you have planned.

Consider possible methods of learning, the content of your planned learning activities and resources at your disposal. Ensure that your planned learning activity can answer the question 'How do you know that learning has taken place?' – assessment should be a feature of your plan and should be appropriate to the nature of the activity and the learning outcomes envisaged. Make the most of available resources and be aware of the resource opportunities and constraints.

Make sure that you have allocated sufficient time for the activity you have devised, considering appropriate length and number of learning sessions. The learning environment should be accessible to all learners and you should consider journey time, cost and mode of transport (if any) required for them, at the planning stage. Envision the activity taking place and check that the resources offered by the environment match the needs of your planned activity, e.g. furniture, heating, ventilation, audio-visual aids. If you need to book or reserve an unfamiliar or specialist location do so well in advance of your session(s).

Learning aims are broad, overall statements of intent. Show how the aims of your activity (or sequence of activities) fit into the overall learning programme. Learning objectives are simple statements of learning activities which learners should be able to understand and follow. Note that in a sequence of learning sessions there may be continuity of learning objectives and/or learning objectives may vary from session to session.

2.3 Managing the activity in practice

Specify the roles of the teacher and the learners in relation to your learning session(s). Indicate the opportunities offered by your learning activity for learners to be actively involved. Show how you guided group and/or individual learning and met group or individual learner needs during your planned activity.

Teacher roles may involve the whole class, groups within the class or individual learners. They will include motivation, presentation, encouragement, guidance, and coaching. Learner roles may include participating in discussion, framing questions, taking notes, making presentations, and operating equipment.

Methods of involvement may include discussion, working together on exercises, guided written or oral work, skills coaching and training, practice and rehearsal, interviews, role play. Opportunities in your activity for planned learner involvement and informal (spontaneous) involvement.

Guidance involves the teacher in making decisions about group or individual learner needs. This can point towards how, for example, to solve problems, develop confidence, heighten understanding, further skill competence. Supporting learners involves pastoral aspects, e.g. social, emotional or personal issues.

2.4 Gaining feedback on the activity

Explain how you have obtained feedback from learners in your selected activity. Explain how you have obtained feedback from a colleague acting as an observer of your professional practice. Analyse learner and professional feedback from your learning session(s).

Select an appropriate method of collecting learner feedback. Methods include interviews, discussions, questionnaires of the whole group or selected (sample) individuals within the group. The method you choose should enable as full and objective a range of comments, reactions and suggestions as possible given the age, ability and competence of the learners involved.

Feedback from a colleague will involve observation of the activity in practice, one-to-one discussion of areas of interest and concern, analysis of ongoing work, formal or informal reporting on progress. Note-taking of the issues raised in this feedback will need to be immediate, clear and focused.

You can use quantitative (numerical and statistical) analysis to questionnaire responses from the whole group. This does not need to be complex. Relatively small numbers are unlikely to support very high levels of confidence. Numerical trends, ranges and values may be worthwhile for larger groups. Qualitative analysis should reflect the contrasts, patterns and significance of your findings. It is most convincing when supported by evidence from your own professional practice.

2.5 Evaluating outcomes of the activity

List the learning outcomes which were achieved during the activity. Identify the practical professional outcomes for you as a teacher or trainer of this activity. Suggest how you might modify and enhance the activity for effective use in the future.

You can identify outcomes through observation, assessment exercises, learner and observer feedback. They may vary in degrees of intensity or success. Learning outcomes may or may not be wholly evident, and planned objectives may or may not be achieved. If they remain to some extent unfulfilled or unclear, say how they remain unresolved.

Outcomes may be concerned with the management of time, resources and learning sequences or other issues such as learner absence or indiscipline. Outcomes may have been affected by external influences such as factors affecting learner behaviour, changes in the external environment, chance events and interruptions.

Issues of management, positioning within an overall programme plan or teaching scheme, suitability for the age, ability and aptitudes of the learners. Modifications in teaching/training methods, use of audio-visual aids, methods of teaching-learning interaction.

Activity guidelines:

UNIT 2 FACILITATING ACTIVE LEARNING

A Your professional context

(100 words)

Please supply details of your:

- name and type of your current teaching or training institution
- the age group of your learners (e.g. '12 year olds')
- the programme(s) which you are currently teaching
- the length (in years) of your professional experience
- brief details of your professional qualifications.

NB This step is not assessed but must be completed.

B Explaining your choice of activity

(100)

- Which activity from the list of activities on page 17 of the syllabus have you chosen?
- What is the nature of the learning group which is going to take part in this activity? How many learners are there? How old are they? What is the programme and subject which they are studying?
- Why have you chosen this activity?

C Planning and preparing the activity (200)

- What is the activity - its method, content and relevant resources?
- What is the learning environment you have chosen for the activity?
- What is/are the aim(s) of the activity?
- What is/are the objective(s) of the activity?

D Managing the activity in practice (200)

- What are the roles of the teacher and the learners?
- How did you involve learners?
- What steps did you take to guide and support learners?

E Gaining feedback on the activity (200)

- How did you obtain feedback from your learners?
- How did you obtain feedback from a colleague acting as a professional observer?
- What steps did you take to analyse learner and professional feedback?

F Evaluating the outcomes of the activity (300)

- What learning outcomes were achieved through this activity?
- What were the practical professional outcomes which you experienced in planning, preparing and using the activity?
- How would you modify this activity to make it more effective for the next time you use it?

UNIT 3: REFLECTING ON PRACTICE

In this activity the focus is on ways and means of developing one's thinking about and critical awareness of the practice of teaching and training.

Teachers and trainers do a great deal of work away from the immediate learning environment itself. Some candidates may feel they would like to look in more depth at preparation and assessment, so aspects of these will be found in the list below. Others will wish to broaden out into other fields of professional activity, so there are four other professional development experiences in the list to suit their needs.

First, the candidate should look at the list of experiences below:

| | <i>Experience</i> | <i>Description</i> |
|---|---|--|
| A | Planning a scheme of assessment | This may be either a sequence of formative assessments or a single summative assessment |
| B | Planning and managing a meeting for teachers/trainers | This may be a routine departmental or year group meeting or a meeting to address a specific purpose or activity |
| C | Record keeping | Devise a new way of keeping, using and storing your records for you and your colleagues |
| D | Pastoral care and advice | This may include group or individual learners and must only be undertaken with the help of specialist colleagues. Could include study of a case study or dealing with a generic pastoral problem |
| E | Making a presentation to a large group | This includes presentations to staff groups, parental groups, employers, outside bodies and may be on any educational subject |
| F | Working with another department | This may involve trialling and sharing new teaching/training approaches, developing joint projects or study programmes, using ICT methods, training staff, purchasing new equipment. |

The candidate must choose **one** from the list of experiences set out above, using the following guidelines. The candidate should:

- Try to choose something s/he has not done before
- Make sure her/his choice is feasible given her/his working circumstances
- Check out the availability of resources (time, equipment, finances, human resources)
- In any case, have a second choice as back-up in case her/his first choice becomes unavailable.

In this Activity we are looking in greater detail at the candidate's involvement in aspects of professional development beyond the teaching/learning context so the Observer's involvement will need to be more informal. The candidate should arrange with your Observer to meet as and when necessary, though if you are involved in action such as meetings and planning sessions it would be desirable for them to attend.

In this Activity we are looking at the candidate's contribution to aspects of professional work. That contribution will need

- Preparation and planning
- Putting into action
- Review and evaluation.

As with Unit 2, keeping notes on progress will help the candidate in discussion with the Observer and in preparation of the assignment.

3.1 Explaining your choice of experience

State clearly the professional development experience, indicating briefly its context and nature. State reason(s) for choosing this experience.

Context and nature may include purpose, duration and relevant teaching/training issues.

A brief statement of reasons for your choice of activity is required. Experiences may often arise as a response to issues, needs or problems within institutions. If this is the case and you have devised an activity to meet such a need, explain the nature of the specific need. If your choice of experience arises from personal interest or other sources or initiatives, say what these are and give a brief background explanation.

3.2 Planning and preparing the experience

Plan the most appropriate methods, content and resources for this professional development experience. Ensure that the environment you have selected is available, accessible and suitable. State briefly the main aims and objectives of the experience you have planned.

Consider the methods, content and resources required. Time management will be a key planning issue, to strike a balance between sophistication of task and availability of time.

Plan space, time, cost and other resources, making the most of available resources and being aware of resource opportunities and constraints.

Aims are broad, overall statements of intent. Show how these aims fit into your own practice as a professional teacher or trainer. Your aims should be clearly related to the experience you have chosen. Objectives will identify stages or milestones in the achievement of your aims. They should be phrased in terms of points to be achieved. Objectives should be specific, measurable, achievable, realistic and time-referenced. They act as practical pointers in your planning of the experience.

3.3 Managing the experience in practice

Specify the role(s) you undertake in the experience. Indicate how others are involved in your work, their effectiveness and the measures you take to make them feel valued. Indicate the sequence of tasks and steps in the experience, giving a brief time frame, achievements, difficulties and changes made to the planned experience.

Your role(s) may include presenter, manager, motivator, analyst, designer, coach, negotiator, organiser, mediator, mentor. Others' role(s) may include learners, colleagues, senior colleagues, experts, visitors, external companies and agencies.

The actions undertaken by other professionals (usually colleagues) in your experience are significant, and you need briefly to describe how useful they are. You need to indicate how you involved colleague(s) in your experience either as participants or commentators.

Set out the timeframe for the experience, related to your objectives. Objectives met can be seen as achievement. These can vary in degree and importance and may be management, theoretical or practical achievements. Flexibility is a key concept in managing any activity – how you respond to internal and external factors affecting your professional development experience.

3.4 Gaining feedback on the experience

Explain how you have obtained feedback from the participants in your selected experience. Explain how you have obtained feedback from a colleague acting as an observer of your professional practice. Analyse participant and professional feedback from your professional development experience.

Select an appropriate method of collecting participant feedback. Methods include interviews, discussions, questionnaires of the whole group or selected (sample) individuals within the group. The method you choose should enable as full and objective a range of comments, reactions and suggestions as possible given the age, ability and competence of the learners involved. Participants may include learners, visitors, colleagues and other professional so take care to match the feedback method to the needs of the respondents (e.g. in terms of availability and competence).

Feedback from a colleague will involve observation of the experience in practice, one-to-one discussion of areas of interest and concern, analysis of ongoing work, formal or informal reporting on progress. Note-taking of the issues raised in this feedback will need to be immediate, clear and focused.

You can use quantitative (numerical and statistical) analysis to questionnaire responses from the whole group. This does not need to be complex. Relatively small numbers are unlikely to support very high levels of confidence. Numerical trends, ranges and values may be worthwhile for larger groups. Qualitative analysis should reflect the contrasts, patterns and significance of your findings. It is most convincing when supported by evidence from your own professional practice.

3.5 Evaluating outcomes of the experience

List the main outcomes of your professional development experience for you as a professional, for your learners and for your institution. Identify the practical professional outcomes for you as a teacher or trainer of this experience. Suggest how you might modify and enhance the experience for effective use in the future.

Outcomes may be conceptual, practical or managerial. Relate them to your own practical professional experience. Outcomes may not necessarily be successful. Objectives missed or partially achieved should be mentioned as they usually act as useful springboards for future development.

Issues may be concerned with technical, managerial, social, financial or cultural matters. Their origins may well be complex but briefly explain their effects and importance to your professional development experience. Such issues may help or hinder the experience, so consider how such issues might be dealt with in order to improve professional practice.

Aspects which you would repeat in future e.g. aspects of management, planning, monitoring, analysis and evaluation. Aspects which fell short of your expectations, and reason(s). Highlights of your chosen activity which proved satisfying and rewarding in professional terms.

Activity guidelines:

UNIT 3 REFLECTING ON PRACTICE

A Your professional context

(100 words)

Please supply details of your:

- name and type of your current teaching or training institution
- the age group of your learners (e.g. '12 year olds')
- the programme(s) which you are currently teaching
- the length (in years) of your professional experience
- brief details of your professional qualifications.

NB This step is not assessed but must be completed.

B Explaining your choice of experience

(100)

- Which experience from the list of activities on page 23 of the syllabus have you chosen?
- Who are the participants e.g. audiences, other departments, meetings of colleagues, groups of learners? How many participants are there?
- Why have you chosen this experience?

C Planning and preparing the experience (200)

- What is the experience - its method, content and relevant resources?
- What is the environment you have chosen?
- What is/are the aim(s) of the experience?
- What is/are the objective(s) of the experience?

D Managing the experience in practice (200)

- What is your role and what is the role of the participants?
- How did you involve other professionals (other than your Observer)?
- What were the significant events?

E Gaining feedback on the experience (200)

- How did you obtain feedback from participants?
- How did you obtain feedback from a colleague acting as a professional observer?
- What steps did you take to analyse participant and professional feedback?

F Evaluating the outcomes of the experience (300)

- What were the main professional development outcomes of this experience?
- What issues appear to you to have arisen during the experience?
- How would you modify this experience to make it more effective for the next time you try it?

SECTION 5: GRADING

5.0 Grading Themes

The following Grading Themes apply to all assignments for the Certificate.

These grading themes correspond to two essential factors - understanding learning eg how learners learn, and understanding teaching eg how style can be varied to suit each learning context. These two factors are constantly interacting in practice and the teacher/trainer facilitates effective learning by achieving the right balance between them. He or she is continuously thinking about these and looking for improvements in both.

Theme 1: **Understanding learning**

Theme 2: **Understanding teaching**

The Grading Criteria for each of these Grading Themes are as follows:

| <i>Criteria for PASS</i> | <i>Criteria for DISTINCTION</i> |
|--|--|
| Understanding learning | |
| The candidate has taken a coherent, appropriate and relevant approach in interacting with learners to facilitate effective learning. | The candidate has taken a coherent, appropriate and relevant approach in interacting with learners to facilitate effective learning, and shown confidence to innovate in a realistic and resourceful manner. |
| Understanding teaching | |
| The candidate has analysed and reflected on her/his current and future practice with insight | The candidate has analysed and reflected on her/his current and future practice with insight, and discussed ways in which her/his own thinking has been challenged and extended. |

Candidates who satisfy the unit performance criteria and the assignment requirements achieve at least a Pass. Distinction is awarded on the basis of performance in the assignment as a whole.

