

Using the Cambridge Teacher and School Leader Standards to drive effective practice and to plan for improvement

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Introduction

- ▶ Interim Head of PDQs
- ▶ Cambridge International – 3 years
- ▶ Classroom teacher and Head of Department – 15 years
- ▶ British Telecom – 5 years – change management



Session Objectives

- ▶ To understand what effective means to you
- ▶ To understand what effective means to Cambridge
- ▶ To reflect on how you currently measure your effectiveness and to begin to plan for improvement

Activity 1

What does an effective school / classroom look like?



What is an effective school?

Effective schools:

....are those that successfully progress the learning and development **of all of their students**, regardless of intake characteristics, beyond the normal development curve.

The Cambridge Teacher and School Leader Standards

The Cambridge Teacher and School Leader standards define the key professional characteristics and practices that teachers and leaders should develop to enable effective student learning in Cambridge schools.



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

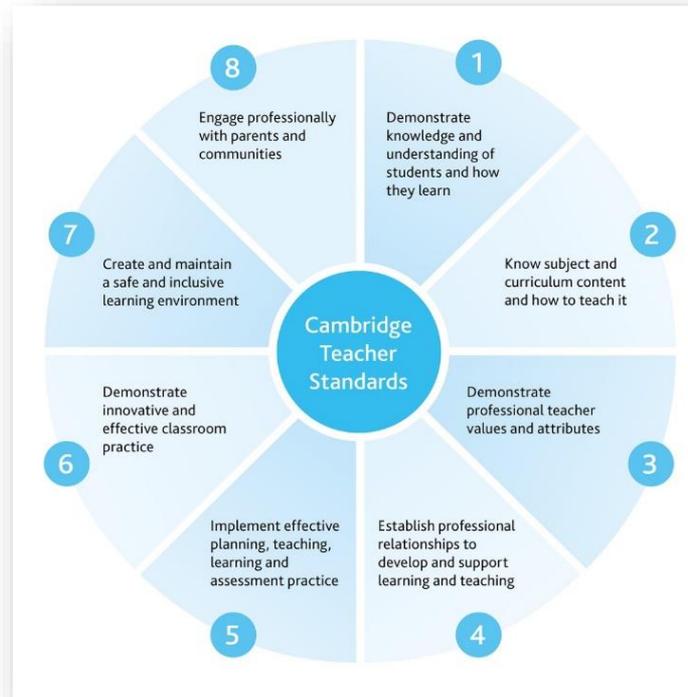
Standard 6 - Demonstrate innovative and effective classroom practice

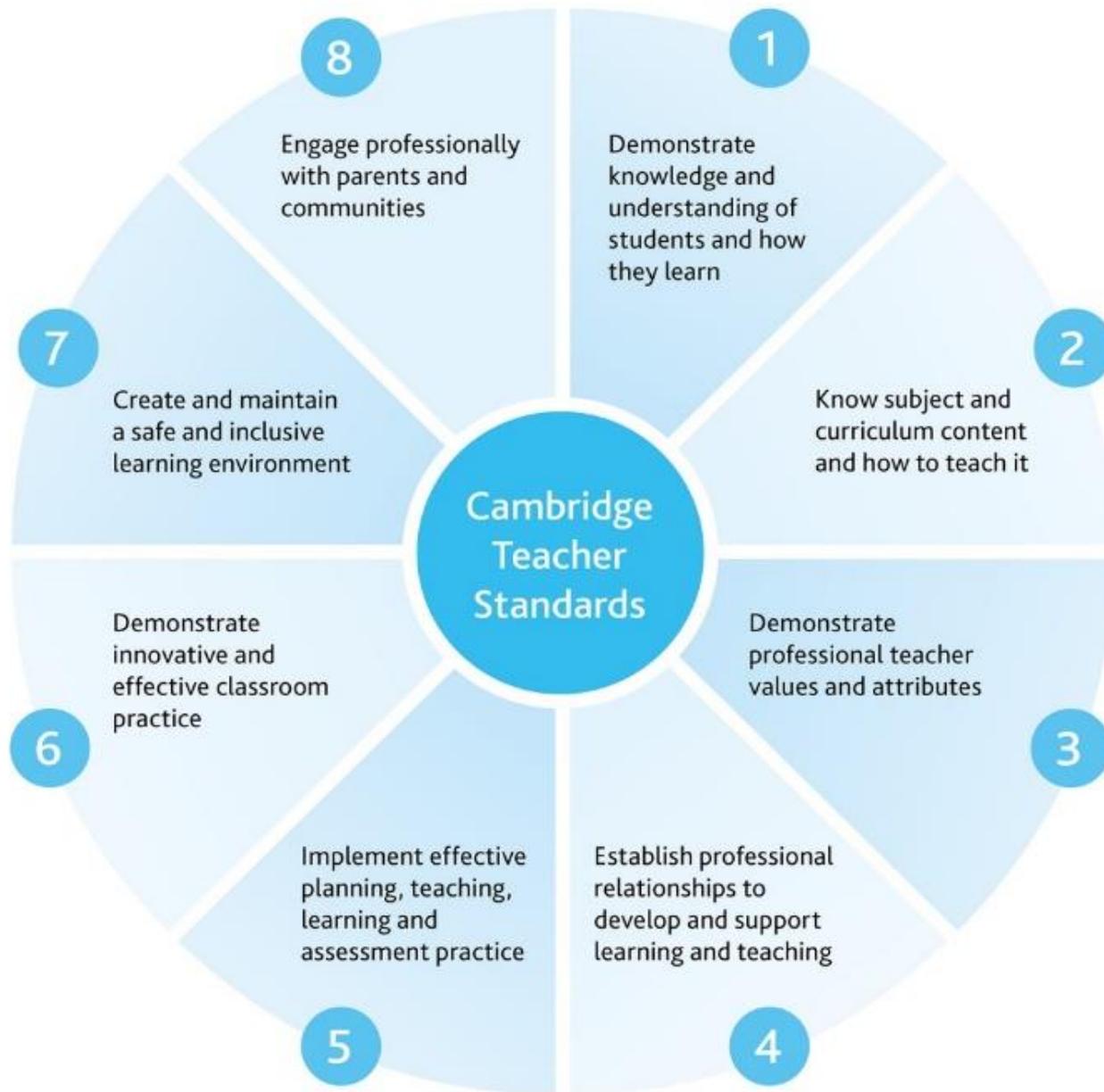
Teachers:

- 6.1 work with colleagues to develop sequences of learning and learning programmes that result in a coherent, holistic and progressive curriculum
- 6.2 critically engage with recent developments in subject knowledge, learning and international good practice, and apply new ideas and approaches to improve the quality of their teaching and the students' learning
- 6.3 use active learning approaches and activities that encourage students to 'think hard' for themselves so they are challenged and their learning extended
- 6.4 create a classroom culture where students are encouraged to: work cooperatively and collaboratively; be prepared to take intellectual risks and ownership of their own learning; be open to new ideas and welcome new challenges
- 6.5 use a variety of teaching and learning strategies that encourage development of the students' problem solving, metacognition, critical and creative thinking skills
- 6.6 evaluate learning programmes and their own teaching using reflective practice and evidence from different sources, including student feedback, to inform planning and to improve future teaching and learning.

Activity 2

- ▶ Looking at the top-level Standards, which would you say are the most important for you, at this time, to improve? You can think about this from a personal level or from a leadership level.
- ▶ Why is this?





RAG grids

STANDARD 6 Demonstrate innovative and effective classroom practice

6.4 create a classroom culture where students are encouraged to: work cooperatively and collaboratively; be prepared to take intellectual risks and ownership of their own learning; be open to new ideas and welcome new challenges

Ask yourself:

R A G

- Do I mainly get my students to work in pairs and small groups where they are required to work cooperatively and collaboratively?
- Do I encourage my students to take academic risks and not to be afraid of getting things wrong or making mistakes?
- Do I activate my students as owners of their own learning by participating in activities, assessing their own work, and learning how to learn?
- Do I encourage my students to be open to new ideas and challenges?

How do you feel you are doing overall?

How do you know?

e.g.

- I design a variety of learning activities that require my students to work cooperatively and collaboratively in pairs or small groups so they act as learning resources for each other
- I obtain and lesson observation feedback from colleagues about how effectively I have created a classroom culture for learning
 - (e.g. students: work cooperatively and collaboratively in pairs and small groups; are engaged in activities that encourage them to be creative; are given opportunities to think about how they learn successfully; engage with new ideas)
- I receive formal and informal student feedback that provides information on the classroom culture created for learning
 - (e.g. students: enjoy working in pairs and groups; are not afraid to get things wrong; have an understanding of the strategies that enabled to learn successfully; like to participate in activities that challenge their thinking)
- I regularly reflect on my classroom practice to evaluate how effectively I am embedding the Cambridge learner attributes
 - (e.g. students are: confident and willing to take intellectual risks; responsible and take ownership of their own learning; reflective and understand themselves as learners, innovative and welcome new challenges; engaged intellectually and open to new ideas).

Self-evaluation

“Self-evaluation is a process of reflection on practice, made systematic and transparent, with the aim of improving pupil, professional and organisational learning.” (MacBeath 2005)

Improvement Cycle



For self-evaluation, we need data to show us:

- ▶ How are we doing?
- ▶ What are we doing well?
 - ▶ How can we build on these successes?
- ▶ Who isn't learning?
 - ▶ What aren't they learning?
- ▶ What in our practice could be causing that?
 - ▶ How can we be sure?
- ▶ What can we do to improve?
- ▶ How will we know if it works?
- ▶ What do we do if it doesn't work?

Activity 3

Thinking about the Standard(s) that you identified as important:

- ▶ Do you currently have a way of measuring the effectiveness of this area in your school or your classroom?
- ▶ How would you know where your strengths were?
- ▶ How would you know where your challenges were?
- ▶ Are you planning for improvement?
- ▶ Could you measure the impact of any improvements that take place?



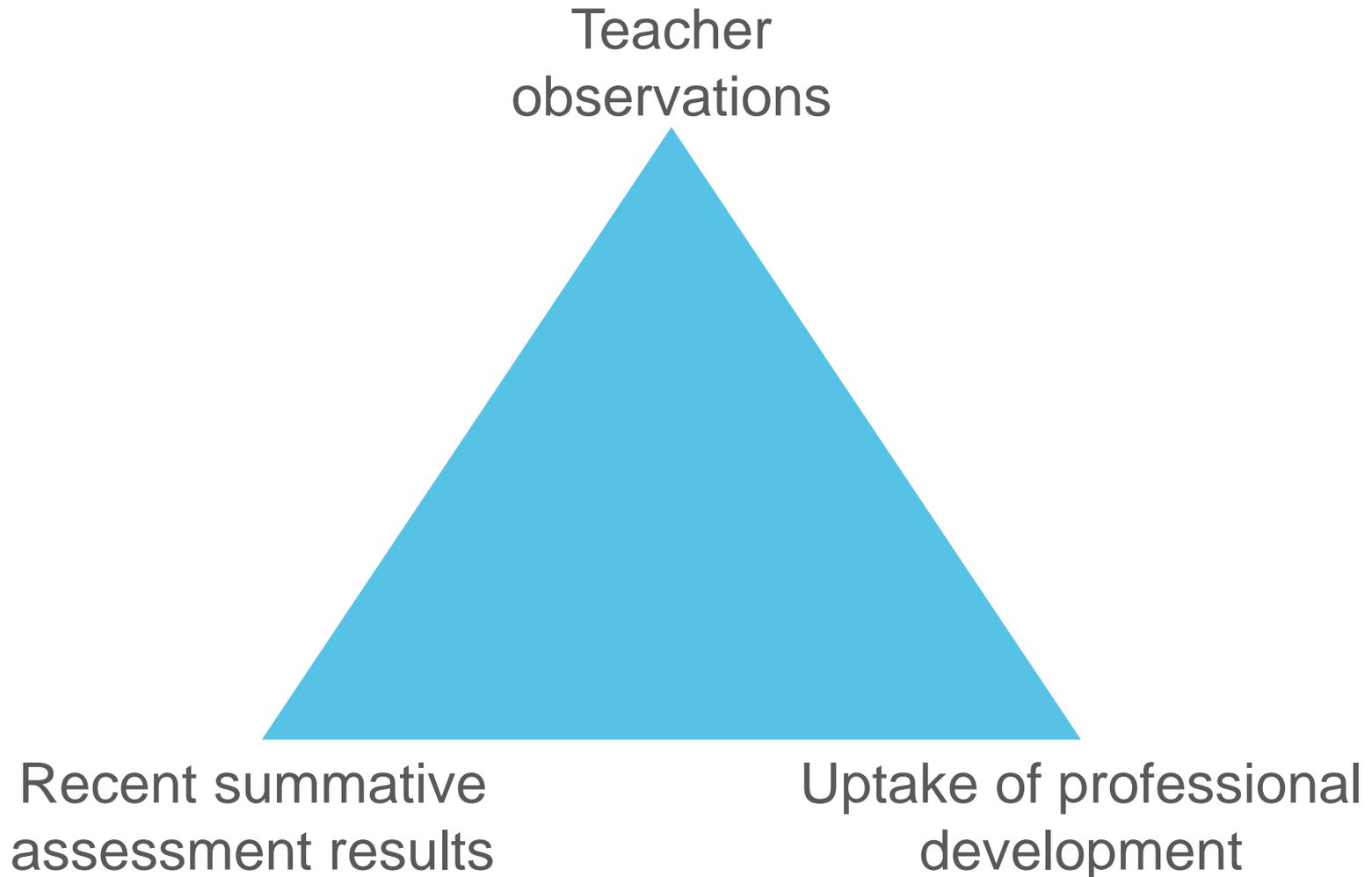
Improvement is change with direction, sustained over time, that moves entire systems, raising the average level of quality and performance while at the same time decreasing the variation among units, and engaging people in analysis and understanding of why some actions seem to work and others don't.



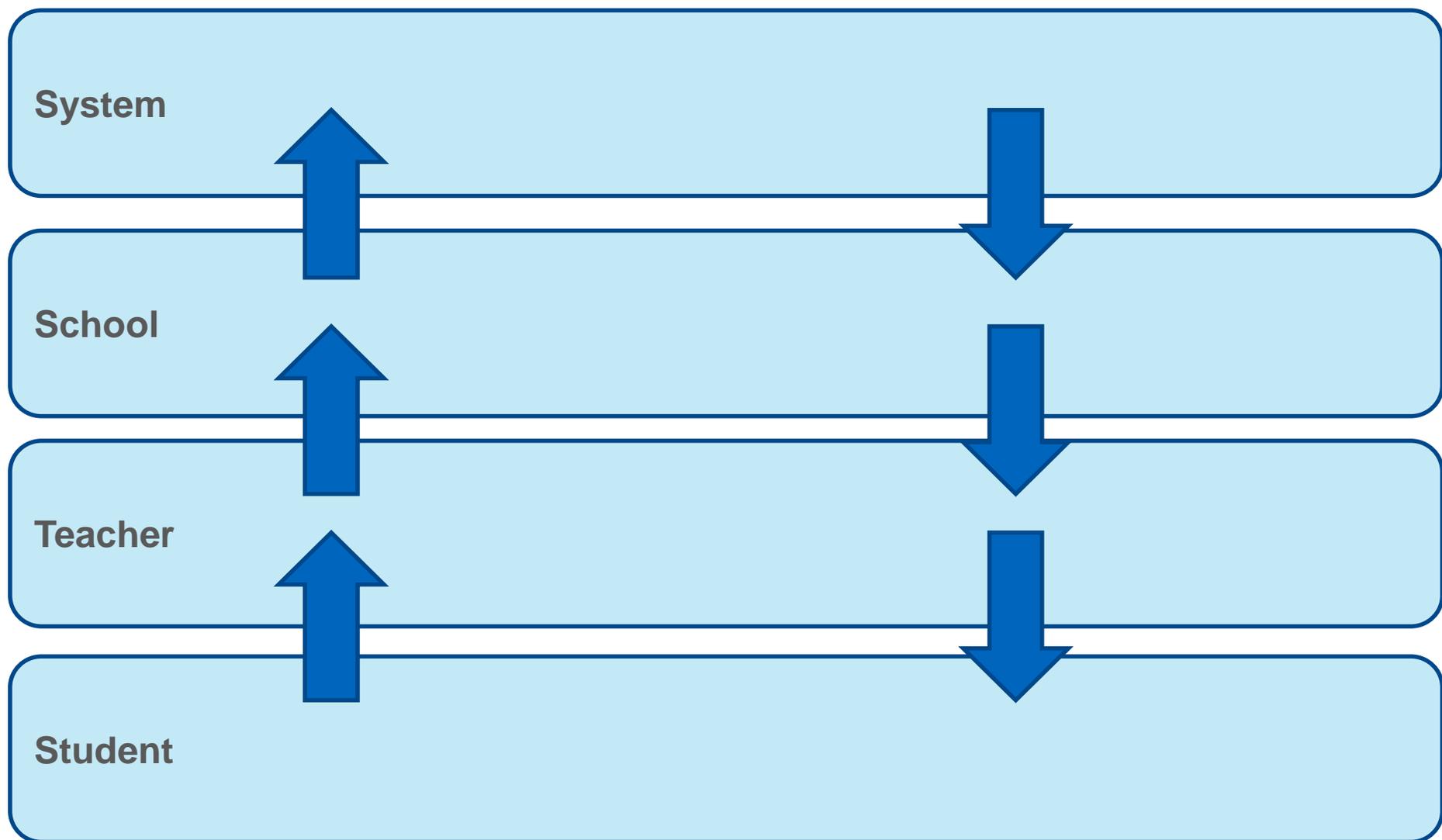
Professor Richard Elmore, Gregory R. Anrig Professor of Education Leadership at Harvard University

Triangulation

Which data and why?



Where could the data come from?



School climate examples

The Foyer Folio

Visitor questionnaire

	Yes	No	N/A
I knew where to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt welcome in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was clear sign-posting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office staff were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils were polite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People said hello or smiled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was kept waiting without explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Write one word to describe your impression upon entering the school: -

Do you have any suggestions as to how we might improve things for parents and visitors to the school?

RAG grids

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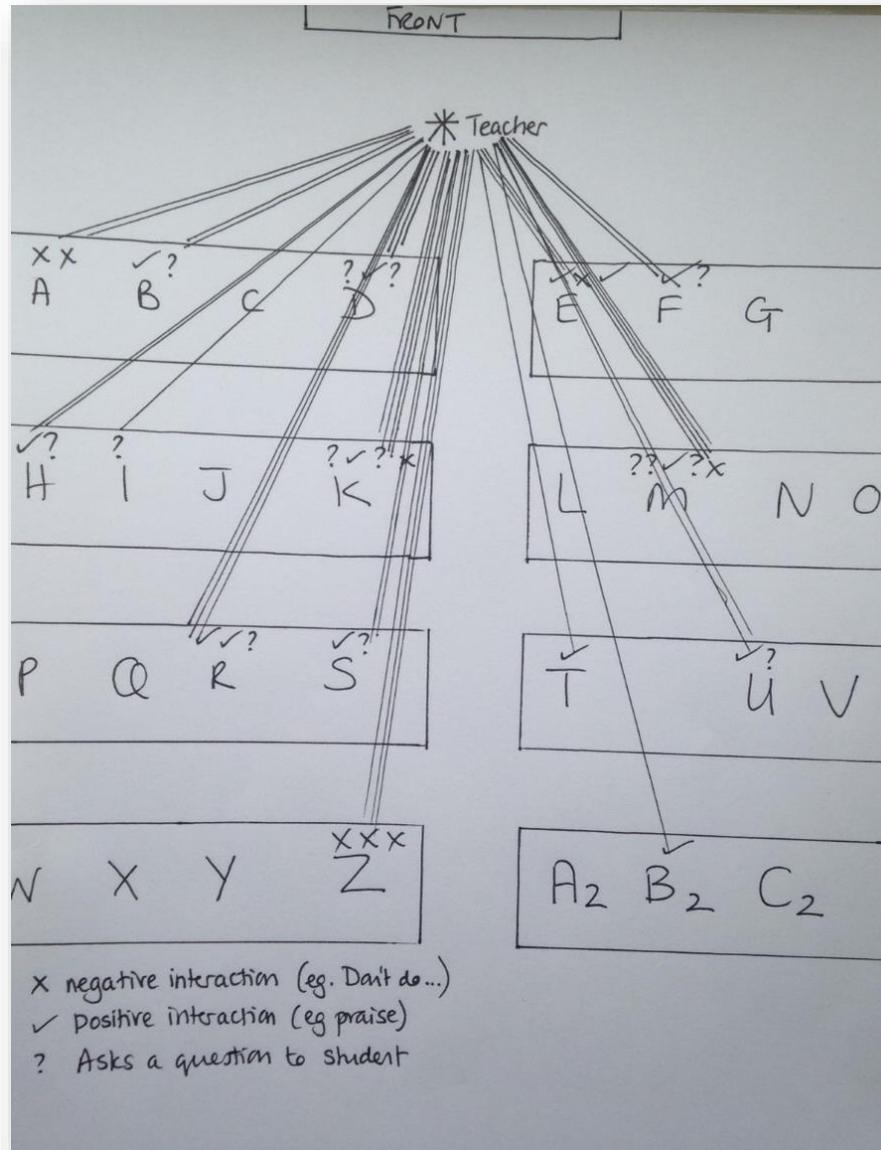
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Teaching and learning examples

Teachers	True of nearly all teachers	True of most teachers	True of some teachers	True of only a few teachers
Like teaching				
Treat people equally				
Let students know how they are doing				
Are encouraging				
Make their subject interesting				
Listen to the views of young people				
Make allowances for students with problems				
Take time to explain things				
Don't give up on you				
Know how to help you when you don't understand				
Help you to feel self-confident				
Expect you to work hard and do well				

Classroom climate examples



Teaching and learning examples

Student Questionnaire

We are interested in hearing about how you learn.

Write down the "things that help you learn" and the "things that make learning more difficult" below.

Place the completed form in the box provided.

Thank you!

Things that help me learn

Things that make learning more difficult

_____→

←_____

_____→

←_____

_____→

←_____

_____→

←_____

_____→

←_____

_____→

←_____

Teaching and learning examples

Student Questionnaire

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Thank you!

Things that help me learn

telling you why you are
learning something. →

examples and stories which
help you understand. →

showing you how and why
you went wrong. →

the teacher can control
the class. →

helping you learn in different
ways. →

letting you set targets
for yourself. →

when your friend helps
you. →

Things that make learning more difficult

← teacher making fun of you
in front of the class.

← teacher making you feel
stupid.

← other pupils laughing at
you for trying hard.

← people mucking about.

← when the work is too
easy.

← when you get too many
examples of stuff you already know

← when there is a tense
atmosphere.

Student voice

Did the lesson/topic achieve its stated aims?

- Yes, completely
- Mostly
- Not at all

Did you find the work:

- Too easy
- Just about right
- Too difficult?

Were you able to ask for help if you didn't understand something?

- Yes, from the teacher
- Yes, from another student
- No

Did the feedback you received from the teacher help progress your learning?

- Yes, a lot
- A little
- Not at all

Which of the following ways of working was most helpful to you?

- Individually
- In pairs
- In groups
- As a class
- With technology

School Self-Evaluation

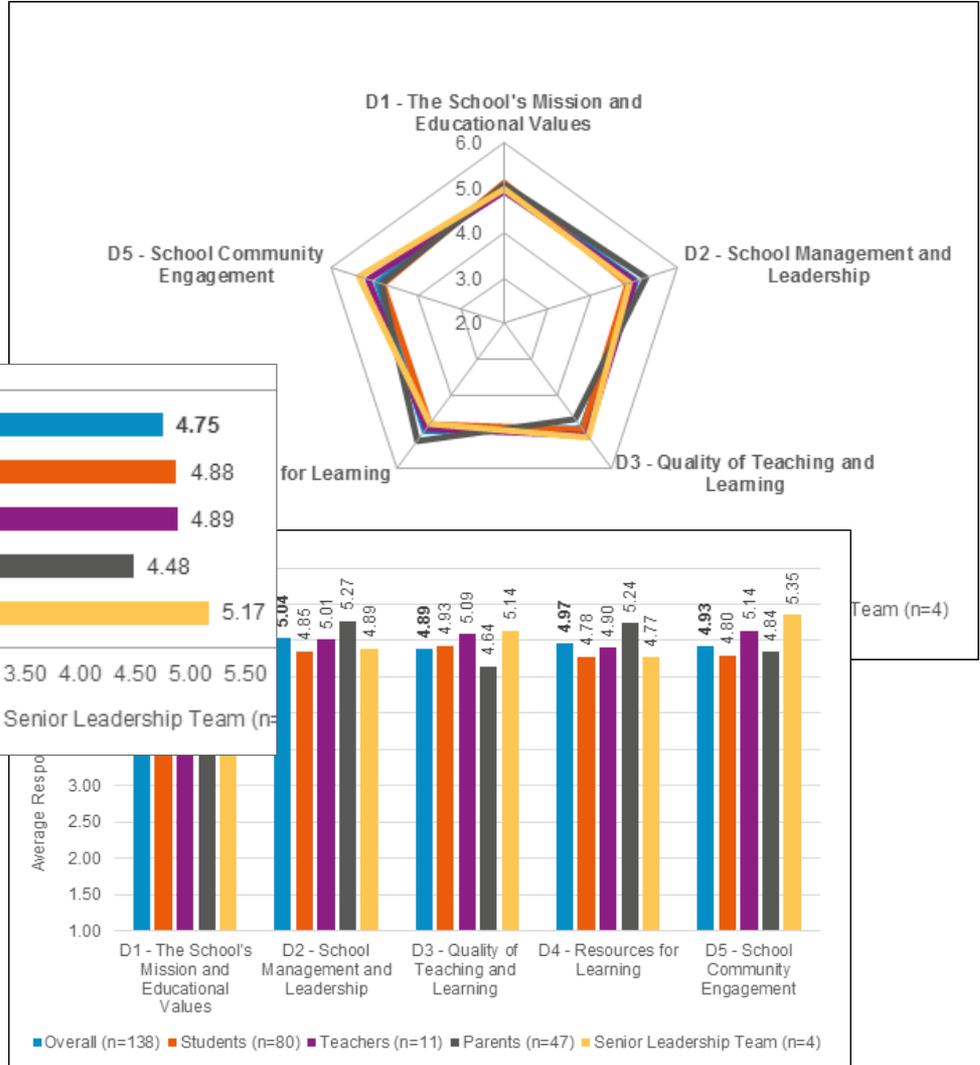
What is it?

- ▶ A new process to help schools with their self-review
- ▶ Uses online surveys to collect feedback from parents, students and teachers
- ▶ Based on standards for School Self-Evaluation developed by Cambridge International.



School Self-Evaluation

Examples of charts included in the Self-Evaluation report, showing school performance based on feedback.



[cambridgeinternational.org/school-improvement](https://www.cambridgeinternational.org/school-improvement)

Recap Session Objectives

We wanted:

- ▶ To understand what effective meant to you
- ▶ To understand what effective meant to Cambridge
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Activity 4

Reflecting on what we have discussed in this session:

Connect

- ▶ how did this session help you to connect to existing practices in your school?

Extend

- ▶ how did it help you to understand how to extend existing practices in your school?

Challenge

- ▶ how did it challenge you to think differently about what you currently do in your school?

Thank you

If you would like to talk further about the Cambridge Teacher and School Leader Standards, PDQs, or School Improvement, please do stop by our 'Ask Cambridge' session later today.

