



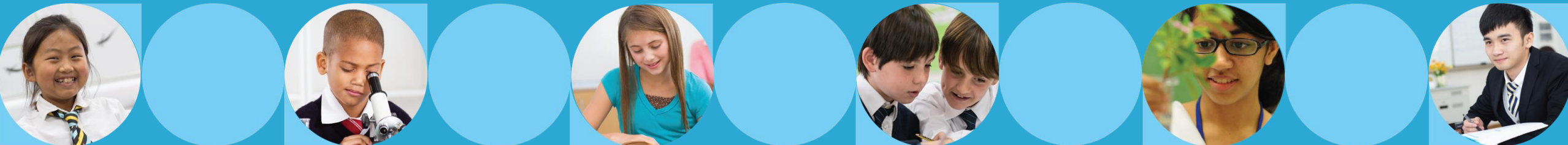
**Cambridge Assessment
International Education**

Building a culture of learning in a school: Teachers' perspectives

FENG Li (Miranda)

International Educational Group, Beijing Foreign Studies University

Date: 15th, June, 2023



CONTENTS

Attract Teachers



One key question

Retain Teachers



PD frameworks

Develop Teachers



Training practices

PART 1

One key question ...

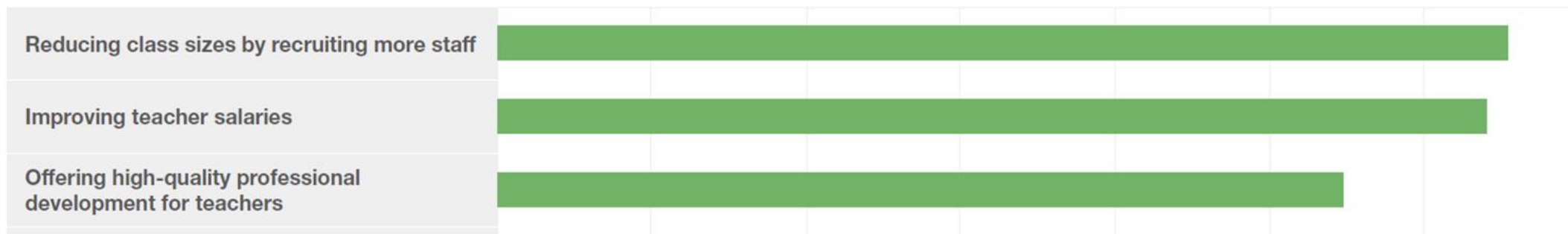
 Attract Teachers

What do teachers want?

260,000 teachers
15,000 schools
48 countries and economies



What do teachers want?



Offering high-quality professional development for teachers

提供高质量的教师专业发展机会

Supporting students from disadvantaged

Investing in instructional materials

0 10 20 30 40 50 60 70% ent

What do teachers want?

High Quality

Offering high-quality professional development for teachers

3

Effective Teacher Policies

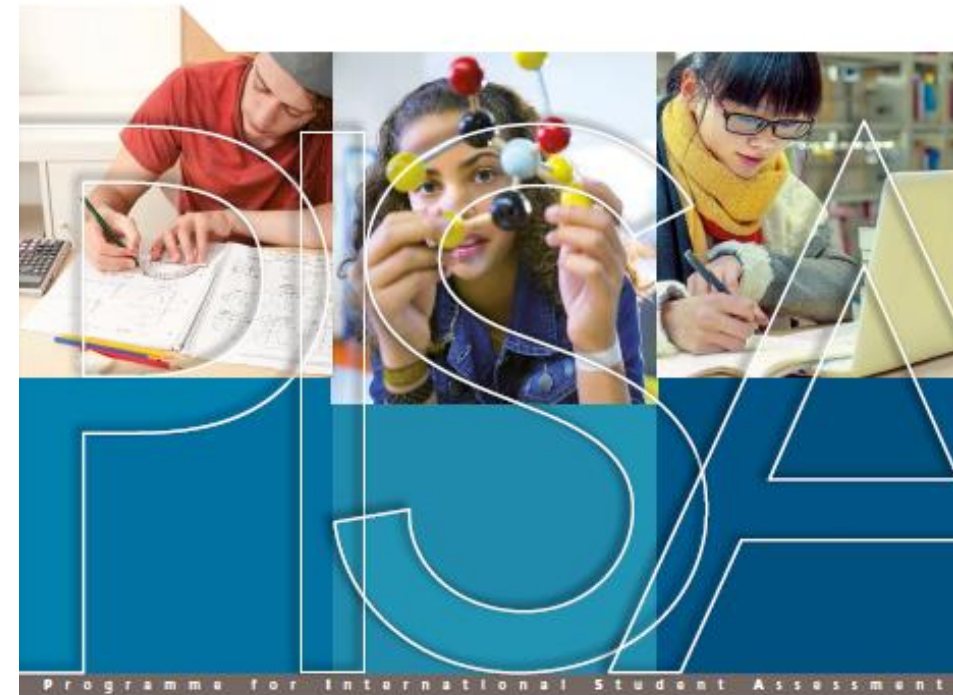
2018 OECD Report

Based on teacher policy data from top 20 areas in student performance in PISA 2015 (from 72 countries & economies)
China is marked as B-S-J-G.



Effective Teacher Policies

INSIGHTS FROM PISA



Successful teacher policies rely on multi-layered governance where there is sufficient capacity at the local level to adapt the delivery of education to rapidly changing and increasingly diverse local contexts, within a strong coherent framework for promoting teacher professionalism (e.g. through more centralised selection and accreditation mechanisms or through school-evaluation processes).



Effective Teacher Policies

INSIGHTS FROM PISA



成功的教师政策依赖于多层次的管理，地区需具备改善教学行方式的**权限**，在促进教师专业发展的**统一框架**中，不断适应复杂而快速变化的当地情况。
(例如，通过集中遴选和认证**机制**，或学校评估过程)

《有效的教师政策 — PISA考试带来的启示》，第70页

PART 2

PD Framework

 Retain Teachers

教师发展框架调研

Review of Teacher Development Frameworks

4 areas worldwide

39 documents

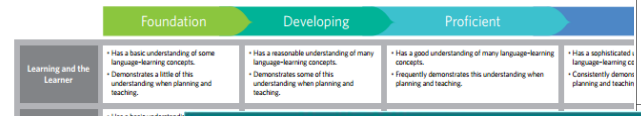
9 Key frameworks

教育部文件
教师 (2012) 1号

教育部关于印发《幼儿园教师专业标准(试行)》《小学教师专业标准(试行)》和《中学教师专业标准(试行)》的通知

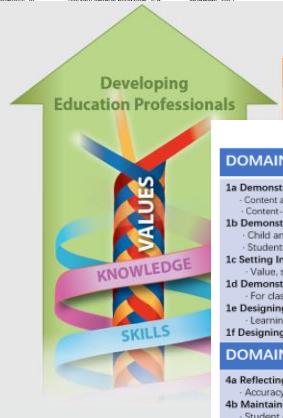
各省、自治区、直辖市教育厅(教委), 各计划单列市教育委员会, 新疆生产建设兵团教育局, 部属师范大学及有关教育科研机构: 为贯彻《国家中长期教育改革和发展规划纲要(2010-2020年)》, 落实《教育部关于全面提高教师素质的指导意见》, 制定《幼儿园教师专业标准(试行)》和《小学教师专业标准(试行)》和《中学教师专业标准(试行)》, 现印发给你们, 请遵照执行。

《专业标准》是教师专业发展的基本依据, 是制定教师准入制度、教师教育标准、教师考核评价标准、教师培训标准、教师职称评定标准、教师绩效工资标准的重要依据, 是加强教师队伍建设、提高教师专业化水平的政策依据, 各地教育行政部门要组织教师认真学习, 深刻领会, 自觉践行。



Domains	Standards of teaching	Focus area
Professional Knowledge	1. Know students and how they learn 2. Know the content and how to teach it 3. Plan for and implement effective teaching and learning	1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
Professional Practice	4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning	
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community	

Development phase	ENABLING COMPETENCES					
	1.1	1.2	2.1	2.2	3.1	3.2
Intercultural competence	understands that the relationship between language and culture is an important factor in language teaching and learning	is learning about the relevance of cultural issues in teaching and can introduce learners to relevant differences in cultural behaviour and traditions	understands and is able to take account of relevant stereotypical views	can help learners to analyse stereotypical views and prejudices and can integrate into lessons key areas of difference in intercultural behaviour (e.g. politeness, body language, etc.)	can use web searches, projects and presentations to expand own and learners' understanding and appreciation of intercultural issues	can use her/his extensive knowledge of intercultural issues where this is appropriate to assist less experienced colleagues
Language awareness	can use dictionaries and grammar books etc as reference sources	can answer simple questions about language that are frequently asked at levels she/he is teaching				



Attributes of the 21st Century Teaching Professional

- V1 - Learner-Centred Values
 - Empathy
 - Belief that all children can learn
- V2 - Teacher Identity
 - Aims for high standards
 - Enquiring nature
- V3 - Service to the Profession and Community
 - Collaborative learning and practice

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development
- Students' skills, knowledge, and learning styles

1c Setting Instructional Outcomes
- Value, sequence, and alignment

1d Demonstrating Knowledge of Resources
- For classroom use
- To extend and differentiate instruction

1e Designing Coherent Instruction
- Learning activities
- Instructional materials

1f Designing Student Assessments

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students, including both words and actions

2b Establishing a Culture for Learning
- Expectations of consistent level of behavior

DOMAIN 4: Professionalism

4a Reflecting on Teaching
- Accuracy
- Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments

4c Communicating with Families
- Information about the instruction
- Engagement of families in the instruction

4d Participating in a Professional Community
- Relationships with colleagues

4e Growing and Developing Professionally
- Enhancement of content knowledge

4f Showing Professionalism
- Integrity/ethical conduct



Literature review in 2017 China Education Report

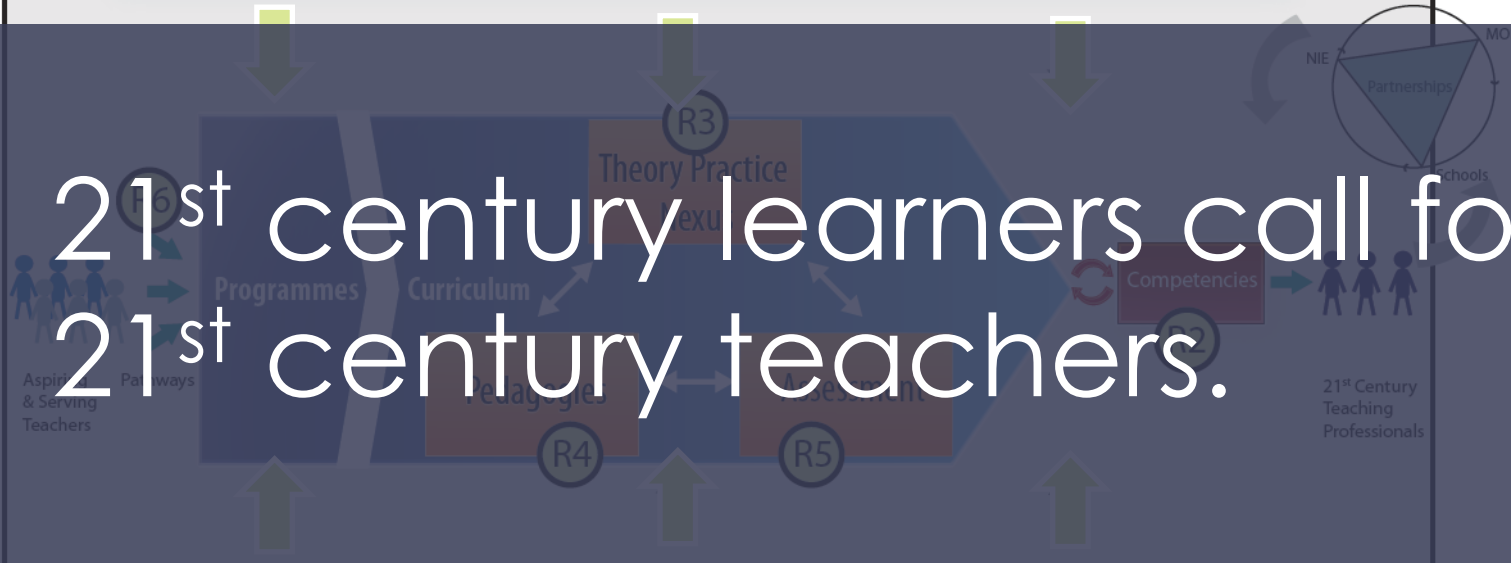
新加坡：21世纪教师教育模型

Singapore: A Teacher Education Model for the 21st Century



The 21st Century Learner - the heart of our teacher education goals

21st century learners call for
21st century teachers.

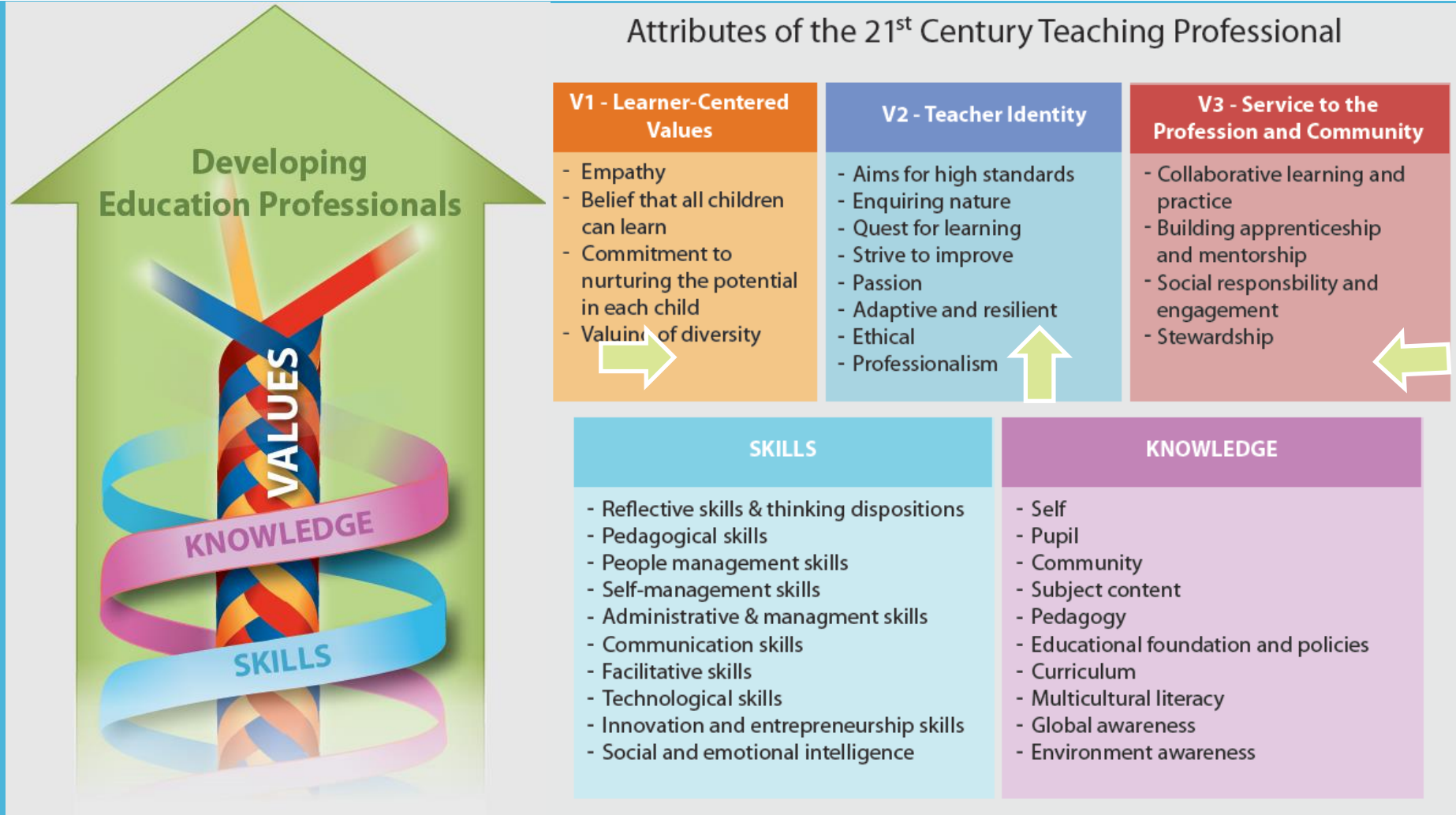


VALUES³ SKILLS KNOWLEDGE (R1)



新加坡：21世纪教师教育模型

Singapore: A Teacher Education Model for the 21st Century



澳大利亚：教师专业标准

Australian Professional Standards for Teachers

Domains	Standards of teaching	Focus area								
Professional Knowledge	<ol style="list-style-type: none"> 1. Know students and how they learn 2. Know the content and how to teach it 									
Professional Practice	<ol style="list-style-type: none"> 3. Plan for and implement effective learning 4. Create and maintain supportive learning environments 5. Assess, provide feedback on and improve student learning 	<p>Focus area 1.1 Physical, social and intellectual development and characteristics of students</p> <table border="1"> <thead> <tr> <th>Graduate</th> <th>Proficient</th> <th>Highly Accomplished</th> <th>Lead</th> </tr> </thead> <tbody> <tr> <td>Use teaching strategies based on knowledge and understanding of physical, social and intellectual development and how these may affect student learning.</td> <td>Use teaching strategies based on knowledge of students' physical, social and intellectual development and how these may affect student learning.</td> <td>Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.</td> <td>Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.</td> </tr> </tbody> </table>	Graduate	Proficient	Highly Accomplished	Lead	Use teaching strategies based on knowledge and understanding of physical, social and intellectual development and how these may affect student learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and how these may affect student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.
Graduate	Proficient	Highly Accomplished	Lead							
Use teaching strategies based on knowledge and understanding of physical, social and intellectual development and how these may affect student learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and how these may affect student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students.							
Professional Engagement	<ol style="list-style-type: none"> 6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community 									

▶ 4 stages

▶ 3 domains, 7 indicators

▶ Focus areas & Descriptions of teaching behaviours

澳大利亚：教师专业标准

Australian Professional Standards for Teachers



The image shows a screenshot of the Australian Institute for Teaching and School Leadership (AITSL) website. The top navigation bar includes links for 'Tools & resources', 'Research & evidence', 'Australian Teacher Workforce Data', 'About AITSL', 'News and media', and 'Contact'. Below this, a secondary navigation bar features 'Teacher Standards', 'Prepare to teach', 'Teach', 'Lead & develop', 'Migrate to Australia', 'Deliver ITE programs', a search icon, and a 'Join' button. The main content area is a dark-themed banner for the 'Teacher Self-Assessment Tool'. It features a large white title, a breadcrumb trail 'HOME > TOOLS & RESOURCES > TEACHER SELF-ASSESSMENT TOOL', and a descriptive paragraph. A teal button labeled 'Take the Teacher SAT' is positioned at the bottom left of the banner. The background of the banner shows a collage of smartphone screens displaying the tool's interface, including a registration form, a progress bar, and a report card.

Teacher Self-Assessment Tool

HOME > TOOLS & RESOURCES > TEACHER SELF-ASSESSMENT TOOL

The Teacher Self-Assessment Tool (Teacher SAT) is an online questionnaire enabling teachers at all Career Stages, in a range of contexts, to reflect upon their practice in accordance with the Australian Professional Standards for Teachers.

Take the Teacher SAT

欧洲：教师专业能力描述表

The European Profiling Grid (EPG)

ENABLING COMPETENCES						
Development phase	1.1	1.2.	2.1	2.2	3.1	3.2
Intercultural competence	<ul style="list-style-type: none"> understands that the relationship between language and culture is an important factor in language teaching and learning 	<ul style="list-style-type: none"> is learning about the relevance of cultural issues in teaching can introduce learners to relevant differences in cultural behaviour and traditions can create an atmosphere of tolerance and understanding in classes where there is social and cultural diversity 	<ul style="list-style-type: none"> understands and is able to take account of relevant stereotypical views can use own awareness to expand students' knowledge of relevant cultural behaviour, e.g. politeness, body language etc. can recognize the importance of avoiding intercultural problems in the classroom and promotes diversity and mutual respect 	<ul style="list-style-type: none"> can help learners to analyse stereotypical views and prejudices can integrate into lessons key areas of difference in intercultural behaviour (e.g., politeness, body language, etc.) can select materials that are well matched to the cultural horizon of learners and yet extends this further using activities appropriate to the situation 	<ul style="list-style-type: none"> can use web searches, projects and presentations to expand own and learners understanding and appreciation of intercultural issues can develop learners' ability to analyse and discuss social and cultural similarities and differences can anticipate and manage effectively areas of intercultural sensitivity 	<ul style="list-style-type: none"> can use her/his extensive knowledge of intercultural issues when this is appropriate to assist less experienced colleagues can develop colleagues' ability to deal with cultural issues, suggesting techniques to defuse disagreements and critical incidents if they arise can create activities, tasks and materials for own and colleagues' use and CAN seek feedback on these
Language awareness	<ul style="list-style-type: none"> can use dictionaries and grammar books etc as reference sources can answer simple queries about language that are frequently asked at levels she/he is teaching 	<ul style="list-style-type: none"> can give correct models of language form and usage for the level can give answers to language queries that are not necessarily complete but that are appropriate 	<ul style="list-style-type: none"> can give correct models of language form and usage for the level can give answers to questions about the target language at levels (C1-2) 	<ul style="list-style-type: none"> can give correct models of language form and usage, for all levels up except at C2 on almost all occasions can recognize and understand the language problem that a learner is having can give answers to questions about the target language that are appropriate for the level concerned except at C2 	<ul style="list-style-type: none"> can select and give correct models of language form and usage on almost all occasions at all levels can answer almost all language queries fully and accurately and give clear explanations, can use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors 	<ul style="list-style-type: none"> can always give full, accurate answers to queries from students about different aspects of language and usage can explain subtle differences of form, meaning and usage at C1 and C2 levels
Digital Media	<ul style="list-style-type: none"> can use word-processing software to write a worksheet, following standard conventions can search for potential teaching material on the internet can download resources from websites 	<ul style="list-style-type: none"> can create and use downloaded texts, pictures, graphics, etc. can organize computer files in logically ordered folders 	<ul style="list-style-type: none"> can create and use images, DVDs, and sound files can use any standard Windows/Mac software, including media players can recommend appropriate online materials to students and colleagues can use a data projector for lessons involving the internet, a DVD etc 	<ul style="list-style-type: none"> can create and use work for learners can use software for handling images, DVDs, and sound files 	<ul style="list-style-type: none"> can use on-line exercises appropriate to their individual needs can edit and adapt sound and video files can show colleagues how to use new software and hardware can coordinate project work with digital media (using, for example, a camera, the internet, social networks) can troubleshoot most problems with classroom digital equipment 	<ul style="list-style-type: none"> can train students to use any available classroom digital equipment (IWB incl.), their mobiles, tablets etc. profitably for language learning can show colleagues how to exploit the teaching potential of available digital equipment and internet-based resources can design blended learning modules using a learning management system e.g. Moodle

▶ Developed by 9 countries in 9 languages

▶ 3 stages, 6 levels

▶ 4 domains, 13 indicators

▶ Clear descriptions of teaching behaviours

欧洲：教师专业能力描述表

The European Profiling Grid (EPG)

The image shows a screenshot of the European Profiling Grid (EPG) interface. At the top, there are four columns: 'Education & Training', 'Language proficiency', and 'Teaching experience'. Below these, a large orange banner reads 'KEY TEACHING COMPETENCES'. Underneath, there are three columns: 'Interaction, management and monitoring', 'Lesson and course planning', and 'Methodology: knowledge and skill'. Another large orange banner reads 'ENABLING COMPETENCES'. Below this, there are two columns: 'Intercultural competence' and 'Language awareness'. A white box with the text 'ACCESS THE EGRID' is overlaid on the 'KEY TEACHING COMPETENCES' banner.

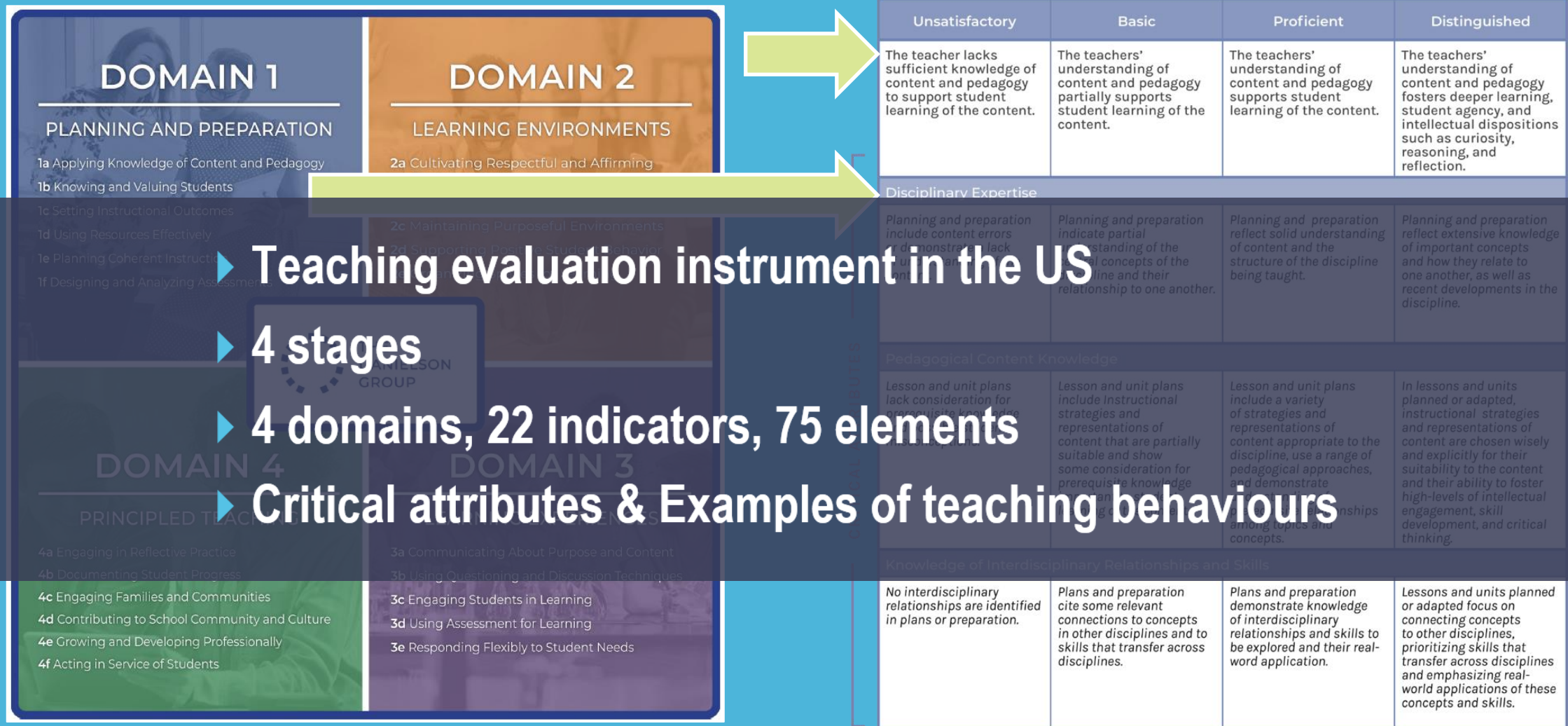
Below the grid, the text 'CHOOSE YOUR PROFILE' is displayed. To the right of this text is a 'Help ?' button. Below the text, there are three profile options, each with a person icon and a description:

- Teacher**: *Self-assessment*
- Trainer**: *Assessment*
- Manager**: *Assessment and overview of the team*

Green arrows point from left to right between the profile boxes, indicating a sequence or flow.

美国：丹尼尔森教学框架

Charlotte Danielson's Framework for Teaching



美国：丹尼尔森教学框架

Charlotte Danielson's Framework for Teaching

HOW TO USE THIS GUIDE

Each of the eight disciplines is presented on two pages.

The first page is descriptive and explains the component, including the elements of success that help define the component.

The second page includes:

Priorities

Our recommendations for where teachers should focus their time and energy, especially as school starts.

These are the most important things to get right at the beginning of the school year.

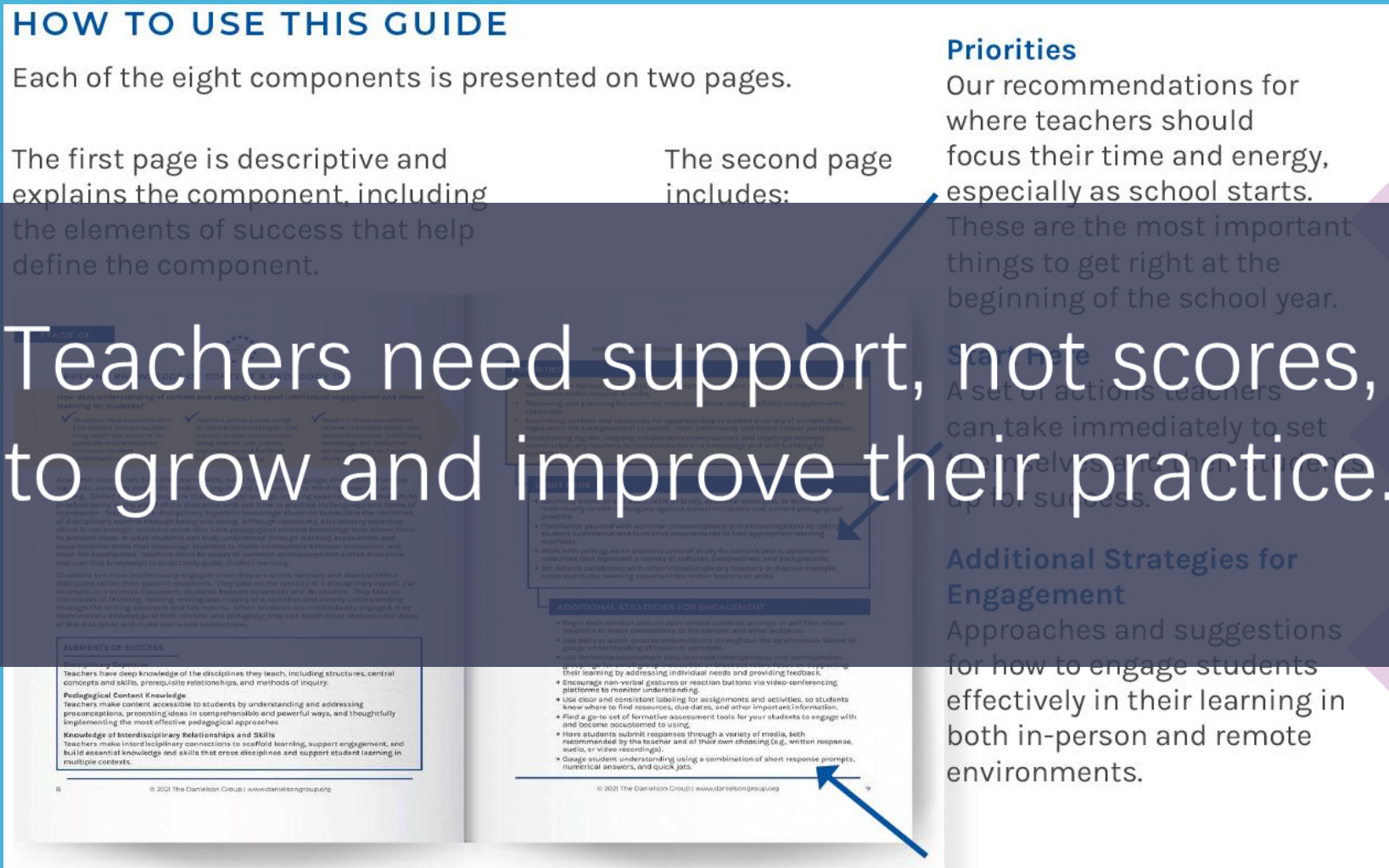
Teachers need support, not scores, to grow and improve their practice.

Start here

A set of actions teachers can take immediately to set themselves up for success.

Additional Strategies for Engagement

Approaches and suggestions for how to engage students effectively in their learning in both in-person and remote environments.



ELEMENTS OF SUCCESS

Deep disciplinary expertise
Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

Pedagogical Content Knowledge
Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

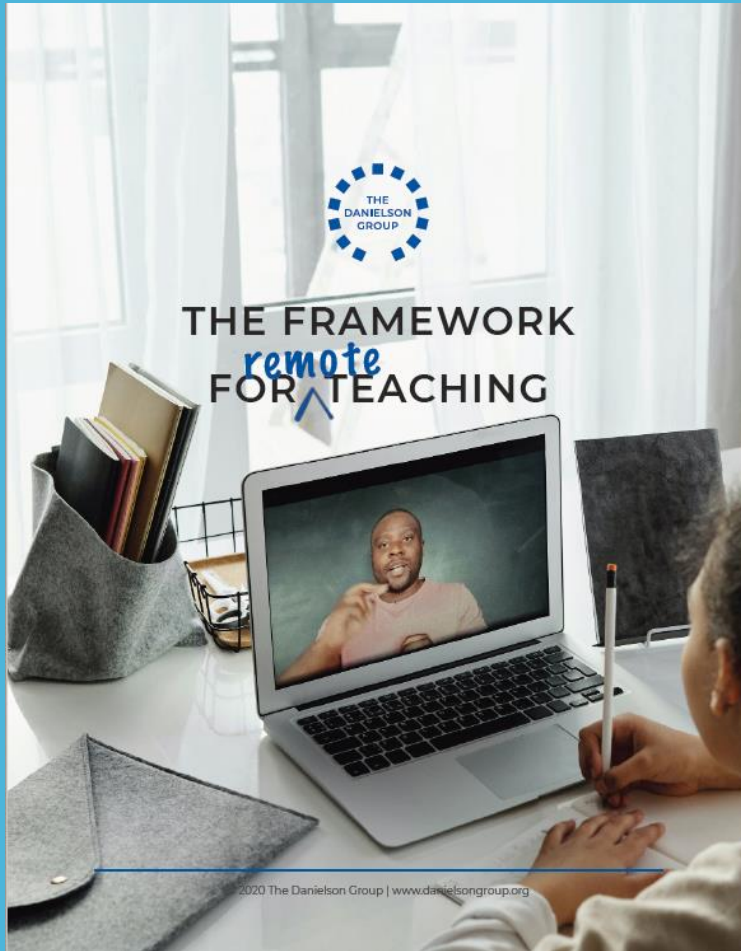
Knowledge of Interdisciplinary Relationships and Skills
Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

ADDITIONAL STRATEGIES FOR ENGAGEMENT

- Begin each session with an open-ended question, prompt, or task that allows students to make connections to the content and other subjects.
- Use polls or quick, low-stakes formative checks throughout the lesson to assess understanding of topics or concepts.
- Use formative checks to assess individual students' understanding and support their learning by addressing individual needs and providing feedback.
- Encourage non-verbal gestures or reaction buttons via video-conferencing platforms to monitor understanding.
- Use clear and consistent labeling for assignments and activities, so students know where to find resources, due dates, and other important information.
- Find a go-to set of formative assessment tools for your students to engage with and become accustomed to using.
- Have students submit responses through a variety of media, both recommended by the teacher and of their own choosing (e.g., written response, audio, or video recording).
- Gauge student understanding using a combination of short response prompts, numerical answers, and quick tasks.

信息技术辅助教学

Teaching with Technology



Cambridge English Digital Framework

The Cambridge English Digital Framework has been developed by experts in the field, in consultation with practising language teachers and trainers. It provides a focused and principled guide to professional development with particular focus on digital skills.

[Read more about the framework](#)

SKILLS

- Reflective skills & thinking dispositions
- Pedagogical skills
- People management skills
- Self-management skills
- Administrative & management skills
- Communication skills
- Facilitative skills
- Technological skills
- Innovation and entrepreneurship skills
- Social and emotional intelligence

A Teacher Education Model for the 21st Century

发展形态

PD Track

聚焦人群

Focus Group

应用方式

Application

教师发展框架调研

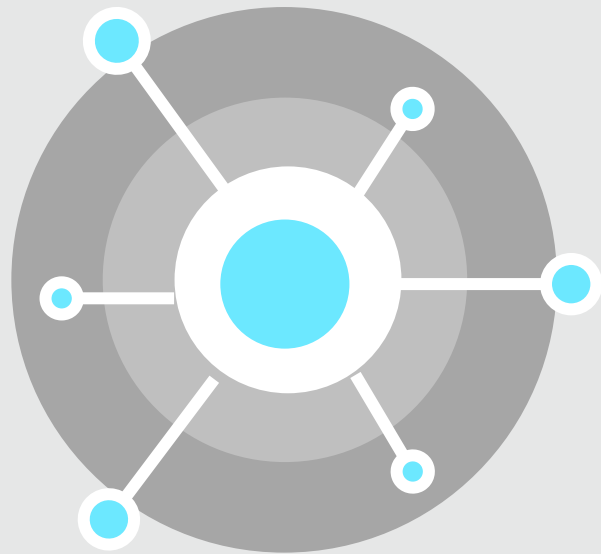
Review of Teacher Development Frameworks

教师发展框架调研

Review of Teacher Development Frameworks

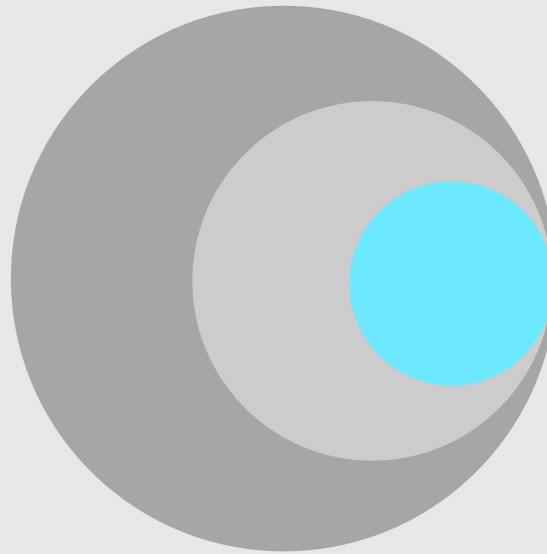
发展方向

PD Track



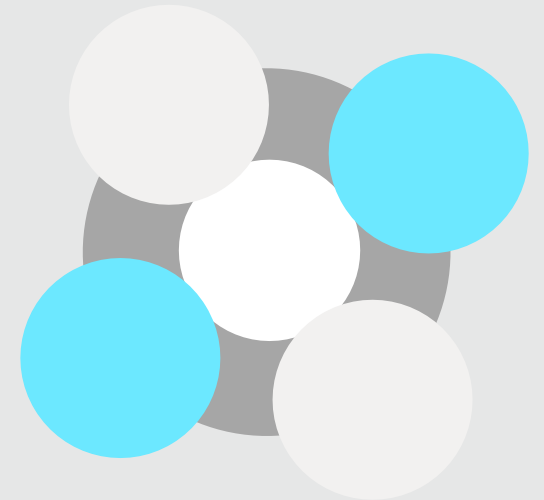
聚焦人群

Focus Group



应用方式

Application



PART 3

Training Practice

 Develop Teachers

What do teachers want?

High-quality Practices

Offering high-quality professional development for teachers

3

What is the duration and frequency for effective professional development?

- A. short-term intensive (e.g., 1-2 weeks)
- B. long-term regular (e.g. 1- 2 months on regular basis)

Which of the following model can effectively promote PD?

- A. didactic lecture
- B. modelling
- C. observation
- D. demo feedback
- E. coaching

What other elements are important to effective PD?

DEVELOPING GREAT TEACHING

Lessons from the international reviews into
effective professional development

947 academic reviews of CPD and teacher learning
published since 2000



DEVELOPING GREAT TEACHING

Lessons from the international reviews into
effective professional development

What is the duration and frequency for effective professional development?

The most effective professional development lasted
at least 2 terms – more usually a year (or longer).

DEVELOPING GREAT TEACHING

Lessons from the international reviews into
effective professional development

What is the duration and frequency for effective professional development?

You need to “create a ‘rhythm’ of follow-up, consolidation and support activities”.

教师发展课程周期与频率

Duration and Frequency of PD Courses

PDQ Teaching & Learning (150 hours in 9-12 months)

Cambridge PDQ Module 1

Unit	Topic 1	Topic 2	Topic 3	Topic 4
1	Learning Theories	Engaging & Motivating Activities	Understanding Assessment	Plenary (Observe a lesson)
2	Coherent Lessons	Active Learning Strategies	Formative Assessment to Check Learning	Plenary (Teach a lesson)
3	Effective Lesson Management	Differentiation	Formative Assessment to Support & Progress Learning	Plenary (Teach a sequence of lessons)

**Lesson
Planning**

**Strategies &
Activities**

**Formative
Assessment**

**Reflection &
Application**

教师发展课程周期与频率

Duration and Frequency of PD Courses



Kolb 经验学习圈(1984)

Which of the following model can effectively promote PD?

A. didactic lecture B. modelling C. observation D. demo feedback E. coaching



A **didactic model** in which simply tells teachers what to do does **NOT** lead to positive outcomes.

Which of the following model can effectively promote PD?

A. didactic lecture B. modelling C. observation D. demo feedback E. coaching

Specialists should support teachers through modelling, providing observation and feedback, and coaching.

教师发展活动形式

Other PD Activity Models

Interactive Online Courseware



Face-to-face Workshop



培训设计

Design

培训内容

Content

培训理念

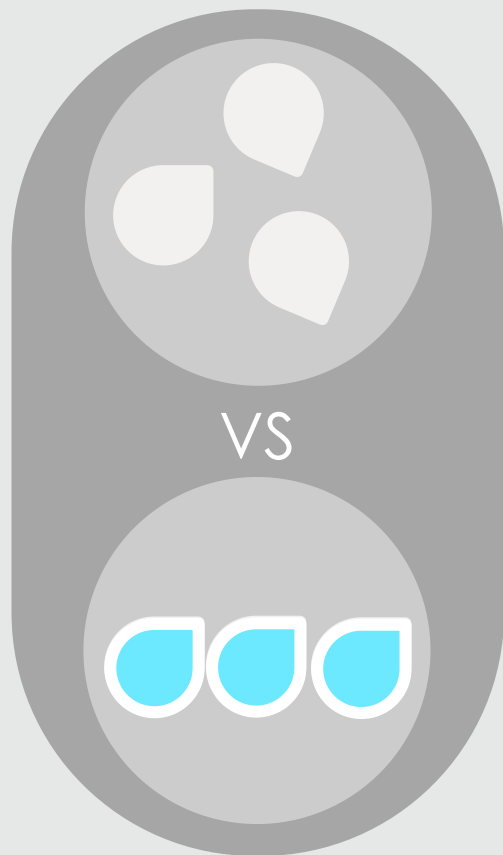
Rationale

DEVELOPING GREAT TEACHING

Lessons from the international reviews into
effective professional development

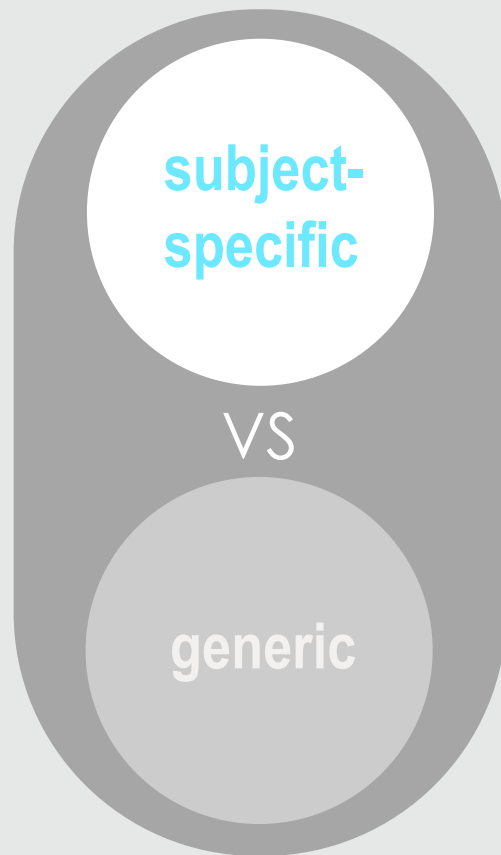
培训设计

Design



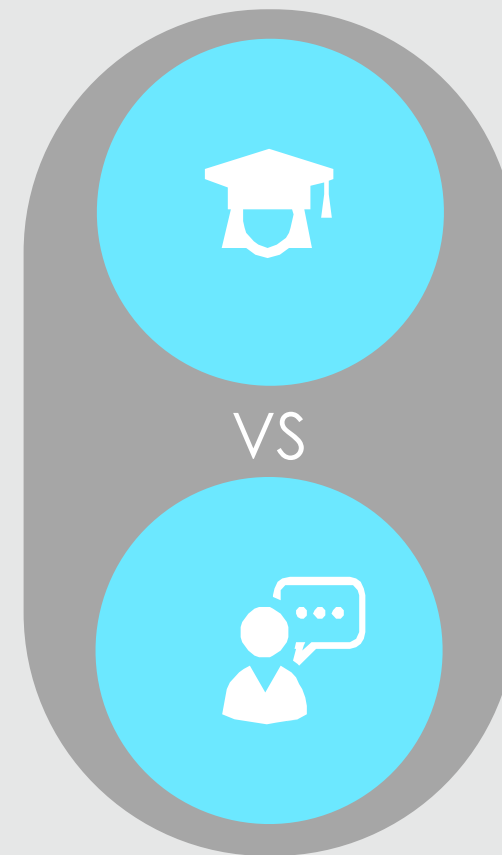
培训内容

Content



培训理念

Rationale



Building a culture of learning in a school

Teachers' perspectives

What do teachers want?



Cambridge Assessment
International Education

Thank you!

FENG Li (Miranda)

International Educational Group, Beijing Foreign Studies University

