Cambridge Assessment International Education

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

FENG Li (Miranda)
International Educational Group, Beijing Foreign Studies University

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CONTENTS

Attract Teachers — One key question

Retain Teachers — PD frameworks

Develop Teachers — Training practices

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PART 1

One key question …

Attract Teachers

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What do teachers want?

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

Published on June 19, 2019

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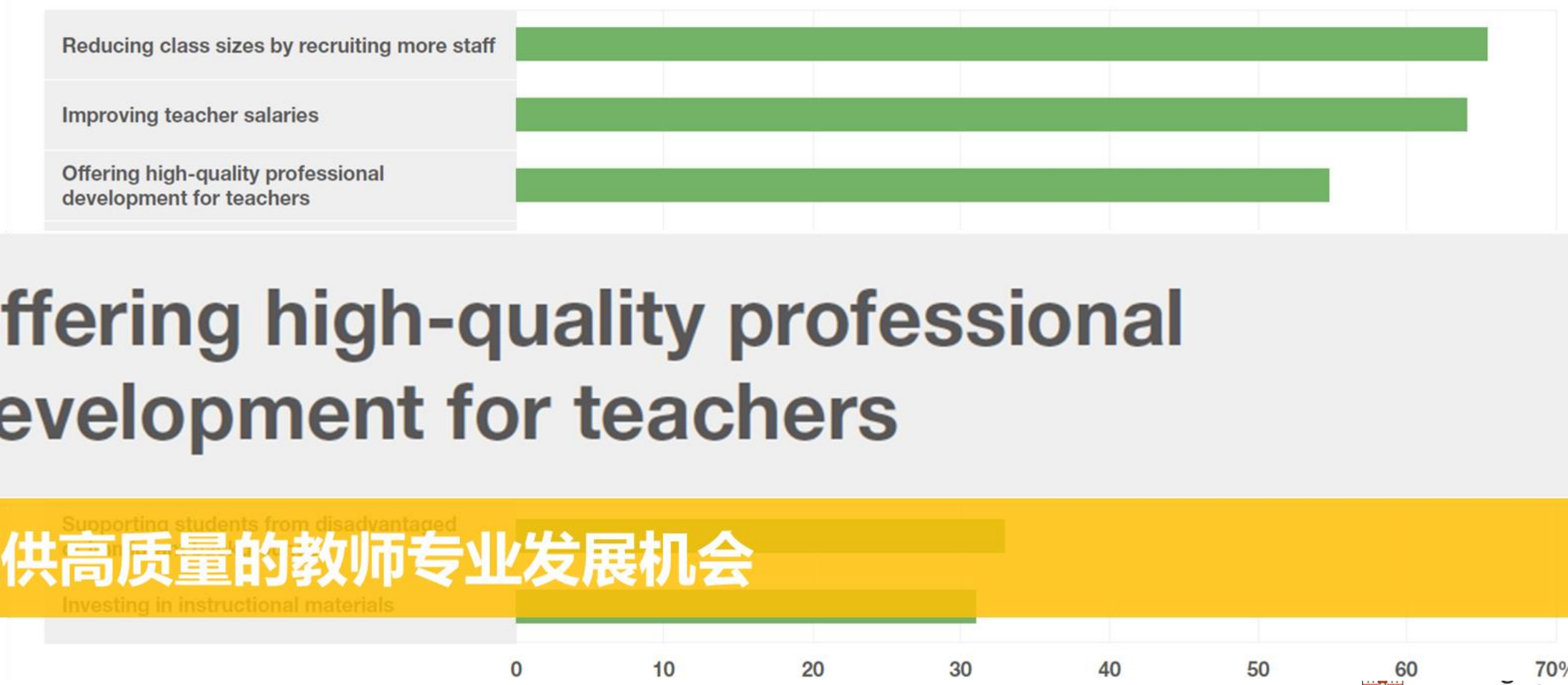
What do teachers want?



Offering high-quality professional development for teachers

提供高质量的教师专业发展机会

International Education

What do teachers want?

High Quality

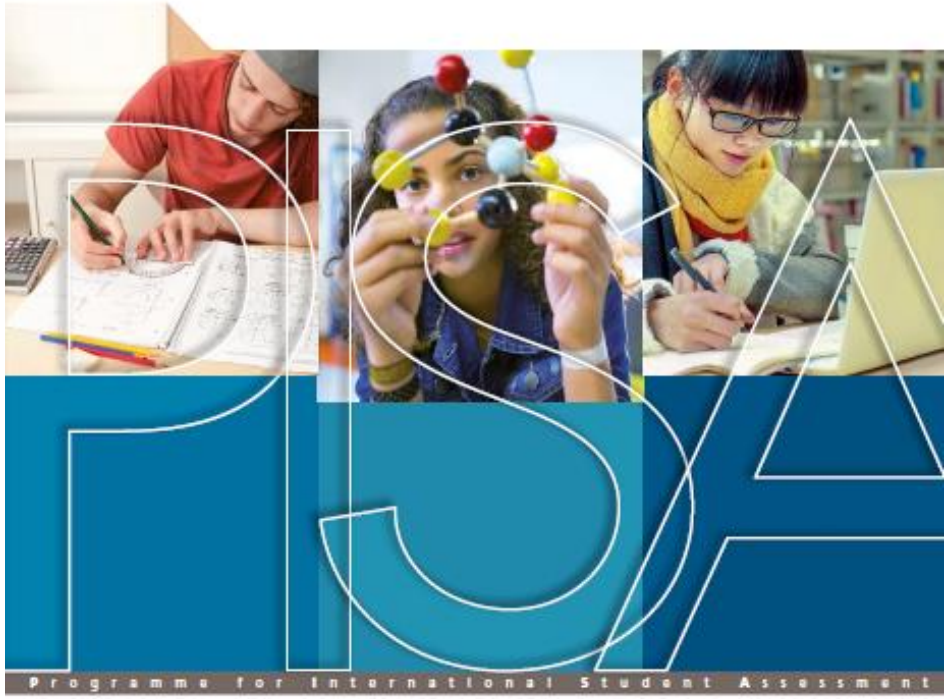
Offering high-quality professional development for teachers

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.



OECD

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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

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PART 2 | PD Framework

Retain Teachers

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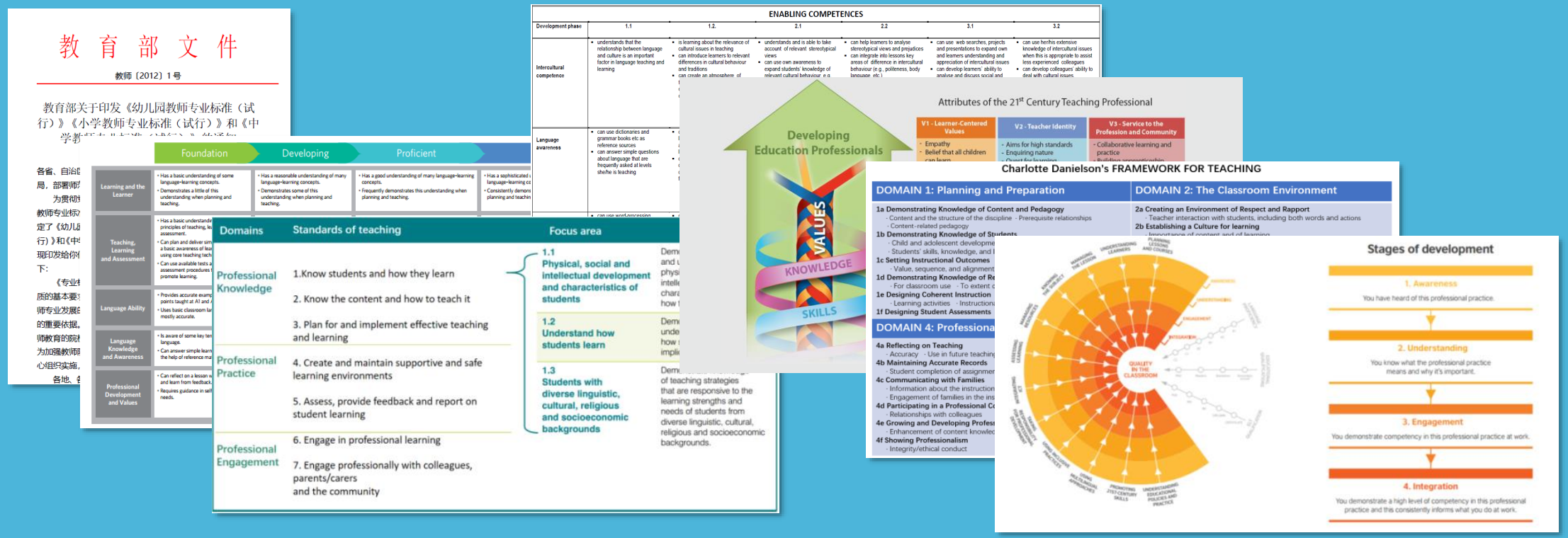
教师发展框架调研

Review of Teacher Development Frameworks

4 areas worldwide **39** documents **9** Key frameworks



Literature review in *2017 China Education Report*

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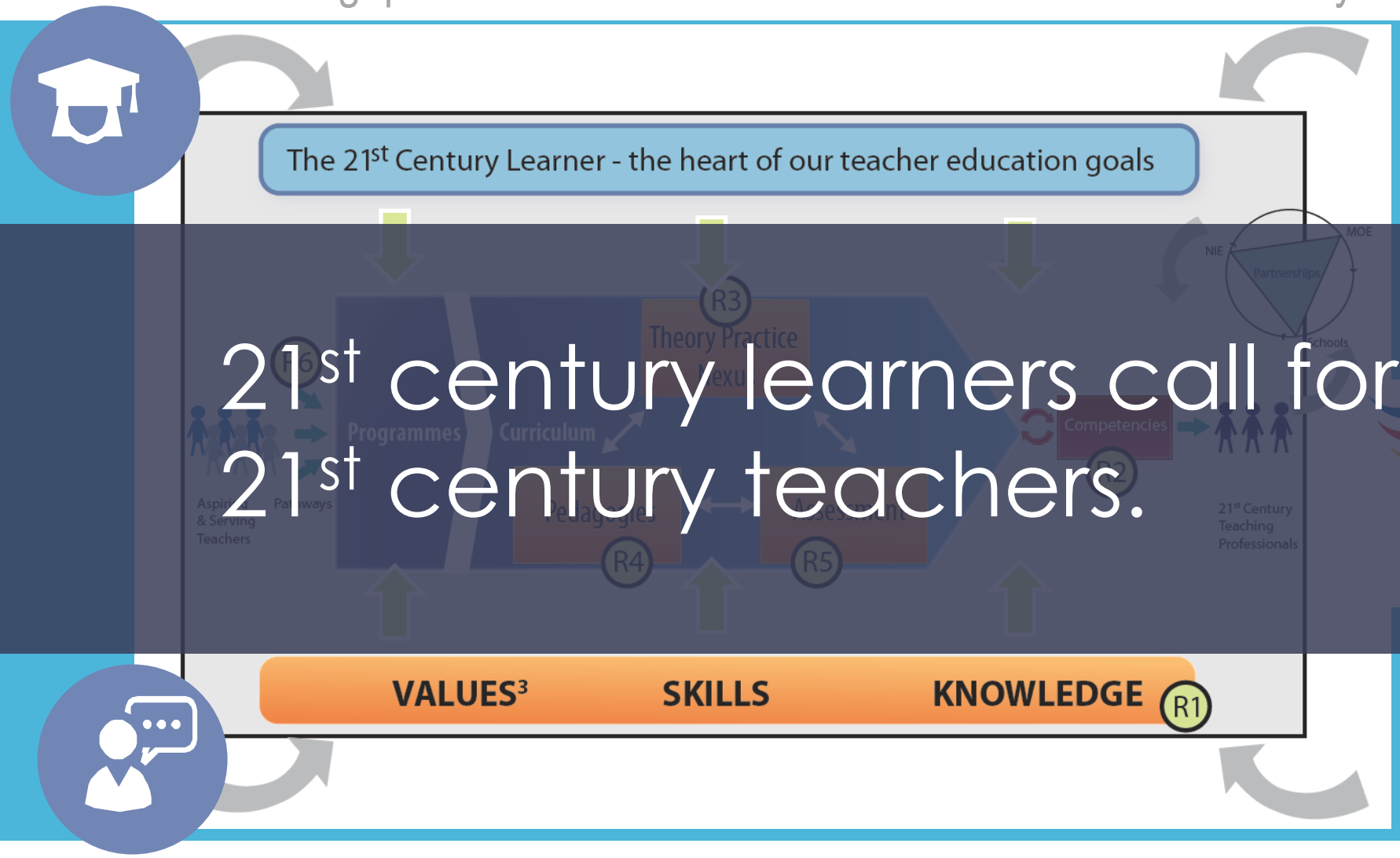
新加坡：21世纪教师教育模型

Singapore: A Teacher Education Model for the 21st Century



21st century learners call for 21st century teachers.

NIE NATIONAL INSTITUTE OF EDUCATION SINGAPORE

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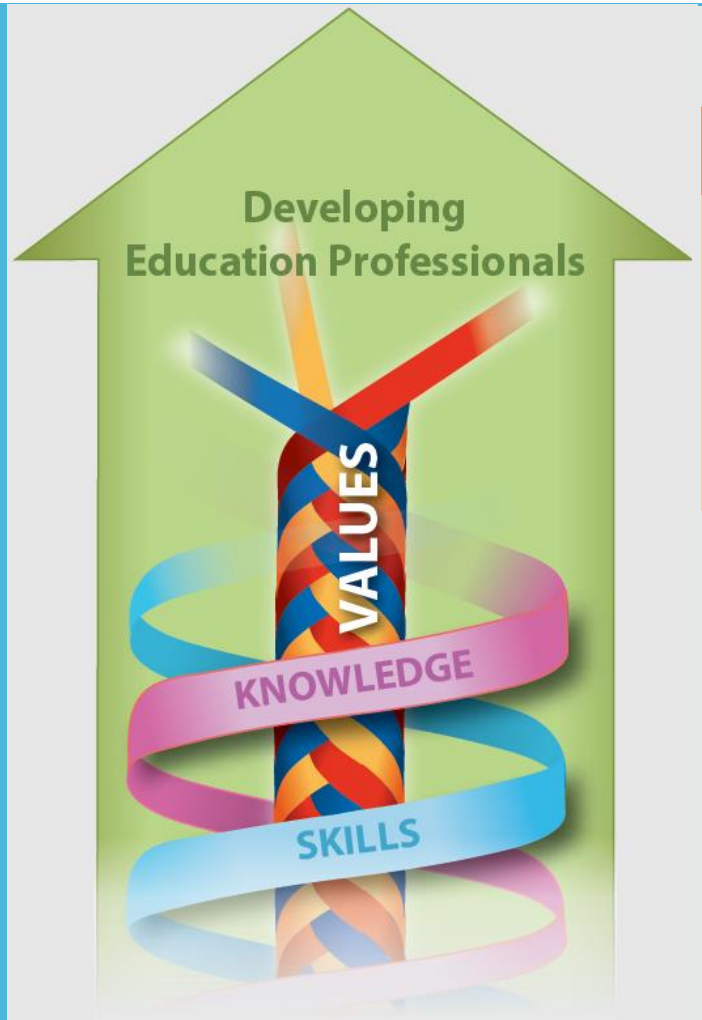
新加坡：21世纪教师教育模型

Singapore: A Teacher Education Model for the 21st Century



Attributes of the 21st Century Teaching Professional

V1 - Learner-Centered Values

- Empathy
- Belief that all children can learn
- Commitment to nurturing the potential in each child
- Valuing of diversity

V2 - Teacher Identity

- Aims for high standards
- Enquiring nature
- Quest for learning
- Strive to improve
- Passion
- Adaptive and resilient
- Ethical
- Professionalism

V3 - Service to the Profession and Community

- Collaborative learning and practice
- Building apprenticeship and mentorship
- Social responsbility and engagement
- Stewardship

SKILLS

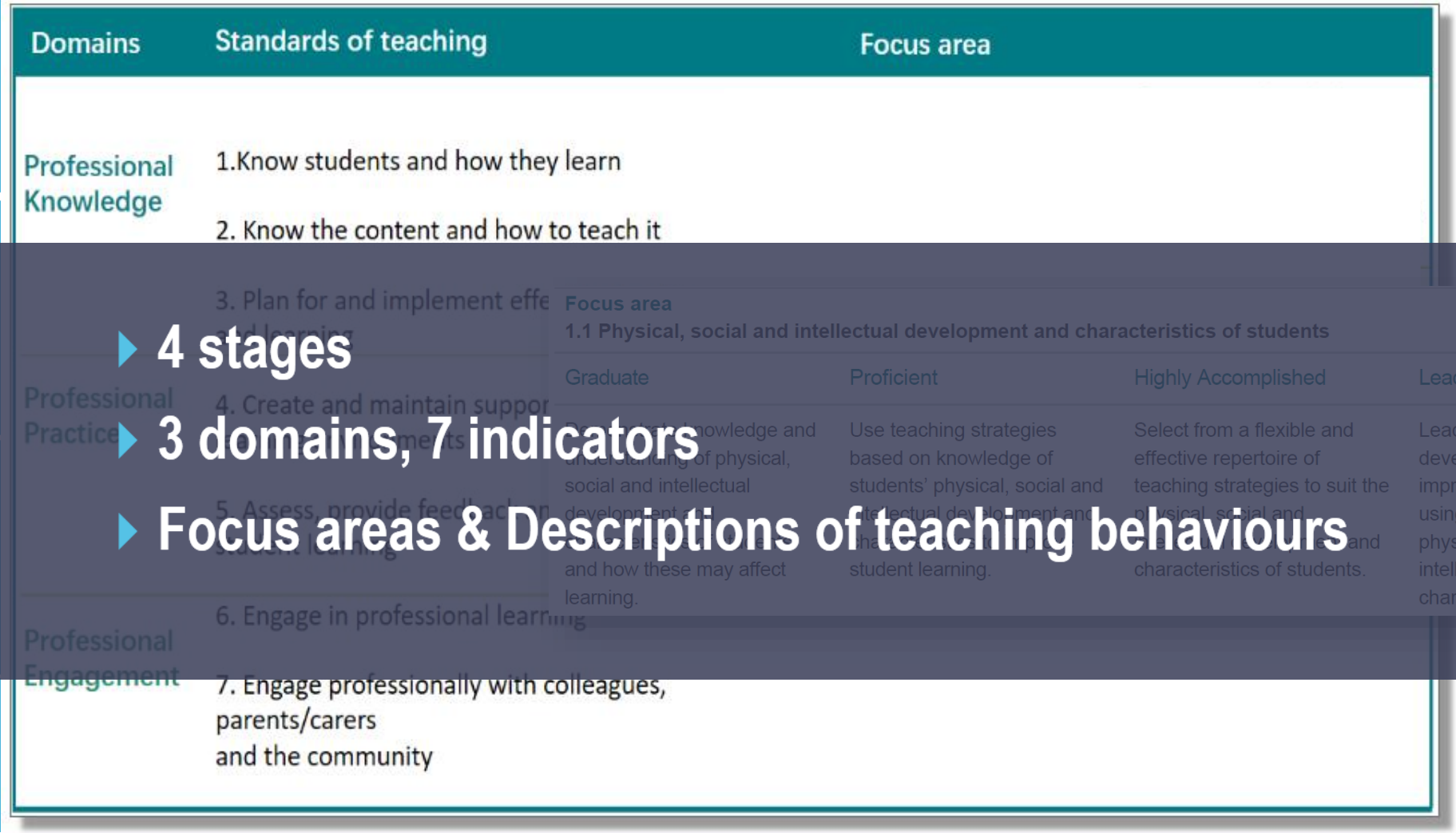
- Reflective skills & thinking dispositions
- Pedagogical skills
- People management skills
- Self-management skills
- Administrative & managment skills
- Communication skills
- Facilitative skills
- Technological skills
- Innovation and entrepreneurship skills
- Social and emotional intelligence

KNOWLEDGE

- Self
- Pupil
- Community
- Subject content
- Pedagogy
- Educational foundation and policies
- Curriculum
- Multicultural literacy
- Global awareness
- Environment awareness

澳大利亚：教师专业标准

Australian Professional Standards for Teachers



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 effe	
Professional Practice	4. Create and maintain suppor	
	5. Assess, provide feedback	
	6. Engage in professional learning	
Professional Engagement	7. Engage professionally with colleagues, parents/carers and the community	

Focus area

1.1 Physical, social and intellectual development and characteristics of students

Graduate	Proficient	Highly Accomplished	Lead
...nowledge and ...standing of physical, social and intellectual development and ... and how these may affect learning.	Use teaching strategies based on knowledge of students' physical, social and intellectual development and ... student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and ... 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.

- 4 stages
- 3 domains, 7 indicators
- Focus areas & Descriptions of teaching behaviours

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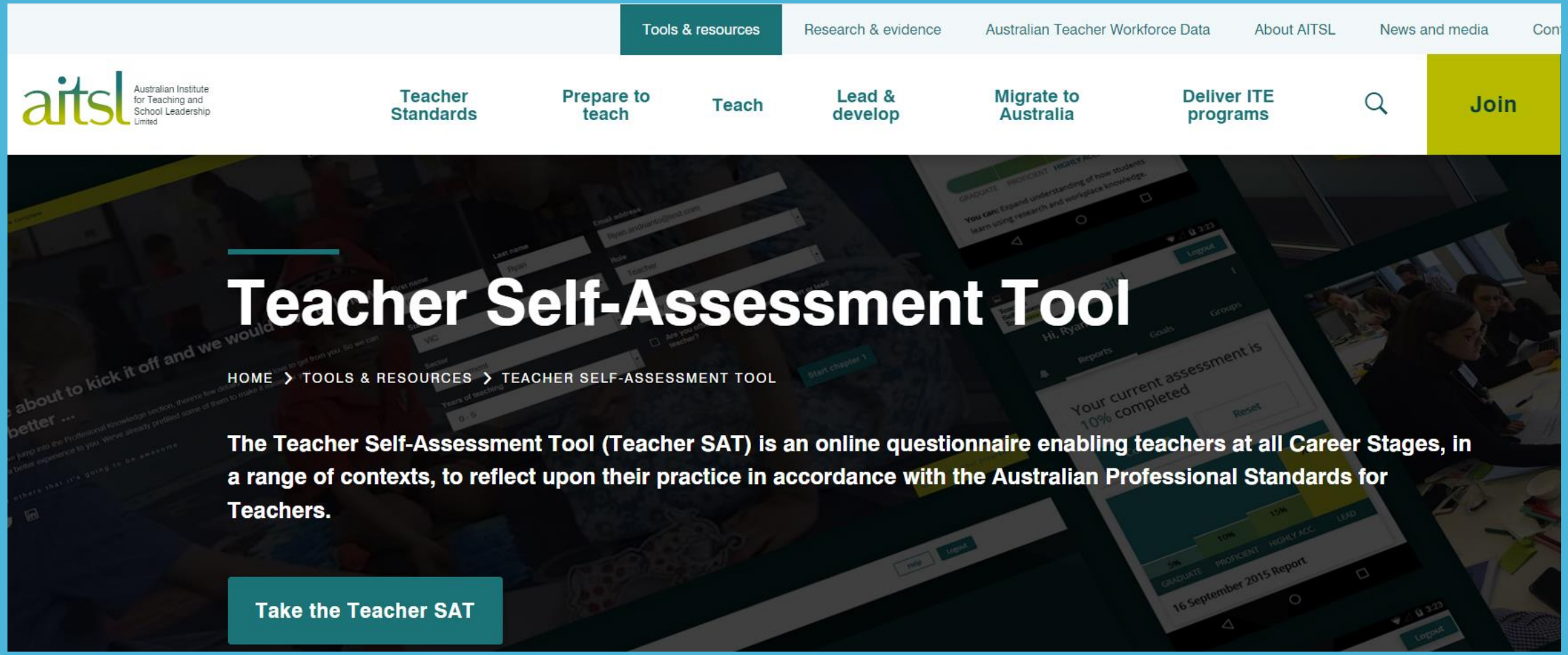
澳大利亚：教师专业标准

Australian Professional Standards for Teachers



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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	▪ 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 ▪ 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	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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	▪ can give correct models of language form and usage ▪ can give answers to language queries that are not necessarily complete but that are appropriate	▪ can give correct models of language form and usage for the level except at advanced levels (C1-2) ▪ can give answers to questions about the target language	▪ 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	▪ 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	▪ 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	▪ 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	▪ can organize computer files in logically ordered folders	▪ 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	▪ can use software for handling images, DVDs, and sound 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	▪ 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

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欧洲：教师专业能力描述表

The European Profiling Grid (EPG)

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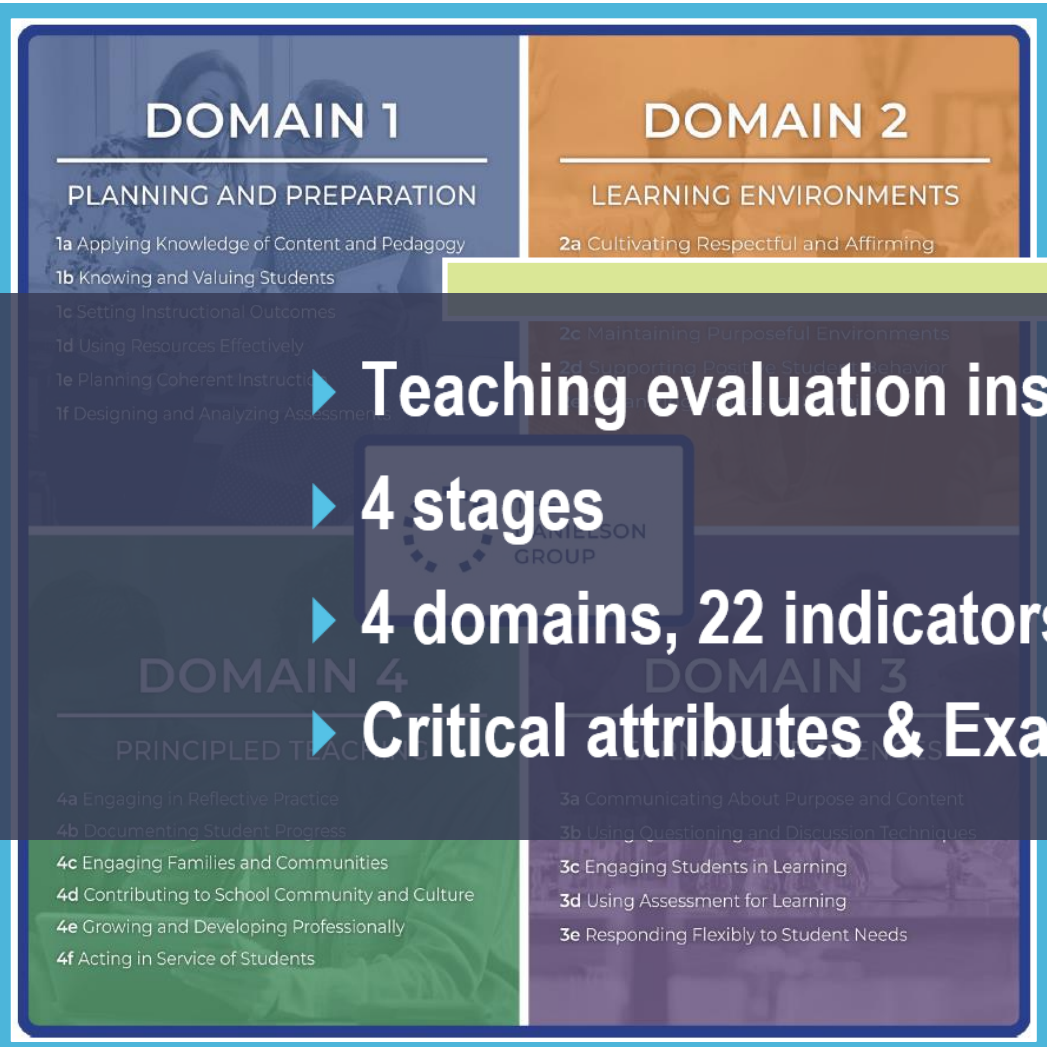
美国：丹尼尔森教学框架

Charlotte Danielson's Framework for Teaching



Unsatisfactory	Basic	Proficient	Distinguished
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teachers' understanding of content and pedagogy partially supports student learning of the content.	The teachers' understanding of content and pedagogy supports student learning of the content.	The teachers' understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Disciplinary Expertise			
Planning and preparation include content errors or demonstrate lack	*Planning and preparation indicate partial understanding of the concepts of the discipline and their relationship to one another.*	*Planning and preparation reflect solid understanding of content and the structure of the discipline being taught.*	*Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.*
Pedagogical Content Knowledge			
Lesson and unit plans lack consideration for prerequisite knowledge	*Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge*	*Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate*	*In lessons and units planned or adapted, instructional strategies and representations of content are chosen wisely and explicitly for their suitability to the content and their ability to foster high-levels of intellectual engagement, skill development, and critical thinking.*
Knowledge of Interdisciplinary Relationships and Skills			
No interdisciplinary relationships are identified in plans or preparation.	*Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.*	*Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills to be explored and their real-word application.*	*Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.*

- Teaching evaluation instrument in the US
- 4 stages
- 4 domains, 22 indicators, 75 elements
- Critical attributes & Examples of teaching behaviours

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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 components is presented on two pages.

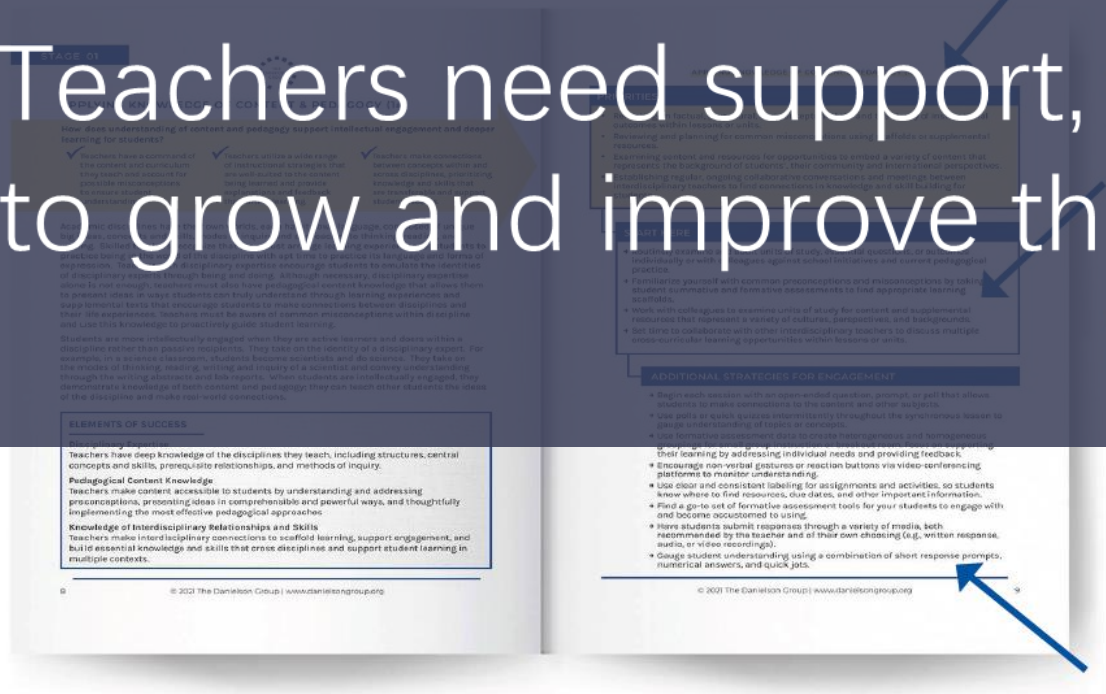
The first page is descriptive and explains the component, including the elements of success that help define the component.

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.

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.



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

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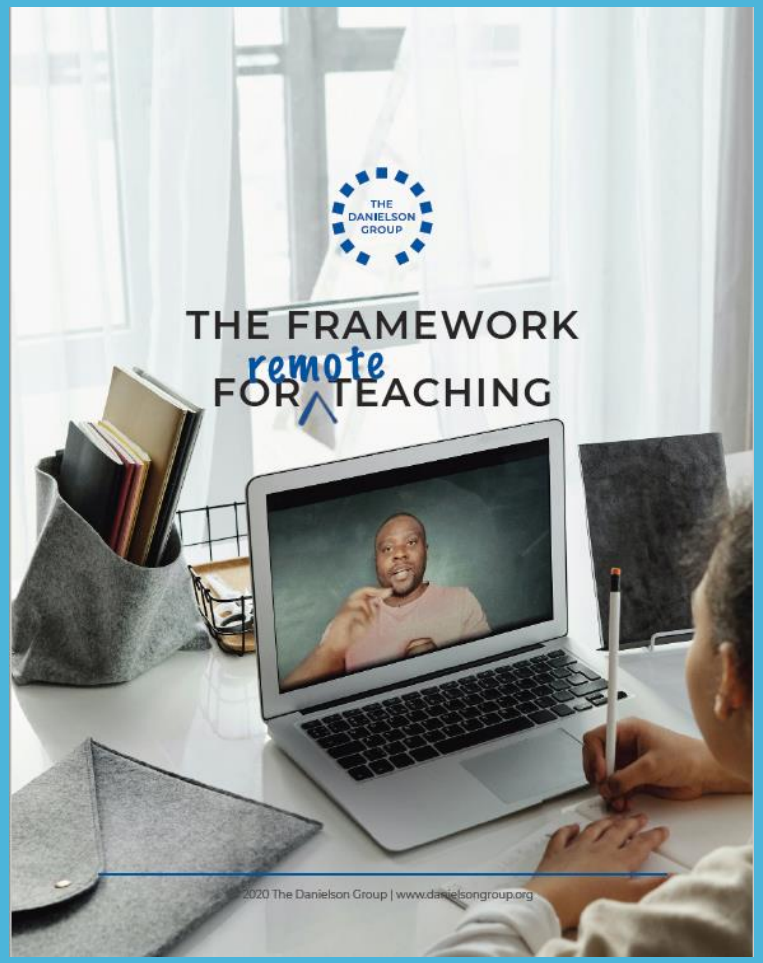
信息技术辅助教学

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 & managment skills
- Communication skills
- Facilitative skills
- Technological skills
- Innovation and entrepreneurship skills
- Social and emotional intelligence

A Teacher Education Model for the 21st Century

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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

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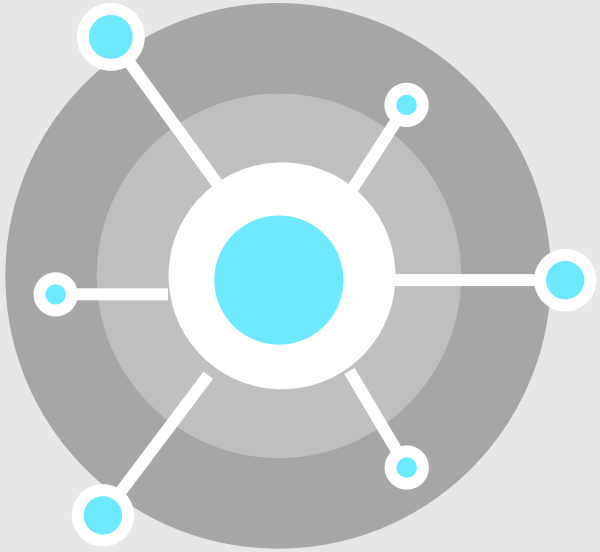
教师发展框架调研

Review of Teacher Development Frameworks

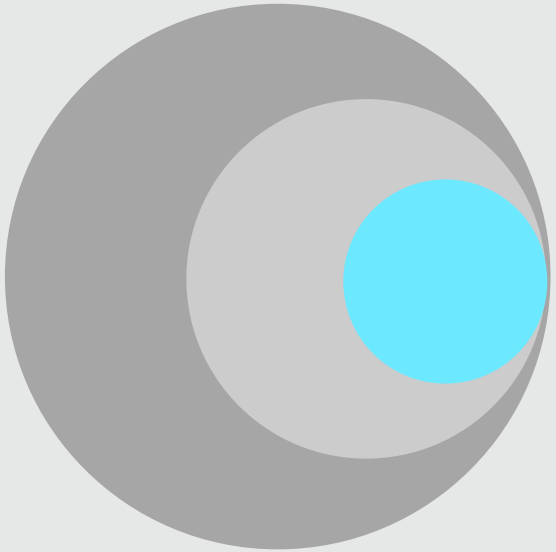
发展方向

PD Track



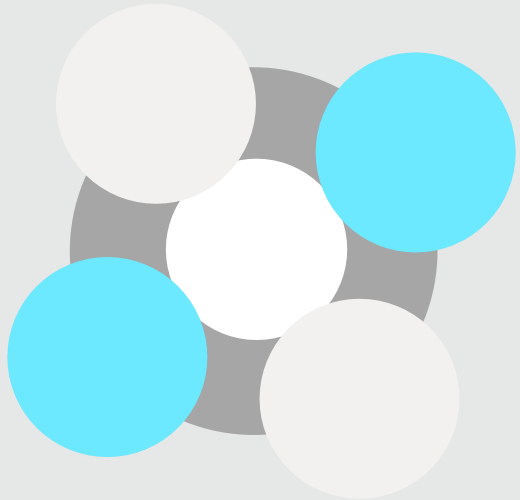
聚焦人群

Focus Group



应用方式

Application



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PART 3 | Training Practice

Develop Teachers

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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

tes GLOBAL

curee

UCL Institute of Education

Durham University School of Education

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).

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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

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PDQs

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**

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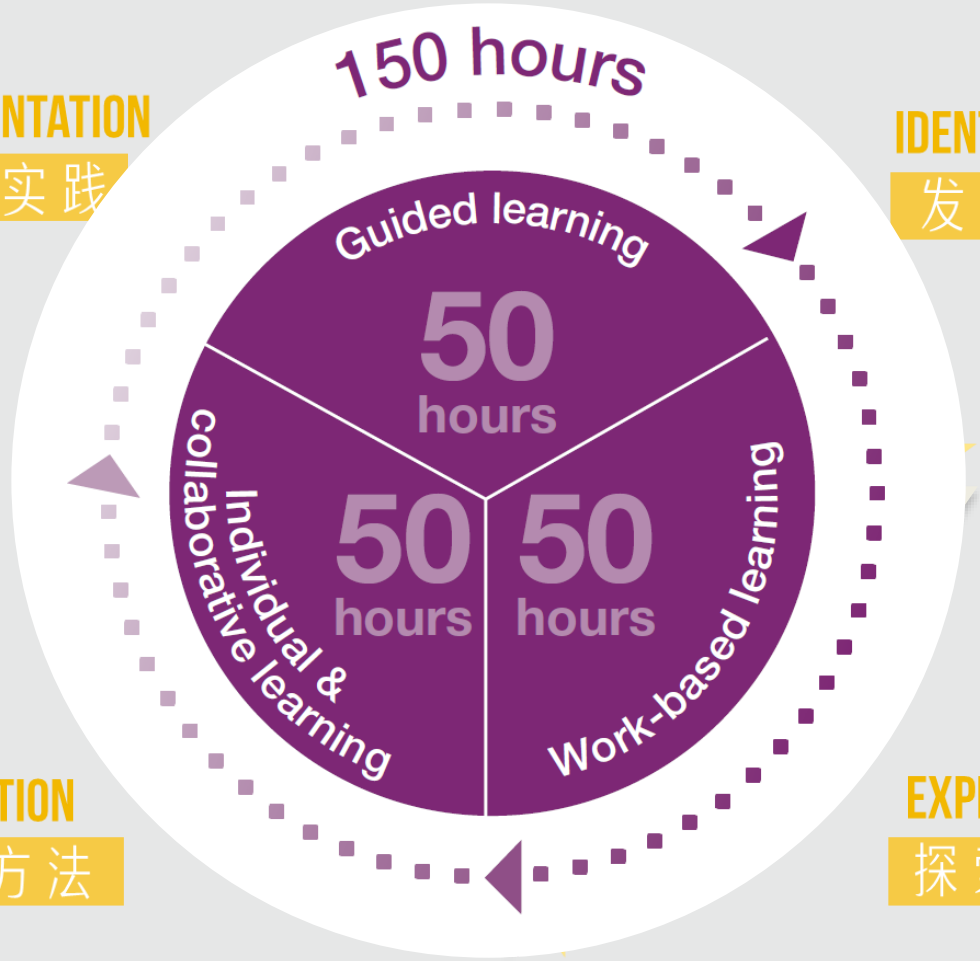
教师发展课程周期与频率

Duration and Frequency of PD Courses



Kolb经验学习圈(1984)

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PDQs

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.

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教师发展活动形式

Other PD Activity Models

Interactive Online Courseware

Asynchronous

Face-to-face Workshop

Synchronous

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

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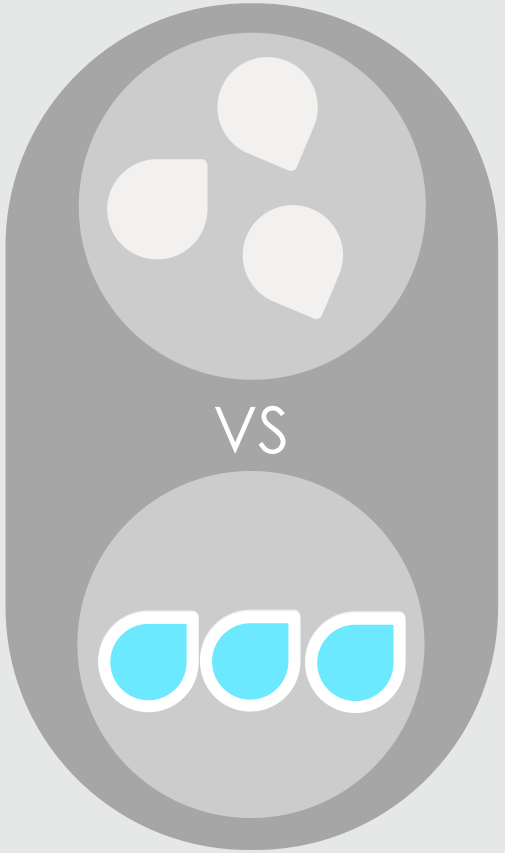
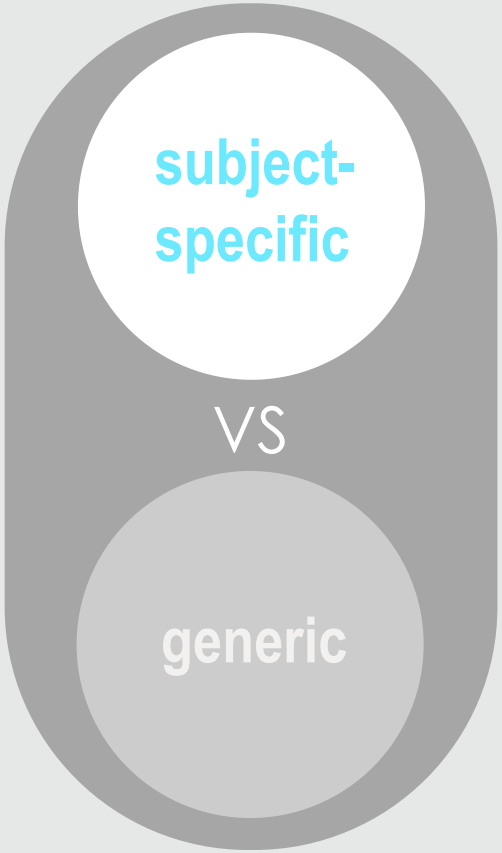
培训设计

Design



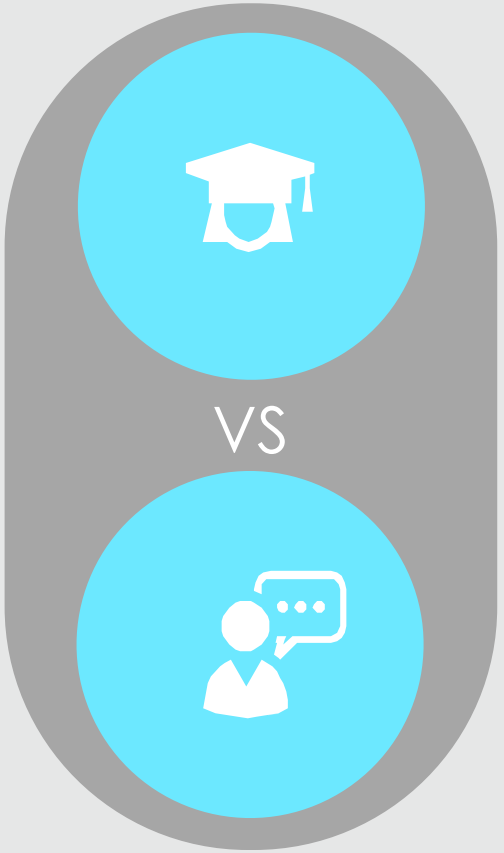
培训内容

Content



培训理念

Rationale



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Building a culture of learning in a school

Teachers' perspectives

What do teachers want?

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Thank you!

FENG Li (Miranda)
International Educational Group, Beijing Foreign Studies University