



Cambridge Assessment
International Education

Exploring the Cambridge Teacher and School Leader Standards

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Last year...

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>

KWL

On your flip chart:

- ▶ What do you **Know** about the Standards?
- ▶ What do you **Want** to know?

- ▶ And later ... what have you **Learnt**?



The RAG grids



Using the Standards to reflect on your teaching and leadership

Background

You can use our Teacher and School Leader Standards to manage your development by reflecting on your strengths and needs and identifying your priorities for improvement in teaching, learning and leadership. You can do this using our 'RAG' tool.

How will this help me?

'RAG' stands for **R**ed **A**mber and **G**reen - as in traffic lights. The traffic light rating system is a well-established and effective approach. It allows you to judge reasonably quickly how you think you are doing and to indicate this by selecting:

- R** for Red - needs attention
- A** for Amber - can be improved
- G** for Green - going well

This RAG tool will help you to evaluate how you are doing by giving you relevant questions to focus your thinking about a particular standard. It also gives you some real examples to help you visualise what the standard looks like in practice.

You will find the tool useful personally to:

- gauge how you feel about your own development
- consider where you are now and where you would like to be
- discuss your development goals with your mentor or colleague

How does it work?

The RAG grids are in Word for ease of use and the zip files contain all the grids for Cambridge Teacher or Cambridge School Leader organised into folders by Standard.

In the grid for each standard statement you will find the following sections:

- The statement
 - as specified in the Cambridge Standards
- Ask yourself
 - the key questions for you to consider
- How do you know?
 - examples of what you can look for.

RAG rating allows you not only to pinpoint but also to see how you are doing overall. So on the grid for each question and/or overall you can RAG rate, and you can compare your RAG rating for one statement with another. Do this in the box provided on the grid with colour, tick, symbol, or whatever works for you.

You can use the RAG tool for a particular standard statement, standard, or a number of standards. It is up to you given your needs and your context. You do not need to consider all of the standards, and certainly not all 'in one go'.

Remember, this versatile RAG tool and the Standards themselves are designed to help you develop. The RAG tool is useful to start your thinking about where you are in relation particular standards. You will then want to consider this in depth, asking

[Using the standards to reflect on your teaching and leadership](#)

RAG grid example

STANDARD 5 Implement effective planning, teaching, learning and assessment practice

5.4 develop new learning by building on students' previous knowledge, and provide opportunities for the new learning to be applied so the required learning outcomes are met and progress in learning is sustained			
<i>Ask yourself:</i>	R	A	G
<ul style="list-style-type: none"> Do I plan lessons that clearly show how I will check what my students know already and that they have clear understanding on which they can develop new learning? Do I find out what my students already know, using a variety of teaching and learning strategies and particularly at the start of a lesson, so it can be used to develop their new learning? When I explain the new topics for learning to my students, am I clear and do I demonstrate links with their previous learning across the curriculum and real-life situations so the new learning is meaningful? Do I provide opportunities in lessons for my students to apply their new learning, sometimes in different contexts, so the required learning outcomes are met and my students continue to make progress in their learning? 			
<i>How do you feel you are doing overall?</i>			
<i>How do you know?</i>			
e.g. <ul style="list-style-type: none"> My lesson plans have clear and well-defined links to the learning objectives/outcomes and to my students' previous learning, and they show how my students will engage in a variety of activities or tasks so they can apply their new learning I use different teaching and learning strategies to find out what the students already know, usually at the start of lessons or when the new learning is being introduced I regularly reflect on my practice to evaluate how effective this has been, asking myself what did my students learn and how do I know I obtain lesson observation feedback from colleagues so that I can discuss how effective I am in <ul style="list-style-type: none"> finding out what my students already know using their existing knowledge and understanding to develop the required new learning providing opportunities for students to enable them to apply their new learning. 			

Case Study #1 - Angola



- ▶ School Type: CIS, Secondary
- ▶ Central Issue: due to management changes, Cambridge teaching department is made up of 25 teachers – 17 of whom have no teaching qualification
- ▶ Use of the Standards: used the wheels to determine the areas of focus and the grids to hone in on support needed
- ▶ Outcome: school instigated a Cambridge PDQ Programme
- ▶ Next Steps: to commence PDQ programme and measure the impact against the Standards baseline

Case Study #1 - Zimbabwe



- ▶ School Type: Prospect School, Secondary
- ▶ Central Issue: some help needed to improve the quality of teaching and learning prior to starting the Cambridge curriculum
- ▶ Use of the Standards: used the wheels to determine the areas of focus and the grids as a diagnostic tool to allow them to focus their professional development needs
- ▶ Next steps: teachers to complete the grids and the analysis will reveal next steps. Will suggest linking to School Leader Standards

Case Study #1 - Leadership

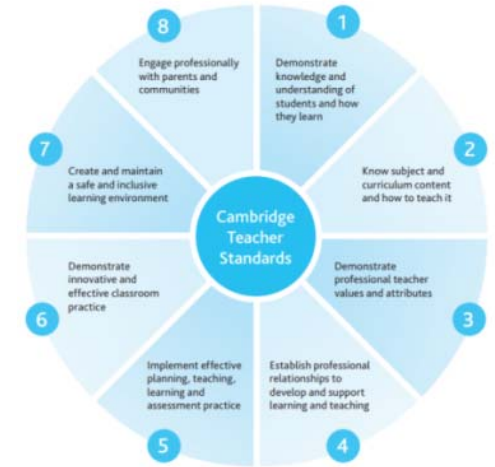
- ▶ School Type: Prospect School, Primary
- ▶ Central Issue: No suitably qualified Head Teacher
- ▶ Use of the Standards: using the wheels and the grids to help them devise a job description, interview questions and selection criteria for interview
- ▶ Next steps: interview!



Over to you...

Activity One

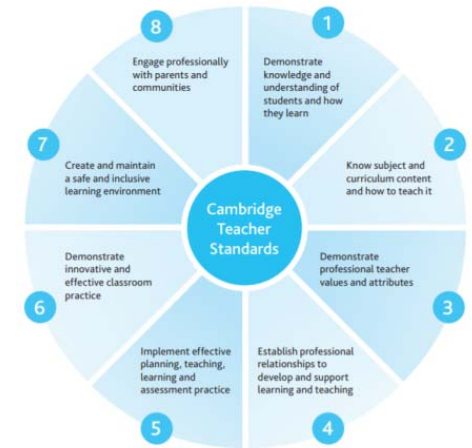
- ▶ If you are in a school group, do work together. Otherwise, pair up
- ▶ Using one or both of you as a case study:
 - ▶ read Standard 6 in the Teacher and School Leader Standards (they are to do with evaluating impact 😊)
 - ▶ Focus in on 6.4 and 6.5 of the Leader Standards and 6.6 of the Teacher Standards
 - ▶ Identify a potential issue or opportunity for improvement that resonates with these Standards at your school.
- ▶ Begin to complete your own Action Plan



Over to you...

Activity Two

- ▶ Now look at the RAG grids associated with Standard Statements 6.4 and 6.5 of the Leadership Standards and 6.6 of the Teacher Standards
- ▶ Which of these would be most useful in helping to clarify your issue? What data do you think you will get back? What decisions will it help you to make?
- ▶ Update your Action Plan



Over to you...

Activity Three

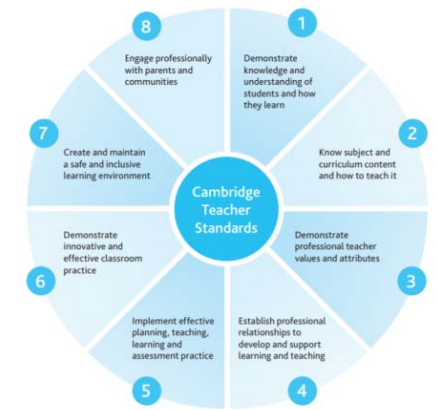
- ▶ Now make connections:
- ▶ if you have focused on the Leader Standards, how might the information you collect impact your teachers? How could you use the Standards to support this process?
- ▶ If you have focused on the Teacher Standards, what implications might your findings have for your school leadership? How might you suggest they use the Standards to support this process
- ▶ Update your Action Plan



Over to you...

Activity Four

- ▶ And finally... once your chosen intervention(s) are in place, how will you continue to use the Standards to ensure continuous improvement?
- ▶ Update your Action Plan



Next steps...

Return to your flip chart:

Earlier you identified:

- ▶ What you **Knew** about the Standards
- ▶ What you **Wanted** to know

- ▶ And now ... what have you **Learnt**? And perhaps, what will you do differently as a result?



Finally

Stay in touch – we're keen to continue to develop and continue to support the Standards and their use and we can only do that with your help.

We'd love to showcase more case studies so do leave your details if you're interested in being involved.





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Thank you
Any questions?

