



Cambridge International Certificate/Diploma in Teaching and Learning

Two essential principles underpin the design of the qualifications: effective teaching and effective professional development. Research indicates that effective teaching is the most significant positive factor contributing to students' development. The quality of a school or school system depends on the quality of its teachers and their teaching.

The Cambridge Teacher

confident

responsible

reflective

innovative

engaged



Why Choose Cambridge PDQs?

Cambridge Professional Development Qualifications (PDQs) provide a strong framework to support the effective continuing professional development of candidates.

They help candidates to:

- engage critically with relevant concepts, principles, theories and best practices from around the world
- apply new ideas and approaches in reflective practice in their own teaching and learning context
- formatively evaluate experiences to plan further development
- transform the quality of teaching and school leadership to improve the outcomes of students.

Cambridge PDQs are designed to be integrated into schools' professional development planning, activities and culture. They help schools to improve through cost-effective, sustainable programmes that benefit teachers and their students.

Entry Requirements

Candidates need to:

- be a full- or part-time teacher employed in an educational institution such as a school, college, university, or adult training centre.
- teach in their current school over a full academic year, for a minimum of 24 weeks and a minimum of six hours per week.
- be responsible for planning, teaching and formatively assessing groups of learners.

Language Requirements

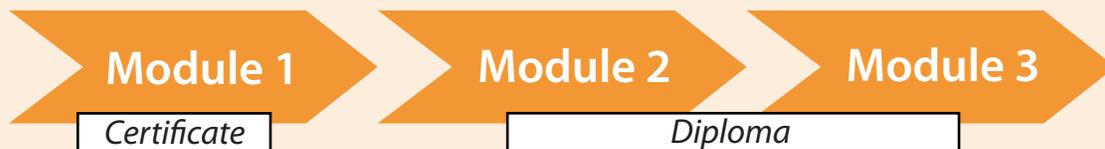
Candidates are required to have sufficient competence in English to participate in the qualification.

Candidates should have English language competence comparable to **Level B2** in the **Common European Framework of Reference for Languages (CEFR)**. This framework is provided by the Council for Europe. Further details can be found on the Council's website at http://coe.int/t/dg4/education/elp-reg/cefr_grids_EN.asp

We recommend a minimum requirement of 5.5 on the International English Language Testing System. See www.ielts.org/ for more details.

Qualification Structure

Module 1 can be taken on its own as the Certificate. Candidates can then progress to Modules 2 and 3 to complete the Diploma.

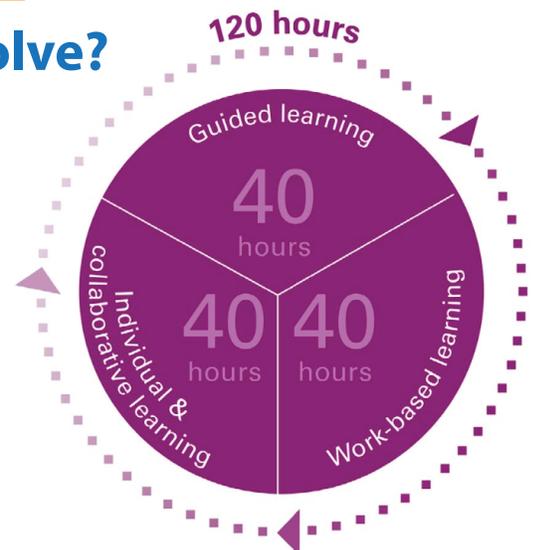


120 hrs/4 months per module

What does the Certificate/Diploma involve?

A typical Certificate or Diploma programme run by a Cambridge Professional Development Centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their schools.

The programme is planned by the centre's programme leader and team as a coherent sequence of learning over time, with a variety of elements.



Certificate Course/Module 1

Unit 1

Understanding principles of learning and teaching

A: Explain their understanding of the concept of learning and how people learn.

B: Review teaching methods and learning activities they use in their practice that engage and motivate students to learn.

C: Explain their understanding of the term 'assessment' and its purposes.

D: Identify and explain key features of what they think makes an effective lesson, and evaluate the impact any new learning will have on their future professional practice.

Unit 2

Teaching an effective lesson

E: Plan a lesson that has clear aims and objectives and a coherent structure.

F: Teach a lesson using active learning approaches to engage and motivate students to learn.

G: Teach a lesson in which students' learning is regularly checked at suitable stages using appropriate formative assessment methods.

H: Evaluate a lesson using feedback from their mentor and their own reflections to inform future practice.

Unit 3

Facilitating active learning through effective teaching and assessment

I: Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.

J: Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.

K: Teach lessons using formative assessment methods to support and monitor the students' learning.

L: Evaluate lessons to identify strengths and areas for further development in classroom practice.

Diploma Course

Module 2

Teaching and learning in action

M: Plan a coherent scheme of learning that meets both curriculum and student needs.

N: Plan lessons that have a clear purpose, a coherent structure, clear links to previous learning and are inclusive.

O: Teach lessons that are inclusive and aim for full participation of all students in their classroom.

P: Teach lessons that are well managed using a variety of strategies mainly based on active learning approaches.

Q: Teach lessons using formative assessment methods and feedback that progresses student learning.

R: Evaluate lessons to determine the impact recent developments in teaching practice have had on the students' learning.

Module 3

Developing professional practice

S: Use reflective thinking skills to identify effective aspects of classroom practice and those that require further improvement.

T: Carry out a practitioner inquiry to change and improve own teaching practice.

U: Plan and teach a lesson specifically designed to improve an aspect of classroom practice.

V: Analyse and evaluate learning concepts, theories and research literature that inform understanding of actual classroom practice and how it can be improved.

W: Analyse feedback and data collated from different sources to inform reflective practice.

X: Critically evaluate what impact a change in classroom practice has had on own teaching practice and student outcomes as a result of practitioner inquiry.

Assessment criteria

Candidates will be graded for each module according to the following criteria, applied to the portfolio of evidence as a whole:

- 1 Understanding teaching and learning.
- 2 Developing thinking and practice.
- 3 Analysis and discussion.
- 4 Communication and presentation.

To achieve a Distinction in the Diploma, a candidate must achieve Distinction in at least two modules.

Quality Education Asia will provide the candidates guidance and support throughout the course. It will provide mentors to each candidate and arrange for guided learning sessions. The e-portfolios and assessment evidences will be reviewed by the QEA experts and then will be sent to Cambridge.

Duration of the Programme

Certificate Course: 4 Months

Diploma Course: 12 Months

For Participants outside Delhi- NCR: The Guided Learning sessions will be conducted through Virtual Classrooms.

For Participants in Delhi- NCR: The Guided Learning sessions will be conducted at QEA Centre for Learning at Noida

For Schools: If a school provides 15 teachers or more for the course, the guided learning sessions will take place in the school itself.

Please note:

To enroll for the course, write to us at qualityeducation.asia@gmail.com. Registration form will be sent to you upon knowing your interest.

For any queries directly speak to the Programme Co-ordinator: Ms. Sharankhala Shankdhar @ 8755189971.