



**Cambridge Assessment  
International Education**



# Cambridge Professional Development Qualifications

Enhancing teaching and  
leadership practice to  
improve student outcomes

**Cambridge  
Pathway** 

Learn • Discover • Achieve

## Contents

Why should I choose Cambridge Professional Development Qualifications? .....	1
What are the features of Cambridge PDQs? .....	2
What are the impacts of Cambridge PDQs? .....	4
How do we become a Cambridge Professional Development Centre? .....	6
What is involved in becoming a Programme Leader? .....	8
What do candidates feel about Cambridge PDQs? .....	9
What are the benchmarks for Cambridge PDQs? .....	10

## About us

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

We believe that supporting teachers and school leaders in their professional development leads to improved outcomes for students. Good quality training and reflective practice are essential parts of teachers' and leaders' professional lives.

# Why should I choose Cambridge Professional Development Qualifications?

The most important factor in the quality of students' learning is the quality of teaching and school leadership. Well-designed, systematic and effective professional development is key to improving this quality.

Cambridge Professional Development Qualifications (Cambridge PDQs) are one of a number of routes we offer teachers and leaders to enhance their professional practice. They are based on international best practices and research evidence about the kinds of professional learning that have real impact and value.

## Cambridge PDQs help practising teachers and leaders to:

- **engage critically** with relevant educational theories and concepts
- **apply** new ideas and approaches in their own practice
- **make** their students' learning more active and successful
- **reflect** on and share experiences purposefully.

## Cambridge PDQs help schools to:

- **access** quality, accredited and cost-effective professional development
- **focus** professional development on individual and school needs in their context
- **nurture** collaborative professional learning in school
- **establish** professional development as an integral part of school development.

We believe that Cambridge PDQs can transform professional learning for you and your school. Teachers and leaders achieving the Cambridge PDQ International Certificate and Diploma are gaining a valuable qualification for further professional and career development. Schools using Cambridge PDQs demonstrate their commitment to quality professional development and to raising standards.



Based on research and international **best practices**

Offered in Cambridge Professional Development Centres **around the world**

**Quality, affordable, effective** professional learning in your local context

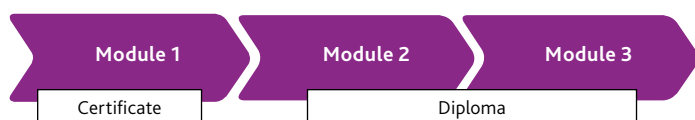
# What are the features of Cambridge PDQs?

Cambridge PDQs are relevant to all education teaching and learning contexts. They are:

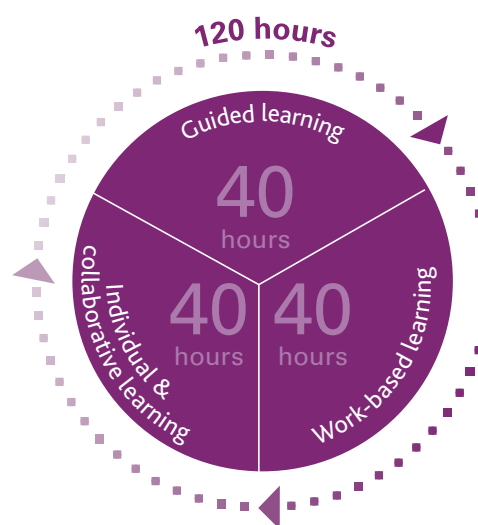
- for practising teachers and education leaders
- based on three learning and assessment modules
- assessed through candidate portfolios of evidence of practice, learning and reflection.

Cambridge PDQ programmes are quality assured by Cambridge International. They are:

- designed and run by approved Cambridge Professional Development Centres
- led by a centre Programme Leader who has been trained by Cambridge International
- made up of a blend of guided, individual, collaborative and work-based learning, all supported by school-based mentoring.



Each module involves 120 hours of learning, typically over four months to fit around a school term or semester.



To support programmes, we:

- specify clear learning outcomes, key questions and portfolio activities to frame learning
- provide guides on essential aspects and learning resources on key topics
- run regular online induction courses for Programme Leaders
- nurture the community of Programme Leaders around the world.

Cambridge PDQs develop Cambridge school leader and teacher attributes, encouraging:

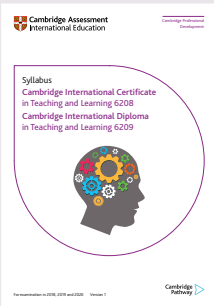
Cambridge school leaders to become more:

- Confident** in their leadership role and context
- Responsible** for the well-being, development and performance of all students and staff
- Reflective** in improving their leadership through learning, reflection and feedback
- Innovative** in addressing leadership tasks and challenges
- Engaged** in their teachers' professional development to improve student learning outcomes.

Cambridge teachers to become more:

- Confident** in teaching their subject and engaging each student in learning
- Responsible** for themselves, responsive to and respectful of others
- Reflective** as learners themselves, developing their practice
- Innovative** and equipped for new and future challenges
- Engaged** intellectually, professionally and socially, ready to make a difference.

**Learn more!** Go to [cambridgeinternational.org/pdq-programme](https://cambridgeinternational.org/pdq-programme) to find out more about the Cambridge PDQ programmes.



## Cambridge International Certificate and Diploma in Teaching and Learning

This programme will enable teachers to:

- **improve** their teaching to enhance the quality of their students' learning
- **integrate** new ideas and approaches in their own practice and context
- **focus** on developing effective and reflective practice to promote active learning.



## Cambridge International Certificate and Diploma in Educational Leadership

This programme will enable school leaders to:

- **improve** the quality of their leadership
- **increase** their understanding of successful leadership and develop their leadership skills
- **focus** on developing effective and reflective leadership practice to develop their schools.



## Cambridge International Certificate and Diploma in Teaching Bilingual Learners

This programme will enable teachers to:

- **help** bilingual learners to achieve both content and language learning objectives
- **develop** effective and reflective practice to lead learning in curricular subjects through an additional language
- **contribute** actively to the school's development of bilingual education policy and practice.



## Cambridge International Certificate and Diploma in Teaching with Digital Technologies

This programme will enable teachers to:

- **focus** on understanding the potential and use of digital technologies for best impact in teaching and learning
- **experiment and innovate** in their own context with the opportunities offered by digital technologies
- **develop** effective and reflective practice in leading learning using digital technologies.

**Learn more!** To find out more about each Cambridge PDQ syllabus, go to [cambridgeinternational.org/pdq-curriculum](https://cambridgeinternational.org/pdq-curriculum)

# What are the impacts of Cambridge PDQs?

We carry out research to investigate the impact of Cambridge PDQs on learning, teaching and leadership. What do school leaders who have introduced Cambridge PDQs feel about the experience so far? We have surveyed school leaders to ask their views.

## Impacts on teachers and teaching

School leaders report that they observe changes, highlighting improved:

- **learner-centred practice**, such as visible thinking and learning approaches
- **active learning and assessment for learning** to engage, motivate and encourage learners
- **creativity and variety**, including differentiating learning according to language needs
- **development of Cambridge teacher attributes**, e.g. enthusiasm to share ideas with colleagues.

“ With Cambridge PDQs **our classrooms have become learner-centric and vibrant, buzzing with activities** informed by the learning objectives and a variety of formative assessment techniques followed by reflection. ”

“ The classroom practice ... of Cambridge PDQ trained teachers ... has changed tremendously. **Teachers are deliberate in planning for active learning; as a result the classrooms are more engaging for the students.** The use of formative assessment as a means of monitoring students' progress is more visible. These teachers have become more reflective, they think about what they are doing and how they can improve. ”

“ There is a marked change in the teachers' ability to use language in the classroom that supports and/or builds content knowledge and learning skills. **Teachers are using a wider variety of strategies to assess, identify and differentiate learning according to the language needs of their students.** They collaborate in group projects and other activities that provide students with an opportunity to explore and/or experience their new learning. ”





## Impacts on learners and teaching

School leaders observe changes in the quality of student learning as teachers benefit from their Cambridge PDQ programme. They see improvements in learners' independence, progress and attainment, highlighting:

- **learner engagement** e.g. taking responsibility, asking questions and focusing on learning objectives
- **independence as learners**, including using success criteria, setting goals and monitoring one's own learning
- **collaboration between learners**, with students working in pairs or small groups, peer learning and mentoring
- **higher order thinking** as students think more deeply and critically, stretching themselves and actively inquiring.

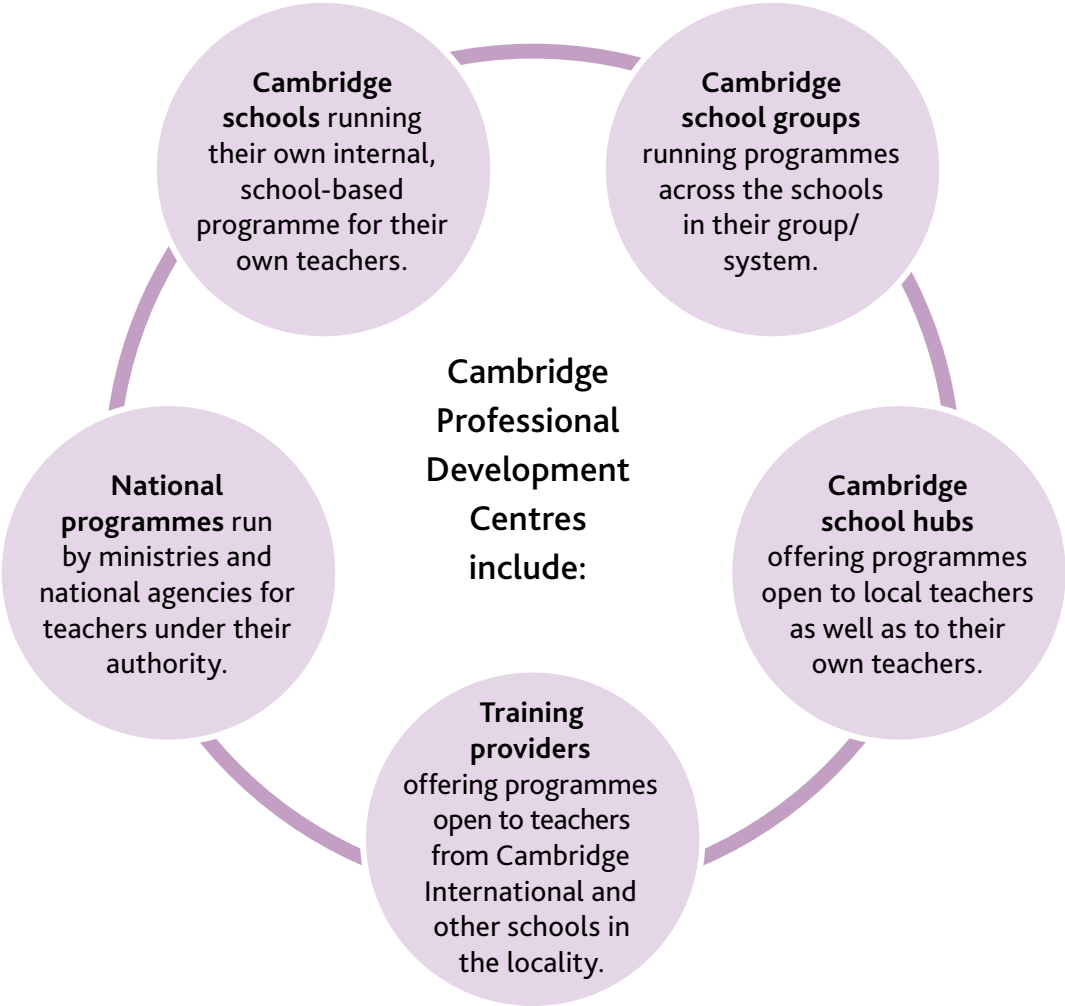
“ ... student grades have improved, but what is more remarkable ... is that **they find fun in learning now**, and their level of engagement and conceptual understanding has increased, and this has impacted on their holistic development. ”

“ Learners are more involved ... interest levels are higher. The **formative assessments ensure checks at different stages of learning** and the teacher can address issues side by side with the learner. Group and peer tasks help learners, especially the ones who need support to gain confidence. ”

“ Teachers' new understanding of how to use **formative assessment to monitor and improve teaching and learning makes [... classroom] activities ... more meaningful**. So the students peer assess, self-assess and give feedback more effectively. ”

# How do we become a Cambridge Professional Development Centre?

Through our network of Cambridge Professional Development Centres, we provide schools, leaders and teachers with local access to quality and affordable Cambridge PDQ programmes.

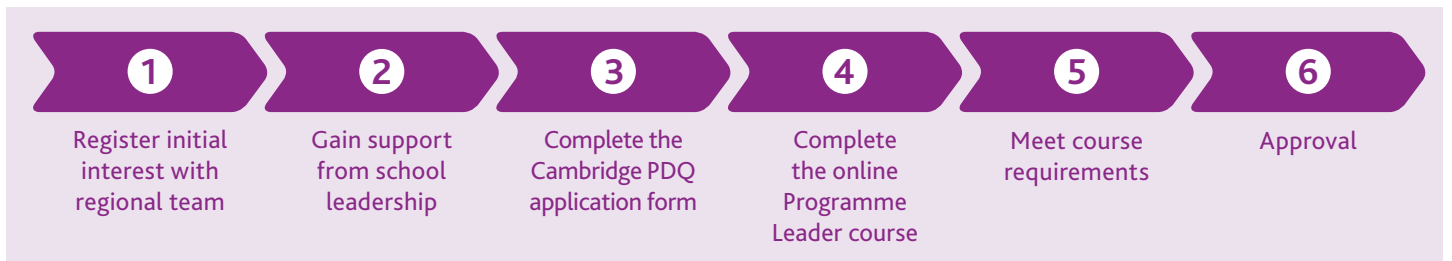






Our regional offices are responsible for planning and monitoring the centre network. They are your first point of contact if you are interested in becoming a Cambridge Professional Development Centre.

After this you will follow our approval process, which assures the quality of your Cambridge PDQ programme. This process takes approximately three months and involves the following steps:



We provide support for prospective Programme Leaders at all points during the approval process, either from our team based in Cambridge or from our wide network of Programme Leaders.

After approval we ask you to reflect regularly on your development and progress as a Cambridge Professional Development Centre, and we provide support when needed.

To find out more about how your school or organisation could offer Cambridge PDQ programmes, go to [www.cambridgeinternational.org/pdq](http://www.cambridgeinternational.org/pdq) and choose 'Become a Centre'. You will find full information about our approval process in the guide *Becoming a Cambridge Professional Development Centre*.



# What is involved in becoming a Programme Leader?

The Programme Leader is responsible for designing and managing the Centre's Cambridge PDQ programme.

- Programme Leaders need to meet Cambridge criteria, e.g. concerning their teaching and teacher development experience.
- The Programme Leader receives training from Cambridge International on an online tutored and interactive induction course. This enables them to thoroughly understand syllabus and programme requirements and successfully design their programme.
- The Programme Leader designs the programme according to the learning outcomes and assessment criteria detailed in the syllabus. They are responsible for reflecting on and reviewing the programme regularly.
- The Programme Leader works with colleagues to run the guided learning sessions and coordinate other programme elements. These colleagues will typically be:
  - **Mentors** – every candidate must have a school-based mentor. Mentoring plays a pivotal role in the Cambridge PDQ learning experience.
  - **Trainers** – who can deliver aspects of the programme.
- In the online Cambridge PDQ Programme Leader Community. Programme Leaders keep up to date with developments, share experiences, ideas and resources with colleagues, and discuss and take part in Cambridge-led events.



**Yafang Liu**

Programme Leader, Shanghai Experimental Foreign Language School, China.

“ I keep a reflective log for my programme and at the end of each cohort I plan for the whole team to get together to reflect on the programme and to work out its strengths and areas for improvement. ”



**Meenakshi Ramesh**

Programme Leader, Vaels International School, India.

“ I learnt that I need to build in trust and confidence to create a culture in which observing and being observed is seen as a normal part of the professional development process. ”



**Richard Hester**

Programme Leader, The British School in Colombo, Sri Lanka.

“ As with any good scheme of work and as any committed teacher knows, to succeed you must plan well, review often and modify when necessary; being a Cambridge PDQ Programme Leader is no different. ”

# What do candidates feel about Cambridge PDQs?



## Akosua Konadu – Cambridge International Certificate in Educational Leadership

Akosua is the Head of Primary at ICS Accra, Ghana. She wanted a programme which she could 'relate daily' to her leadership practice. She has welcomed the opportunity to collaborate and explore leadership with other school leaders. This learning community is helping Akosua to develop her reflective practice skills as she goes on to complete the Cambridge PDQ Diploma.



## Amna Waqas – Cambridge International Certificate in Teaching with Digital Technologies

Amna is a Senior Mistress in the Beaconhouse School System, Pakistan. She has been a teacher for 14 years. She was keen to 'dig deep' into how her teaching with digital technologies could transform learning for all her students. The structured reflection activities in the Certificate helped her to evaluate the teaching choices she made to help her students meet their learning outcomes more



## Yui Wei – Cambridge International Certificate in Teaching and Learning

Wei has been a teacher for three years and teaches A Level students in Mathematics at ULink College of Shanghai, China. The programme has helped him to understand how practice is related to theory as he applies new approaches to engage his students. The support of his programme mentor has been very important, e.g. their purposeful conversations before and after lesson observation.



## Ivana Barrios – Cambridge International Certificate in Teaching Bilingual Learners

Ivana teaches at the Anglo Montevideo School, Uruguay. She wanted to take part in sustained school-based professional development, not just a 'one-off training event'. In the Certificate Ivana and her colleagues could share resources, and collaborate in innovative lessons. The Certificate helped her to have the confidence to ask her learners for feedback, and this has created a culture of shared learning in the school.

These headlines reveal how much candidates such as Akosua, Amna, Wei and Ivana value the Cambridge PDQ experience. You can find the detailed case studies at <https://cambridge-community.org.uk/professional-development/candidate-case-study/index.html>



# What are the benchmarks for Cambridge PDQs?

## FHEQ levels

Cambridge PDQs are benchmarked to the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland. The FHEQ provides reference points for setting and assessing academic standards in higher education.

Cambridge PDQ Certificates are benchmarked to FHEQ Level 4 and Diplomas to FHEQ Level 5.

This means that the learning outcomes and assessment criteria fully align with FHEQ requirements, and programmes and assessments are quality assured to uphold the standards required.

Teachers and leaders achieving a Cambridge PDQ are well prepared for their next step in the professional development pathway, and their Cambridge PDQ has value as they progress to relevant higher-level programmes. It also means that authorities and institutions around the world can recognise how Cambridge PDQs relate to local requirements.

## Cambridge School Leader and Teacher Standards

Cambridge PDQs are fully aligned with the Cambridge School Leader and Teacher Standards, which define what we believe to be the key characteristics and practices of effective teachers and school leaders.

Cambridge Teacher Standards are consistent with the latest research on effective teaching and provide a benchmark for Cambridge teachers to use in the following ways:

- to evaluate current teaching practice
- to help determine and guide areas for professional development
- to understand the teaching requirements for Cambridge programmes in order to achieve the desired student outcomes.



Cambridge School Leader Standards have been developed alongside the Cambridge Teacher Standards and with the Cambridge Standards for Schools, which support schools with their self-evaluation processes. Cambridge School Leader Standards can be used by school leaders in the following ways:

- to evaluate current leadership practice
- to help determine and guide areas for professional development
- to review and identify the development needs of your senior team
- to help illustrate a leadership framework and expectations to school boards, governing bodies and parent communities.

To find out more:

[www.cambridgeinternational.org/schoolstandards](http://www.cambridgeinternational.org/schoolstandards)

“ It is the flexibility at the heart of the Cambridge PDQs that most attracted us. We are able to create programmes tailored to our own specific needs in order to develop the very best teachers and the very best leaders. ”

**Jonathan Ellams**, Director of Standards  
Parkside Federation Academies, Cambridge, UK











Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road  
Cambridge, CB2 8EA, United Kingdom  
t: +44 1223 553554 f: +44 1223 553558

[www.cambridgeinternational.org](http://www.cambridgeinternational.org)

© IGCSE is a registered trademark

Copyright © UCLES, April 2018



\*6606168356\*