

**Cambridge International  
Certificate  
for  
Teachers and Trainers**

**PLANNING**



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Dear colleague

We are very happy to welcome you to the University of Cambridge International Examinations (CIE) and to the Cambridge International Certificate for Teachers and Trainers.

CIE is the world's leading provider of international qualifications and assessments. We have a broad range of qualifications, created for an international audience, and recognised by universities, education providers and employers across the globe. As part of the University of Cambridge, CIE has a strong pedigree in development and research. We constantly review our provision and introduce new subject areas and qualifications. We also strive to improve the support we offer our network of registered Centres and utilise innovative technology for delivery, assessment and administration.

The Cambridge International Diploma for Teachers and Trainers is already proving very successful as a vehicle for continuing professional development. However we have found that many teachers and trainers and their Centres would welcome an introductory CIE qualification to help them make a strong start with their professional development journey, towards the Diploma and beyond. We have therefore developed the Certificate for Teachers and Trainers.

The Certificate for Teachers and Trainers provides a practical introduction to key issues such as active learning. It is relevant to teaching and training in all contexts. It will help teachers and trainers quickly to start updating their skills and enhancing their practice, e.g. by introducing a new approach into their teaching in a systematic, thoughtful and effective manner. The Certificate is assessed through a practice-based assignment involving three professional activities that are highly relevant not only to the individual teacher or trainer but also to her/his institution.

We have produced this Planning booklet to help Programme Leaders and their colleagues design and manage successful Certificate programmes. 'Success' can be measured in many ways. For us, the most important measure is that the Certificate should really enrich the process and enhance the outcomes of teaching and learning.

Thank you for your interest in the Certificate. We do hope that you and your colleagues will enjoy and benefit from the Certificate and we look forward to helping you along the way.

Kind regards

*The Professional Development Team*

CIE

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**Please note: to help you find the section you want easily:**

This booklet is bookmarked. You can click on the Bookmarks tab on the left hand side of the document and this will bring up a list of all the important parts of the document. Then click on the part you would like to see, and you will move there instantly.

You can also move to a particular section simply by clicking on its title on the contents page.

You can easily move back to the contents page by clicking on the page number at the bottom of the page you're on.

We hope that these facilities will make the booklet as easy to use as possible.

## INTRODUCTION

### The spirit and purpose of the Certificate

The certificate is a practice-based professional qualification. It is designed around three *Activities*:

1. Developing a new teaching approach
2. Facilitating active learning
3. Reflecting on practice.

You can think of these activities as *challenges* to practising professional teachers and trainers. They invite individual teachers and trainers to try something new ('new' in this context implies a method, activity or technique which they personally have not tried before).

The *Activities* invite initiative, offer adventure and involve *individual choice*. They encourage responsible experimentation and help to sharpen professional practice.

Using the assignment guidelines from CIE, candidates are able to develop their own practice in their own particular professional environment, reflect upon their experiences and have their work assessed against international standards.

The Certificate is *international*. The Certificate presents exciting opportunities to develop individual teaching skills and thus helps teachers around the world to advance the quality and range of their professional practice.

This is a *professional* qualification. It is based on the candidate's own current professional practice. CIE provides a stimulating and clearly set out Guide which trainers and candidates can use and enjoy. On the Resources List we recommend brief readings and web-based resources which Programme Leaders and candidates will find useful – and of course you can add to these as appropriate.

CIE has made the assessment scheme for the Certificate as straightforward as possible. This is set out in the syllabus and is designed for ease of access and operation.

It is for candidates to select the three Activities which they will design, develop, carry out and reflect upon. This will involve brainstorming of ideas, decision-making, design, action and evaluation. We feel strongly that these are best considered with other professionals – colleagues, trainers, observers and fellow candidates – supportive critical friends who are integral to the Certificate experience.

Programme activities, structures and schedules are the responsibility of individual Centres. This Planning booklet looks at major *training issues* for the Certificate such as the sequence of Centre planning, learner needs, and trainer roles. It also presents two models for programmes and a case study of what the Certificate can involve for a candidate.

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## SECTION 1

# How the Certificate for Teachers and Trainers works



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## Functions of a Certificate Centre

Centres are responsible for

- Ensuring the quality of professional development experiences and programme(s) leading to the Certificate.

*The Centre provides the Certificate programme – which may involve some support from external agencies e.g. a local teacher training institution. We encourage Centres to use the resources from CIE as much as possible.*

- Providing the personnel who design and manage the Certificate programme, and who train candidates in the skills and knowledge required by the Certificate.

*While the roles need to be clearly defined (e.g. the Programme Leader), we do not expect these to be full-time. Members of the team involved with running the Certificate can have more than one role to play, e.g. the same person may be involved as trainer and as performance observer.*

- Giving appropriate support to candidates as they prepare assignments for the Certificate.

*Support needs to be both to the group and to individuals, making the most of the experience, expertise and interests of staff within the Centre and the opportunities in practice for learning from each other.*

- Managing sufficient and appropriate facilities for the Certificate programme.

*Given the size of the Certificate group in the Centre and mode of operation, these facilities need to meet the needs of candidates and trainers, e.g. a learning environment which accommodates active learning using a range of approaches.*

- Following the administrative procedures required by CIE for the Certificate.

*CIE gives clear instructions and the Centre needs to ensure that candidate entries and assignments are completed and submitted according to these guidelines.*

## Centre eligibility

The Certificate for Teachers and Trainers can only be run at Centres that have fulfilled CIE's requirements and received confirmation of their eligibility from CIE.

We expect Centres expressing interest in becoming Certificate Centres to have thoroughly read the information about the Certificate available on the CIE website, such as the FAQs and the documents on the Resources page e.g. the syllabus. Please check the appropriate pages linked to

<http://www.cie.org.uk/qualifications/teacher>

Once you have expressed your interest in offering CIE's Professional Development Qualifications, e.g. by completing and submitting the online enquiry form, you will be contacted by our Centre Support team with more details on how your Centre can become eligible. To summarise the process:

- A specific eligibility questionnaire will be sent to you by email asking for details on how you propose for the qualification programme to be run at your Centre.
- You should nominate one Programme Leader who will need to complete and submit the questionnaire to CIE.
- Based on the information provided in the questionnaire CIE will make a decision on your application to offer CIE's Professional Development Qualifications. You may be asked to provide further information at this point and revise and resubmit the eligibility questionnaire.
- You will be notified in writing that your Centre is granted provisional eligibility to offer CIE's Professional Development Qualifications. You will also be sent information on how the nominated Programme Leader should enrol on the Programme Leader Online Self-Study Course.
- On successful completion of the Programme Leader Online Self-Study Course, you will be notified in writing that full eligibility has been confirmed for your Centre to offer CIE's Professional Development Qualifications. Your Centre will then be able to make assessment entries and supporting resources will be made available on CIE Direct.

Institutions wishing to gain eligibility to become Certificate Centres need first to have completed their Centre registration. Please see

<http://www.cie.org.uk/aboutcie/centres>

The following diagram summarises the key steps in becoming a Centre for the Certificate.



## Certificate Resources from CIE

CIE provides the following resources for the Certificate

<i>Resource</i>	<i>Purpose</i>
SYLLABUS	Sets out the performance standards and assessment guidelines
SAMPLES	The sample assignment extracts indicate the nature of the evidence for assessment
PLANNING	This booklet provides guidance on how to design and manage a Certificate programme
GUIDE	Provides learning materials for use in programmes
MANUAL	Sets out the administrative procedures to be followed
TOOLKIT	Contains assignment template, entry sheet and forms to be used in administration

The documents are made available stage by stage, to coordinate with the process of Centre eligibility and programme leader training, as follows:

### Stage 1 (Centre interest and application)

On CIE's public website, at

<http://www.cie.org.uk/qualifications/teacher/level1/teachtrain/index.html>

- You will find the *syllabus*, *planning booklet* and *resource list*.

### Stage 2 (Provisional eligibility and Programme Leader training)

- On the online course for Programme Leaders, as well as working with this Planning booklet, you will be introduced to key points in the *Guide*, the *Manual* and the *Toolkit*.

### Stage 3 (Confirmed Centre eligibility and Programme Leader accreditation)

- On CIE Direct, you will find all the current versions of the Certificate documents in the Support Materials folder for the Certificate.

The Guide provides advice and guidance on key points in the syllabus, readings, and case studies.

We have made sure the Guide corresponds to the syllabus and the assignment, and is easy-to-use and useful for candidates and trainers. We recommend you make as much use of the materials in the Guide as possible. The materials are generic in nature. You will adapt these materials where necessary for your context and for the needs of your candidates.

The Resource List recommends a small number of readings and websites, which we think are generally relevant. As an introductory programme, the Certificate should involve an appropriate, manageable amount of time for the candidate in reading, research and reflection.

We assume you will also yourselves develop and provide suitable professional development materials and activities, to blend with the CIE resources. You will already have your own resources to hand and can develop new resources as necessary. We encourage you to be creative in finding and developing your use of resources.

Please make sure you and your candidates are thoroughly familiar with the **syllabus** and the **assignment template**. The syllabus is the prime resource for the Certificate. The syllabus and assignment template are the universal constant reference points for everyone involved in the Certificate.

## The Certificate route map

While each candidate's and Centre's journey to the Certificate is going to be in some way(s) special and unique, there are essential milestones for all to pass on their journey.

These are, in sequence:

1. Becoming thoroughly familiar with the Certificate syllabus and its requirements.
2. Planning and preparing the Certificate programme that is best for the Centre and its candidates.
3. Carrying out this programme, making the most appropriate use of the materials in the Guide and combining these with activities and resources developed and provided by the Centre.
4. Completing, submitting and passing the Certificate assignment.
5. When the assignment has been completed successfully, CIE issues certificates, stating the grade achieved (Pass or Distinction).
6. But certification is not the end of the journey, either for the individual or the Centre. The next milestone is evaluation – of the individual experience of the Certificate, of the effectiveness of the Certificate programme as currently designed, and of the way in which it is managed.
7. Evaluation thus leads on to the next round of professional development – for the individual the most appropriate next step in continuing professional development and for the Centre the start of a new (and improved) Certificate programme.

The following diagram presents this route map for the Certificate journey.





## **Programme Leader – profile and role**

Every Certificate Centre must have a **Programme Leader**. Through the online self-study course provided by CIE, s/he will receive training and be accredited as a programme leader for the Certificate. This is to help ensure that each and every Centre for the Certificate is upholding a consistent quality standard.

The Programme Leader in the Centre is pivotal role to the success of the Certificate programme.

CIE will communicate directly with the nominated Programme Leader in the Centre about Certificate matters.

### *Profile*

The Programme Leader should have:

- Minimum of 5 years' practice as a teacher or trainer, holding appropriate (national) qualification
- Minimum of 2 years' responsibility as a team leader for other teachers/trainers
- Current responsibility for organizing professional development activities for colleagues and/or teacher/trainers attending the Centre's programmes.

### *Role*

The Programme Leader is required to:

- Design and manage the Certificate programme(s) in the Centre so that individual and institutional needs are fully met
- Communicate all CIE information about the Certificate to candidates and colleagues involved in their support, so that they fully understand the Certificate requirements
- Coordinate candidates' professional development and their preparation of assignments to meet the performance criteria and assignment guidelines
- Ensure that the work contained in every candidate's submission is complete and authentic
- Ensure that the entry documentation is complete and correct
- Manage the attendance and work of other trainers, mentors and visiting speakers as necessary.

As you can see, the Programme Leader is not alone in the Centre – s/he is very much a team leader. In a Centre which also runs the Diploma for Teachers and Trainers s/he may be the Programme Leader in charge of the Diploma programme – but this is not essential.

Only the Programme Leader is required to complete successfully the online self-study course, and should share the knowledge gained from the course with the rest of the programme team in the Centre.

## Contacting CIE

CIE Customer Services is a team of staff dedicated to providing quick and accurate responses to customer enquiries. The team is able to receive enquiries from Centres submitted by telephone, email, fax or letter and aims to respond to all enquiries within 2 working days of receipt. Customer Services may be able to provide an answer to your enquiry immediately, e.g. if you want to know the current entry fee for the Certificate. Otherwise they will forward your enquiry to the appropriate manager in CIE, e.g. the Product Manager for the Certificate, and your enquiry will be given priority.

The Customer Services team can be contacted between 8.00a.m. and 5.00p.m. (UK time) Monday to Thursday and 8.00a.m. and 4.00p.m. on Fridays.

By telephone, CIE Customer Services should be contacted on +44 1223 553554. To help us to provide a response to your enquiry you will be asked for your Centre number, your name and the nature of your enquiry. For enquiries about the Certificate for Teachers and Trainers, please refer to the syllabus number: **8989**.

By email, Centres may send enquiries to [international@cie.org.uk](mailto:international@cie.org.uk). In order to ensure that your queries are dealt with promptly it is essential that you include your Centre number in the Subject Title of the email. You should also include the following information in the text of your message:

- Centre name and number
- Name of member of staff sending the message.

Faxes should be sent to CIE Customer Services on +44 1223 553558. You will need to provide:

- Centre name and number
- Name of member of staff sending the message.

Letters from Centres to CIE should normally be signed by the Head of Centre or designated deputy and addressed to:

Customer Services  
University of Cambridge International Examinations  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

## **Candidate registration and assignment submission**

One of the important aspects of the role of Programme Leader is to make sure that candidates are registered with CIE, and their assignments are submitted correctly according to the instructions given in the Manual and the Toolkit, e.g. assignments must be completed using the electronic assignment template provided in the Toolkit and submitted together with the candidate entry sheet via CIE Direct.

The diagram on page 21 presents an outline of the assignment submission process.

Given that these and other essential operations are carried out using information and communications technology (ICT), Centres need to have the appropriate ICT facilities for staff and candidates, and the Programme Leader, the Certificate team, and candidates should be comfortable with using ICT (but do not have to be expert users).

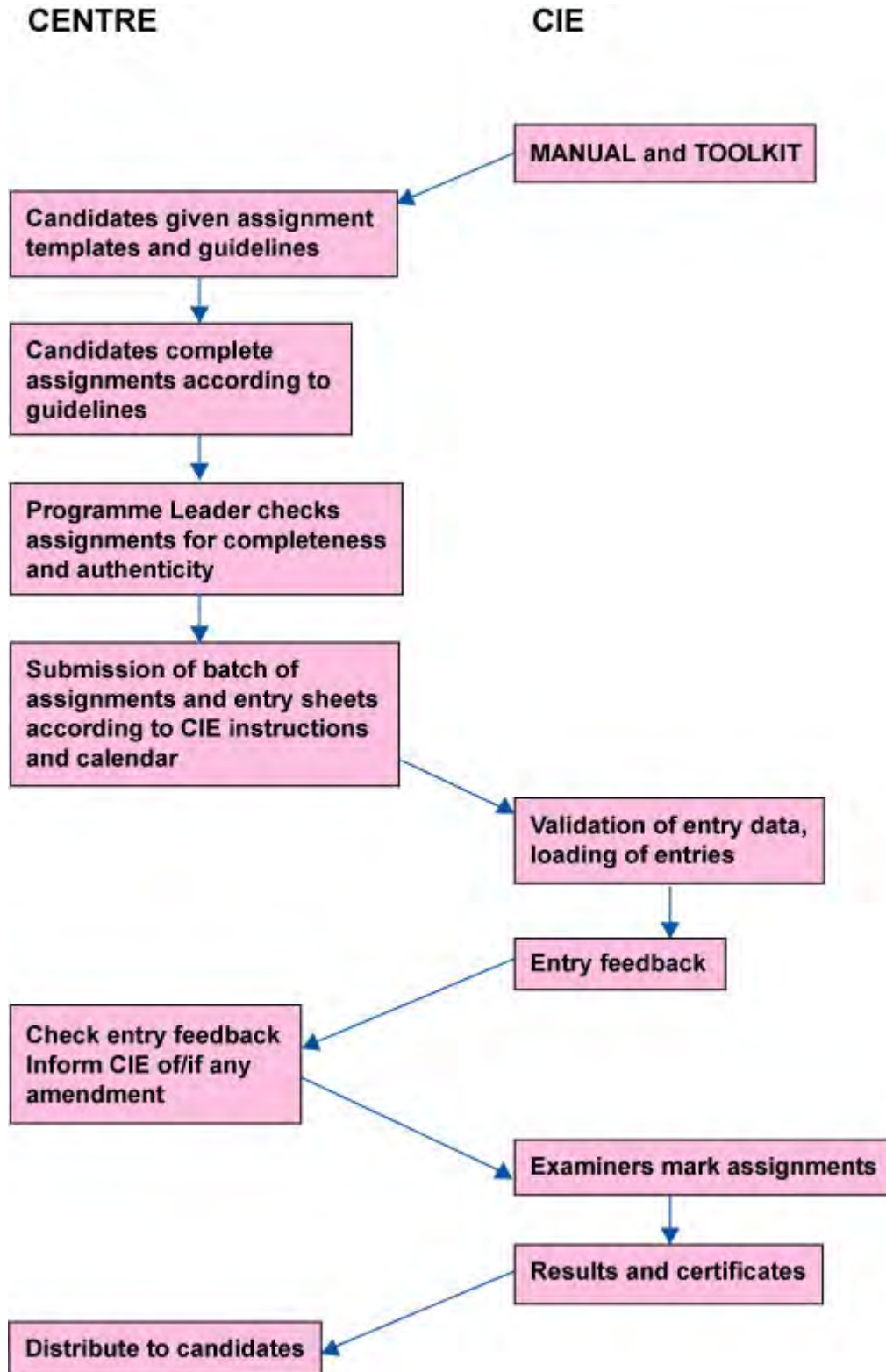
## **How the Certificate and the Diploma compare**

If you are already a Diploma for Teachers and Trainers Centre, and a Programme Leader for the Diploma, you will recognise how the Certificate works very much like the Diploma.

If you are already a Diploma Centre, extending your eligibility to the Certificate is normally straightforward. We do need additional information, using the eligibility questionnaire, about your plans for the Certificate so that we can better understand your context, e.g. your candidates.

If you are already a Diploma Programme Leader, we will not require you complete a separate Programme Leader training for the Certificate. You will be able to carry across all the expertise and experience you have with the Diploma in designing and managing a Certificate programme.

If the Certificate is your and your Centre's first experience of CIE Professional Development Certification, we will require you to undergo Programme Leader training. A benefit is that you will then be able to apply for eligibility to run the Diploma, and have the advantage of already being experienced with the Certificate and being a Programme Leader.



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## SECTION 2

# How to design your Certificate programme



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## Types of Certificate Centre

There are three kinds of Teachers and Trainers Centre eligibility.

(For ease of reference, we have assigned geometric names and shapes to these).

### 1. In-house only – the $\Delta$ Centre

- Many of our Centres are located in an individual institution, e.g. a school, college, or company, which will run the Certificate programme only for its own staff.
- For ease of reference we refer to this Centre as a  $\Delta$  ('triangle') Centre.
- A Programme Leader is nominated. The Programme Leader will be responsible for setting out, directing, arranging and administering the Certificate as indicated in this Planning booklet and as required by the Certificate syllabus.
- The Centre can design and manage its own Certificate programme for Certificate candidates perhaps based upon one of the model programmes in this Planning booklet.
- Arrangements for mentoring and pair/group work are often easier to set up in a  $\Delta$  Centre as those involved usually know and work with each other and share a common work location. There are still opportunities to break up the familiar groups (organized by subject, faculty, age or experience) and this provides different working and study relationships.
- Note, too, that there are plenty of possibilities for 'branching out'. Visits to other Centres, schools, colleges and university departments can be arranged for interested groups or individuals. There may also be great value in attending exhibitions, conferences and seminars and arranging joint working with other educational institutions.

### 2. The training provider – the $\diamond$ Centre

- Many of our Centres will run the Certificate as an external programme for teachers and trainers. These programmes may be general, so that groups are of mixed background and working context, or specialised, perhaps tailored to a particular phase of education (e.g. primary or secondary education) or industrial area (e.g. construction or health and social care).
- These programmes are commercial, the participants and/or their sponsors paying programme fees to the Centre.
- For ease of reference we refer to this type of Centre as a  $\diamond$  ('diamond') Centre.
- A Programme Leader is nominated. The Programme Leader will be responsible for setting out, directing, arranging and administering the Certificate as indicated in this Planning booklet and as required by the Certificate syllabus.
- The Centre can design and manage its own Certificate programme for Certificate candidates perhaps based upon one of the model programmes in this Planning booklet.

- The size of ◇ Centres ensures a rich diversity of Certificate candidates. This diversity almost guarantees lively responses to activities and the promise of many new friendships in the making!
- ◇ Centres can employ the full range of methods for programme implementation and may already act as storehouses of experience and expertise and valuable sources of encouragement and inspiration.
- ◇ Centres may well become pro-active in organising conferences, exhibitions and events based on and around Certificate work.

### **3. The education authority – the ★ Centre**

- A number of education authorities use the Certificate in projects for teacher/trainer professional development in institutions under their authority.
- The planning and management of the Certificate, as a key part of these large-scale and long-term projects, is particular to each project.
- For ease of reference, we refer to this type of Centre as a ★ ('star') Centre.
- Typically, CIE and ★ Centres work in partnership on the detailed planning and delivery of the Certificate in each project.

## Centre management – working as a team

- Even in smaller Centres it makes good sense for the Programme Leader to act as a team leader, however informal that team might seem to be.
- It is entirely up to you how you set up this working group, which roles you allocate to whom, and how often you meet.
- We are none of us indispensable and so it is a good idea to have someone to ‘shadow’ you who at least knows what is going on and can cover in an emergency, share some of the work and act as a source of help and advice.
- You can also identify and involve the following people/roles:

- **Trainers** with appropriate experience and skills who can lead and help with workshops and activities in the Certificate programme.

*The most experienced teachers may not necessarily themselves be the most effective trainers. Open-mindedness, ability to communicate with a wide range of people, understanding of adult learners, and enthusiasm are just as important as ‘pedagogic knowledge’.*

- **Observers** who can attend Learning Sessions as required by the Certificate syllabus, explained below on page 36 and further explained in the Guide.

*These should be senior professionals, preferably those who have undertaken this kind of task before. They need to be supportive, objective and able to provide helpful feedback.*

- **Visiting speakers** who can make presentations, stimulate discussion and respond to questions.

*Using visiting speakers is just one example of how Certificate programmes themselves should embody a wide range of teaching and learning approaches.*

- There may be other roles which are relevant to your approach to the Certificate. For example, you may decide with your colleagues that each candidate is assigned a mentor. Such a mentor will be a more experienced colleague, already having the skills and knowledge defined in the Certificate, who can provide constructive advice and guidance along the way.
- In the early stages of introducing and establishing the programme you may find yourself tackling all or most of the above roles but it will enhance the quality of the programme offered by the Centre if you can attract others to help you with your work.
- The presence of a strong team will enable you to add diversity, quality and improvements to the programme(s) you offer.

## Ten important programme planning considerations for any Certificate Centre

### 1. Access to resources

Check candidates' access to relevant professional development resources e.g. CIE resources, the Internet, PC (with Word), books and other reading matter.

### 2. Access to the programme

How easy/difficult will it be for candidates to participate in Centre-based Certificate activities? What kind of commitment will be required of them e.g. time, money, resources? Are any sources of funding available?

### 3. Times and venues

You will need to establish a time frame of training, study and activities based on your programme plan.

### 4. Travel and accommodation

Centres with candidates who are widely geographically spread will need to look at these issues. They may have a significant impact on the length and frequency of training sessions.

### 5. Supply of trainers

These may be selected, recommended or requested, volunteers or contractors but they must all be acquainted with the purpose and demands of the Certificate and the CIE standards involved.

### 6. Pace

Note that candidates may work at their own pace through the Certificate and may join your Centre at different times. So your training provision must be as flexible as possible.

### 7. Unit requirements

A performance observer is required for all three observed sessions.

### 8. Links with CIE

Don't forget our website, and follow the links provided! [www.cie.org.uk](http://www.cie.org.uk)

### 9. Programme plans

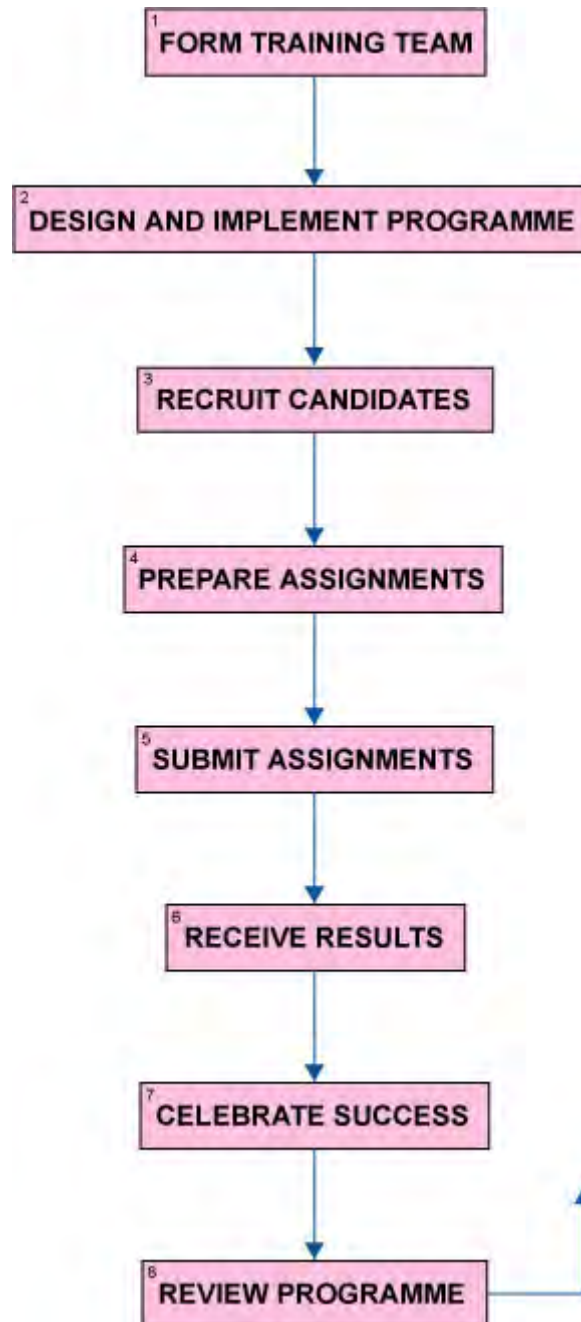
Use our model programmes below by all means but don't be afraid to build upon them to suit your needs and the needs of your candidates.

### 10. Build on any previous experience

You may have accumulated experience of good practice from other programme-building exercises – don't be afraid to use this in the Certificate!

## Sequence of planning

This diagram summarises the planning sequence you should follow. We will explain each step in turn.



## 1. Form training team

In a small Centre a Programme Leader could start the Certificate programme alone but experience has shown that a small training team is probably going to be the best way forward because:

- you can brainstorm ideas together – ‘a problem shared is a problem halved’
- you can use individual specialisations creatively
- you can share or divide tasks and thus save time
- you can make the best of individual skills, personalities and time
- a team of trainers can produce more targeted, varied and better-organized programmes
- you can cover for absence, expand or contract the team as necessary.

When selecting trainers (and observers) ensure that they have

- the necessary level of qualifications
- experience of dealing with adult learners
- a commitment to the agreed workload and schedule

and share your enthusiasm for the Certificate.

## 2. Design and implement programme

You should bear in mind that adult learners can be shy or diffident and (despite appearances) may be lacking in confidence. They may come from very different educational and professional backgrounds and they will all have particular learner needs. Your programme design should pay attention to these learner needs.

In addition the team needs to think in terms of:

### a) Group learning activities

- Where candidates mix, ideas can be shared, discussed and evaluated. These interactions sow the seeds of new ideas and experiences.
- Candidates can support each other and learn from each other’s experiences.
- Modern training methods often include ‘hands on’ training experiences. The best of these are group-based and include role play, brainstorming, planning simulations etc.
- Working together has very enjoyable and rewarding dimensions including professional exchanges, web discussions and friendship.

### b) Individual learning activities

- When all is said and done, the actual choice, design and implementation of the Activities which form the basis of the Certificate is and must always be an individual responsibility, i.e. the responsibility of the candidate.
- Individual circumstances, both professional and personal will fluctuate during the time candidates are engaged in Certificate work. Therefore there is a need for individual support and guidance.
- As we know, everyone learns in different ways and has a different profile of skills. The Certificate encourages such skills to develop and be recognised in a professional context.

### 3. Recruit candidates

The recruitment of candidates depends on which type of Centre you are:

- you may have candidates who are already 'in house'
- you may advertise for all or additional candidates
- you may have candidates allocated to you.

In all instances, it is important:

- You give prospective candidates clear information about the nature, purpose and requirements of your programme and the work they have to do a) in their own professional context and b) in terms of individual assignment preparation.
- You record and store all necessary details of the candidate's personal and professional contexts. To help you with this we have included on page 32 a *candidate information form* which you might like to use with your Certificate candidates as they enrol on the programme. It may be used with or without an initial talk/chat/interview. You can modify or rephrase the form as suits your local needs and preferences.
- You welcome individuals to an enthusiastic, committed and efficient training environment which is run to the highest professional standards, introducing candidates to the training team who will be responsible for their training and guidance.

## Cambridge International Certificate for Teachers and Trainers

### CANDIDATE INFORMATION FORM

<b>Your full name:</b>
<b>Mailing address:</b>
<b>Tel:</b>
<b>E-mail:</b>
<b>Your current employer:</b>
<b>Mailing address</b>
<b>Your professional qualifications</b>
<b>Your professional experience</b>
<b>How did you hear about the Certificate?</b> <input type="checkbox"/> Colleagues <input type="checkbox"/> Friends <input type="checkbox"/> Internet <input type="checkbox"/> Other: <input type="checkbox"/> Professional Association <input type="checkbox"/> Exhibition/conference <input type="checkbox"/> British Council
<b>What are you hoping to gain from doing the Certificate?</b>



#### **4. Prepare assignments**

- Encourage realistic time management by candidates.
- Help individuals with difficulties such as structure and phrasing of responses.
- Guide and help motivate candidates.
- Check assignment templates are completed.

#### **5. Submit assignments**

- You do this electronically using the CIE template and entry sheet and via CIEDirect, following the instructions in the Manual.

#### **6. Receive results**

- All assignments are assessed in Cambridge by a team of experienced examiners.
- Results are sent back to Centres with grades and feedback.

#### **7. Celebrate success**

- It is great to celebrate your candidates' success in whatever way you see fit.
- Please tell us at CIE about your celebrations – and we can share with your colleagues elsewhere!

#### **8. Review programme**

Once your first 'cycle' of candidates have their results, the most important thing you can do is to meet as the training team, and with all your notes and on-going reflections, evaluate:

- your own professional performance(s)
- the programme in parts and as a whole.

## Learner needs

The Certificate has distinctive aims and structure not least of which is to focus on practical activities at the candidate's place of work. Candidates should be informed at the very outset of Certificate training that:

- they need to discuss their intended Certificate participation and choice of activities with senior colleagues
- their choice of activities should be made in the light of opportunities and constraints offered by their school, college or institution
- they should work closely with at least one colleague who will act as a helper, facilitator and/or observer of Certificate activities
- if necessary, they will need to arrange for an external observer and her/his visits
- the Certificate will be of little value to the candidate if an activity chosen merely replicates something that s/he has already carried out.

Thus candidates will gain the maximum benefit from the Certificate if they are able to:

- make an early, robust and realistic choice for at least the **first** of the three activities. They may go ahead with choosing the others if they see fit or defer choice until they have completed the first activity
- make sure that their choice of activity can be replaced by a **back up** plan should the need arise
- set out a **SMART** plan for the activity and stick to it i.e. the plan should involve objectives which are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-scaled
- realise that **flexibility** is a major consideration in the design and execution of such plans
- produce a planned balance between **adventure** and **feasibility** within each chosen activity.

Most candidates will need at least some help and guidance when making these choices and may also need advice when completing the responses to the assignment steps in each of the three activities. This may be cultural, technical or linguistic but the work **must be the candidate's own**.

NB: this is a professional level qualification in which candidates are expected to take responsibility for their own work.

## Trainer roles

Trainers should expect to perform the following roles in the programmes they design and implement:

### 1. **Presentation:** of the

- opportunities and requirements of the Certificate using the syllabus
- timetable and provision of the programme
- background and roles of the trainers
- visiting speakers and/or other guests.

### 2. **Organization:** of

- training activities which may be group or individually based
- enrolment, entry and certification processes
- liaison with schools, colleges and other institutions/events which might help candidates in the course of their preparation
- study sessions or venues which may be available to candidates.

### 3. **Guidance and support:** in relation to

- candidates' management of activities and work schedules
- candidates' motivation and persistence
- standards of work and production of assignments.

### 4. **Perspective**

The Certificate experience is unusual as a professional qualification as the three activities are clearly action-based. This means that you need to make and reinforce certain points to candidates. These are:

- a) It is vital to get the activity plan properly defined, timed and arranged. In the Certificate the design and planning of activities may well be time-consuming but it is time well-spent. Setting clear SMART objectives is the key to successful planning.
- b) Getting the active support of colleagues in the candidate's workplace is an early and essential requirement.
- c) The completion of the assignment is not time-consuming but word limits will mean careful planning of responses so that all important points are covered.
- d) Candidates should be reassured that they are not being assessed on how successful their activities turn out to be. Everyone learns from experiments and challenges - from mistakes as well as successes!
- e) The journeys involved in the Certificate will be worth every step of the way! The activities are opportunities to develop new skills and understanding. Help is available but only the individual candidate can arrive at the balance between adventure and feasibility involved in choosing an activity. Only the individual candidate can make the final choice of activity.

## Performance observation

Performance observation is a vital part of the Certificate programme, and it is a formal requirement of the assignment evidence for each Activity. The Centre needs to make the most effective arrangements for performance observation, which as supportive as possible to the candidates.

The primary purpose of performance observation is to give guidance and feedback to the teacher or trainer on her or his developing professional practice. There is advice about Performance Observation in the Guide, and we encourage each candidate to interact with her or his observer accordingly.

We need you to be involved in and to monitor decisions about who is going to carry out observations. As the Guide explains, a performance observer should be:

- **competent**

Have experience of observation, be familiar with the candidate's own teaching/training area/subject and/or have experience of teaching a similar group of learners.

- **comfortable**

Be someone to whom the candidate relates well and who will put the candidate at ease so that he/she can be observed performing well.

- **clear about the role of observer**

Recognise that this is a **mentoring** role, and **not** an examining one.

- **impartial**

Approach observation objectively - to be able to give the candidate useful feedback about his/her professional practice.

In a **▲** Centre, performance observers are often members of the senior staff in the Centre. In a Centre which is one of a group of institutions, performance observation can be organized on a peer-to-peer basis, to mutual benefit.

In a **◇** Centre, the Programme Leader or colleagues may decide to go out to candidates' workplaces to carry out performance observations for Module 2 (Practice), but this may be difficult to carry out given numbers and distance. Instead, make sure that your candidates fully understand the purpose and conditions of performance observation, and encourage them to identify a suitable performance observer. S/he might be a member of the senior staff in the workplace, and this can be very helpful in engaging interest not only in the individual's development but also in the Diploma as a programme.

## SECTION 3

### Model programmes



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## Key ideas in design

Before looking at the models themselves it is important to review some important ideas:

1. There is no 'right' or 'wrong' way to design a Certificate programme. Your own programme should build in what you as a team feel should be essential programme ingredients.
2. These ingredients should be shaped by learner needs. On page 34 of this Planning booklet we have shown some generic learner needs such as the need to produce a back up plan and the need for individual help and guidance. There will, in addition, be a whole range of individual needs based on different learning styles, age ranges, types of employment background, etc. The sooner you get to know your own candidates the better you can shape your programme to their needs.
3. Variation of activities, 'hands on' and group exercises appeal just as much to adults as to young learners. A varied programme will be preferable to lengthy presentations and vague 'guidance' sessions.
4. Be clear on your programme aims (broad strategic intentions) and objectives (immediate 'stepping stones' to realising your aims). Get your candidates to think in terms of aims and objectives too – in the same way as they do in their lesson planning.
5. There are certain points which really have to be made at the outset of each programme. These are in addition to any local points which you feel should also be included. These together form a **common introduction**, the outline of which is set out below.
6. The length of each training session, its content and the length of the whole programme can be varied to suit Centre needs. Sessions may be split, joined or replaced entirely as the training team sees fit.
7. The two models can be modified as necessary. They are suggestions, not ideals.

## Common introduction to programmes

The precise design, duration and style of the following common introduction is for you and/or your team of trainers to decide. It is part functional, part social – being both enrolment session and introduction to the programme.

The whole manner of the introduction should be firm, clear and well-organized. Above all it should be welcoming, inclusive and friendly.

Try not to overload its content and allow some time for questions. Keep complex individual questions until the end of the plenary session when you can address them on a one-to-one basis.

### Suggested content

- Enrolment - using the form on page 32 or your variant of this
- Presentation of the assessment/assignment requirements – insofar as it involves the candidates themselves
- Presentation of the nature, purpose and structure of the Certificate using the syllabus as source material
- Description of the materials in the Guide
- Introduction of the training team and venues
- Presentation of the proposed Certificate programme and schedule
- Keeping an on-going Certificate diary.

### Notes

- It might be a good idea to take excerpts from the syllabus and/or Guide to act as handouts for candidates' immediate reference and information.
- The Introduction on page 7 could be edited to form a script for some of the presentations outlined above.



## MODEL 1

Common Introduction

Unit 1 Sessions ↓		Unit 2 Sessions ↓		Unit 3 Sessions ↓	
1	Making a choice of topic	1	Making a choice of topic	1	Making a choice of topic
2	Planning your course of action	2	Planning your course of action	2	Planning your course of action
3	Implementing your plans	3	Implementing your plans	3	Implementing your plans
4	Reflecting on your experiences	4	Reflecting on your experiences	4	Reflecting on your experiences
5	Completing your assignment	5	Completing your assignment	5	Completing your assignment

### Notes

- All sessions are 2 hours long.
- This model is robust, easy to understand and replicates the nature of the sessions across all three Units, taking each assignment Activity in turn.
- Each session needs to
  - a) Vary the training style, i.e. mixing presentation, discussion, role play, question and answer, study sessions as the needs of the learners and your aims and objectives require.
  - b) Leave the candidate knowing what s/he needs to be doing next in the way of preparation, action or reflection.
- Each session should reinforce the idea of keeping a Certificate diary. Please encourage each candidate to keep a personal professional development diary – in the style that suits them best. Without a properly maintained record, reflection and reporting becomes all but impossible.

## MODEL 2

Common Introduction

Sequence 1 Sessions ↓		Sequence 2 Sessions ↓		Sequence 3 Sessions ↓	
1	Working as a team	1	Making topic choices 2	1	Reflection on your activities 1
2	Innovations in teaching method	2	Planning your activities 1	2	Reflection on your activities 2
3	Learners and learning	3	Planning your activities 2	3	Completing your assignment 1
4	The professional teacher in action	4	Implementing your activities 1	4	Completing your assignment 2
5	Making topic choices 1	5	Implementing your activities 2	5	Completing your assignment 3

### Notes

- All sessions are 2 hours long.
- The model begins with a more broad-brush approach and allows trainees to look in depth at issues before actually designing their own activities.
- In this model trainees work in groups for activities, brainstorming sessions and mutual support hence Session 1 in Sequence 1 'Working as a team'.
- Model 2 takes all three Units at once. The benefit of this approach is that candidates may wish to follow through learner groups, ideas and 'spin offs' from ideas, from one Unit to the next.

## SECTION 4

### Reflections on the Certificate



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## A case study

The following case study is drawn from real experiences, although it is fictional. You can use it to give your (prospective) candidates a better idea of what the Certificate feels like from a candidate's perspective. Kelly is a candidate who finds it difficult to get going, but then makes real progress, and the experience of the Certificate opens the door to further professional development opportunities.

NB these pages are pages from Kelly's personal reflective journal, not from her assignments.

Trainers will be aware that the case study covers a wide range of very relevant issues. Foremost are:

- Not all your candidates may be positively motivated recruits. There may well be a number of individuals like Kelly in your group.
- The case study highlights just how important two sets of people (the trainer(s) and the colleague(s)) are in the candidate's operation of the Certificate. Virginia (the trainer) is quite firm with Kelly and yet encourages her to stretch her imagination and efforts. In their different ways Hector and Celia, her colleagues, are supportive and frank.
- Kelly is quick to realise that careful planning of the Activities is the key to developing her teaching, her practice and her understanding.
- The candidate's Context section is quite revealing. She seems to have a poor, negative view of most of her learners (and maybe also of herself).
- She changes her 'buddy' colleague. This can and will happen but most candidates will probably stay with the same colleague.
- Kelly tackles the Activities one-by-one. For candidates who are unsure of choices, unsure of their plans and perhaps unsure of themselves this could well be a good approach.
- In the end she decides to go on to the Cambridge International Diploma for Teachers and Trainers. For those Certificate candidates who wish to develop their skills and practice at a higher level, the Diploma will provide new and rewarding challenges for every type of teacher and trainer.

## Reflections on the Certificate : A case study

**KELLY ALVAREZ**

### **Context**

I am an assistant Art teacher at Miraflores High School, Buena Vista, Belguaya. The school has 800 students, aged 11 to 18 years, and over 100 staff.

I graduated in Fine Art at the local University and I have been in my present post for two years teaching groups throughout the age range.

I have two types of learners. There is a minority of able, enthusiastic students and majority of unmotivated, unresponsive individuals who are doing Art because they cannot do anything else in the schools' subject option scheme. This second category of student is a constant source of frustration and irritation for me. Their discipline is poor - the girls polish their nails and make eyes at the boys and the boys chew their nails and make eyes at the girls!

I was 'volunteered' to go on the Certificate course by the Vice Principal, together with other less confident and - who knows? - under-achieving members of staff. Miraflores is an academic High School pure and simple. Art is not held in high regard as a subject here.

**Unit 1**

I have to say that in the first place I had not wanted to go on this course. To begin with I took little part in the programme and was very late in making my choice of activity. I wanted to choose Approach C 'Educational Visit' but our trainer, Mrs Virginia Sanchez, said I probably did gallery visits anyway so it was not far away from my usual teaching activities. She was right on all counts, so I thought Approach E 'Discussion or debate' was the 'least of all the other evils' (!!!) and chose that.

My choice of colleague 'buddy' was my Head of Department, Celia Fitzpatrick. She was very keen to help me and I did try to take her advice. My discussion Activity was a near disaster in practice. Mrs Fitzpatrick sat as observer in the class. Silence reigned. The students had to be cajoled into speaking and forgot everything we had covered in our two practical sessions. I had thought that the subject I can chosen for the debate - '*Graffiti - art form or merely vandalism*' - might provoke a lot of discussion, especially informal discussion, but my disaffected teenagers preferred to keep their thoughts to themselves. Although a strict disciplinarian (hence probably the silence) Mrs Fitzpatrick did join in and probably saved the day but at the expense of my pride and confidence.

Virginia advised me to write up my experience honestly in the Assignment template. As I wrote I vowed to make some major change in the way I went about Unit 2.

## Unit 2

My first move was to recruit a new colleague to work with. It seemed to me that I needed to mix with successful people and move out of my subject 'comfort zone'. By common consent at Miraflores Hector Rossi is the most successful Head of Department. He is also the youngest. He has raised Physics from Cinderella to Catherine the Great status! He is now Head of the whole Science faculty. I was delighted when he agreed to work with me on the Certificate. I was able to observe two of his lessons before having a chat over lunch with him.

Hector is from Buenos Aires and he has a very accessible, humorous approach to staff and students. I expected him to be a bit of a showman in class but it wasn't like that at all. His presentations were quite short and to the point. The students then got on with assignments and worked in groups while he moved around them monitoring progress and giving guidance. I had not used group work in Art because I believed my business was essentially demonstration plus one-to-one coaching. Hector said students work more effectively if they are involved, active and their talents are respected.

So for Unit 2 I chose Approach E 'Group work'. I looked at my notes from Hector's Physics classes. His groups were clearly briefed and manage time and discussions well, even though they were involved in complex problem-solving activities. Normally I choose the subjects for the students to paint, draw and model. This time I decided to ask all them to choose from my 'menu of options', divide into groups and then brainstorm the kinds of pictures or artefacts each group of 4 or 5 was going to produce. I took Virginia's advice and gave them an end product to aim for. All their work was going to be exhibited for their parents to view! I wrote some themes on pieces of card, put them in a bucket of sand and asked a member from each group to make a choice. The groups became very noisy and competitive but Hector, who was observing the session, was impressed with the brainstorming and the presentations which each group gave to the whole class, explaining what they were intending to produce.

The whole Activity had needed careful thought and planning but at least there had been positive learner involvement and subsequent classes saw much more effort of a quality not seen before. I also felt much better about myself as a professional and my approach to learning objectives, learning outcomes and the Certificate itself.



**Unit 3**

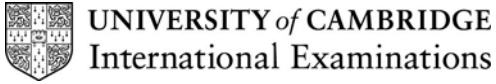
By the time I made my choice for this final Unit, I was becoming more confident and both Virginia and Hector approved my third choice of Activity - Approach E 'Making a presentation to a large group'. I decided to give an introduction to the exhibition to the mass of parents at the Parents meeting. I would get some of my students to help me prepare a Powerpoint presentation. The Vice Principal gave his permission for me to speak at the meeting. Only Hector seemed a little unenthusiastic. '*What has happened to all your findings on active learning and student involvement?*' he asked.

I thought about this for a while and then decided to include some of the students in my presentation. Using photographs of their work on the Powerpoint slides, three of them explained how they had designed their work and what it was intended to show. The parents appreciated their presence and their humour and energy. I'm sure we could do it better next time, but it was the first time students had spoken at such a meeting and certainly the first time our Department had featured in anything at the school. We felt a real sense of achievement.

## Conclusion

What have I learned from the Certificate?

- Probably not as much as I might since I made such a very slow start. I should have engaged with what the qualification had to offer much earlier.
- I certainly realised the value of active learning and it is now an integral part of my teaching.
- I talk to my students in a different way. I want to find out more about their individual needs and skills and use these in the classes.
- I've realised that I am still learning. Working with colleagues has helped me to discover new techniques at the same time as making new friends.
- There are big gaps in my professional knowledge - especially assessment and evaluation. Virginia has suggested that I go on to take the Cambridge International Diploma for Teachers and Trainers which has the same spirit as the Certificate but looks in greater depth at teaching and learning issues.
- Guess what - Celia Fitzpatrick and I are going to take the Diploma together!



Dear colleague

We hope you have found, and will continue to find this Planning booklet helpful.

Please let CIE know if there are questions which you still have about designing your Certificate programme. Also do let us know of any suggestions you may have for improving this Planning booklet.

Once you have started your Certificate programme, and are putting it into practice, we are sure you will have questions to ask of CIE and points to make to us! We are always happy to hear from our Certificate Centres, and will be looking for opportunities to enhance the Certificate.

We look forward to hearing from you.

Wishing you great success with your Certificate programme.

Kind regards

*The Professional Development Team*

CIE

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