

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**CAMBRIDGE INTERNATIONAL CERTIFICATE FOR  
TEACHERS AND TRAINERS**

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Candidate Name
<b>DIXIE SPRINGWELL SUAREZ</b>



UNIVERSITY of CAMBRIDGE  
International Examinations

**UNIT 1 DEVELOPING A NEW TEACHING APPROACH**

**Step A1 Context**

Please give **brief** information about **your** context

(approx **100** words)

What is your current teaching or training institution?

Elysium International School, 10710 Puerto Blanco, Belguaya

How old are your learners?

11-18 year olds

What is the programme you are teaching/training?

IGCSE and A level English and English Literature

How long you have been teaching/training?

I have been teaching at Elysium for 4 years – it's my first teaching post

What professional qualification(s) do you have?

I majored in Literature Studies at the University of Dalaho, USA

**UNIT 1 DEVELOPING A NEW TEACHING APPROACH**

**Step B1 Explaining your choice of approach**

(approx 100 words)

Which approach have you chosen?

I have chosen approach D – role play/simulation

What is the nature of the learning group with which you are going to use the new teaching approach? How many learners are there? How old are they? What is the programme and subject which they are studying?

My learning group is an A level group doing English Literature. There are 20 17 year olds. They are looking at 19<sup>th</sup> century novels.

Why have you chosen this approach?

The group contains a mixture of very different personalities including a handful of extrovert learners who dominate discussions and the majority who are shy and passive, making very little in the way of class participation. I want to try a new classroom teaching/learning approach which will involve ALL the learners. I hope this approach will achieve that.

**UNIT 1 DEVELOPING A NEW TEACHING APPROACH****Step C1 Planning and preparing to use the approach**(approx **200 words**)

What is the activity you have prepared for using the approach – its method, content and relevant resources?

Since we have been using a televised version of Dickens 'Bleak House' it struck me that we could use an approach borrowed from television. The role play will comprise a simulated television interview with questions from an invited audience. The content of the exercise is in three parts:

1. Setting up the 'television studio' in the classroom
2. Conducting the interview with the 'expert'
3. The question and answer session – audience and expert.

What is the learning environment you have chosen for the activity?

The classroom – arranged as a 'television studio'.

What is/are the aim(s) of the activity?

The aims of the activity are three:

1. To get ALL the students to think creatively about the important themes and issues which Dickens covers in 'Bleak House'.
2. To help students develop their skills in framing and asking questions.
3. To stimulate active learning through the medium of role play and question and answer.

What is/are the objective(s) of the activity?

The objectives of the activity are:

- To set up the room as a television study (10-15 minutes)
- To conduct a brief interview with the 'expert' using agreed questions (20 mins)
- To develop a question and answer session between the audience and the expert (30 mins)
- To conclude the learning session with a teacher presentation including summary of class activities and feedback on their effectiveness, guidance on a) completing learner feedback forms b) homework based on this session (15-20 mins)

**UNIT 1 DEVELOPING A NEW TEACHING APPROACH**

**Step D1 Managing the approach in practice**

(approx 200 words)

What are the roles of the teacher and the learners?

My role:

To prepare the learners for the 80 minute role play session by

1. Asking all learners (in advance) to prepare questions for the question and answer session
2. Selecting 3 (of the extrovert learners) to act as 'floor managers' setting up the 'studio' and one learner to act as interviewer
3. To act as interviewed 'expert'
4. To present final short summary

The students' roles:

1. To act as floor managers, interviewer and questioners
2. To frame questions for question and answer session
3. To make notes on answers given by expert
4. To contribute responses and suggestions on feedback form.

How did you involve learners?

Students were involved as managers, questioners, note takers and observers. Everyone (including me) was directly involved in making the role play work.

What steps did you take to guide and support learners?

I gave the class guidance in preparing for the role play, giving gentle help with the arrangement of furniture for the 'studio' and a bit of coaching on interview approach for the interviewer.

**UNIT 1 DEVELOPING A NEW TEACHING APPROACH**

**Step E1 Gaining feedback on the approach**

(approx **200 words**)

How did you obtain feedback from your learners?

I gave all students time at the end of the class to complete a simple feedback form which I collected as they left the classroom.

How did you obtain feedback from a colleague acting as a professional observer?

My Head of Department, Rod Fraser, completed the CIE Observation Form during the exercise and we talked about it over tea after the lesson.

What steps did you take to analyse learner and professional feedback?

My analysis of learner feedback was mostly qualitative. I looked for common themes or issues arising from the learners' written feedback and then found myself using simple quantitative measures like fractions and percentages. I was astonished at the care and support coming across in the students' writing – they ALL had something useful to say!

Rod helped me analyse his comments based on observation of the session. He helped me sort out the more important teaching/learning issues from the less important procedural points. He also helped me identify managerial and technical issues so that I could improve upon them in the future.

**UNIT 1 DEVELOPING A NEW TEACHING APPROACH****Step F1 Evaluating outcomes of using the approach**(approx **300 words**)

What learning outcomes were achieved by using the approach?

The learning outcomes were clear actually during the role play exercise, in the students' homework and classes afterwards. The main learning outcomes were:

- All the students were able to explore a variety of important issues in 'Bleak House' such as the ethics and morality associated with the operation of the legal system, the influence and workings of the social class system and issues of poverty and health.
- The students saw the need to think carefully about the effective wording of questions and the need to articulate them clearly.
- The students began to value the book itself as a resource – that it contains evidence to support the views of experts and their views.

What were the practical professional outcomes which you experienced in planning, preparing and using the approach?

The professional outcomes for me were:

The whole concept of involvement can be very profitable as a teacher trying to stimulate ideas and interest of students

- I was nervous about being just a 'facilitator' or a 'bit player' in the class itself but the results were very positive.
- I was really worried about the whole learner feedback idea but quite overwhelmed by the way in which the students wrote about what had happened. For the first time everyone actually handed something in and had something positive to say. We feel much more bonded as a group now.
- I need a great deal more practice in planning learning activities professionally and I need to talk to Rod about further active learning approaches like getting in visiting speakers.

How would you modify your use of this approach to make it more effective for the next time you use it?

- We need one of the students to act as 'Time Manager'. I was just too relaxed about timing and the final summary session (and objective) was far too rushed.
- I was too full of my own nervous energy in my role as 'expert' so I tended to overwhelm the interviewer. I think it was my anxiety to impress the observer.
- I need to go back to our overall programme/course plan to see how I can rework it so that we all get more experience of using active learning approaches like this. Also each activity needs more careful follow-up or else its motivational and other benefits are wasted.

**UNIT 2 FACILITATING ACTIVE LEARNING**

**Step A2 Context**

Please give **brief** information about **your** context

(approx **100** words)

What is your current teaching or training institution?

Elysium International School, 10710 Puerto Blanco, Belguaya

How old are your learners?

11-18 year olds

What is the programme you are teaching/training?

IGCSE and A level English and English Literature

How long you have been teaching/training?

I have been teaching at Elysium for 4 years – it's my first teaching post

What professional qualification(s) do you have?

I majored in Literature Studies at the University of Dalaho, USA

## UNIT 2 FACILITATING ACTIVE LEARNING

### Step B2 Explaining your choice of activity

(approx 100 words)

Which activity have you chosen?

I have chosen Activity D – assessing the needs of new learners

What is the nature of the learning group with which you are going to use the new teaching approach? How many learners are there? How old are they? What is the programme and subject which they are studying?

These are 16/17 year olds entering our school to begin A level English Literature courses. This intake is of 60 students (approximately).

Why have you chosen this activity?

Three main reasons:

- I feel that we spend too much teaching time at the beginning of the first semester trying to get to know our students. We fumble along rather than trying to organise something of real value.
- Some of our students have come up through the school and some are new students but they are ALL beginning a new course. They will all need fresh information and encouragement.
- We need much more information from the students on their skills, learning styles and expectations. We need to look at new methods of gaining this information.

**UNIT 2 FACILITATING ACTIVE LEARNING****Step C2 Planning and preparing the activity**

(approx 200 words)

What is the activity you have prepared – its method, content and relevant resources?

I have devised a departmental induction day which will include group social activities, 'acquaint sessions', informal student/staff discussions and individual questionnaire response sessions.

What is the learning environment you have chosen for the activity?

The college gardens (well actually the quietest and most attractive part of them) because we need an informal and relaxed location.

What is/are the aim(s) of the activity?

Briefly:

- To introduce ourselves as departmental staff to the students
- To introduce the students to each other
- To discover the skills, learning style preferences and interests of the students
- To introduce the course to the students.

What is/are the objective(s) of the activity?

- Completing a thorough registration process
- Managing and completing one hour 'icebreaker' activity
- Taking a guided tour (in groups) of the college and the department
- Conducting informal chats with students over a barbecue lunch
- Involving students in a play-reading activity
- Helping students complete a fact-finding questionnaire

**UNIT 2 FACILITATING ACTIVE LEARNING**

**Step D2 Managing the activity in practice**

(approx **200 words**)

What are the roles of the teacher and the learners?

I will act as host, guide and friend. The students will at first be guests and, as the programme unfolds, will be more and more seen as participants, as involved learners.

How did you involve learners?

Once the formalities of registration are over, the icebreaker activity will set the tone for the day – active participation and enjoyment. Even the informal lunch encourages dialogue. The final play readings are all about learning by doing.

What steps did you take to guide and support learners?

Guidance and support is a major theme of this entire induction day. We'll each be looking after a group rather than managing a crowd.

## UNIT 2 FACILITATING ACTIVE LEARNING

### Step E2 Gaining feedback on the activity

(approx 200 words)

How did you obtain feedback from your learners?

Two methods of gaining student feedback:

1. Feedback forms distributed with questionnaires and time allocated for their completion after tea at 4.00 pm.
2. Staff note points raised by students during the day and verbally in our debriefing meeting at the end of the day.

How did you obtain feedback from a colleague acting as a professional observer?

Rod Fraser completed the CIE Observation Form and discussed his findings with me after the debriefing meeting. This time I made good notes on his comments.

What steps did you take to analyse learner and professional feedback?

This time we had 62 students and so I had did some quantitative analysis of the questionnaire data. Numbers and statistics mean little to me but I can make sense of bar charts! Rosa Garcia, one of our ICT staff, helped me to use a spreadsheet packagae and we added the findings to our written observations and came up with a pretty effective little report.

Rod must have taken the report to the Principal – I think he saw the value in the activity.

**UNIT 2 FACILITATING ACTIVE LEARNING****Step F2 Evaluating outcomes of the activity**

(approx 300 words)

What learning outcomes were achieved through this activity?

- The students were able to give us a lot of information about themselves as the icebreaker and barbecue helped them feel more relaxed.
- Most went away happy because they had been participants rather than merely passive in the day's events. Many reported that they had enjoyed the learning activities.
- Over tea quite a number of students were asking questions about specific segments of the syllabus, indicating they they were at least partially aware of what they were about to study.

What were the practical professional outcomes which you experienced in planning, preparing and using this activity?

I have never organised an event on this scale before and it showed! In his discussion with me after the debriefing, Rod urged me a) to stop fretting about 'details' if the main objectives are being achieved and b) to trust my colleagues to get on with the appointed tasks.

How would you modify this activity to make it more effective for the next time you use it?

We need to have a meeting as soon as possible about the day's programme. The tour of the school and the department fell a bit flat and was out of keeping with the spirit of the other activities. Name badges must be bigger – you couldn't read them beyond 2 feet! It was very hot – we needed to supply more bottled water. These are actually minor points. The main aims of the day were fulfilled and all our objectives were achieved. Colleagues agreed that the induction day should become a regular part of our departmental programme.

**UNIT 3 REFLECTING ON PRACTICE**

**Step A3 Context**

Please give **brief** information about **your** context

(approx **100** words)

What is your current teaching or training institution?

Elysium International School, 10710 Puerto Blanco, Belguaya

How old are your learners?

11-18 year olds

What is the programme you are teaching/training?

IGCSE and A level English and English Literature

How long you have been teaching/training?

I have been teaching at Elysium for 4 years – it's my first teaching post

What professional qualification(s) do you have?

I majored in Literature Studies at the University of Dalaho, USA

### UNIT 3 REFLECTING ON PRACTICE

#### Step B3 Explaining your choice of activity

(approx 100 words)

Which experience have you chosen?

I have chosen Experience E – Making a Presentation to a Large Group, specifically giving a talk to the whole school staff.

Who are the participants? How many participants are there?

All the staff including Principal, Vice Principal, Heads of Department, teachers and the administrative staff (110 people in all)

Why have you chosen this experience?

My choice of topic was inspired and prompted by my Head of Department who felt that our departmental induction day was so valuable that a) colleagues should hear all about it and b) might like to do something similar. Since it had been my idea and I had managed its planning and operation, Rod suggested it should be me who presented it formally to the staff at a staff training day.

### UNIT 3 REFLECTING ON PRACTICE

#### Step C3 Planning and preparing the experience

(approx 200 words)

What is the experience – its method, content and relevant resources?

The activity is really a presentation plus short question and answer session which formed part of a programme for a staff training day. The presentation was based on Powerpoint slides and was accompanied by a leaflet with supplementary notes.

What is the environment you have chosen?

The group was so large that our small school theatre was used for the meeting. This was a real comfort for me because I do teach some drama and therefore use the facility quite a lot anyway.

What is/are the aim(s) of the experience?

- To present the needs for a departmental induction day
- To show in full what our department had undertaken and achieved
- To indicate possible ways forward for colleagues if they/their department would like to engage in a similar exercise of their own.

What is/are the objective(s) of the experience?

- To design and produce a Powerpoint presentation for the talk
- To design and produce a supplementary leaflet for the presentation
- To deliver the presentation at the staff training day
- To conduct the question and answer session after the presentation.

### UNIT 3 REFLECTING ON PRACTICE

#### Step D3 Managing the experience in practice

(approx 200 words)

What is your role and what is the role of the participants?

- As designer and producer of the Powerpoint slides and leaflet
- As presenter of the talk
- As the person who answered questions from the audience after the talk.

The participants were the audience and questioners.

How did you involve other professionals (other than the Observer)?

Rosa Garcia from ICT helped me plan and produce the Powerpoint slides and I word-processed and printed the leaflet.

What were the significant events?

I made my presentation and then responded to questions (of which there were six including one from the Principal).

### UNIT 3 REFLECTING ON PRACTICE

#### Step E3 Gaining feedback on the experience

(approx 200 words)

How did you obtain feedback from the participants?

Since doing this course I have learned to involve colleagues much more in my work. I showed the leaflet to Rod and he suggested that I add a request for written feedback from colleagues on one of the blank pages. This saved my 'feedback life', though comments ranged from 'great idea!' to a minor educational tract in spidery handwriting.

How did you obtain feedback from a colleague acting as a professional observer?

My Head of Department, Rod Fraser, this time submitted written comments to me, so that I can clip them into the reflective journal I've started keeping.

What steps did you take to analyse participant and professional feedback?

I read through all the written feedback from colleagues and analysed them using two divisions of response:

- Those from Heads of Department
- Those from Assistant Teachers

Needless to say there were some interesting and, in one case, provocative discrepancies!

**UNIT 3 REFLECTING ON PRACTICE****Step F3 Evaluating outcomes of the experience**(approx **300 words**)

What were the main professional development outcomes?

The reasons for induction as a practical, almost time-saving measure and the 'needs of the learners' as a concept have been brought to the notice of all those teaching in the school.

A practical induction programme for one day has been planned, run and reviewed so that others can consider, adapt, revise or reject it as they see fit.

A formal presentation with prepared supplementary material has been presented at the school staff training day rather than some of the less formalised, less professional and more ad hoc contributions we have had in the past.

What issues appear to you to have arisen during the experience?

There is a real difference in approach between some teachers in the school who deliver the same material to their students irrespective of learner needs and learning styles and those who are genuinely interested in the concept of individually-tailored learning.

As a very junior member of staff I have learned to involve colleagues in what I am doing as only then will I gain from their help and advice and perhaps help change(s) to happen.

Teachers don't seem to provide feedback from activities which is as full and encouraging as teenage students!

How would you modify this experience to make it more effective for the next time you try it?

Powerpoint is a great approach but you need to use it very carefully and selectively with your colleagues otherwise you will end up like I did – a bit like a salesperson.

My presentation did not include an invitation for feedback and any way in which colleagues could join us in finding a way forward. So I missed important opportunities here. Not many people read leaflets.

The follow-up to presentation is almost as important as the presentation itself. I did not send a copy of my feedback analysis from colleagues to the Principal. Instead she came to see me at coffee break to see what colleagues' reactions had been. Another opportunity missed and another lesson learned.

**Please attach the completed Observation Forms for Activities 1, 2 and 3**

Name of activity:	D Role play / simulation		
Date of activity:	25 April 2006	Location of activity:	Eng Dept classroom
Name of observer:	Rod Fraser	Job title of observer:	Head of English
Name of Certificate candidate:	Dixie Springwell Suarez		

<i>Highlights of the activity</i>		
<p>General comment:</p> <p>All the students were involved in the role play activity and were keen to see that their particular questions were being addressed.</p> <p>You could really sense the energy and involvement of everyone concerned... there was a real studio 'hush' and dynamism in the room.</p> <p>Dixie made an excellent choice of interviewer. She was a clear and amusing speaker.</p> <p>Specific points:</p> <p>I was fascinated by the 'Floor managers' who bossed everybody into setting up the studio! They didn't take 'no' for an answer - pretty realistic, I guess.</p> <p>I was looking out for the note-taking amongst the learners and they certainly recorded the 'Expert's' responses to questions.</p> <p>An activity which was well prepared and ingenious.</p>		
<i>Points for development by candidate</i>		
<p>General comment:</p> <p>The interviewer needed to give the audience more time to write down the questions or put them up on an OHP slide or the like. The very important summary section had to be hurried and lost clarity and effectiveness. I think the next step for you, Dixie, is to repeat the exercise with a 'real' outside speaker!</p> <p>Specific points:</p> <p>This kind of (very worthwhile) activity needs time for preparation and implementation so it needs to go into our programme plan.</p> <p>Don't worry about your slight mistiming, Dixie, almost all your learning objectives were achieved.</p>		
Signature: <i>Rod Fraser</i>	Print name: ROD FRASER	Date: 25/04/06



Name of activity:	D Assessing the needs of new learners		
Date of activity:	28 August 2006	Location of activity:	College Gardens
Name of observer:	Rod Fraser	Job title of observer:	Head of English
Name of Certificate candidate:	Dixie Springwell Suarez		

<i>Highlights of the activity</i>		
<p>General comment:</p> <p>I thought the icebreaker about guessing celebrity identities was just so much fun and got everybody talking within minutes. From then on the whole atmosphere relaxed and even quite formal presentations were well received by the students. The play reading was a great idea but we needed more observers to glean higher quality observations.</p> <p>Specific points:</p> <p>Dixie ( understandably) tried to micro-manage events a bit but that was just nerves and quite a bit of adrenalin. The major objectives of the exercise were well and truly achieved and I've learnt that we really need to do this every year. The feedback from the students will reduce the induction phase of our class activities in the first semester. There were a lot of pay-offs for us here which we will explore at a future departmental meeting so 'well done Dixie !'</p>		
<i>Points for development by candidate</i>		
<p>General comment:</p> <p>Great idea and it merits further study. Keep the enthusiasm and just relax and trust your colleagues to get on with their roles in the induction exercises. Don't try to micro-manage... keep focussed on delivering your objectives. Let's see your own reflections on the day. Put some notes on a side of A4 and I'll circulate it to colleagues as part of the agenda for our next departmental meeting.</p> <p>Specific points:</p> <p>Sure, there were details like the size of the name badges and revamping the tour but we can talk about these and our team will surely come up with improvements. Records ! Keep all the student feedback and all the documentation and refer to it directly in your reflective notes for us. This exercise was so valuable that we need to develop it for next year.</p>		
Signature: <i>Rod Fraser</i>	Print name: ROD FRASER	Date: 28/08/06



Name of activity:	E Making a presentation to a large group		
Date of activity:	2 October 2006	Location of activity:	Lecture Hall
Name of observer:	Rod Fraser	Job title of observer:	Head of English
Name of Certificate candidate:	Dixie Springwell Suarez		

<i>Highlights of the activity</i>		
General comment:		
<p>I have to say that Dixie's courage, enthusiasm and sheer determination have put a lot of us senior colleagues to shame.</p> <p>Her presentation was very professionally done. The power point slides were clear and well designed and Dixie used her acting skills to make a focused and entertaining presentation. It certainly made my colleagues sit up and take notice !</p>		
Specific points:		
<p>She should have reinforced the need for colleagues' feedback actually during the presentation as well as on the accompanying leaflet.</p> <p>I know she felt a bit like a salesperson but two points here :</p> <ol style="list-style-type: none"> <li>1. she'll be able to relax into another 'mode' or 'role' next time and</li> <li>2. it's good to see some enthusiasm in a forum like this !</li> </ol>		
<i>Points for development by candidate</i>		
General comment:		
<p>Great to see you getting help and advice in preparing the power point slides from Rosa - you will have picked up many new skills and made a valuable new link with the ICT department.</p> <p>The feedback from colleagues is what we are really after here and notice the idea of 'back-up' in our leaflet. This asked for their comments (in bold ). So don't worry about omitting the re-inforcement in the presentation.</p>		
Specific points:		
<p>Talking to your colleagues as a mass audience is one of the most difficult things you can attempt in this profession and you timed your presentation to perfection, planned your content really well and got across ninety per cent of your message in real style.</p>		
Signature: <i>Rod Fraser</i>	Print name: ROD FRASER	Date: 2/10/06

