

# CAMBRIDGE INTERNATIONAL EXAMINATIONS

## Examiner's feedback on assignments for

### DIPLOMA FOR TEACHERS AND TRAINERS

Centre Number	I	N	6	5	0	Centre Name	CfBT EDUCATION SERVICES
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Batch date (mm/yy)	May 2010
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#### Summary

Overall candidates recorded 3 pass and 5 distinction grades which reflects the consistently high standard of submitted assignments. The Centre is giving candidates excellent support in helping them to change and improve their professional practice. Particularly impressive was the way in which candidates in Modules 1 and 2 were planning and then facilitating active learning.

#### Highlights:

##### Module 1

Both candidates recorded distinction grades.

Programme Plans were logically sequenced with a focus on the facilitation of active learning. Candidates were prepared to try different approaches to teaching and learning so that all learners, no matter what their level of ability, were engaged in the learning process throughout each of the lessons.

Lesson plans had clear aims and objectives and linked back to previous learning. Candidates also explained how they planned to use the outcomes of formative assessment to monitor and review not only student learning but also the effectiveness of their teaching; this is good practice.

The Reflective Reports were analytical and addressed each of the three recommended themes. However, it would have been useful if candidates had attempted to make links between their existing planning practice and some appropriate and relevant underlying theory such as Bloom's Taxonomy or Gardner's theory of multiple intelligences to support why and how future practice will change.

##### Module 2

Candidates recorded 2 pass and 3 distinction grades.

Candidates articulated their learning expectations from this Module really well by focusing on wanting to develop their knowledge and skills as facilitators of learning rather than just being transmitters of knowledge. This meant they thought creatively about how they can motivate their students to learn using strategies such as group work and peer teaching. Changing and developing existing good practice is never easy and when one of the candidates started to use more active learning methods it *"resulted in more noise and disturbance.... My Principal came to see whether there is a teacher in the class or not."* This is often to be expected when trying new approaches but well done to the candidate for being prepared to take 'risks' and facilitate more active learning than previously used. In this example the students were clearly learning and I just hope the Principal also learned from her/his classroom visit in what was clearly a lively and engaging lesson!

Observer feedback was critically constructive which enabled the candidates to be analytical rather than just descriptive in their Reflective Reports. However, they should be encouraged when reflecting on existing practice to make links with appropriate and relevant underlying theory such as Piaget's concept of schemas or Bruner's views on the scaffolding of learning to support future changing practice.

##### Module 3

The candidate recorded a pass grade.

The candidate demonstrated a clear understanding of the differences between formative and summative assessment and how formative assessment is used to motivate and support learners in their learning. There was also effective use made of peer assessment to involve the learners in the formative assessment process.