

# Programme Planning Booklet

[www.XtremePapers.com](http://www.XtremePapers.com)

## Cambridge International Certificate for Teachers in Bilingual Education





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 in Bilingual Education.

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 Certificate for Teachers in Bilingual Education is a practice based qualification for teachers who are new to the bilingual education context, where subjects are taught through a language that is additional to the learners' first language. The Certificate programme has been developed to help teachers become more confident as they engage with new ideas and try new approaches with their learners.

The seven learning areas of the Certificate assist teachers to identify important requirements in the preparation of their learning sessions, and then select, adapt and use resources appropriately for their context and their learners, and to continue to develop as reflective practitioners. The Certificate is assessed through a practice-based assignment involving three professional activities that are highly relevant to the bilingual teaching context.

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  
Cambridge International Examinations



# Contents

Introduction .....	7
<b>1 How the Certificate for Teachers In Bilingual Education Works .....</b>	<b>9</b>
<i>This section explains the essential features of Certificate administration</i>	
Functions of a Certificate Centre .....	10
Centre eligibility .....	11
Resources from CIE .....	13
The Certificate route map .....	15
Programme Leader – profile and role .....	17
Contacting CIE .....	18
Candidate registration and assignment submission .....	19
<b>2 How to design your programme .....</b>	<b>21</b>
<i>This section describes the key points involved in planning and preparing a Certificate programme. You need to consider these points, and make your own design decisions, taking into account your aims, context and needs</i>	
Types of Certificate Centre .....	22
Centre management – working as a team .....	24
Ten important programme planning considerations for any Certificate Centre .....	25
Programme planning .....	27
Learner needs .....	31
<b>3 Model programmes .....</b>	<b>39</b>
<i>This section sets out standard programmes to guide you in your own planning. You can use these to help you start creating your programme</i>	
Key ideas in design .....	40
Common introduction to programme .....	41
Model 1 .....	42
Model 2 .....	43
Model 3 .....	44
Programme Plan template .....	48
Learning Session template .....	49
Candidate Information Form .....	50



# Introduction

## The spirit and purpose of the Certificate

The Cambridge International Certificate for Teachers in Bilingual Education is a practice-based professional qualification. It is designed around seven performance criteria that correspond to key aspects of professional development for teaching within a bilingual education context where subjects are taught through a language that is additional to the learners' first language. The performance criteria are:

1. Prepare for teaching in a bilingual context
2. Select resources to support learning
3. Adapt and sequence resources, teaching and learning activities
4. Support and stimulate learners' understanding
5. Support learners' active participation and production
6. Support learners' progress
7. Evaluate teaching and learning in a bilingual education context

By focusing on all seven criteria the Certificate invites 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). It encourages and helps 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.

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 three models for programmes.





# Section 1

## How the Certificate for Teachers in Bilingual Education Works

# Functions of a Centre

Centres are responsible for:

- Ensuring the quality of professional development experiences and programme(s) leading to the Certificate for Teachers in Bilingual Education.

*The Centre provides the Certificate programme – which may involve some support from external agencies e.g. visiting experts. 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 programmes 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 the assignment 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 group of candidates 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 given by CIE for the Certificate in Teaching for Bilingual Education.

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 in Bilingual Education 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, e.g. the syllabus. Please check the appropriate pages linked to

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

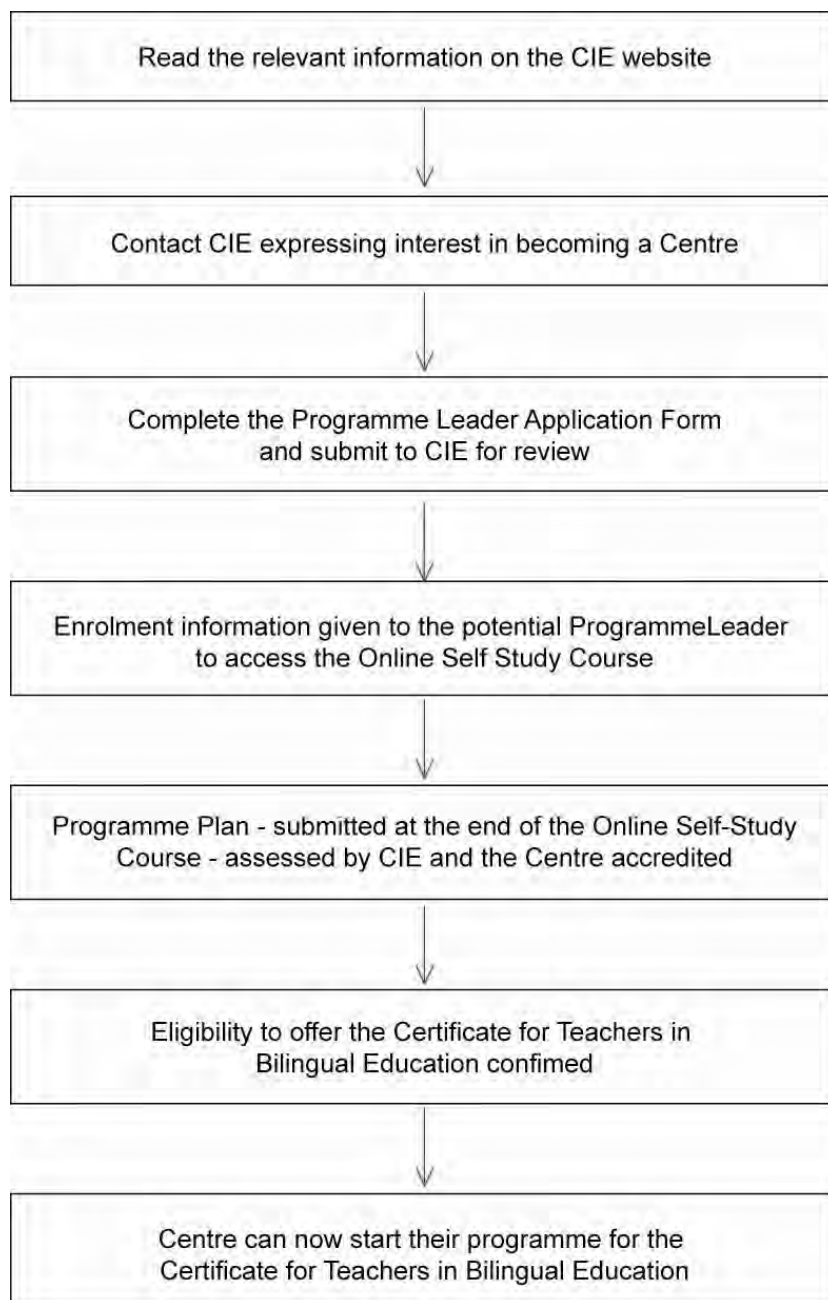
Once you have expressed your interest in offering CIE's Professional Development Qualifications, e.g. by completing and submitting the online enquiry form, you will be contacted by our Centre Support Team with more details on how your Centre can become eligible. To summarise the process:

- A specific Programme Leader Application Form will be sent to you by email asking for details on how you propose for the qualification training 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.



# Resources from CIE

CIE provides the following resources for Professional Development Qualifications

Resource	Purpose
Syllabus	Sets out the performance standards and assessment guidelines
Examiner Report	An annual examiner report commenting on candidate performance with recommendations for candidate and centre preparation.
Planning Booklet	This booklet provides guidance on how to design and manage a training programme
Guide	Provides learning materials for use in programmes and the Programme Leader should hand a copy in its entirety to candidates at the beginning of a programme
Administrative Guide	Sets out the administrative procedures to be followed
Toolkit	Contains assignment template, entry sheet and forms to be used in administration
Discussion forum	Available on CIE Teacher Support website. A closed forum for Programme Leader discussion

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

<http://www.cie.org.uk/qualifications/teacher/level2/dipict/index.html>

you will find the syllabus, planning booklet, resource list and Annual Review.

## 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 suggested activities.

We have made sure the Guide corresponds to the syllabus and the assignments, 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. We also suggest you encourage your candidates to use a Reflective Journal to note down their ideas and thoughts as they work through the programme.

The Resource List recommends a number of readings and websites, which we think are generally relevant.

We assume you will also 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 templates**. The syllabus is the prime resource for the Certificate. The syllabus and assignment templates are the universal constant reference points for everyone involved in the Certificate.

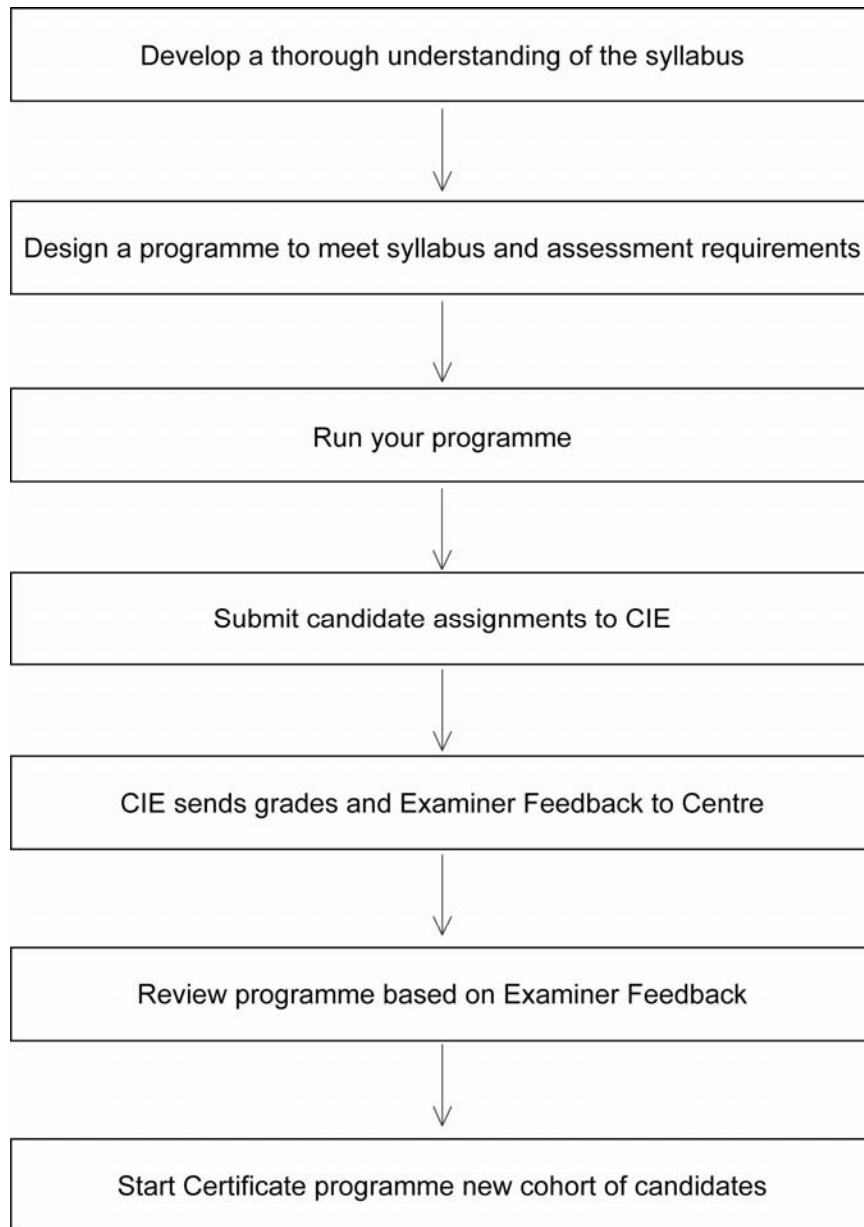
# The Certificate route map

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 syllabus for the Cambridge International Certificate for Teachers in Bilingual Education 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 CIE resources and combining these with local 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 step in the reflective cycle 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 is 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 to develop a programme plan, and be accredited as a Programme Leader for the Certificate. This is to help ensure that each and every Centre is upholding a consistent quality standard.

The Programme Leader in the Centre is pivotal 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 organising 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.

Only the Programme Leader is required to complete successfully the Online Self-Study Course, and s/he 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 Project Officer 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 in Teaching for Bilingual Education, please refer to the syllabus number: **8949**

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:

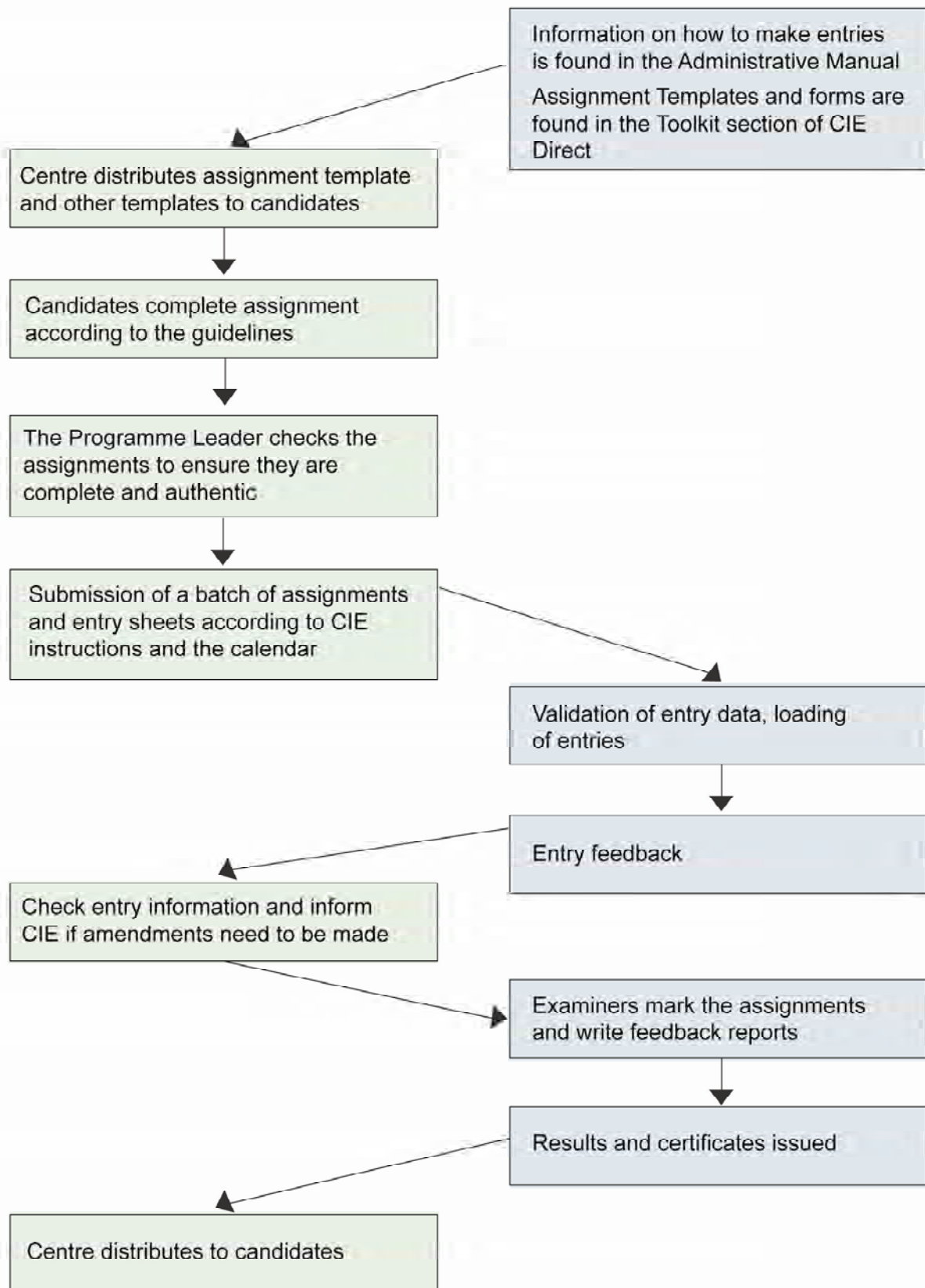
Customer Services  
University of Cambridge International Examinations  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

# 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 17 presents an outline of the 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 (although they do not have to be expert users).



## Section 2

### How to design your Certificate Programme



# Types of Certificate Centre

There are three kinds of Centre eligibility.

## 1. In-house only

Centres can be located in an individual institution, e.g. a school, college, or company which runs the Certificate programme for its own staff.

- A Programme Leader is nominated; they are 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 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 as those involved often know and work with each other and share a common work location. There are still opportunities to break up the familiar groups (organised 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 Certificate can be offered by a Centre as an external programme for teachers and trainers. These programmes may be designed for groups that have a mix of backgrounds and working contexts, or may be 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.
- A Programme Leader is nominated; they are 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 programme for Certificate candidates perhaps based upon one of the model programmes in this Planning Booklet.
- The size of these Centres often 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!

- These 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.
- These Centres may well become pro-active in organising conferences, exhibitions and events based on and around professional development work.

### 3. The education authority

As the CIE Professional Development Qualifications are becoming established as leading international qualifications for continuing professional development, a number of education authorities are using these qualifications in official training projects for teachers/trainers 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.
- Typically, CIE and Centres work in partnership on the detailed planning and delivery of the Professional Development Qualifications in each project.

In this Planning Booklet we focus primarily on in-house Centres and training providers.

# 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 for Teachers in Bilingual Education 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.

*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. We have included advice about Performance Observation in the Guide.*
  - **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 'office-type' suite), 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, and 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. Assignment requirements

Make sure you are thoroughly familiar with the overall requirements of the assignment as given in the introduction to the assignment guidelines in the syllabus.

## 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 the model programmes provided in this Booklet and the programme plan developed for the Online Programme Leader Course 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

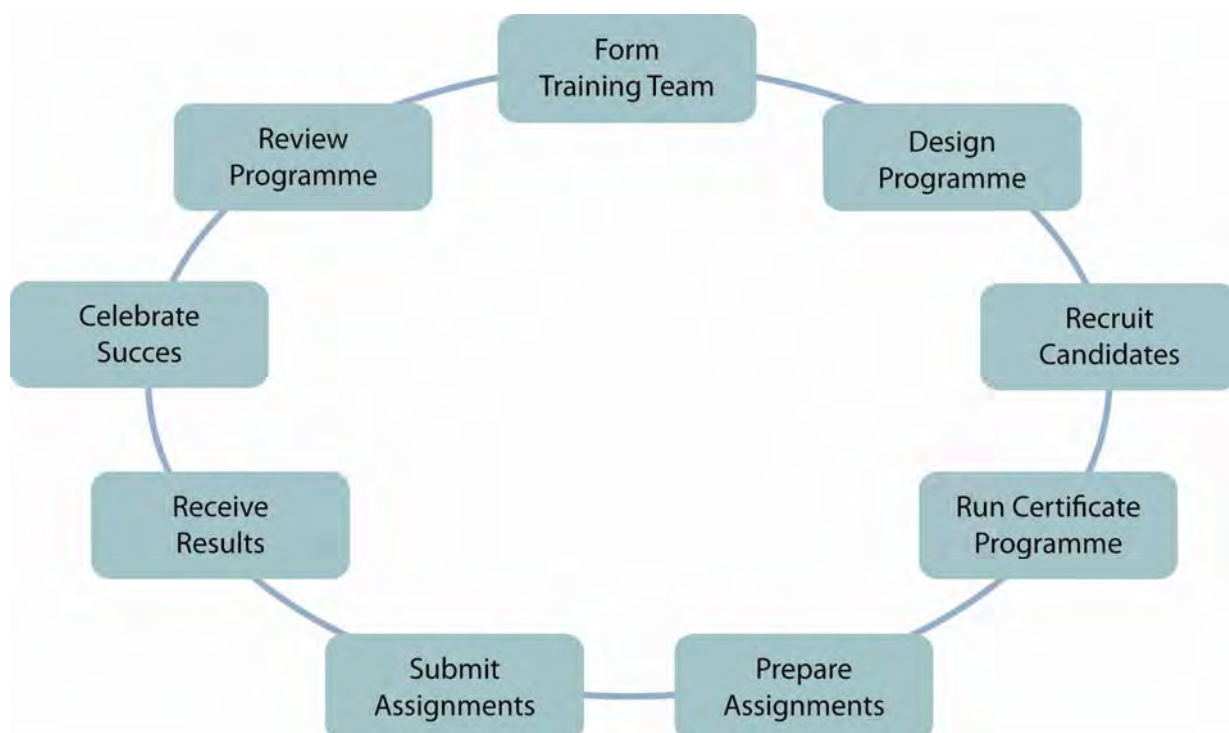
You may have accumulated experience of good practice from other programme-building exercises – don't be afraid to use this in the Certificate.

# Programme planning

You should follow the principles and practice of the Certificate when you are designing your Certificate for Teachers in Bilingual Education programme! All the advice and guidance about programme planning and management contained in the Syllabus and the Guide is just as relevant to you when designing your programme.

The Certificate for Teachers in Bilingual Education is divided into seven performance criteria and all performance criteria are set within bilingual education contexts where subjects are taught through a language that is additional to the learners' first language. Each performance criterion requires candidates to demonstrate knowledge, understanding and skills. Structured activities will provide candidates with opportunities for putting their research into practice then to reflect upon its impact upon teaching and learning. You will find the clear framework of the Certificate syllabus and the assignment helps you to plan, manage, assess and evaluate. The specification of performance criteria correspond to the natural sequence of teaching. The assignment is based on this step-by-step sequence. You can safely plan the content and sequence of your programme using this step-by-step sequence, thus keeping pace with and making the most of your candidates' practice.

The following diagram summarises the sequence of planning for a training programme.



## 1. Form the 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 and should 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 design and implementation of the tasks 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 that:

- 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 at the end of this booklet 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.

#### 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 CIE Direct, following the instructions in the Manual.

#### 6. Receive results

- All assignments are assessed 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.

#### 8. Review programme

Once your first 'cycle' of candidates have their results, the most important thing you can do is to have a meeting with 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 teaching 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
- the Certificate will be of little value to the candidate if an activity chosen merely replicates something that s/he has already carried out.

Most candidates will need at least some help and guidance when making choices and may also need advice when completing the responses to the assignment steps in each of the three units. 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

### 2. **Organisation:** 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 units are clearly practice-based. This means that you need to make and reinforce certain points to candidates. These are:

- a) The design and planning of resources and 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 learning sessions turn out to be. Everyone learns from experiments and challenges -from mistakes as well as successes.

## Performance observation

Performance observation is a vital part of the Certificate programme, and it is a formal requirement of the assignment evidence in Unit 3. The Centre needs to make the most effective arrangements for performance observation, which are 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. 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 an in-house 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 organised on a peer-to-peer basis, to mutual benefit.

In a training provider Centre, the Programme Leader or colleagues may decide to go out to candidates' workplaces to carry out performance observations, 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 Certificate programme.

## Planning content, methods and resources

### Content and methods

There are two watchwords when planning content and methods for your programme – *balance* and *variety*.

#### Balance

Bearing in mind the varied learning needs of your candidates, make sure you achieve an appropriate balance - between

- different training approaches e.g. group workshops, one-to-one tutorials, self-study
- professional development activities and teaching/training practice
- elements in your programme, e.g. principles and practice of differentiation.

#### Variety

Make the most appropriate use of the range of techniques available. For example, you can consider using:

- Presentations and follow-up exercises
- Visiting speakers
- Video work
- 'Expert' panel Q&A
- Visit to a local college of education
- Seminars
- Role play, e.g. micro-teaching, classroom scenarios, critical events
- Group study and (optional presentations)
- Visit to another Centre
- Group and/or pair work.

The essential point is that the way you design and manage the Certificate for Teachers in Bilingual Education should fit with the needs, knowledge and skills and experience of your candidates.

Variety does not mean complexity. Rather than planning for each session in the programme to include as many types of trainer-learner interaction as possible in the time available, instead consider carefully the learning objective(s) for each session, and with this focus select the most appropriate activities that will enable your candidates to relate to their own teaching and learning expectations. Keep it simple! Over the programme as a whole you will achieve a rich blend of activities, with sessions which are themselves coherent and form a sequence with a clear continuing thread.

## Resources

Concerning resources, the watchwords are *sufficiency* and *appropriateness*.

### Sufficiency

Given the number of candidates, have you a big enough team of trainer(s), and physical space, equipment, and materials?

### Appropriateness

Given the way you are deciding to approach the Certificate, are your resources appropriate? For example if you are going to use group workshops as essential and pivotal events in your programme, is the venue not only big enough but the right kind of space for the kinds of activities you are planning?

- Resources include providing a library of relevant books, journals and articles, and arranging access to electronic resources (e.g. on CD-ROM and the Internet). Use our Resources List as a starting point. Clearly the resources need to meet your candidates' needs, and they also need to be accessible.

- You also need to decide how to distribute the Guide material to your candidates, so that each and every candidate has the same opportunity. Do you use an intranet? Do your candidates have PCs they can use – at work and/or at home – so can you make copies to give them?
- You are in charge. You are responsible for selecting, organising and setting out the resources. They need to correspond to the learning needs of your candidates, the learning objectives of your programme and the time you have allowed.
- The best resources are those which encourage your candidates to go further – to use their initiative and independence in following lines of inquiry and interest. However these resources have to be carefully balanced against their own knowledge, skills and competence.

### **Assessment of the Programme**

Consider the following points:

- While the Certificate assignment forms the summative assessment of achievement on the programme, you should consider the kinds of formative assessment which are going to help your candidates' progress. These formative assessments will also guide you during the programme in preparing the next stage in the programme, in order to meet specific needs which are emerging and to enable your candidates to develop.
- Remember you are dealing with adults who are themselves teachers or trainers so be sensitive in your approach.
- We recommend that you consider a range of possible methods of assessment, and their advantages and disadvantages as you design your Certificate for Teachers in Bilingual Education programme.
- It is important to be sure that your candidates have properly understood key underpinning points of principle and pedagogy, but this does not mean setting formal tests of knowledge. For example you could set a workshop task which involves individual presentations on the application of a particular theory either in an element of the individual's actual teaching or in the context of a given case study, scenario or performance criteria from the syllabus e.g. a resource that has been adapted for content, language, cultural and cognitive demands.
- The Certificate for Teachers in Bilingual Education is practice-based. The way you assess is in itself a demonstration to your candidates of the way they can assess. In other words your programme should open their minds to the range of assessment approaches which are possible, and should encourage them when possible and appropriate to try new and different approaches, and to learn from these experiences.
- In your approach to the formative assessment of your candidates, try also to include some 'warm up' preparation for the requirements of the assignments themselves.

## Reflection and Evaluation

How are you going to plan for evaluation – of your own practice as the Programme Leader and of the programme itself? The following points will help you to develop your programme evaluation:

- We recommend that you keep your own Reflective Journal of the programme in which you can record outcomes, and your ideas and reflections.
- We also recommend that you regularly ask for feedback from your colleagues and candidates. Very few, if any, teacher trainers have encyclopaedic knowledge of pedagogy and all-round mastery of every aspect of the teaching role. So in planning, preparing, and delivering the programme you are likely to research new ideas and areas and try new approaches in training. Asking your candidates for learner feedback not only demonstrates good practice in evaluation but also helps you to improve the programme.
- Aim to achieve an all-round evaluation of the programme, by using evaluation methods which can be sustained and are comfortable, manageable and effective for everyone.

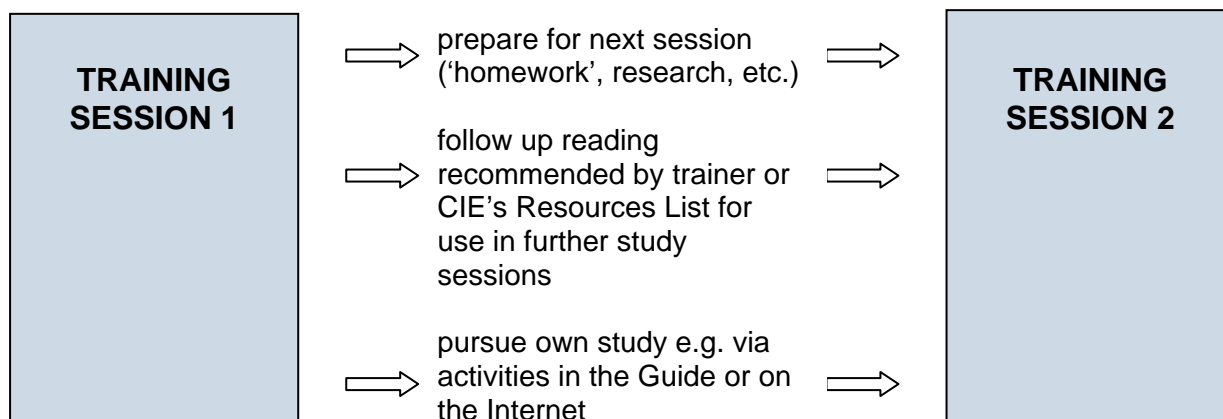
## Complete the programme plan

We have produced a template for programme and session planning on pages 45 and 46.

When you have drafted your Programme Plan, look at it critically. Think about these questions:

- Does your plan give opportunities for delivering the programme in a number of ways?
- Does your plan make sufficient use of available resources?
- Does your plan reflect the needs, skills and knowledge base of your candidates?
- Are there sufficient opportunities for active learning?
- Are there sufficient opportunities for learning from experience?
- Is the balance and range of the programme appropriate to the needs of your candidates and Centre?
- Does your plan present any barriers to candidates in being able to make progress at their own rate?
- Does your plan have sufficient formative assessment points built into it?
- Does your plan include preparing your candidates in how to submit assignments and the additional evidence required in each unit?

The programme plan focuses on regular sessions. However, to ensure continuity and an appropriate pace of preparation, you must consider what candidates should do between training sessions, as in the diagram below:



The key to the Certificate programme plan is the way in which you organise:

- training sessions e.g. workshops, discussions, tutorials, group work
- personal study e.g. research, reading, reflection
- practice e.g. candidates working with learners in a teaching and learning context within their own institutions (or other institution)

In this way the programme as a whole and the elements within it correspond to the reflective cycle of professional development which underpins the Certificate.



## Section 3

### Model programmes



# 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 28 of this Planning Booklet we have shown some generic learner needs such as 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 learning session 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 three models outlined below can be modified as necessary. They are suggestions, not ideals.



# Common introduction to programme

The precise design, duration and style of the following common introduction are 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-organised. 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 47 or your variant of this
- Introduction of the training team and venues
- 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
- Presentation of the proposed Certificate programme and schedule
- Keeping an on-going Reflective Journal.

## *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 5 of this Booklet could be edited to form a script for some of the presentations outlined above.

# Model 1

Session	
1	Common introduction
2	Prepare for teaching in a bilingual context
3	Select resources to support learning
4	Adapt and sequence resources, teaching and learning activities
5	Support and stimulate learners' understanding
6	Support learners' active participation and production
7	Support learners' progress
8	Evaluate teaching and learning in a bilingual context
9	Completing your assignment

## Notes

- Each session is 2-3 hours long.
- This model begins with a more broad-brush approach and allows trainees to look in depth at issues before actually designing their own approaches and activities.
- It is hoped that this model will include examples for consideration and discussion and time for reflection.

## Model 2

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.

Session	
1	Common introduction
2	Knowledge, understanding and skills
3	Unit 1 – Motivating Learners
4	Reflections on learning sessions
5	Unit 2 – Use of Resources
6	Reflections on learning session
7	Unit 3 – Teaching and Learning in Action
8	Reflections on learning session
9	Planning for future teaching and learning
10	Completing your assignment

### Notes

- Each session is 2-3 hours long.
- This model is robust, easy to understand and replicates the nature of the sessions across all three Units, taking each assignment Unit 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 Reflective journal. Without a properly maintained record, reflection and evaluation become all but impossible.

# Model 3

## Suggested division of time

Total hours 90

- Contact time: 24-30 hours (8 to 10 half-day sessions)
- Preparation, reading, thinking and development between sessions: 24-30 hours
- Assignments: 24-30 hours

## Programme plan

Contents	Delivery	Contact time (hours)
Introduction	<p>Presentation</p> <ul style="list-style-type: none"> <li>- Contents of the Certificate syllabus</li> <li>- Assignments: templates and samples</li> <li>- Programme Guide and other documentation</li> </ul> <p>Where are you now (“How CLIL are you?”)?</p> <ul style="list-style-type: none"> <li>- Personal assessment of what you know already and what you hope to gain from completing the Certificate. Questions such as: What are the challenges for learners in my own subject?</li> </ul> <p>Question and answer session</p>	1.5 hour
Assess and select resources to support learners’ needs	<p>Assess content, language, cultural and cognitive demands of your course book and/or other resources you use as well as looking at new text types, media and techniques which you would like to introduce into your learning sessions</p> <ul style="list-style-type: none"> <li>- Select and adapt resources to your learners’ needs.</li> <li>- Consider the language in your materials: analysis of language, e.g. using questionnaire</li> <li>- Assess materials using CEFR or other international benchmark</li> </ul>	1

Contents	Delivery	Contact time (hours)
Activating learners	Activating prior knowledge <ul style="list-style-type: none"> <li>- Why activating is important</li> <li>- Identify experiences and develop different ways of activating learners at the start of and during lessons</li> <li>- Relate theory: bilingualism, second language acquisition theories, (social) constructivism,</li> <li>- Try out different ways of activating and report back/identify strengths and weaknesses</li> </ul>	3
Support and stimulate learners' understanding	Multimodal input: design and try out at least three different ways of presenting the same material  Consider <ul style="list-style-type: none"> <li>- Reasons for different kinds of input</li> <li>- What is difficult for your particular learners regarding input and why?</li> <li>- Input on fat and skinny questions; thinking skills; scaffolding</li> </ul> Questioning: designing and trying out "fat" questions related to your materials <ul style="list-style-type: none"> <li>- Consider different text types</li> <li>- How you can incorporate more thinking skills into your work</li> <li>- Discuss examples, design and implementation of scaffolds related to input</li> </ul> Related theory: BICS and CALP, Cummins' quadrants, comprehensibility, CEFR, vocabulary and memory, (built-in and contingent) scaffolding, reception and transformation scaffolds <ul style="list-style-type: none"> <li>- Discuss reading strategies, thinking skills</li> <li>- Try out different ways of stimulating understanding and report back on successes</li> </ul>	6
Support active participation	What is active learning? Why is it important in CLIL? <ul style="list-style-type: none"> <li>- Cooperative learning vs group work</li> <li>- Pair and group work</li> <li>- Examples of tasks to encourage active participation</li> <li>- Dividing class into groups: issues</li> </ul> (Continued over the page)	3

Contents	Delivery	Contact time (hours)
Support active participation	<p>Working with glossaries (vocabulary learning theory)</p> <ul style="list-style-type: none"> <li>- Relate theory: general, subject and academic vocabulary, cooperative learning</li> <li>- Consider examples, design and implementation of scaffolds to encourage active participation</li> </ul> <p>Try out new ideas on active participation and report back/reflect on success and future use</p>	
Support production	<ul style="list-style-type: none"> <li>- What kinds of output are there for your subject?</li> <li>- What kinds of output do you use at the moment?</li> <li>- How can you stimulate learners to produce output (talk and write)?</li> </ul> <p>Keeping learners using the target language</p> <ul style="list-style-type: none"> <li>- How can I help learners to talk about my subject?</li> <li>- Writing: importance of learning to write for an audience, using different text type and with a variety of aims</li> <li>- Effective questioning for CLIL</li> <li>- What sort of writing is important in your subject?</li> <li>- Cognitive organisers: different sorts for different purposes</li> </ul> <p>Relate theory: BICS and CALP; Cummins' quadrants; scaffolding for output, transformation and production scaffolds; CEFR; information gaps; questioning; the mode continuum</p> <ul style="list-style-type: none"> <li>- Discuss examples, design and implementation of scaffolds for output, Bloom's taxonomy, thinking skills.</li> <li>- Try out new ideas on output and report back/evaluate</li> <li>-</li> </ul>	6
Design teaching and learning activities	<p>Find (authentic) materials at right level for your learners</p> <ul style="list-style-type: none"> <li>- Assess content, language, cultural and cognitive demands of the materials you have found</li> <li>- Formulate content and language aims for your materials</li> <li>- Design and try out learning sessions around selected materials</li> <li>- Report back on activities or lessons taught related to own materials – strengths and weaknesses and future use</li> </ul>	3

Contents	Delivery	Contact time (hours)
Support learners' progress	<ul style="list-style-type: none"> <li>- Giving feedback: in learning sessions, on content and language, when learners are speaking and/or writing.</li> <li>- Watch learners in action (on video): what feedback is useful?</li> <li>- Discuss giving feedback on written work: what feedback is useful?</li> <li>- Feedback and the subject teacher: what can the subject teacher do and what is the role of the English teacher and feedback?</li> <li>- What is helpful feedback?</li> <li>- Discuss different examples of giving feedback, e.g. using correction symbols, indicating errors, giving compliments, giving encouraging and specific feedback</li> <li>- Give practical examples</li> <li>- Try out feedback in learning sessions and report back/modify for future use</li> </ul>	3
Evaluate teaching and learning	<p>Feedback: observation, feedback from learners and colleagues and self-evaluation</p> <ul style="list-style-type: none"> <li>- Organising observation, analysing feedback</li> <li>- What is constructive self-evaluation? How do you go about doing it?</li> <li>- Writing personal action plans as a result of feedback</li> </ul>	2
Course evaluation	Evaluating and rounding off course: discussion and written evaluation for course trainer	30 mins
Total Time		29 hours

Notes: These sessions vary in length and longer sessions need to include a variety of delivery styles with candidates more actively involved in their own learning.

This model should provide plenty of examples for discussion

There is time and space in this model for reflection on what has been learnt and how candidates can continue their professional development.

# Programme plan

Programme title	
-----------------	--

Aims	
------	--

Learning objectives	
---------------------	--

## Plan

Session	Date/time	Learning activities	Assessment	Resources	Evaluation

Use as many rows in the table as applicable - add rows if necessary



# Learning Session Plan

Session title	
---------------	--

Aim	
-----	--

Learning objectives	
---------------------	--

## Plan

Time	Activity	Content	Materials	Resources	Differentiation

Use as many rows in the table as applicable - add rows if necessary

## Notes

# Cambridge International Certificate for Teachers in Bilingual Education

## Candidate Information Form

<b>Full name:</b>	
<b>Mailing address:</b>	
<b>Tel:</b>	
<b>Email:</b>	
<b>Current employer:</b>	
<b>Professional qualifications:</b>	
<b>Professional experience:</b>	
<b>Current working context, including bilingual context:</b>	
<b>How did you hear about the Certificate?</b>	
<input type="checkbox"/> Colleagues	<input type="checkbox"/> Professional Association
<input type="checkbox"/> Friends	<input type="checkbox"/> Exhibition/conference
<input type="checkbox"/> Internet	<input type="checkbox"/> British Council
<input type="checkbox"/> Other	
<b>What are you hoping to gain from doing the Certificate?</b>	



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

