

## Cambridge International Certificate/Diploma in Teaching and Learning

Two essential principles underpin the design of the qualifications: effective teaching and effective professional development. Research indicates that effective teaching is the most significant positive factor contributing to students' development. The quality of a school or school system depends on the quality of its teachers and their teaching.

### Why Choose Cambridge PDQs?

Cambridge Professional Development Qualifications (PDQs) provide a strong framework to support the effective continuing professional development of candidates.

They help candidates to:

- Engage critically with relevant concepts, principles, theories and best practices from around the world
- Apply new ideas and approaches in reflective practice in their own teaching and learning context
- Formatively evaluate experiences to plan further development
- Transform the quality of teaching and school leadership to improve the outcomes of students.

Cambridge PDQs are designed to be integrated into schools' professional development planning, activities and culture. They help schools to improve through cost-effective, sustainable programmes that benefit teachers and their students.

#### The Cambridge Teacher

confident

responsible

reflective

innovative

engaged



## Entry Requirements

Candidates need to be:

- Be a full- or part-time teacher employed in an educational institution such as a school, college, university, or adult training centre.
- Teach in their current school over a full academic year, for a minimum of 24 weeks and a minimum of six hours per week.
- Be responsible for planning, teaching and formatively assessing groups of learners.

## Language Requirements

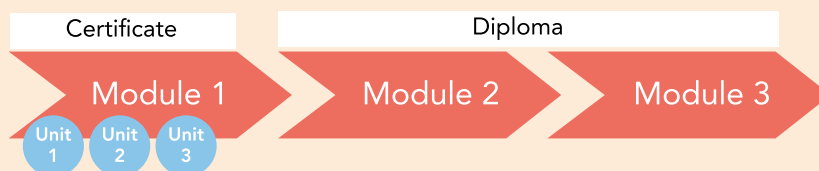
Candidates are required to have sufficient competence in English to participate in the qualification.

Candidates should have English language competence comparable to Level B2 in the Common European Framework of Reference for Languages (CEFR). This framework is provided by the Council for Europe. Further details can be found on the Council's website at <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptors>

We recommend a minimum requirement of 5.5 on the International English Language Testing System. See [www.ielts.org/](http://www.ielts.org/) for more details.

## Qualification Structure

Module 1 can be taken on its own as the Certificate. Candidates can then progress to Modules 2 and 3 to complete the Diploma.

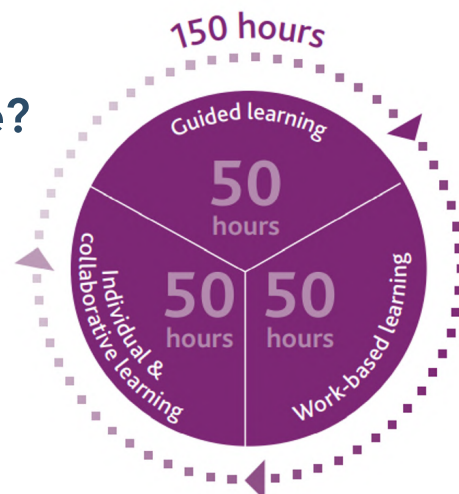


150 hrs/4 months per module

## What does the Certificate/Diploma involve?

A typical Certificate or Diploma programme run by a Cambridge Professional Development Centre consists of a broad balance of activities, appropriate to the needs and circumstances of teachers and their schools.

The programme is planned by the centre's programme leader and team as a coherent sequence of learning over time, with a variety of elements.



## Certificate Course/Module 1

### Unit 1

#### Understanding principles of learning and teaching

**A:** Explain their understanding of the concept of learning and how people learn.

**B:** Review teaching methods and learning activities they use in their practice that engage and motivate students to learn.

**C:** Explain their understanding of the term 'assessment' and its purposes.

**D:** Identify and explain key features of what they think makes an effective lesson, and evaluate the impact any new learning will have on their future professional practice.

### Unit 2

#### Teaching an effective lesson

**E:** Plan a lesson that has clear aims and objectives and a coherent structure.

**F:** Teach a lesson using active learning approaches to engage and motivate students to learn.

**G:** Teach a lesson in which students' learning is regularly checked at suitable stages using appropriate formative assessment methods.

**H:** Evaluate a lesson using feedback from their mentor and their own reactions to inform future practice.

### Unit 3

#### Facilitating active learning through effective teaching and assessment

**I:** Plan a sequence of lessons that are coherent and have well-defined links to previous learning and the learning objectives.

**J:** Teach lessons that are effectively managed using active learning strategies and where learning is often differentiated.

**K:** Teach lessons using formative assessment methods to support and monitor the students' learning.

**L:** Evaluate lessons to identify strengths and areas for further development in classroom practice.

## Diploma Course

### Module 2

#### Teaching and learning in action

**M:** Plan a coherent scheme of learning that meets both curriculum and student needs.

**N:** Plan lessons that have a clear purpose, a coherent structure, clear links to previous learning and are inclusive.

**O:** Teach lessons that are inclusive and aim for full participation of all students in their classroom.

**P:** Teach lessons that are well managed using a variety of strategies mainly based on active learning approaches.

**Q:** Teach lessons using formative assessment methods and feedback that progresses student learning.

**R:** Evaluate lessons to determine the impact recent developments in teaching practice have had on the students' learning.

### Module 3

#### Developing professional practice

**S:** Use reflective thinking skills to identify effective aspects of classroom practice and those that require further improvement.

**T:** Carry out a practitioner inquiry to change and improve own teaching practice.

**U:** Plan and teach a lesson specifically designed to improve an aspect of classroom practice.

**V:** Analyse and evaluate learning concepts, theories and research literature that inform understanding of actual classroom practice and how it can be improved.

**W:** Analyse feedback and data collated from different sources to inform reflective practice.

**X:** Critically evaluate what impact a change in classroom practice has had on own teaching practice and student outcomes as a result of practitioner inquiry.

## Assessment criteria

Candidates will be graded for each module according to the following criteria, applied to the portfolio of evidence as a whole:

- 1 Understanding teaching and learning.
- 2 Developing thinking and practice.
- 3 Analysis and discussion.
- 4 Communication and presentation.

To achieve a **Distinction in the Diploma**, a candidate must achieve **Distinction in at least two modules**.

Edu Lead International will provide the candidates guidance and support throughout the course. It will provide mentors to each candidate and arrange for guided learning sessions. The e-portfolios and assessment evidences will be reviewed by the ELI experts and then will be sent to Cambridge.

## Duration of the Programme

**CERTIFICATE COURSE**

**4**  
months

**DIPLOMA COURSE**

**12**  
months

**Note:** The Guided Learning sessions will be conducted online.

### How to enroll:

To enroll for the course, write to us at [contact@eduleadinternational.in](mailto:contact@eduleadinternational.in). Registration form will be sent to you upon knowing your interest.

For any queries directly speak to the Programme Co-ordinator @ +91 8800542932.



**Cambridge Assessment**  
International Education

## Testimonials from CIDTL & CIDEL learners



**Jharna Anand**  
Cambridge Administrator  
Maharaja Agarsain Public  
School, Ashok Vihar  
Delhi, India

The Educational Leadership Course (CIDEL) is the best that has happened to me in 2020; during the challenging times of COVID-19 pandemic! Effectively led by the Project Leader- Ms Rupam, this course is rooted in the principles of andragogy...giving us, the practitioner-participants, both a motivation and a propulsion to connect and translate the latest educational theories with and at our work place. Professional readings, academic discourses, networking are my personal advantages. I will highly recommend this course to all those who are interested in the latest and advanced art and science of LEADERSHIP especially in India wherein this opportunity is an oasis in the desert!

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**Gargi Chhabra**  
Cambridge Administrator  
Darbari Lal DAV Model  
School, Pitampura, Delhi

The Educational Leadership Course (CIDEL) was my first on-line course with Edu Lead International and I felt it was a tremendous learning experience for me. I enjoyed every aspect of interactive sessions .The learning was meaningful for my professional growth and will be invaluable for my entire life. I have grown so much and in so many ways. Mrs. Rupam Sah was very accessible and responsive to all my questions and messages.

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**Bharati Tiwari**  
TGT, Chemistry  
DPS, Agra

CIDTL has always been a centre of attraction for me, but I was always confused about the choosing the right institution for it. All thanks to Rupam ma'am, as I have been associated with her for past five years and persuing CIDTL under her guidance was an end to all my confusions. The course was carried out in a smooth and interesting manner, where execution of the learnt concepts were focussed. The major concepts learnt that I specifically like are, metacognition and reflective practice. I really cherish learning under Rupam ma'am, who is an excellent mentor.

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**Neha Dabas**  
Asst. Director  
Golaya Progressive Public  
School, Palwal

This course has been phenomenal, clear, organized and engaging. It has helped me uncover various teaching methods and styles. I believe I now have a deeper understanding of many teaching styles and methods due to the beautifully designed interactive sessions. It has helped me develop my teaching skills and has been extremely informative.

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**Himanshu Bedi**  
PGT, Physics  
DPS R.K. Puram, Delhi

I'm teaching for so many years but while doing this course I came to know the science behind the strategies we are adopting while teaching. This course has helped me a lot in learning more innovative techniques to engage and improve my students. I thank Rupam Sah ma'am, the programme leader for bringing this learning to me in a lucid manner.

## Testimonials from CIDTL & CIDEL learners



**Jyotsna Kumar**  
Cambridge Administrator  
DAV Public School  
Pushpanjali, Delhi

The leadership course happened upon the entreaty of a friend who is also my companion in the course. I must say that my understanding of a leader has taken new dimension and I have realized that there are numerous aspects of leadership which , if not learnt , can never be understood as everything cannot be done on the basis of intuition, experience or suggestion. Reading about leaders, knowing various leadership theories, discussing educational case studies are essentials to be a thorough leader. I have shed many inhibitions since the time the course started in February 2020. I now see leadership in a fresh context.

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**Ritu Gupta**  
Primary Coordinator  
Maharaja Agarsain Public  
School, Delhi

Learning is the only thing that stays with you throughout life. Last year joining the CITDL programme was a life reforming step that I took, for all that I learnt during the course was enlightening, inspiring and helped me grow as a teacher immensely. The way the course is designed is student friendly and extremely informative but I can't go without appreciating the mentor Ms Rupam Sah who breezed us through the course with such ease that rather than learning we internalized it. I highly recommend it to teachers with progressive mindset.

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**Sweetu Bhardwaj**  
PRT, Maths, Cambridge Wing  
Maharaja Agarsain Public  
school, Ashok Vihar, Delhi

My CIDTL learning journey was an astounding experience. It enabled a complete shift in my thought process. I got acquainted with the immersive teaching & learning models and methodologies to create an engaging classroom. It's learning design helped me to understand the nuances of effective teaching , formative assessment and effective feedback. Our mentor Ms.Rupam Sah is an amazing lady with tremendous knowledge who delivers expertly using multiple strategies, individual and collaboration activities, discussion forums , lesson planning techniques, reflections etc. She provided substantial reading material in the form of handouts, presentations and video aids. Every session was comfortable for us to openly put forth our query. The course was well-paced.

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**Sharankhala  
Shankdhar**  
PRT, Social Science  
Modern Public School,  
Shalimar Bagh, Delhi

The CIDTL Course has been like a game changer for me. I had been teaching for many years but never realized that teaching could be made so interesting by use of appropriate engaging strategies for students. My outlook towards students changed, challenging students were no more challenging to me and I realized the magic which exists in teachers' hand. This course brought in me the transformation which is appreciated by the students and the sparkle in their eyes after every class indicates that my choice of doing this course was indeed a good decision. I thank the programme Leader Mrs. Rupam Sah for her tremendous support during the course.

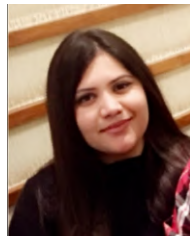
## Testimonials from CIDTL & CIDEL learners



**Pooja Gaur**  
Pre-primary Coordinator  
Maharaja Agarsain Public  
School, Ashok Vihar, Delhi

The course CIDTL not only helped me realize the use of some beautiful strategies that could be used to make learning meaningful for learners but also helped me in my constant progresses as a teacher. Truly an UPLIFTER, intellectually, emotionally and mentally.

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**Ria Dabas**  
PRT, English  
Golaya Progressive Public  
School, Palwal

My CIDTL course helped me learn the concepts behind the various pedagogical methods. It gave my work as a teacher an informed direction as the meanings gradually unfolded and made sense to me. The response of the students became better and they were not only more engaged but started taking ownership of their learning.

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**Tarandeep Kaur**  
PRT French  
DPS Rudrapur

The Cambridge course has improved my knowledge and teaching skills. The understanding of how students learn, has helped me to look at teaching in a profound manner. It has taught me the effectiveness and usefulness of lesson planning. I now find myself to be a reflective teacher. I have gained insight into metacognitive and active learning practices, role of various assessments and feedback in learning. Cambridge course has broadened my outlook on teaching and learning.

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**Shilpa Goel**  
Montessori Teacher  
Maharaja Agarsain Public  
school, Ashok Vihar, Delhi

This Cambridge Professional course educates us to incorporate new philosophies of teaching innovatively in the process of continuous learning and professional development for teachers. The course is practical and consistent with the personalized approach by the mentor. It involves the implementation of international best practices in education by following regular evaluation and self-reflection strategies to become more confident and engaged professionals. I strongly recommend this course for the enhancement of practical skills.

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**Shweta Sharma**  
Asst. Teacher, Cambridge Wing  
Maharaja Agarsain Public  
school, Ashok Vihar, Delhi

CIDTL is an extraordinary programme. It took all aspects of learning into consideration and gave me the feathers to bolster and inspire my teaching practices to ensure that the overall impact on my learners is, not just effective but consistent too. I have now turned from a teacher to a lifelong learner, a fact that I am really happy about.