

Syllabus

ECIS International Teacher Certificate
Syllabus code 8988
For examination in 2011 and 2012

An internationally-minded 21st Century teacher is one who possesses the following attitudes and skills:

- *a knowledge and appreciation of one's own culture and an openness to other cultures*
- *an openness to the points of view of people from different countries, cultures, religions and languages*
- *a willingness to learn other languages and an understanding of the cultural value of multilingualism*
- *an appreciation of the way that differences can enrich and enhance the teaching and learning of students of all ages*
- *an ability to incorporate into the teaching repertoire the values of cooperative learning and peaceful (or negotiated or non-violent) conflict resolution*
- *an inclusive approach that honours the experience and values of international students as a means of enriching the learning of the class as a whole*
- *the aim of ensuring that all students gain cross-cultural awareness and understanding as well as the skills to solve the problems that inevitably arise in a globalised world*
- *a recognition of the importance of developing global citizens*
- *competency in using ICT in teaching and learning.*

An internationally-minded school is one that fosters these attitudes and skills, regardless of the national or cultural make-up of its students, teaching staff or curriculum.

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1. Introduction

1.1 Purpose

More and more schools around the world are becoming internationally-minded¹. These schools have students who are culturally diverse. The students are also likely to be speakers of several languages. International school curricula are designed to help students develop skills, knowledge and qualities which will assist them in leading active, fulfilling and productive lives as citizens of a rapidly-changing world, in which intercultural skills are vital.

The role of the teacher, working in this context, is thus of crucial importance. Not only do teachers need to recognise the unique needs and special attributes of these students, they also need to develop their own cultural self-awareness and skills for working across cultures effectively. Those aspiring to this demanding role must have quality preparation and support. Equally, they need to demonstrate that they have achieved the professional standards required and gain appropriate recognition when they do.

As a programme, and as a qualification, the ECIS International Teacher Certificate (ITC), jointly certificated by the European Council of International Schools (ECIS) and University of Cambridge International Examinations, has been designed to meet these professional development needs.

The ITC is based upon the *ECIS International Teacher Certificate Standards*, which embody the principle that international teaching should be centred on learning and learners. It is awarded to teachers who successfully complete the programme and produce a portfolio of practice-based evidence, assessed by Cambridge, which meets the requirements of the Standards.

ITC certification is thus evidence of teachers' commitment to learning-centred teaching, to first-class professional practice in an international context and to continuing professional development. It is a qualification for forward-thinking teachers who want to progress as internationally-minded teachers, increasing their awareness of the intercultural dimension found in many international schools.

¹ Please refer to the definition of *internationally-minded* on the inside cover of this syllabus document.

1. Introduction

1.2 Aims

The ITC is designed to enable candidates to develop and demonstrate all of the following:

- professional skills, knowledge and understanding of teaching and learning in an international and intercultural context
- enhanced confidence and competence in teaching diverse students and in improving their learning experiences across cultures
- ongoing commitment to continuing professional development in the context of the internationally-minded school
- reflective practice on personal performance as an internationally-minded teacher.

1.3 Target Groups

The ITC has grown out of the need for career teachers in internationally-minded schools to develop and gain recognition for their work in international and intercultural contexts.

The ITC might also be an appropriate course for those teachers who are embarking upon a career in international school teaching. Such teachers will usually possess a formal initial teaching qualification and some experience of teaching. In addition, they will have access to placement or practice teaching in schools that are internationally-minded.

1.4 ITC Structure

The ITC is based on the five *ECIS International Teacher Certificate Standards* set out on the next page. These correspond to five key aspects of the role of the international teacher. The Standards are generic. They are applicable to teachers in any type of school and location, teaching students at any age level, with any curriculum that embraces a global perspective.

1. Introduction

Standard	
1	<p>Education in an intercultural context</p> <p><i>The international teacher is familiar with the characteristics of education in an intercultural context.</i></p> <p>The international teacher recognises, understands, communicates, works effectively across cultures, and can incorporate and work with local communities.</p>
2	<p>Teaching competencies for the international teacher</p> <p><i>The international teacher is familiar with a wide variety of strategies and methods for teaching culturally diverse students. The international teacher has an awareness of a variety of international curricula in use in today's international schools.</i></p> <p>Teachers accommodate the needs of a wide range of diverse learners. This includes learners of different levels of language fluency, learners with a range of cultural backgrounds, assumptions or expectations, and those with very different previous educational experiences. Teachers aim to help students become academically successful, articulate, linguistically competent, proactive, responsible and caring global citizens.</p>
3	<p>The language dimension</p> <p><i>The international teacher understands how to facilitate a learning environment that meets the needs of students using an additional language, and recognises the need to support the development of mother-tongue literacy.</i></p> <p>Teachers facilitate a learning environment that meets the language needs of each student while fostering the student's respect for her or his own culture and language, as well as those of others.</p>
4	<p>Student transition and mobility</p> <p><i>The international teacher recognises the challenges and opportunities of teaching a transient or mobile student population.</i></p> <p>Teachers demonstrate their intercultural skills to empathise with and guide students and families on social and academic issues that affect a transient community.</p>
5	<p>Continuing professional development as an international educator</p> <p><i>The international teacher is a reflective practitioner.</i></p> <p>The international teacher regularly reviews own practice, sets high personal targets and takes responsibility for continuing professional development to enhance the learning experience of students, colleagues, families and the wider community.</p>

1. Introduction

1.5 Preparation for the ITC

Candidates must be eligible for assessment and certification. They must:

- fulfil the requirements to register on the ECIS International Teacher Certificate programme
- take part fully in this programme under the guidance and supervision of ECIS and with the support of a mentor approved by ECIS
- complete their professional work according to the requirements set out in this syllabus
- submit their work for external assessment by Cambridge following the correct procedures.

The ITC has been designed to reflect best practice in teaching and much of the evidence presented by candidates will be generated through naturally occurring teaching activities, i.e. from real experience. Candidates' Core Evidence for the ITC should thus be contemporary and based on their current practice. Candidates' reflections and ideas, as expressed in the Professional Log and Reflective Report(s), will clearly be informed not only by their current practice but also by their previous experience.

It is anticipated that as much preparation time as possible is integrated within current professional practice. The ITC is designed to comprise approximately 240 hours of professional work – this includes an online orientation, the Institute, regular monthly contributions to the Discussion Forum, the work on each of the five Standards, and professional reading, research and inquiry.

1. Introduction

1.6 Support

The ITC programme has the following components.

Institute

A face-to-face workshop over several days led by ECIS who provide experts in the field. In the Institute, topics such as cross-cultural awareness, transition and mobility, language issues and reflective practice are addressed, to provide a foundation for work on the five ITC Standards. Clarification of participants' understanding of the ITC syllabus is reinforced, and strategies for building the portfolio of work required for the ITC are discussed. Authentic samples of ITC work submitted by ITC graduate teachers are shared.

ITC Website

A website maintained by ECIS that is the virtual learning environment (VLE) for the ITC. It hosts the ITC Orientation Course, the main Discussion Forum, a News Forum, and serves as a base for a range of resources which support the ITC. The VLE is also used by Cambridge to host the reference documents, templates and other files which support this syllabus document.

School Involvement

The ITC teacher will be more successful if his or her school is involved in a supportive way.

For example, some of the practical activities will involve different constituencies of the school. Activities that require planning and support to fulfil the Standards include the extra-curricular activity (Standard 1), the lesson observation (Standard 2), a workshop (Standard 3), and two case studies (Standard 4). In Standard 5, input from a senior colleague is also required. It is also helpful if the school's ICT staff are willing to lend occasional support as necessary. After the relevant ITC Institute, ECIS writes to the leadership of each ITC participant's school to set this out in more detail.

1.7 Accessibility

The ITC has been developed specifically for internationally-minded education environments and is based on recognised best practices. The performance standards embodied in the ITC are valued around the world. The syllabus and portfolio of work provide a framework through which candidates in any country can be reliably assessed. They are designed to enable candidates to demonstrate that they can apply the skills and knowledge described in the syllabus specification in the context in which they work.

2. Assessment

2.1 Method of assessment

The ITC is assessed on the basis of a body of work (portfolio of evidence) which is presented electronically to Cambridge. All components of the portfolio are submitted as files. The ultimate purpose of the portfolio is to provide the best examples of evidence for each of the ITC Standards in a format which is concise and easily accessible to the Cambridge Examiners. Along the way, the portfolio provides a supportive framework for the professional development experiences and activities in the ITC programme, e.g. as a means of a candidate reviewing her or his progress.

The portfolio will contain a collection of carefully selected materials and reflections that provide a record of professional growth in international teaching. Through their portfolios, candidates will demonstrate their skills, knowledge and understanding, and show that they have continually monitored their growth and reflected on their development as internationally-minded practitioners.

2. Assessment

2.2 Portfolio contents

The portfolio **must** include the following:

Professional work required for certification	
1	<p>A short personal statement, and a brief description of the candidate's professional context which:</p> <ul style="list-style-type: none">• gives the candidate's reasons for wanting to join the ITC programme• shows what the candidate hopes to gain from the ITC programme• describes the school in which the ITC candidate is working• provides general information about the students at the school• provides background information about the wider school community. <p>This information to be included with each Standard – using the Cover Sheet supplied.</p>
2	<p>Evidence satisfying each of the five <i>ECIS International Teacher Certificate Standards</i>.</p> <p>Within the portfolio, candidates will produce evidence of five substantial pieces of work. These are practice-based activities and relate directly to the five ECIS Standards:</p> <ol style="list-style-type: none">1. Design and run an extra-curricular activity involving the local community2. Plan, teach, assess, and evaluate a learning programme, focusing on global issues3. Design and conduct a workshop on the language dimension4. Conduct two case studies of students in transition5. Complete and reflect upon a personal professional development plan. <p>For each Standard, candidates will provide:</p> <ul style="list-style-type: none">• Core Evidence• Professional Log entries• A Reflective Report. <p>Where evidence is presented in languages other than English, candidates are required to insert translations, transcripts or summaries so that the Examiners can engage fully. This material must be merged into existing files, and must not be presented as additional files.</p>

2. Assessment

3	A personal statement of approximately 400 words on the experience of completing the ITC programme. This item to be submitted to Cambridge with Standard 5.
4	A written report of approximately 400 words from a senior colleague ² at the school commenting on the progress made by the teacher during the year of the ITC programme. This item also to be submitted to Cambridge with Standard 5.

²This must be a person who holds a position of responsibility and who is able to comment formally on your progress

2. Assessment

2.3 Categories of evidence

The constant focus throughout the ITC is on understanding and developing teaching and learning in an internationally-minded educational context, and reflecting on practice to inform appropriate professional development.

The categories of evidence are:

- *evidence of teaching*
This relates directly to teaching practice. Evidence must be original in nature and will have therefore been designed by the teacher.
- *evidence of learning*
This will illustrate the impact that the teacher has had. This type of evidence is not created or implemented by the teacher, but it can be attributed to the teacher.
- *evidence of reflection*
This category relates to professional development, brought about by regular and consistent evaluation of own practice.
- *evidence of inquiry*
This relates to further reading, research and engagement with contemporary theories related to the field of international education and intercultural contexts.

2.4 Structure of evidence for each Standard

The ITC activities in which teachers will engage are intended both to contribute to and be informed by practice. They are activities typical of the practice of the international teacher, and represent focal points for professional development – e.g. by researching into and engaging critically with theories relevant to the focus of the activity.

For each Standard, candidates need to:

- produce the **Core Evidence** required
- maintain a **Professional Log**, responding to each of the prompts set out for each performance criterion
- write a **Reflective Report**, responding to a given prompt.

In Section 4, the syllabus states clearly what is required as Core Evidence for each Standard. Candidates will generate files of required samples of work which they will collate and submit to Cambridge.

2. Assessment

Candidates submit one file for each of the four pieces of Core Evidence (four files in total). Where evidence is required in video or audio format, a single piece of evidence should not be longer than five minutes in length. Five minutes is sufficient for an Examiner to place the video/audio evidence in the context of the rest of the professional work which forms the Standard.

There will also be a Professional Log. The Log is organised into text entry boxes in which candidates can record their ideas and experiences, responding to the prompts, in entries of *up to but not more than* 200 words each. As they progress through the ITC, candidates will find it useful to keep their own *reflective journal* in which they can record critical events and outcomes, and their ideas and reflections. For example, this can include critical incidents in which the candidate has developed and/or demonstrated intercultural learning or problem solving. They can draw upon this informal diary as and when they complete their Log.

Candidates will write a Reflective Report of approximately 600 words addressing the given prompt – a report is required for *each* Standard. The reports will be submitted as single files to Cambridge.

Where candidates are working in the same school, they may wish to collaborate on activities. This is acceptable, provided that roles and responsibilities are clear, and there is sufficient evidence of authentic individual performance. Candidates will be asked to indicate in the portfolio where they have worked together on a Standard.

Cambridge provides a number of templates for candidates' use. These **must** be used and indeed form part of the Core Evidence for Standards 2 and 5.

Candidates will be required to show evidence of professional reading, research and inquiry in which they have engaged. After each of the Reflective Reports, candidates are required to provide a short bibliography to indicate the source material used. In addition, a separate bibliography will be required (as part of Standard 5 Core Evidence) confirming the range of resources which have been utilised during the course of the ITC programme.

Each of the five Standards will therefore comprise six files conveying the work undertaken by candidates: four files demonstrating the required Core Evidence, one file which is the Professional Log, and a sixth file which is created by the candidate and which is the Reflective Report. A further file – the Cover Sheet – should be sent with the six work files, and is required for each Standard.

Note: The Cambridge Examiners will not be able to assess a Standard which contains too many files.

2. Assessment

2.5 External assessment by Cambridge

Candidates must ensure that their portfolios conform to Cambridge requirements. They should take professional care in the quality of presentation of their work. Specifically, they should check their entries in the Professional Log for relevance, succinctness and clarity of language use, and also ensure that Core Evidence is presented in a competent manner, keeping within the file sizes which are stipulated.

Candidates should download and refer to the 'Constructing your portfolio and submitting files for assessment' document in the Cambridge section of the VLE. This document contains up-to-date guidance on how to collate the various components of the portfolio, and how to submit the Standards and other required content to Cambridge. In the Cambridge section candidates will also find all of the necessary files and templates required to complete the ITC.

The Cambridge Examiners will assess the quality of the work in the portfolio, and candidates will receive individual feedback from Cambridge. Feedback will be provided using Cambridge templates and will usually comprise around 400 words for each Standard.

Cambridge reserves the right to request further evidence, e.g. in cases where there is doubt as to the authenticity of work, or in cases of the inappropriateness of submitted work.

2.6 Results

Candidates will be awarded the ITC at one of the following levels:

- Distinction
- Pass.

To achieve **Distinction** overall a candidate must achieve at least three Distinctions, for any of the five Standards completed.

NB: For details about how *each* Standard is assessed, please refer to Section 5: Grading.

2.7 Certification

The Certificate will be issued upon successful completion of all five Standards, and satisfactory completion of items 1, 3 and 4 outlined in Section 2.2 above.

The ECIS Deputy Executive Director will notify the participant's Head of School of the award of the ITC.

3. Syllabus overview

3.1 Syllabus structure

Each Standard has the following structure:

- Title
- Objectives
- Description of the practical activity relating to the Standard
- Four Performance Criteria, all of which candidates are required to fulfil in order to achieve the Standard
- For each Performance Criterion, a specification of the expected teacher behaviour and pedagogy relevant to the criterion
- For each Performance Criterion, the three prompts which comprise the Professional Log
- Core Evidence and Reflective Report relating to the Standard.

Performance Criteria are listed in sequence (1.1, 1.2, 1.3, etc.), with a statement which defines the observable characteristics of performance.

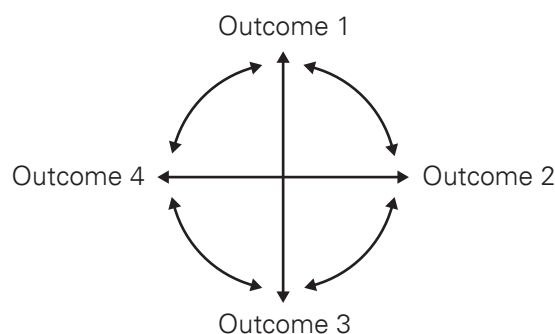
3.2 Summary of the ITC performance criteria

1	Education in an intercultural context
1.1	Designs activities that contribute to the cultural life of the school and involve the local community
1.2	Conveys an understanding of and insight into the local culture and aims to develop students' awareness of the local community
1.3	Creates an environment that incorporates intercultural themes into school life
1.4	Develops understanding between students from different backgrounds
2	Teaching competencies for the international teacher
2.1	Designs, implements, assesses and evaluates learning activities that integrate global issues
2.2	Recognises the diversity that exists among students and motivates students accordingly
2.3	Encourages collaborative learning
2.4	Explores ways of taking learning beyond the classroom to develop global perspectives

3. Syllabus overview

3	The language dimension
3.1	Plans and implements appropriate activities, and designs suitable methods of assessment
3.2	Integrates learners with different language backgrounds and levels
3.3	Shows awareness of the importance of the continued development of the mother tongue
3.4	Applies knowledge of second (or additional) language acquisition theory
4	Student transition and mobility
4.1	Demonstrates an understanding of the issues that students in transition experience
4.2	Uses strategies to enable students in transition to integrate educationally and socially
4.3	Supports families and colleagues in transition
4.4	Facilitates the transition of students moving on to a new learning environment
5	Continuing professional development as an international educator
5.1	Works with colleagues within the school to develop professionally and personally, sharing aspects of own practice
5.2	Stays informed about research and development from the global educational community
5.3	Contributes constructive and professional discussion with ITC colleagues through the ITC Discussion Forum
5.4	Identifies personal goals and uses the experience of the ITC programme to contribute to the improvement of the school

Each Standard has thus been analysed into four essential and inter-related elements, expressed as outcomes. A diagram for each Standard provides a visual summary, using the following model:



4. Standards

Standard 1 Education in an intercultural context

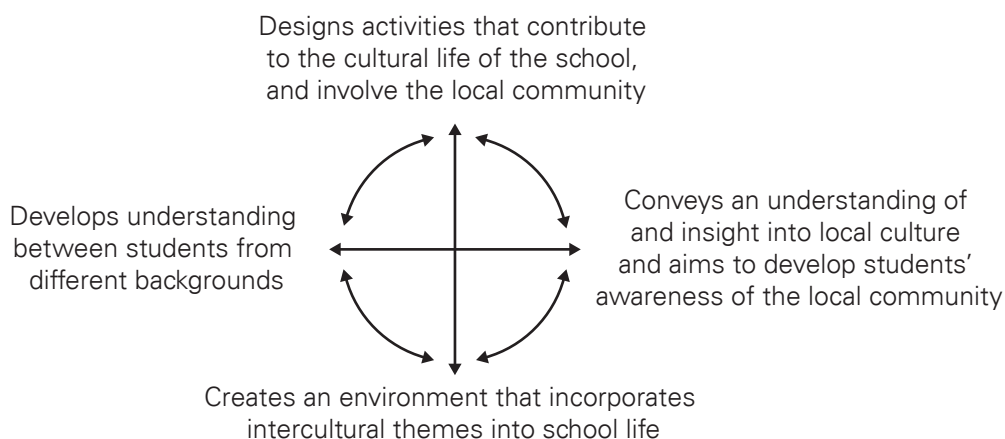
Objectives

- to demonstrate effective use of extra-curricular activity to engage with the local community
- to improve students' understanding of and relationship with the local community
- to develop a greater understanding of intercultural perspectives.

Practical activity

The teacher will be involved in the design and implementation of an extra-curricular³ activity, project or event that involves the local community. Students should engage in collaborative activities, which encourage them to be expressive and creative.

Expected outcomes



³ *Extra-curricular* means outside of the formal curriculum

4. Standards

1.1 Designs activities that contribute to the cultural life of the school and involve the local community

An internationally-minded teacher is expected to be involved in activities which introduce students to elements of the local culture and engage them with the local community.

In your professional log:

- state why you chose the extra-curricular activity and state the extent to which you were involved in its design
- explain how it contributed to the cultural life of your school and how it contributed to the local community
- explore how it changed the perceptions of those involved.

1.2 Conveys an understanding of and insight into the local culture and aims to develop students' awareness of the local community

The internationally-minded teacher should aim to develop a good awareness of the local culture. S/he will find ways to gain an appreciation of local culture. An internationally-minded teacher will therefore seek to utilise knowledge of local and national culture to enhance the experience of students.

In your professional log:

- explore elements of the local culture that you have perceived and understood in new ways
- discuss the extent to which your students are generally aware of local, regional and national issues
- consider some ways in which your students have benefited from the general activities you use to engage with the local community.

4. Standards

1.3 Creates an environment that incorporates intercultural themes into school life

The internationally-minded teacher should explore opportunities to extend learning to embrace awareness of students' cultural backgrounds.

In your professional log:

- state how you have previously incorporated intercultural themes into your teaching practice
- propose some new ways that you will incorporate intercultural themes into the classroom and discuss the challenges that you might face in doing so
- comment on the extent to which you feel your students are becoming more aware of intercultural themes.

1.4 Develops understanding between students from different backgrounds

It is expected that the internationally-minded teacher will be aware of a wide variety of needs and contexts arising from a diverse student body.

In your professional log:

- explain how you investigate diversity and explore the cultural perspectives of your students
- describe how you create an environment that promotes understanding among students with diverse backgrounds
- consider some factors which create opportunities for or impede mutual understanding among your students.

4. Standards

Core Evidence required for Standard 1

Please remember that only one file can be submitted for each piece of Core Evidence.

Evidence of practical activities	Presentation and allowed file formats	Maximum file size and time limit
A. Visual record and an outline plan of the extra-curricular activity	Photographs + text ppt, pdf, doc	5 MB
B. Feedback from three of the participating students	Audio mp3, wma	5 MB 5 minutes
C. Critical and key moments during the activity that encouraged intercultural awareness	Photographs + text ppt, pdf, doc	5 MB
D. Local community involvement – input from three local people.	Video avi, wmv, mpeg, mov, flv	15 MB 5 minutes

Please note that when featuring students in visual evidence, permission may need to be sought from the school and from parents in particular.

Reflective Report for Standard 1

Active thinking about practice, and further inquiry

In your report (of approximately 600 words):

Education in an intercultural context

Discuss some relevant reading, research or inquiry relating to this field and show how you intend to develop professionally in this area.

Please ensure proper referencing to source material by providing a short bibliography at the foot of the Reflective Report.

4. Standards

Standard 2 Teaching competencies for the international teacher

Objectives

- to demonstrate competence in the internationally-minded classroom
- to enhance learners' knowledge of global themes, issues and perspectives
- to promote active learning and collaboration among diverse learners.

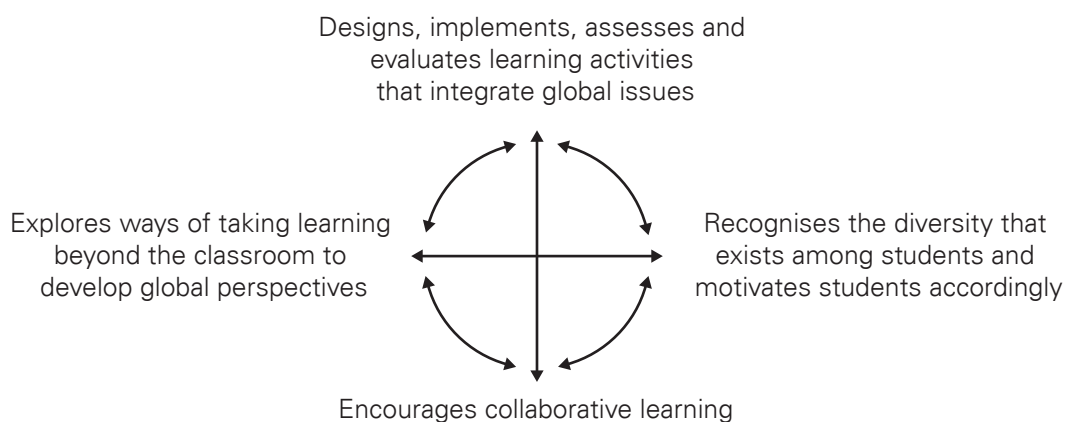
Practical activity

The teacher will design and implement a series of learning activities which comprise approximately 10 hours contact time with a group of learners. The main aim of this is to enhance students' knowledge and understanding of a *global issue* (see below) and develop the attributes of international-mindedness.

Part of the programme will be observed⁴. The Observer must be a **senior colleague**. Only one of the learning activities (lessons) needs to be observed – this should amount to an hour of contact time, though this can be divided into shorter sessions.

Students will offer feedback to the teacher⁵.

Expected outcomes



⁴ Cambridge will provide guidance on performance observation

⁵ Cambridge will also provide guidance on learner feedback

4. Standards

Global Issues

Global issues are social, political, environmental or economic matters that affect people and environments beyond a single country's border; they therefore require solutions that are trans-nationally and collaboratively conceived, endorsed and adopted. Some examples of global issues are pollution, conflict and war, hunger and malnutrition, discrimination, poverty, illness, illiteracy, climate change, and so on. Internationally-minded schools are those whose stakeholders are sensitive to the complexity of global issues.

2.1 Designs, implements, assesses and evaluates learning activities that integrate global issues

The main aim of the learning programme will be to enhance understanding and appreciation of a global issue. The programme should include a range of lessons, illustrating the teacher's ability to utilise a number of different teaching and learning strategies and approaches, including attempts to be innovative and experimental.

In your professional log:

- examine your own cultural assumptions and expectations and show how these are demonstrated in your teaching style
- explain how you measured the extent to which your learners increased their understanding of the global issue
- evaluate the strengths and weaknesses of your Programme Plan, and propose some changes you will make to it when you use it again.

2.2 Recognises the diversity that exists among students and motivates students accordingly

In understanding the different needs of diverse students, it is expected that the teacher will engage with differentiation, motivation, a variety of teaching and learning methods, and that s/he will modify assessment and use suitable resources – relating all of this pedagogy to the international and intercultural context.

In your professional log:

- explain how diverse your particular learner group is and discuss the methods of differentiation you used
- discuss some ways that you motivate your students
- describe how you go about building up profiles of your individual learners.

4. Standards

2.3 Encourages collaborative learning

Students will learn better if they engage in active learning and interact with their peers – collaboration is useful when managed sensibly.

In your professional log:

- provide a recent example of when you used active learning effectively
- describe how you utilise collaborative learning in your classroom
- consider the resources you use and how they could be adapted or modified to enhance collaboration.

2.4 Explores ways of taking learning beyond the classroom to develop global perspectives

When global issues are appropriately integrated into the taught curriculum, students will be motivated to extend their learning and may even be inspired to take action. The Programme Plan should be enhanced by suitable extension work and follow-up activities – inviting learners to explore and expand upon the main theme(s). The teacher should seek to encourage learners to investigate global issues from different dimensions.

In your professional log:

- describe an opportunity your learners suggested to extend their learning about global issues
- identify some critical moments when you saw opportunities to enhance the objectives of your Programme Plan
- present your views on how *your* students can learn effectively beyond the classroom about global issues.

4. Standards

Core Evidence required for Standard 2

Please remember that only one file can be submitted for each piece of Core Evidence.

Evidence of practical activities	Presentation and allowed file formats	Maximum file size and time limit
A. The Programme Plan – using the template provided by Cambridge	Text pdf, doc	2 MB
B. Feedback from the Observer and the learners using the two templates provided by Cambridge, combined to create a single file	Text pdf, doc	2 MB
C. Three samples of student work – to include a range of performance and accompanied by the feedback given by the teacher	Scanned original material ppt, pdf, doc	5 MB
D. Students working in small groups, demonstrating collaborative and active learning.	Video avi, wmv, mpeg, mov, flv	15 MB 5 minutes

Please note that when featuring students in visual evidence, permission may need to be sought from the school and from parents in particular.

Reflective Report for Standard 2

Active thinking about practice, and further inquiry

In your report (of approximately 600 words):

Underpinning teaching practice with inquiry

Consult some reading or research which you feel is relevant to *your particular* teaching and learning context. Show how you will use this to improve your practice as a teacher working in an international and intercultural environment.

Please ensure proper referencing to source material by providing a short bibliography at the foot of the Reflective Report.

4. Standards

Standard 3 The language dimension

Objectives

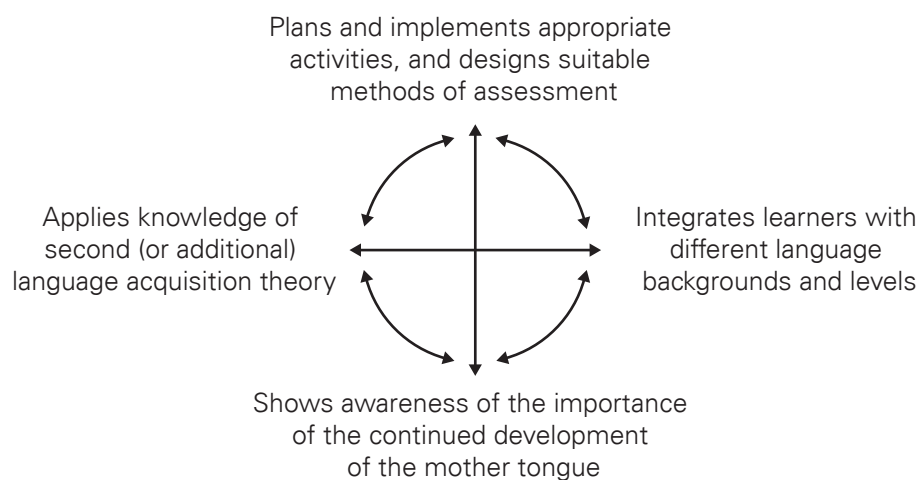
- to create a positive learning environment for students of different language backgrounds
- to increase knowledge and understanding of the language dimension
- to work actively with colleagues to share expertise in this field.

Practical activity

The teacher will run a short workshop in which s/he focuses on teaching methods and learning strategies for students who are learning in a second or additional language. The content of the workshop will be based on the teacher's own ideas and practice in this area, but **must** also incorporate some relevant research, reading or professional inquiry.

The workshop should be an organised session, involving a balanced and appropriate range of activities. The participants need to be interested parties, and can therefore be colleagues, families, stakeholders in the school or members of the local community – or indeed, a combination of these. Students, however, **must not** be the primary audience for the workshop.

Expected outcomes



4. Standards

3.1 Plans and implements appropriate activities, and designs suitable methods of assessment

The learner may not be a native speaker of the language of instruction. The teacher will plan for this and will implement appropriate activities to involve and motivate such learners. The learner may well have an understanding of the concept or principle being taught, but is unable to convey this as effectively in the language of instruction. The teacher will accommodate this, particularly when conducting assessment.

In your professional log:

- explain how you investigate the needs of your learners with regard to their language background
- discuss ways in which you manage assessment to accommodate different language levels in the group(s) that you work with
- comment on other ways that you modify your teaching when working with speakers of languages other than the language of instruction.

3.2 Integrates learners with different language backgrounds and levels

To make progress in the language of instruction some learners often have to work harder, devise different strategies for their own learning, and compensate in other ways. The teacher will recognise these strategies and respond to such learners accordingly. The international teacher will also help native speakers to understand the needs and challenges experienced by their classmates. The challenge is to create 'community' in the classroom.

In your professional log:

- comment on how bi-lingual or multi-lingual learners learn or behave differently to their peers whose mother tongue is the language of instruction
- discuss how the presence of such learners might influence the learning environment
- give some examples of how you have utilised the range of languages spoken by your students.

4. Standards

3.3 Shows awareness of the importance of the continued development of the mother tongue

It is not in the interest of the learner for his or her mother tongue to be neglected in the desire to become proficient in the school's language of instruction. The teacher is placed in the challenging situation of working to improve the learner's knowledge and understanding, and assessing this given the learner's lack of fluency in the target language. At the same time, the teacher needs to show that the mother tongue is valued and respected; indeed, the teacher needs to encourage the development of mother tongue literary skills.

In your professional log:

- explain how you promote the development of the mother tongue
- discuss ways in which you feel that your learners' mother tongue language(s) may have been neglected
- discuss the role of family life – and other external factors you feel influence the use of mother tongue.

3.4 Applies knowledge of second (or additional) language acquisition theory

The teacher will be aware of and should utilise theories relating to the use and development of language. The teacher will extract appropriate pedagogical methodologies to enable effective teaching and learning in his or her context.

In your professional log:

- discuss the importance of language acquisition theory, relating this to the students you teach
- suggest an element of your practice that you feel has benefited from exploring acquisition theory
- give an example of how you collaborate with colleagues to understand this dimension better.

4. Standards

Core Evidence required for Standard 3

Please remember that only one file can be submitted for each piece of Core Evidence.

Evidence of practical activities	Presentation and allowed file formats	Maximum file size and time limit
A. An activity or part of a lesson where the teacher is working with learners with diverse language backgrounds	Video avi, wmv, mpeg, mov, flv	15 MB 5 minutes
B. Experiences and views of two students who are learning in a language other than their mother tongue	Audio mp3, wma	5 MB 5 minutes
C. A summary of the workshop – to include the programme outline and some snapshots	Photographs + text ppt, pdf, doc	5 MB
D. Feedback from the workshop participants – collated and analysed	Charts, tables, text pdf, doc	2 MB

Please note that when featuring students in visual evidence, permission may need to be sought from the school and from parents in particular.

Reflective Report for Standard 3

Active thinking about practice, and further inquiry

In your report (of approximately 600 words):

The workshop

In light of the theory you focused on in the workshop, critically evaluate the usefulness of the workshop and show how it has helped you develop in this area.

Please ensure proper referencing to source material by providing a short bibliography at the foot of the Reflective Report.

4. Standards

Standard 4 Student transition and mobility

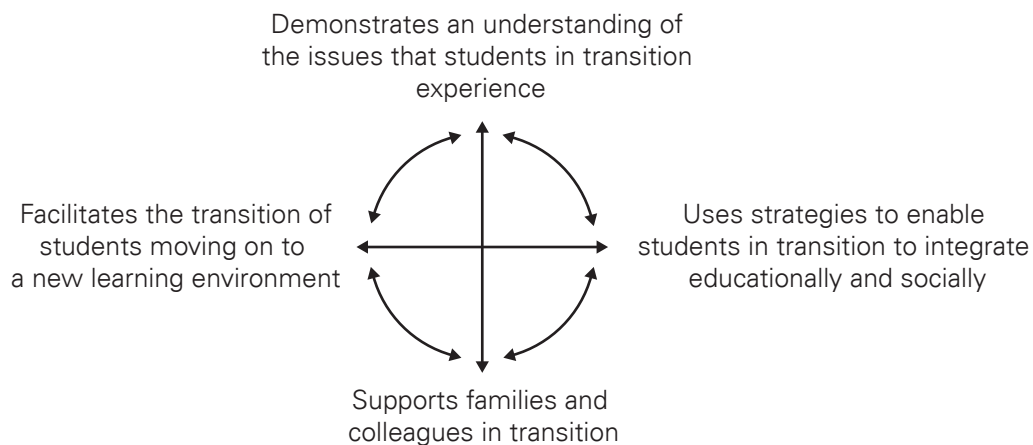
Objectives

- to demonstrate improving practice in working with students in transition
- to collaborate with colleagues and develop better transition procedures within the school
- to study the effects of transition and mobility on all members of the school community.

Practical activity

The teacher will complete two case studies, examining the experiences of two students in transition. The teacher will work closely with the students – who should have contrasting experiences of transition and mobility.

Expected outcomes



4. Standards

4.1 Demonstrates an understanding of the issues that students in transition experience

Some students deal very well with moving about from school to school and culture to culture, often embracing and enjoying the new culture or environment. Others, however, find it difficult and stressful to be continually uprooted. The entire spectrum of responses to transition and mobility needs to be anticipated.

In your professional log:

- discuss the challenges experienced by some students you know who are in transition
- consider the advantages and opportunities of being a student in transition
- discuss other issues that you feel are relevant, focusing on your particular context.

4.2 Uses strategies to enable students in transition to integrate educationally and socially

A student in transition may well begin to lack the motivation needed to perform academically, but also to engage socially in his or her new environment. Students in transition have particular needs and teachers need to be aware of and responsive to these.

In your professional log:

- show how you plan for the impact of transition on the group(s) you teach
- describe some strategies you use to integrate newly-arrived students
- consider what your school does to support students in transition.

4. Standards

4.3 Supports families and colleagues in transition

Families (and colleagues also) will probably come from a very wide range of backgrounds. Some are very mobile indeed, working from country to country, others are longer-term residents in a country which is not their original home, and therefore less mobile. The internationally-minded teacher should regard the study of these scenarios as an opportunity to develop personally as well as professionally.

In your professional log:

- consider what your school does to support families in transition
- explain how you and your colleagues support each other in dealing with students and families in transition
- describe how your school supports colleagues who are themselves in transition, and explore ways in which this support system could be made more effective.

4.4 Facilitates the transition of students moving on to a new learning environment

As well as creating support systems for *receiving* students in transition, the culturally-aware teacher will be planning for the moment when students leave, ensuring that the student is part of a support system and feels prepared and confident about moving on.

In your professional log:

- explain what you do to ensure that students leaving your class to go to another school or learning environment feel as prepared and confident as possible
- describe and comment upon communication with the new school, and consider your role in this
- consider some of the effects when students leave a class.

4. Standards

Core Evidence required for Standard 4

Please remember that only one file can be submitted for each piece of Core Evidence.

Evidence of practical activities	Presentation and allowed file formats	Maximum file size and time limit
A. The case study notes – to include an analysis of the case studies, drawing out the contrasts	Text pdf, doc	2 MB
B. Photographic digest of what you and your school do to welcome and to bid farewell to students	Photographs + some text ppt, pdf, doc	5 MB
C. Informal interview with a small group of 4 or 5 students who are experiencing transition. [Note – please do not include the two case study students]	Audio mp3, wma	5 MB 5 minutes
D. Audit of colleagues' views and approaches to transition and mobility – collated, summarised and analysed.	Charts, tables, text pdf, doc	2 MB

Please note that when featuring students in visual evidence, permission may need to be sought from the school and from parents in particular.

Reflective Report for Standard 4

Active thinking about practice, and further inquiry

In your report (of approximately 600 words):

Transition and mobility – utilising action research

Based on *your work and findings* for this Standard, refer to some relevant reading and further inquiry which will help you develop your knowledge and skills in this area.

Please ensure proper referencing to source material by providing a short bibliography at the foot of the Reflective Report.

4. Standards

Standard 5 Continuing professional development as an international educator

Objectives

- to plan for and promote increased international-mindedness among learners
- to engage with contemporary research and development in the field of international education
- to work consistently with colleagues to learn more about the international and intercultural context.

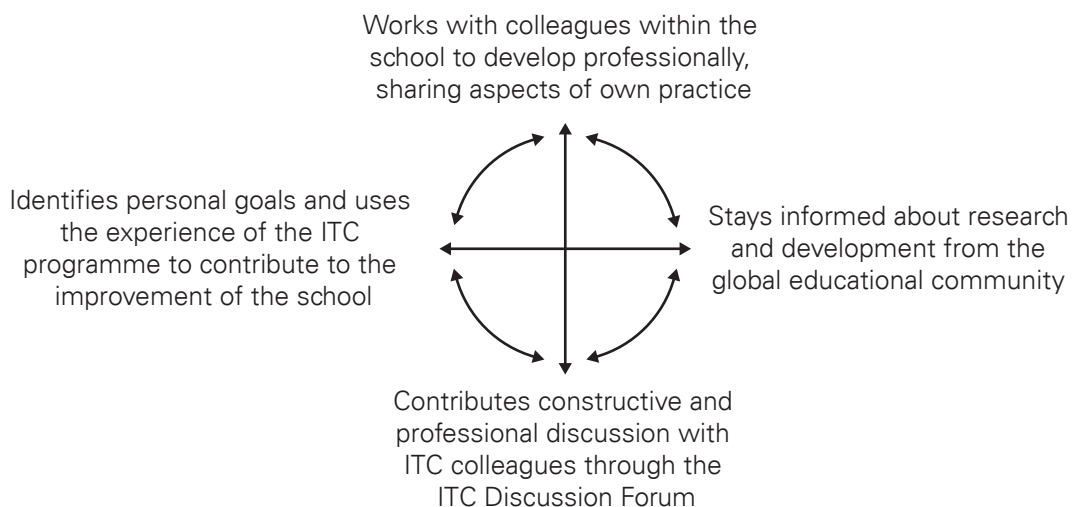
Practical activity

The teacher will consider all of the teaching that he or she has done in the year of working towards the ITC.

The teacher will analyse and evaluate learning that has taken place over the year with a view to improving the effectiveness of future learning.

The teacher will reflect on the ways in which he or she has developed professionally and personally, and will consider how he or she might develop in the future by completing a PDP – Professional Development Plan – focused on improving as an internationally-minded educator.

Expected outcomes



4. Standards

5.1 Works with colleagues within the school to develop professionally, sharing aspects of own practice

A teacher should be constantly on the lookout for new ideas and should be keen to share aspects of good practice with others. The ITC programme requires that this is logged and structured for future development.

In your professional log:

- consider the extent to which you engage with your colleagues in professional matters and show how some of your colleagues have helped you
- describe some aspects of your own practice that you have shared with others
- discuss some specific challenges you have encountered as an international educator and how you responded to these challenges.

5.2 Stays informed about research and development from the global educational community

An internationally-minded teacher should try to keep up with developments by reading appropriate journals, researching contemporary ideas about pedagogy relating to international education, and by looking out for useful resources. A teacher is of course a learner.

In your professional log:

- show how you keep up to date with contemporary issues in international and intercultural education
- explain how you obtained and adapted an external (to your own school) teaching and learning resource
- talk about some interesting exchanges you have had with colleagues from outside the ITC community; from other countries or from very different cultural contexts.

4. Standards

5.3 Contributes constructive and professional discussion with ITC colleagues through the ITC Discussion Forum

The Discussion Forum is an integral part of the ITC programme and provides the opportunity for teachers to discuss teaching and learning which seeks to promote internationalism and develop awareness of the intercultural dimension.

In your professional log:

- explain how you have utilised your ITC colleagues to build up or enhance your own teaching knowledge and skills
- give an example of a development that you learned about through the Discussion Forum that you would like to promote in your school
- reflect on the experience of taking part in the ITC Discussion Forum, and consider and evaluate the contribution you made.

5.4 Identifies personal goals and uses the experience of the ITC programme to contribute to the improvement of the school

In this section, teachers need to select four critical moments (conveyed as goals) which they believe are central to their professional and personal development as an internationally-minded educator. Remember that goals for improvement should be: specific, measurable, achievable, realistic, time-scaled – i.e. SMART.

In your professional log:

- reflect upon how you evaluate your own practice as an internationally-minded educator
- discuss the role that your learners play in this aspect of your development
- discuss how you think the ITC programme might help benefit your school.

4. Standards

Core Evidence required for Standard 5

Please remember that only one file can be submitted for each piece of Core Evidence.

Evidence of practical activity	Presentation and allowed file formats	Maximum file size and time limit
A. A Professional Development Plan (PDP) – using the template provided by Cambridge	Text template pdf, doc	2 MB
B. Feedback from your main Mentor relating to your ITC experience. This can take the form of a conversation/dialogue with the ITC candidate	Video avi, wmv, mpeg, mov, flv	15 MB 5 minutes
C. An innovation that you have introduced or have been involved in developing to help your school become more internationally-minded	Photographs + text ppt, pdf, doc	5 MB
D. An ITC bibliography listing source material used – Standard by Standard, and for all five Standards	Text pdf, doc	2 MB

Please note that when featuring students in visual evidence, permission may need to be sought from the school and from parents in particular.

Reflective Report for Standard 5

Active thinking about practice, and further inquiry

In your report (of approximately 600 words):

Enhancing international-mindedness

Talk about what you see differently now about yourself, your learners, your colleagues and your school. Explore ways that you feel international-mindedness in your school can be enhanced by referring to relevant reading and further enquiry.

Please ensure proper referencing to source material by providing a short bibliography at the foot of the Reflective Report.

5. Grading

Candidates will be assessed Standard by Standard and one of the following judgments will be made by the Examiner for each of the five Standards.

Levels of Achievement	Description
Distinction	The Examiner has seen impressive performance throughout the Standard.
Pass	The Examiner confirms satisfactory performance throughout the Standard.
Pass – pending	The Examiner requires some corrective and/or additional work to be done, but this will be minor.
Fail	The work is not appropriate and the teacher will need to re-do the whole Standard with new activities, fresh Core Evidence and new entries to the Professional Log.

	Levels of Achievement		
	Pass – pending	Pass	Distinction
Grading Themes	<i>The candidate has omitted an essential element or has failed to meet all of the Performance Criteria.</i>	<i>All of the performance criteria have been met satisfactorily.</i>	<i>The performance criteria have been met impressively.</i>
Core Evidence		Satisfactory evidence confirms competent practice.	Evidence is impressive, indicating exemplary practice.
Professional Log		Log entries show satisfactory knowledge and understanding.	Log entries show greater insight, are more probing and seek out innovation.
Reflection and inquiry		Reflection is systematic. Inquiry is appropriate, and is relevant to own practice.	Reflection is integral. Inquiry is pertinent, of greater depth and is rooted succinctly in own practice.

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