

The Cambridge classroom

At Cambridge we support schools and encourage school leaders to develop strategies for effective class based teaching and learning. The table below is designed to support a better understanding of a Cambridge classroom environment. The following rubric and characteristics of excellent teachers can be used by educators to reflect on their own teaching practices and/or for administrators and education leaders to provide feedback to their colleagues teaching Cambridge courses.

For a more detailed guide, schools can refer to *Implementing the curriculum with Cambridge*. We developed this guide to help school leaders design, implement and evaluate Cambridge programmes. It draws on research-based best practice and our experiences with schools, and also lists our Cambridge Teacher attributes.

	Little evidence of Cambridge in the classroom	Fair evidence of Cambridge in the classroom	Excellent reflection of a Cambridge class
Teacher demonstrates familiarity of Cambridge course	There is some evidence of using the course syllabus or curriculum framework, past examinations (or Progression Tests), and/or other Cambridge resources.	The teacher clearly identifies course aims, uses high-level questioning, similar to those appearing on a Cambridge exam, on assignments and assessments. Rubrics reflecting Cambridge marking are included with assignments and assessments.	Students can identify course learning aims from the syllabus or curriculum framework. The teacher uses Cambridge-like questions during class discussions, in assignments and assessments. Rubrics reflecting Cambridge marking are included with all assignments and assessments. The teacher incorporates relevant, meaningful resources to enhance information found in a textbook and makes the connection to other subject areas.
Teacher promotes learning of each student	A variety of teaching strategies (individual and group) are implemented in one lesson. Student learning is measured.	A variety of teaching strategies are implemented in one lesson, including collaborative and individual learning activities. Student learning is measured and descriptive feedback is provided to students in a timely manner.	A variety of teaching strategies are implemented in one lesson, including collaborative and individual learning activities. Student learning is measured with descriptive and specific feedback provided to students in a timely manner. Students are provided with time to reflect on their learning and revise

			individual learning goals. Teacher scaffolds individual learning by asking higher-level, open-ended questions.
Teacher promotes critical thinking, communication, and collaboration	The teacher incorporates high level questions during class discussions, in assignments and assessments. Students are provided with opportunities to work with their peers to communicate their thoughts.	The teacher incorporates high level questions during class discussions, in assignments and assessments. Students are provided with opportunities to work with their peers to communicate their thoughts. Students are given time to practice, explore, make mistakes, reflect, and retry to discover solutions.	The teacher incorporates high level questions during class discussions, in assignments and assessments. Students are provided with opportunities to work with their peers to communicate their thoughts. Students are provided with opportunities to evaluate conflicting information. Students are expected to test assumptions and validity of arguments; provide well-reasoned judgments, conclusions, and solutions orally and in writing. Students are given time to practice, explore, make mistakes, reflect, and retry to discover solutions.
Classroom environment	Desks may be arranged in rows, but students are able to easily move to speak with one another. Students have access to some resources (print and electronic) in the classroom, but may access others outside of the classroom.	Desks are arranged to promote collaborative work, hands-on activities, and student discussions. Student resources (print and electronic) are available to students in the classroom, with access to further resources outside the classroom. Student work, with attached rubrics reflecting Cambridge marking, is displayed on the walls.	Desks are arranged to promote collaborative work, hands-on activities, and student discussions. Student resources (print and electronic) are available and easily accessible to students in the classroom and outside the classroom. Student work, with attached rubrics reflecting Cambridge marking, is displayed on walls. Posters and student work demonstrate cross-curricular, international relevance.

Excellent teachers:

- ▶ have **mastery** of their subject area
- ▶ teach for **understanding** as well as coverage
- ▶ connect learning to the **real world**
- ▶ **scaffold** learning
- ▶ **model** problem solving
- ▶ consider themselves as **mentors** as much as teachers
- ▶ understand, and can apply, assessment for **different purposes**
- ▶ use a variety of different teaching **strategies** and **activities**
- ▶ are **reflective** and **creative**, engaged in ongoing **professional learning**
- ▶ are **collaborative** and **supportive** of colleagues and the school community

We have found that successful schools and successful school systems develop and nurture highly skilled teachers who are encouraged to be creative professionals working in a collaborative culture.