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2007 – 2023

Dear colleagues,

We have very good news! We have designed a new Preparation Centres' Training Course to share the resources and possibilities of professional development Cambridge offers. Now you can do Cambridge CELTA & DELTA and the MA in Professional Development for Language Education (MAPDLE) with NILE at the Anglo. Find more information in this newsletter.

In this issue you will also find a reminder of a very special invitation for our Cambridge upcoming webinar on 27th May, to be delivered by Pablo Toledo, Cambridge Assessment Services Manager. Exclusive for Uruguay! Make sure you don't miss it!

 Besides, we would like to invite you to discover the Cambridge Learning, Assessment and Teacher Development Portfolio. This is an interactive guide with all the support Cambridge offers for your English language programme.

We have also included Cambridge Pocketbook Extracts from '101 Tips for Teaching Primary Children' by Carol Read and '101 Tips for Teaching Teenagers' by Herbert Puchta. We hope you find them useful.

Finally, book the date for the Anglo Congress on 9th September and find dates and fees for the second semester 2023 for Cambridge, IELTS, Linguaskill and Michigan Exams 2023 here.

Warm regards,

The Anglo Department of International Examinations

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Upcoming Anglo - Cambridge Webinar on 27th May

CAMBRIDGE

Developing and assessing writing skills for C1 Advanced

Everything changes after B2, and writing is one of the places where that change becomes more evident. What are the basics of the assessment of writing in C1 Advanced? How can I know when my students are ready for the exam? What resources are available and how can I use them to plan lessons and deliver results for my students?

Let's take a look at level descriptors, assessment criteria and the principles that build the exams to "break the Cambridge code"!

May, Saturday 27th
9:30 to 10:30

Virtual event: register here!
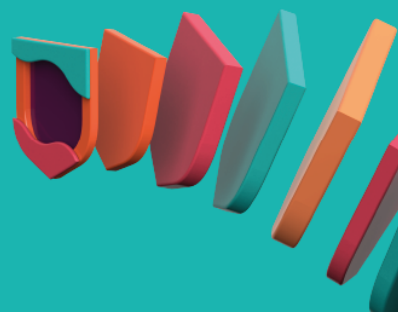
Tips for your Primary and Teenage Classrooms

Tips for your teenage classroom:

Cambridge Pocketbooks extract

Herbert Puchta's *101 Tips for Teaching Teenagers* provides practical teaching tips to help you address the challenges of the teenage classroom.

Download an extract

Carol Read's tips for your Primary classroom:

Cambridge Pocketbooks extract

Get methodological tips and practical ideas to help you develop your skills and confidence when teaching primary learners, from Carol Read's *101 Tips for Teaching Primary Children.*

Download an extract

Cambridge Learning, Assessment and Teacher Development Portfolio

Explore how Cambridge learning, assessment and teacher development portfolio can support your school.
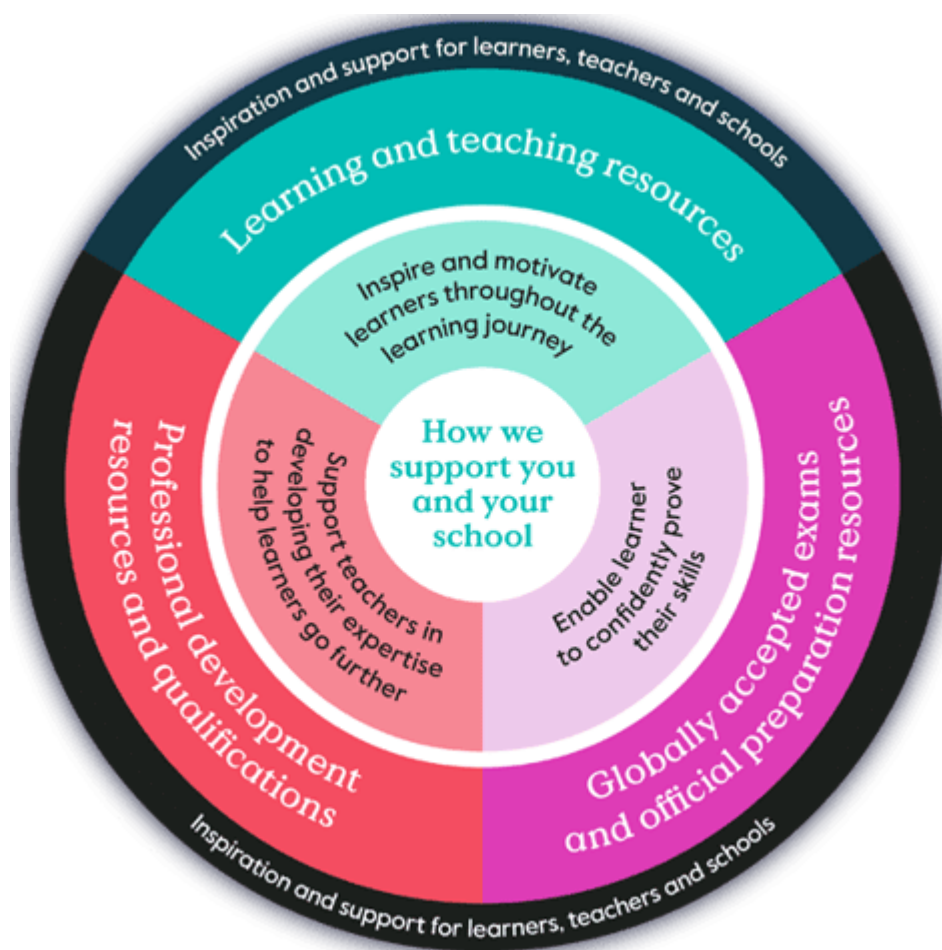
Learn about the wide variety of learning materials from pre-primary to secondary and beyond, the Cambridge Life Competencies Framework and the flexible professional learning and development services to help teachers build their knowledge, skills and confidence.

Discover the portfolio here

Top 5 EDTech trends for 2023

By Kevin Martin

Published 02 February 2023

The possibilities of digital technology offer unprecedented ways to transform learning. New and established EdTech trends and solutions are embracing these possibilities more than ever, shaping the future of how we learn, teach, and structure educational models.

Increasingly, these opportunities support personalisation in learning: EdTech, according to MindCET CEO Avi Warshavsky, is now more about 'learning than schooling.' This shift is represented in emerging trends across EdTech, which lean *towards* learner-centric approaches and *away* from institutions.

At the centre of this shift is an increase in the myriad ways that teaching and learning can use artificial intelligence (AI). AI applications make an appearance throughout this article: it is and will be the most significant technology to shape education in 2023. But informed and guided decision-making will make the difference between a technology which enhances, rather than erodes, learning.

Below are the top 5 of these learner-centric trends shaping global EdTech in 2023:

Greater use of artificial intelligence (AI) in education and assessment tools
ChatGPT has dominated educational news over the last two months, inciting fundamental questions about how we teach and assess student learning. Educators around the world started 2023 with a frenetic scramble to rewrite lesson plans and ditch traditional writing assignments. *ChatGPT*, and by extension AI, is clearly the dominant theme in EdTech for the foreseeable future. But the disruptive ramifications of *ChatGPT* have eclipsed the many ways in which AI is supporting personalised and adaptive learning for the better. This is critical to note, because AI does not have to mark the early days of an education apocalypse. The technology is here to stay, and so we must find ways to use it well. Like Wharton professor

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Ethan Mollick, who even incorporated ChatGPT as a required course tool alongside guidelines for responsible use.

And there are EdTech solutions using AI in the right way. I recently watched an inspiring EdTech demo which used an AI environment to experience something even more frightening than the pending singularity: public speaking. By presenting to a webcam learners received direct annotated feedback on tone, pace, facial expressions, and gesticulations, complete with a virtual audience which reacts in real-time to the speaker.

My colleague, Imogen Casebourne, recently blogged about ChatGPT and asked the platform to give its own assessment of AI in education, to which the chatbot replied, "It's exciting to see what the future of AI in education has in store, but we've got to make sure we're doing it the right way." I couldn't agree more.

Focus on wellbeing and emotional intelligence
AI is not just being used to advance traditional learning outcomes like public speaking, but also shaping how educators address student mental health. EdTech solutions are increasingly using AI to assist students through bespoke stress reduction techniques and remove the social stigma of asking for mental health assistance – sometimes it is just easier to ask an anonymous bot for help. Other platforms are using AI-powered social chatbots to help university students overcome the diffidence of new social groups. These are indicative of a general trend towards tools that support student wellbeing and emotional intelligence. These tools help learners to develop skills such as empathy, communication and problem-solving, recognising that learning is a holistic process which extends beyond traditional subject areas like maths, English, or geography.

Technology that supports teachers, not replaces them
A growing variety of EdTech solutions are finding ways to free teachers to do what they do best: teach. An increasing number of platforms are using 'classroom orchestration systems' to reduce common classroom tasks from as many as 26 steps to a single voice prompt, measurably reducing cognitive demands on busy teachers. AI-powered bots are now even assisting teachers in lesson development, assessment, and assignment marking. The COVID-

19 pandemic, whilst advancing the uses of EdTech, also underscored the importance of classroom environments. These enterprises reflect this recognition, and in 2023 we will see more solutions which find creative ways to support teachers, not replace them.

Virtual reality (VR) and augmented reality (AR) bringing immersive experiences to more students

After overcoming my initial nauseous experimentation with a VR headset in 2022 my enthusiasm for the technology was dubious at best. However, this technology is advancing quickly and growing in accessibility, operating through smartphone and tablet applications without the need for an expensive headset. Immersive educational experiences and interactive simulations can now be available to anyone, much to my delight when, using my smartphone's camera and screen, I manipulated a 2-metre-tall VR robotic arm in the middle of my living room as part of an AR vocational training programme. Is a robotic arm not something that piques your interest? Then with new AR and VR content, you can travel to deepest space or to the Mt. Everest base camp. There is a whimsy inherent in these applications, and I believe the technology will really come into its own in 2023.

Human-centred solutions

Not all trends for 2023 focus on using the most advanced applications of technology. Many EdTech solutions are finding innovation through human-centred approaches that explore how technology is used in communities such as rural sub-Saharan Africa or India. These approaches place the needs of the learner above the capabilities of the technology, and some powerful new educational models are emerging from this shift in focus.

More EdTech companies are experimenting with SMS-based learning models that function on less sophisticated feature phones, or exploring how indigenous pedagogies can provide an unlikely solution to overcoming the digital divide. These types of approaches ingrain a sense of empathy in how EdTech is designed and deployed, and I am seeing greater recognition of the benefits of this approach.

Final thoughts

This is not an exhaustive list of the forces shaping EdTech in 2023, but it does capture key trends which represent a growing maturity in how we, as educators, use technology to support learning. But this can only be done effectively through well-informed decision-making. We are at a time of transition in education, where the systems of the past are becoming increasingly irrelevant to the possibilities of the future. Digital technology will play a profound role in shaping this future, and organisations like the Digital Education Futures Initiative (DEFI), of which I am a part, are working hard to make sure this shift results in a global education system which is inclusive, experiential, transformative, and dialogue-driven. Please join us and do your part to shape this process.

Why teacher development matters

"The quality of a school system rests on the quality of its teachers"1

It is well documented that, whilst many factors shape a child's educational success, nothing is as important as the 'quality of teaching'. In an educational setting, the quality of teaching has the single biggest impact on a student's learning, and indeed, it is highly likely that you can remember a particular teacher who inspired you to achieve your best.

Studies on teacher effectiveness report that students with high-performing teachers progress at a faster rate than those with less effective teachers. Dylan Wiliam states that students of highly effective teachers learn at twice the rate of students of more average teachers, meaning that they learn in six months what students of an average teacher would learn in a year.2 A Sutton Trust report identified about one in six teachers in the UK as being highly effective, with one in six being poorly performing.3 Students of a poorly performing teacher take two years to learn what students of an average teacher learn in a year.

"The myth of the natural-born teacher"4

The Economist magazine reported on a 2011 survey which found that 70% of people in the U.S. considered that the ability to teach was innate, rather than the result of training.5 The evidence is clear, however, that teacher training and development activity can have a strong impact on teaching quality, suggesting that teaching is a craft that can be learned. It is no coincidence that the top-performing education systems, as identified in the PISA 2018 survey, have a relentless focus on teacher improvement.6

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1 How the World's Best-Performing School Systems Come Out on Top (2007) McKinsey study. Barber, M & Mourshed,
2 Teacher quality: why it matters, and how to get more of it. (2010) Dylan Wiliam.
3 Improving the impact of teachers on pupil achievement in the UK (2011). The Sutton Trust.
4 Building a Better Teacher. Elizabeth Green. (2014) W.W. Norton & Company.
5 The Economist. Teaching the Teachers. (June 11, 2016)
6 Effective Teacher Policies: Insights from PISA, OECD (2018) PISA, OECD Publishing.

Perhaps aligned to the belief that teaching is an innate ability, it was claimed that teachers typically improved for their first three years of teaching and then reached a plateau.

However, recent research has shown that teachers working in schools with more[2] supportive professional environments continue to improve significantly after three years, whilst teachers in the least supportive schools can actually decline in their effectiveness.[7]

"Powerful continuing professional development helps students succeed and teachers thrive".[8]

So, the evidence is clear. Teacher development can have a huge impact on classroom practice and teaching quality, which in turn, has a huge impact on learners' outcomes.

However, we need to be mindful that not all development activity that teachers engage in is impactful. A Sutton Trust report in 2015 suggested that many teachers do not have access to effective professional development activity,[9] and The Teacher Development Trust highlighted a study where only 1% of training had a transformative effect.[10] As Dylan Wiliam pointed out, development activity has traditionally sought to address a knowledge deficit, rather than focusing on changing attitudes and practice.[11]

'The Chartered College of Teaching defines professional development as the 'intentional processes and activities which aim to enhance the professional knowledge, skills and attitudes of teachers, leaders and teaching staff in order to improve student outcomes'.[12]

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7 Educational Evaluation and Policy Analysis. Can Professional Environments in Schools Promote Teacher Development? Kraft, M & Papay, J (Volume 36, issue 4, 2014) Sage Journals.

8 Developing Great Teaching: Lessons from the international reviews into effective professional development. Cordingley, P, et al. Teacher Development Trust. 2015.

9 Developing Teachers: Improving professional development for teachers. The Sutton Trust. January 2015.

10 https://tdtrust.org/about/evidence/

11 Teacher quality: why it matters, and how to get more of it. (2010) Dylan Wiliam.

This suggests that any development is part of a process and will take time to achieve, and that the focus is not just on knowledge but also on attitudes and classroom practice. The connection with student outcomes is key, as the goal of teacher development should be to enable educators to make changes to their practice that lead to improved student outcomes.

'Getting learning right for the adults in our schools is crucial to retaining and recruiting a vibrant and successful workforce.'[13]

When designed successfully, development activity not only improves teaching quality and learning outcomes, but also increases self-efficacy and job satisfaction.[14] The question is, how do we get the learning right for teachers so that it does have an impact?

At Cambridge, based on the insights from research studies, we have developed an INSPIRE model, which highlights the characteristics of effective teacher development activity.[15] These principles underpin the work we do in designing professional development programmes.

Effective teacher development

'Thanks to the insights provided by large-scale international research studies we now know that teachers' CPD programmes only lead to powerful and transferable learning outcomes if they are designed in a certain way.'

From recent research, we have identified the key principles for successful teacher development. These underpin our approach to teacher learning and development.

12 Chedzey, K., Cunningham, M. & Perry, E. (2021). Quality Assurance of Teachers' Continuing Professional Development: Design, development and pilot of a CPD quality assurance system: Final report. Chartered College of Teaching, London
13 Unleashing Great Teaching. Weston, D & Clay, B. (2018) Routledge.
14 TALIS 2018 Results (Volume II). Teachers and School Leaders as Lifelong Learners (2019) OECD Publishing.
15 Effective Professional Development: Principles and best practice. Richardson, S & Diaz Maggioli, G (2018); Cambridge Papers in ELT. Cambridge.

We have organised the key principles around the word INSPIRE:

For successful, lasting change, it is important to consider the intended impact of any activity, and what teachers and learners want to be able to do as a result of the development. The activity should be based on the needs of the teacher and their students, and teachers will learn through tackling real issues in their classrooms and developing practical solutions. It is important, of course, to reflect on the in-practice activity, to evaluate the impact, and also to deepen knowledge through collaborating with colleagues. Through a cycle of experimentation and reflection, teachers can experience increased depth of learning, moving from an awareness of ideas and practices to operating at a deliberative level, where they have a high level of expertise and demonstrate flexibility in their teaching.[16]

 "Schools are places of learning but are they learning organisations?"[17]

 For any teacher development activity to be truly successful, however well-designed it is, it does need the support of the organisation and educational leadership. Much has been written around the importance of creating a learning culture for teachers where they are

16 See the four stages of practice identified in Unleashing Great Teaching. Weston, D & Clay, B. (2018) Routledge.
17 Impact, Journal of The Chartered College of Teaching Issue 12. Autumn 2021.

allowed to flourish. Silvana Richardson addresses this in her publication, Promoting Professional Learning (Cambridge 2023). She also outlines the difference between organisation driven teacher learning and teacher-driven teacher learning, and the role that educational leaders play in facilitating and supporting both approaches.

"Every teacher needs to improve, not because they are not good enough, but because they can be even better."[18]

Teacher development is a lifelong journey, and it is important for educators to engage in it at all stages of their career if we want flourishing teachers and learners. The development activity can take many forms. We have mentioned the value of sustained programmes which are designed to meet the needs of participants, and which include classroom practice, reflection and opportunities for collaboration.

These are ideal for embedding learning and leading to transformative change, but are not always possible, and there are many other opportunities for development. These include learning through books, journals and blog posts; attending webinars, workshops and conferences; taking online courses; and engaging in collaborative activities with peers, such as taking part in communities of practice.[19] It should be noted, however, that these activities will have different levels of impact, and this must be a key consideration when planning development activity. Whilst attending a conference may be inspirational, for example, it is unlikely to lead to a change in practice unless there is planned follow-up activity once the teacher is back in the classroom. Intended outcomes, impact and depth of learning should be key considerations if we are serious about improving the educational outcomes of students.

18   Dylan Wiliam, Emeritus Professor of Educational Assessment at University College London.
19   For a range of activities, see Jack C Richards' 50 Tips for Teacher Development. 2017. Cambridge.

New Preparation Centres' Training Course

On 10th June will be launching a 6-sessions Preparation Centres' Training Course for those teachers working with Cambridge Exams or interested in working with them.

The main aims of the course are to welcome preparation centres, focus on the CEFR, learning and teaching materials, TKT and informing teachers about options for professional development.

The sessions will take place on the following dates from 9:00 to 12:00, and they will be free of cost:

Saturday 10th June: Welcome pack for Cambridge Preparation Centres

Saturday 17th June: The Common European Framework for Languages and Cambridge Exams

Saturday 24th June: Cambridge Teaching Qualifications: TKT Module 1

Saturday 1st July: Cambridge Teaching Qualifications: TKT Module 2

Saturday 8th July: Cambridge Teaching Qualifications: TKT Module 3

Saturday 29th July: Professional Development: More Cambridge and Anglo Teaching Qualifications; CELTA and DELTA

If interested, contact us here and we will get back to you. Limited places available.

Anglo – NILE collaboration: Important news for teachers

MA in Professional Development for Language Education (MAPDLE), Cambridge DELTA & CELTA with NILE

The Anglo was approved in 2016 as a host venue for face-to-face modules on the NILE MA in Professional Development for Language Education accredited by the University of Chichester, UK.

We have also delivered DELTA Module 2 with approved Anglo teachers as local tutors, supported by NILE Online Tutors through the NILE Online platform since 2014.

As from this year, teachers who enrol on the NILE MA in Professional Development for Language Education accredited by the University of Chichester, UK; Cambridge DELTA or CELTA with NILE will receive a 5% discount on course fees. The same as for the 8-week online courses, there will be a promotional code teachers will need to use when enrolling in order to receive the above-mentioned discounts.

NILE / Anglo online 8-week courses

As from this year, teachers who enrol on any of the 8-week online courses offered by NILE will receive a 10% discount on course fees. Participants will also receive access to Anglo library resources in Montevideo, and opportunities to observe language or teacher education classes at the Anglo. Successful completion of a NILE Online course entitles participants to a certificate issued by NILE and Anglo. There will be a promotional code teachers will need to use when enrolling in order to receive the above mentioned discounts.

For more information please click here

Anglo Congress 2023 – Book the date

Cambridge Exams Dates and Fees for 2023

You can access all the dates here:

https://www.anglo.edu.uy/wp-content/uploads/2023/05/PRECIOS-FECHAS-Y-PERIODOS-DE-INSCRIPCION-AGOSTO-A-DICIEMBRE-2023.pdf

IELTS Exams Dates and Fees for 2023

You can access all the dates here:

Fee 2023: USD 255

MET Go! Exams Dates and Fees for 2023

MET Go! is an on-demand exam so we can make arrangements for your candidates to sit the test whenever it suits them. Just contact us at inscripcionescambridge@anglo.edu.uy and we will make all the arrangements.

Fee 2023: USD 90

Linguaskill Dates and Fees for 2023

Linguaskill is on demand so we can make arrangements for your candidates to sit the test whenever it suits them, Just contact us at linguaskillcambridge@anglo.edu.uy and we will make all the arrangements.

Fee 2023: USD 45 per Module

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We look forward to hearing from you!