



Cambridge

# Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

Issue 40, June 2022

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**Celebrating success**  
A spotlight on the achievements of Cambridge schools



**Moving forward**  
Student counsellors play a crucial role in helping students progress



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As traditional teaching methods evolve, educators explore online options

# Getting On

Supporting students along the learning pathway



Cambridge Assessment International Education



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Thinking  
Pod 

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'How do you keep learners engaged in online lessons?'

'How can metacognition improve performance?'

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# Welcome

ISSUE 40, JUNE 2022



Welcome to the June issue of *Cambridge Outlook*. Recently I've been able to meet Cambridge school leaders and teachers again in person – something I haven't been able to do for the past two years. My travels have given me a chance to reflect on how we have managed during the pandemic, and the next steps for educators and students.

At Cambridge International, we are developing new approaches to teaching and learning that cater for a wide range of schools all over the world. In this issue, you'll see examples of how we are embracing a new and improved era of flexible working and learning – online Cambridge schools, online professional development qualifications and hybrid training workshops all offer more choices for teachers and students.

Whichever way the Cambridge curriculum is delivered, our focus is, and always has been, on supporting our students throughout their learning journey. In this issue, our theme is 'Getting on' – helping students to move on to the next stage of their education.

We explore the benefits of Cambridge's CEM assessments in helping educators set goals for students and evaluate their progress (page 9). Tim Gill also shares findings from his research into how Cambridge Checkpoint can improve results at Cambridge IGCSE (page 6).

Let's look ahead to the future together and curate new paths to help our students, and you as educators, move forward. Thank you to everyone who has contributed to this issue. We hope you enjoy it. If you have a story to share, please get in touch at [outlook@cambridgeinternational.org](mailto:outlook@cambridgeinternational.org)



## Christine Özden

Chief Executive,  
Cambridge Assessment  
International Education

## About us

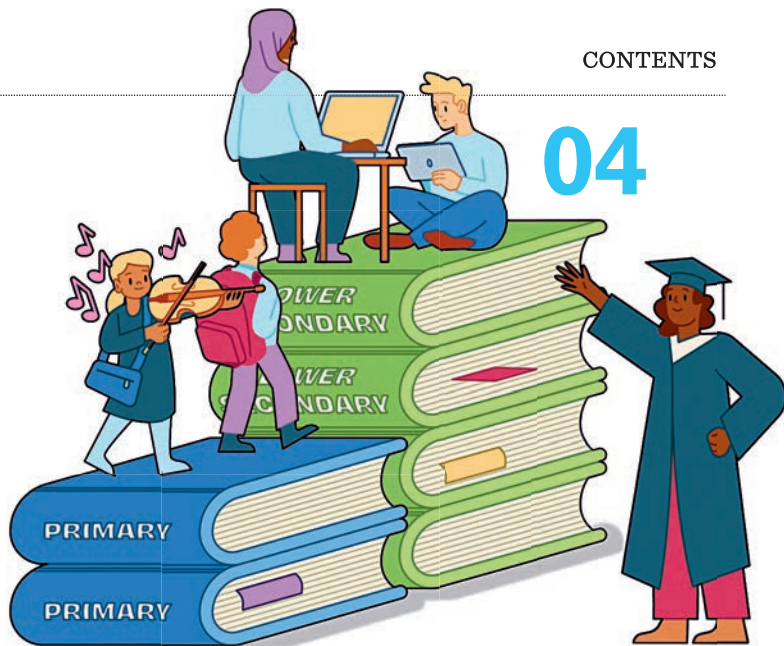
Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Any feedback on this issue? Anything you would like to read about in the next issue? Contact us at:

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# IN FOCUS

## Getting On



**Lee Davis**, Cambridge International's Director of Teaching & Learning, introduces this issue's 'In Focus', which explores progression and how we can help students fulfil their potential

**T**he concept of 'progress' underlies a lot of what we do in education. It is at the heart of the school improvement process – for example, leadership working to foster a more positive learning culture and environment in the school – and it is the key objective of all subject teachers in order to help their students get better outcomes.

The *Cambridge English Dictionary* defines 'progress' as 'to move something [or someone] to a more advanced or developed state', and this certainly tallies with the above – education is all about moving schools, teachers and students to a more improved position. The question then becomes about how much improvement has been made or the size or significance of any change that has been brought about.

In this latest edition of *Cambridge Outlook*, we take a closer look at what progress means for our schools and how much leadership and teachers' understanding of progress rests on the careful selection of assessments before and after the learning progression.

This theme is explored in Tim Gill's research, described on page 6, where he looks at the



“Education is all about moving schools, teachers and students to a more improved position”

relationship between Cambridge Checkpoint assessments, taken when students are approximately 14 years old, and Cambridge IGCSE™ assessments, taken around two years later. As Tim's research finds, the correlation between the two is strong and illustrates the extent to which performance in the former can predict attainment in the latter.

The before and after picture is further explored in an interview with Andrew Lennie, Head of Secondary at Cairo English School (page 9). Andrew explains how his school uses Cambridge's CEM assessments to set goals for students and support them in their development. Again, the objective is to make it clear where students are before the next stage of learning begins, to not only plan next steps, but also to measure the extent to which progress has been made.

Two overarching principles have guided Cambridge International's work with schools during the pandemic: helping you to keep your students and teachers safe, and helping you ensure student progression. So, in acknowledgement of this, you will find an article on page 10 by Kevin Ebenezer, our Head of Global Recognitions, who highlights the vital

## In this section

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role of school counsellors in helping students make informed choices about university and tertiary education. Covid-19 has made many students reconsider long-held plans of where they want to apply to university, and they need help to evaluate the different options.

And of course, we also want to celebrate how well school communities have coped throughout the pandemic, ensuring that their students have been able to progress to the next stage of their lives. On page 12, you will find a selection of social-media posts from schools around the world. Please continue to share your stories and experiences (as an aside, there's a great example of international collaboration between two Cambridge schools on page 19).

To that end, allow me to conclude with a huge 'thank you' to every one of the students, teachers, parents/carers, school leaders and ancillary staff who form the global Cambridge International community! Your courage, strength and fortitude have been immense over the past two and a half years, and we look forward together at what is to come.





# Checking in

NEW RESEARCH REVEALS JUST HOW VALUABLE CAMBRIDGE CHECKPOINT ASSESSMENTS CAN BE IN IMPROVING RESULTS AT CAMBRIDGE IGCSE



**Tim Gill is a researcher in Cambridge University Press & Assessment's Research**

**Division. He recently conducted a study into the relationship between Cambridge Lower Secondary Checkpoint assessments and Cambridge IGCSE results.**

For most teachers, finding the right balance between summative and formative assessment is essential to ensure students are kept on track. Progression between stages of learning is often seen as an important area of focus, and Cambridge Checkpoint assessments offer a way for schools to monitor individual and group achievement, and to see how learners are performing against international benchmarks.

Cambridge Checkpoint tests are available for Mathematics, English, English as a Second Language, Science and Cambridge Global Perspectives™. The tests are typically taken at the end of both the Primary and Lower Secondary programmes (Stages 6 and 9). Tests are marked by Cambridge International (except for Global Perspectives which is a moderated project), and students and teachers receive detailed reports that can be shared with parents.

But just how valuable are these assessments? And how should schools look beyond basic benchmarking to use tests as a predictor of performance?

“The two basic questions we wanted to answer were, firstly, is a student’s Checkpoint score a good predictor of how they were



likely to do at Cambridge IGCSE? And secondly, do schools that adopt Checkpoint assessments tend to achieve better IGCSE results than those that do not?” explains Tim.

Using internal data gathered from up to 10 000 students, Tim analysed the correlations between Checkpoint scores and IGCSE results, both within individual subjects and also between subjects. He also used regression analysis to assess the impact of schools adopting Checkpoint on their IGCSE outcomes. The results were revealing, if not surprising.

The researchers looked at schools that had recently adopted Checkpoint to see if they improved their IGCSE results in subsequent years. Of the schools that did not offer Checkpoint assessments in year 1 of the research period, those who went on to adopt it in the next two years were more likely to improve their IGCSE performance.

This effect was only present for schools where students took an average of at least two Checkpoint assessments, and the average improvement at IGCSE (per subject) was around a quarter of a grade higher in comparison to those schools without the tests.

Crucially, Tim also found that Checkpoint scores were a good predictor of performance in IGCSE, particularly in the same (or a related) subject, with correlations between Checkpoint score bands and IGCSE grades in the same subject varying between 0.69 and 0.78.\*

Digging deeper, Tim found that students who achieved a high score in Checkpoint Science were more likely to perform better at Cambridge IGCSE Biology, Chemistry or Physics. For example, 78.9 per cent of those achieving a 6 at Checkpoint Science went on to get a Grade A\* in IGCSE Physics.

“The direct correlations we saw during this study were very similar to those

\*In statistical terms, the correlation between two variables is measured on a scale. Perfect correlation is expressed by either +1 or -1. A correlation score of between 0.6 and 0.79 is seen as strong.

we saw in one we conducted a few years ago,” says Tim. “There’s a clear line of progression through the different stages of Cambridge qualifications, so I was expecting that students taking Checkpoint would be best prepared for IGCSE. Cambridge IGCSE syllabuses are designed to build on the skills and knowledge that are assessed in Cambridge Primary and Lower Secondary Checkpoint.”

The Checkpoint assessments give teachers the data they need to identify any areas for development, so gains in student achievement seem to happen because schools have a clearer picture of where students are in their learning.

In the future, Tim wants to get more information on the schools he was studying so that other factors that might affect IGCSE attainment, such as student ability or school type, can be accounted for. His findings from the Lower Secondary group were very useful and he is keen to see how more schools might start seeing academic improvements from introducing Checkpoint assessments.

“Obviously, you can’t guarantee that every school will benefit,” he says, “but we certainly have some evidence that, on average, Cambridge Checkpoint assessments are having a positive effect.”

**You can find more information about Cambridge Lower Secondary Checkpoint at:**

[www.cambridgeinternational.org/lower-secondary-checkpoint](http://www.cambridgeinternational.org/lower-secondary-checkpoint)



# Supporting progression

**Dr Fiona Jackson, Head of Primary and Lower Secondary Development, Curriculum Programmes, reflects on Tim Gill’s research findings and tells us the role of Cambridge Checkpoint assessments in building progression into curricula**

## Were you surprised by the findings of Tim Gill’s research?

I wasn’t surprised, because each stage of a Cambridge education builds on learners’ development. The earlier you start on the Cambridge Pathway (at Primary Stage 1) and stay on it (through Lower Secondary Stages 7 to 9), the greater the benefit for students at Cambridge IGCSE and beyond.

## Can you tell us how you build progression to Cambridge IGCSE into the Lower Secondary curriculum? What are the key considerations?

When we design the Cambridge Primary and Lower Secondary curricula, we start by establishing the content and skills that are needed by learners at IGCSE. Then we work backwards – we look at what concepts, skills and knowledge are required at Stage 9 to prepare students for IGCSE, then we look at Stage 8 to determine the preparation needed for Stage 9, and repeat this all the way back to Stage 1. Another team looks at Cambridge International A Levels and designs the curricula backwards to AS Level and IGCSE. This ensures that everything aligns.

## Can you give us an example of how this works across multiple stages?

On our Cambridge Primary and Lower Secondary support sites, we provide subject progression grids that show each learning objective and how it progresses from Stage 1 to Stage 9. So, taking the example of how learners develop the concept of reflective symmetry in 3D shapes in mathematics: we look at the stage before (understanding that the number of sides of a regular polygon is equal to the number of lines of symmetry and the order of rotation), and work back through each stage, starting at Stage 1 (with the ability to identify when a shape looks identical as it rotates).

## What role do Cambridge Checkpoint tests play in this process?

The Checkpoint tests at Stage 6 and Stage 9 are based on our learning objectives. So, if a learner does well on a Stage 9 Checkpoint, it’s likely that they will be well prepared for Cambridge IGCSE. Again, this is also because we have carefully designed our curricula so that each stage builds towards the next. Coherence is an important idea to think about here, as teaching activities, textbooks and assessment questions are all based on the same learning objectives. In this way, the curricula, teaching and learning, and assessment all align.

## Are Cambridge Checkpoint assessments valuable, in light of Tim’s research?

Checkpoint assessments are optional – we also have Cambridge Progression Tests available at Stages 3 to 9 based on the same principles. However, if students take our Checkpoint assessments, they will be more familiar with our assessment terms, with the types of questions and with the marks assigned to them. They also gain the experience of taking a formal exam – it’s all about readiness for the future.

# Cambridge **checkpoint** series

Matched to the Cambridge Lower Secondary curriculum frameworks our Cambridge Checkpoint series ensure learning objectives are covered from beginning to end.



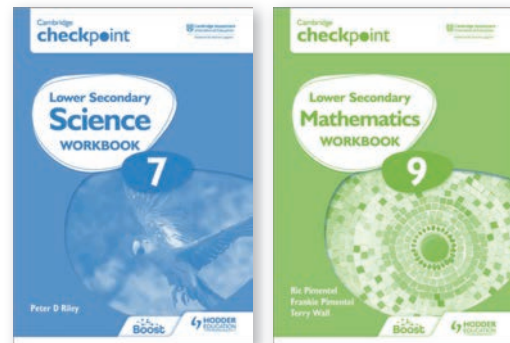
Our Cambridge Checkpoint series include:

## STUDENT'S BOOKS



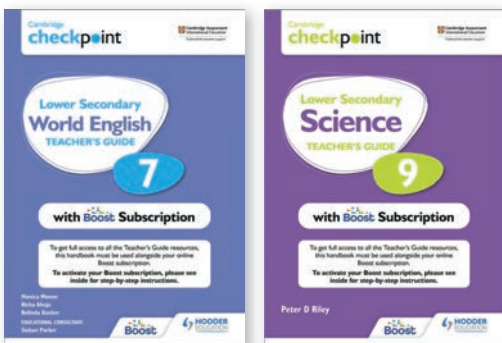
Engage and inspire learners with resources developed by experienced teachers and language specialists, full of engaging activities and cross curricular links.

## WORKBOOKS



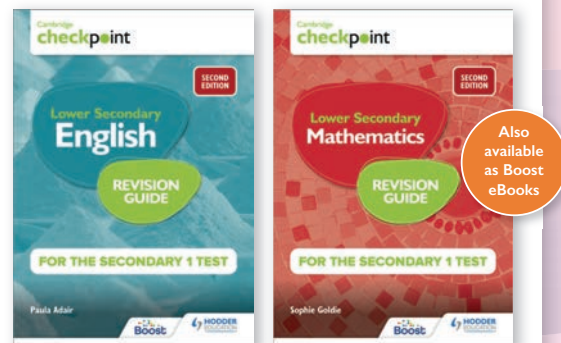
Support knowledge and understanding from the Student's Book with practical workbooks designed to challenge students to take their learning further.

## TEACHER'S GUIDES WITH BOOST SUBSCRIPTIONS



Include a print handbook and a subscription to Boost. The Guides include a range of resources such as activities, knowledge tests, assessment guidance, ESL support and audio versions of the glossary.

## REVISION GUIDES



Achieve maximum potential using step-by-step guidance that helps to practise skills learned and improve exam technique.

Please note the Revision Guides have not been through the Cambridge International endorsement process.

**Trial all resources for free for 30 days at**  
[hoddereducation.com/cambridge-checkpoint](http://hoddereducation.com/cambridge-checkpoint)



# KEEPING TRACK of progress

How can data from CEM tests help with monitoring student progress and setting targets?



**Andrew Lennie is Head of Secondary at Cairo English School (CES). CES provides British-based international education to more than 2000 students aged 3 to 17. It offers Cambridge IGCSE and International AS & A Level, and has been using assessments from the Centre for Evaluation & Monitoring (CEM) – now part of the Cambridge family – for eight years.**

Students at CES take all three of the CEM tests available at secondary level: MidYIS (at the start of lower secondary), Yellis (at the start of Year 9/Cambridge Upper Secondary) and Alis (at the start of Year 11/Cambridge Advanced). Each test provides teachers with a baseline that they can use to track learning. Andrew explains how the data is vital for a student's progression.

"We use CEM because it gives so much information about the students that supports both teachers and leadership," he says. "The data from the tests enables us to do detailed analysis to track students internally, as well as evaluate external results. It's useful for many departments, whether it's for a school leader, a classroom teacher or a special educational needs coordinator (SENCO)."

## Setting goals and tracking progress

CEM tests are taken at the start of the year, which helps teachers plan the terms ahead. Teachers receive a summary sheet from CEM, providing the most likely grade that a student will achieve in their external exams, as well as Chances Graphs, which look at the probability of a student attaining each grade. Practitioners use the predicted grades and Chances Graphs alongside teacher judgement to set targets for students.

"If the predicted grade is an A and the Chances Graph says there's a 20 per cent chance of an A\*, we'll push for an A\*. But if there's only a 5 per cent chance of an A\*, we'd make the targets more achievable for them," says Andrew.

He explains that teachers find CEM data vital, not only

when setting goals but also when they lack previous knowledge of their class. "Teachers like CEM, especially in Year 7 when they've got new students. It helps them get an understanding of the children in their class."

## Early identification with CEM results

At CES, CEM data is shared with the Learning Support department. "This means the SENCO and heads of departments can identify students who may need further diagnostic testing, different levels of support or additional challenges," says Andrew.

"It's useful for letting us know when to intervene. We track students in terms of behaviour and work completion, and understanding a student's baseline level helps a teacher get an idea of how the child is progressing."

For example, Andrew and his team identified 20 students in Year 9 who require extra support in light of their CEM results. "They could have been waiting for support until the end of term 1 without these tests," he says.

## How can CEM data be useful after exams?

The CEM data continues to be useful as Andrew can analyse how each year group has progressed from their CEM results (the baseline measure) to their Cambridge IGCSE or Cambridge International AS & A Level results. CEM's 'value-added reports' show the progress made, and support school improvement.

"An important aspect for the senior leadership team is the analysis of added value against external exams, so the data is powerful," he explains.

"Each year, you have different cohorts with different abilities. With CEM's value-added reports, value-added can be measured against the starting ability of each year group. It's a true reflection of how the school is operating."

To learn more about CEM and how schools can use the assessments, talk to your local Cambridge representative or visit [www.cem.org/cambridgepathway](http://www.cem.org/cambridgepathway)

# What *next?*

HELPING STUDENTS MAKE INFORMED CHOICES ABOUT HIGHER EDUCATION



**Cambridge International's Head of Global Recognitions, Kevin Ebenezer, explains why students need dedicated support in the wake of the pandemic.**

As our world becomes more and more interconnected, so do the risks we face. The Covid-19 pandemic is not confined to national borders, and at its peak, UNESCO estimated that 193 countries had nationwide closures for primary, secondary and tertiary education, and 1.6 billion students faced school or university closures. There is no part of the educational world that has been left untouched.

Schools and universities have quickly adapted to the situation and changed the way they work to support their students in the best way possible. Digital technology has been put at the centre of teaching and learning for the first time, and parents have played a greater role in shaping how and what their children learned.

As we move forward, headteachers may need to reset the relationship between the school, parents and students. They will also be looking to balance the academic and wellbeing needs of their students, as some are returning to the classroom with high levels of anxiety. The World Health Organization identifies mental health as a major issue and suggests that young people's anxiety and fears should be acknowledged and not ignored. Mental health needs to be better understood and addressed by individuals, schools, communities and governments.



“It is crucial for schools to have a member of staff working with students to provide them with a clear sense of purpose and direction”

## Dedicated student support

It is crucial for schools to have a member of staff working with students to provide them with a clear sense of purpose and direction. The economic impact of the pandemic or loss of a family member could have drastically changed a student's long-held aspirations and ambitions. The student will require a lot of support to come to terms with their new situation and will need encouragement to change their plans.

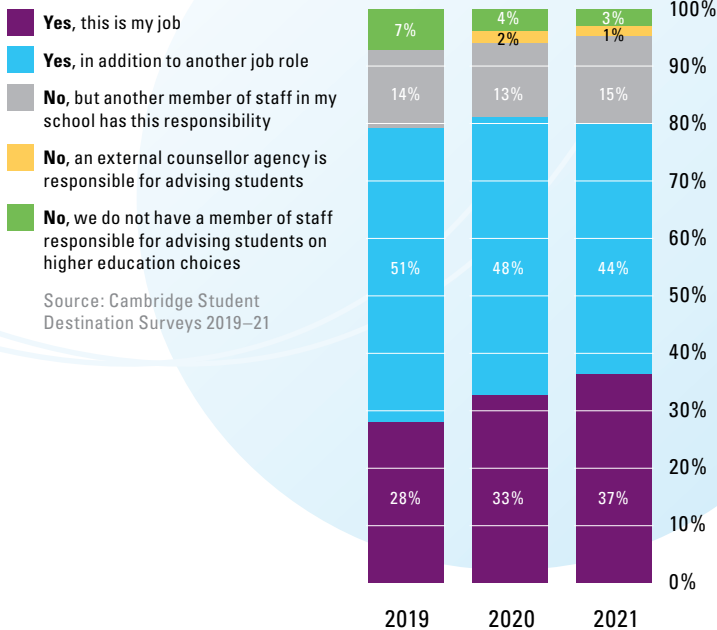
To add to the pressure on students, university recruiters are trying to entice them and agents may not always provide the best advice. Students are finding it very difficult to make informed choices about where to study. The best-placed member of staff to help them will be a dedicated guidance counsellor in your school. Sound advice from a staff member who knows the student and can help them navigate the complexities of the university application process will certainly make it a less daunting and stressful experience.

The encouraging data from our Student Destination Surveys shows an increase in the number of dedicated staff in schools advising students on higher education choices. However, as we move to a 'new normal', a lot more resource will be required to help this young generation affected by the pandemic.

## Making informed choices

One of the ways schools can help students choose the universities that match their ability is by using adaptive baseline assessments to identify their strengths and weaknesses. Cambridge CEM's Alis test is designed to support students as they prepare

## Are you responsible for advising students on higher education choices (e.g. as college counsellor)?



for Cambridge International AS & A Levels, and help schools unlock the full potential of students. The results also help indicate how students are likely to perform in their exams and therefore support the decision-making about which universities to apply to. However, even if students have this information, dedicated help from a trusted member of staff is needed to help students make the best possible choices based on their academic, financial and social needs.

Career goals are also an important aspect of the advice provided by school counsellors, especially for students wanting to study abroad. Students who choose to study internationally have high expectations for their future careers, but the pandemic has greatly augmented anxieties around affordability, return on investment, and graduate outcomes. It is important that students receive sound career guidance and consider whether their chosen degree will provide them with the adequate skills for employment while delivering the return they expect.

There is no doubt that the pandemic has impacted on student learning, health and wellbeing in all learning environments. Schools are investing substantial resource to lessen the impact and support students and staff. As we move forward, I would urge schools to consider providing the additional resource of a dedicated advisor to support students as they plan their futures.

Cambridge Advanced qualifications prepare students extremely well for entry into higher education. More than 93 per cent of Cambridge International AS & A Level students go on to study at university, with 70 per cent of them attending a top-500 university.



## A beacon of support

A guidance counsellor for Beaconhouse Group in Pakistan, Faiza Khalid shares the highs and lows of being a guiding light for students

**Q.** Tell us about your Access Centre and the services you offer.

**A.** Our Access Centre for secondary school students in Peshawar boasts a team of career advisors, as well as its own designated student counsellor. We offer career counselling, international summer programmes, university application support and work placements. Our advisors help students to make informed choices about their education and career paths.

**Q.** What kind of support do your students need most?

**A.** Students want guidance on what options are open to them. There are so many study destinations, and most students are keen to explore new places. We help them with university entry requirements and filling out daunting application forms.

**Q.** How do you support students applying to international universities?

**A.** We support students throughout the application process, from the time they start thinking about applying abroad until they reach their destination. We ensure students find the right fit and link them with alumni already at their prospective university.

**Q.** How has Covid-19 impacted the support you offer?

**A.** It has affected many students financially. Times have been uncertain, making moving far away from family more emotionally challenging. This has meant that more students chose local universities over studying abroad.

**Q.** What do you find most rewarding about your role?

**A.** The feeling of gratification after helping a student in a meaningful way. Seeing students thriving abroad and having made the right decisions about their futures is very enjoyable for me.

**Q.** What challenges do you face? Has your role changed during the pandemic?

**A.** The main challenge for me is keeping parents and students on the same page. Sometimes, parents have plans for their child, while the student wants something else entirely. During the pandemic, students got out of the habit of taking their education seriously, since nothing was certain for very long. Keeping them on track with their goals, despite the difficulties thrown up by Covid-19, has been challenging.

**Q.** How do you see the role of student counsellor evolving in our post-pandemic world?

**A.** I feel my role as counsellor has become more important than ever, as parents' involvement in their child's education has significantly increased. Things change so rapidly nowadays, so students need a counsellor to keep them informed of these changes as they happen.

You can find resources to support your conversations with students at

[cambridgeinternational.org/recognition](https://cambridgeinternational.org/recognition)



 *Brazil Ambrick School*



 *Bulgaria Zlatarski International School*



 *India The Arodee School*

# Celebrating *success*

A BIG WELL DONE TO CAMBRIDGE SCHOOLS FOR KEEPING EDUCATION GOING THROUGH THE PANDEMIC AND HELPING STUDENTS MOVE ON



 *Ghana Merton International School*



 *Cambodia EFI Phnom Penh*



 *Switzerland ISCS*



 *North America Schofield Middle School*



 *Hong Kong Korean International School*



 *UAE Cranleigh Abu Dhabi*



# Learning ANYWHERE



Online learning is becoming increasingly popular. We spoke to Executive Head Carolina van Heerden about The Mountain Cambridge School Online

**The past few years have seen a step change in learning. While teaching has traditionally been done in person, educators are increasingly exploring online options. The Covid-19 pandemic has accelerated this transition, after schools across the world had to move to virtual platforms to deliver their curriculum.**

At Cambridge International, we have embraced this change with the knowledge that education through an online platform is preferred by some students and vital for many. That's why we are now allowing physical Cambridge schools to extend their offer, and register to teach Cambridge programmes fully online. We also understand that a blended model – incorporating virtual lessons and face-to-face teaching – is required in some contexts.

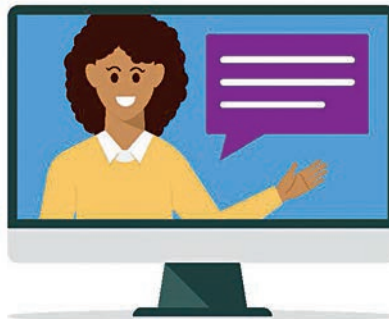
Executive Head and founder of The Mountain Cambridge School (MCS) Carolina van Heerden told us about her experience creating an online school alongside their physical school near Johannesburg, South Africa.

In 2017, MCS became part of Cambridge International's pilot project to create an



"Our online school has encouraged our teachers to think more creatively," says Carolina.

"We must find ways to make online lessons interactive and that spurs creativity in the normal classroom too."



online platform in order to expand the school offerings for students who couldn't attend in person.

MCS Online currently has 40 students, and the focus is on the quality of the education being offered, not quantity. "The success of our students is more important than the numbers," says Carolina. "I have interviews with all our online students. I offer support, career and subject guidance. It's a personal approach."

## Who does the online school cater for?

There are many reasons why a child may require the flexibility of online or blended learning. Some are too sick to attend school, others specialise in sport and must travel for training, while some simply work better in a quieter environment.

During the pandemic, MCS found that the transition to purely online lessons was seamless thanks to the existing online platform they were piloting. "When we went into lockdown, our children didn't miss one day of school," says Carolina. "Even now, when children need to isolate, we can pop them onto our platform so they don't miss anything."

## How is the Cambridge curriculum delivered online?

MCS Online follows the Cambridge Pathway in the same way as the physical school, but lessons are pre-recorded. There are quizzes and other interactive sessions, as well as one-to-one teaching. "Originally, we thought we could offer direct access to the class via a camera. But to bring children from home into a busy classroom was distracting and also the students may not be at the same stage," says Carolina.

## What are the main benefits for students?

With MCS Online's blended approach, students can learn in their own time while still benefiting from one-to-one teacher interaction. Teachers offer an open-door policy, checking in with their online students regularly.

A huge benefit is that the content exists forever, so students can revisit subjects. They often use the online platform to revise before examinations or catch up if they are behind.



Cambridge provides different options of online delivery for all or some stages of the Cambridge Pathway.

**To find out more, visit**  
[www.cambridgeinternational.org/online-education](http://www.cambridgeinternational.org/online-education)

# Tapping into digital

TWO PROFESSIONAL DEVELOPMENT CENTRES REVEAL HOW AND WHY THEY ARE OFFERING THE CAMBRIDGE PROFESSIONAL DEVELOPMENT QUALIFICATION (PDQ) IN TEACHING WITH DIGITAL TECHNOLOGIES

**S**einy Cerros is Upper Elementary Academic Director of Western International School, the first Cambridge school in Honduras. The school is also an approved Cambridge Professional Development Centre and is currently preparing to deliver the Cambridge International Certificate in Teaching with Digital Technologies to its teachers. As Programme Leader, Seiny will design and manage the course.

“The pandemic showed us that we need to be aware of change,” says Seiny. “It expanded our way of thinking, opened our eyes to technologies and platforms, and helped us move forward to prepare ourselves for new education trends.”

Seiny says that the materials provided by Cambridge International are helping the school to develop a programme that is contextually relevant to their teachers. The school is currently exploring delivering the Cambridge Professional Development



“This programme should be a must for teachers as it emphasises the correct use of technologies in a classroom environment”

Qualification (PDQ) both face to face and online. “Teachers are the engine of our institution, so it’s important to train them in all the competencies they need to carry out their work.

“This programme should be a must for teachers as it emphasises the correct use of technologies in a classroom environment. It’s a great opportunity for all teachers who are currently teaching online or have migrated to teach in a hybrid modality.”

**Future Technology Innovations (FTI) is one of the first institutions worldwide to be authorised to deliver the Cambridge PDQ in Teaching with Digital Technologies as an online course.**

“The global pandemic highlighted that many schools were struggling to plan and execute a digital teaching strategy,” says FTI’s Programmes Design Lead, Laurence Ellis.

“The sudden transfer to online teaching left most educational institutions and teachers in the difficult situation of having to adapt as best they could in the circumstances, with very little or no time to plan.

“This PDQ helps teachers prepare for and practise teaching online, even where schools have returned to in-school teaching and learning. This ensures any mandatory or voluntary switch to teaching and learning online is as seamless as possible.”

FTI’s first cohort consists of school leaders from AISL Harrow Schools in the UK, China and other countries in the South East Asia region.



# The *changing* face of training

“Cambridge has a strict framework we adhere to when designing our courses,” says Laurence. “We provide 150 hours of learning divided up as 50 hours of guided active learning, 50 hours of individual/collaborative study and 50 hours of school-based learning.”

“Wherever teachers are located, we can bring world-class guided learning to them – there are no barriers to any teacher accessing the best professional development. The guided learning and active-participation sessions are recorded, enabling teachers to re-watch and continue to learn on demand. Peer-to-peer learning and collaboration with colleagues from across the globe enables them to hear about ideas that have and haven’t worked in other areas.”

As well as providing the Cambridge PDQ directly to international school groups, FTI is now partnering with other Cambridge Professional Development Centres throughout the world, enabling these centres to offer the Teaching with Digital Technologies online programme to schools in their region, both as a fully online or hybrid model.

“Some teachers are more comfortable learning in their traditional classroom setting, so a hybrid model with some face-to-face guided learning/mentoring sessions from the local Cambridge Professional Development Centre can benefit them,” says Laurence.

“It enables the mentor to better observe teachers teaching students and to provide more informed feedback. Teachers whose first language is not English may also benefit from a more personal interaction with mentors, as it can be harder to communicate via speech online.”

**For more information, contact the Cambridge PDQ team at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)**

**As many countries continue to lift Covid-19 restrictions, Cambridge International has started to resume face-to-face training. However, we are also trying new approaches and using more local trainers to suit schools’ changing needs. Here, two Cambridge International experts give their perspective on the virtual and hybrid training available in their regions.**



**Tabinda Mazhar is Cambridge International’s Senior Education Manager in Pakistan.**

“During the pandemic, we offered online training for more than a year so that our support for teachers was uninterrupted.

Recently, as Covid-19 cases started to reduce, we have tried a hybrid model. We chose to deliver training in Cambridge O Level Sciences and English Language for our first hybrid courses, as these syllabuses have undergone major changes. We upskilled local trainers to deliver the training materials, mentored by a UK examiner/trainer. The local trainer – in most cases co-teaching with another local trainer – led each two-day workshop. On day two, a UK examiner joined via Microsoft Teams for a 90-minute segment on marking schemes.

“This model helped meet the needs of teachers who wanted face-to-face sessions when UK trainers could not travel to Pakistan. Local trainers were sometimes better able to comprehend the issues faced by delegates because of their understanding of the local context. Delegates praised them for their skills and subject knowledge. We plan to continue these hybrid sessions, inviting UK trainers to some events and recruiting more local trainers.”



**Poonam Karnik is Cambridge International’s Regional Training Coordinator, South Asia. She is based in Mumbai, India.**

“We have been using Zoom to deliver virtual training workshops spread across several days. The sessions are live, so the trainer is available throughout. Teachers have fed back that they really enjoyed the format. The virtual platform enabled them to attend the sessions from anywhere without missing school. They also said they found it easier to collaborate and network virtually. The virtual training has included participants from across South Asia, giving them the opportunity to learn from each other’s good practice and to have insight into different teaching perspectives and approaches.

“Our focus for the upcoming training year is to run face-to-face training in India, delivered with local trainers. Many new Cambridge schools that have moved from the national curriculum find local trainers can relate to issues, understand the context and know the national curriculum well. We will also continue to run virtual training, as this format is well accepted now and helps us reach a larger audience.”

**To view our training calendar, visit [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)**



# Support for schools

THE LATEST RESOURCES AND DEVELOPMENTS TO SUPPORT YOU AND YOUR LEARNERS



## Supporting progression to Cambridge Upper Secondary

We publish guides for each Cambridge Lower Secondary subject to help teachers prepare learners for Cambridge IGCSE and O Level, and manage the transition. For example, the guide for Cambridge Lower Secondary English shows how the curriculum links to a range



of Cambridge IGCSE English First Language and Literature syllabuses. You can find the guides in the 'Transition' section of the 'Guide to Cambridge Lower Secondary' area of our support site: <https://lowersecondary.cambridgeinternational.org>



## Get ready for syllabus changes

Look out for some exciting changes to our Cambridge IGCSE and O Level Maths syllabuses for assessment from 2025. We've worked with teachers and subject experts to make the syllabuses more accessible and will publish them in September 2022, along with guidance and support.

We are also making changes to some of our popular Cambridge O Levels and IGCSEs (including English and History) and International AS & A Levels (including

Chinese, Spanish, Psychology, Physical Education and Travel & Tourism). See the *Syllabus Changes* guide for full details of these changes, as well as the 'What's new' update on our website – visit [www.cambridgeinternational.org/new](http://www.cambridgeinternational.org/new)

We review our syllabuses regularly to make sure they meet the needs of our schools. You can keep up to date by signing up for syllabus alerts at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

### Support during Covid-19

Find all the guidance and support you need for our exam series in 2022 at [www.cambridgeinternational.org/covid](http://www.cambridgeinternational.org/covid)

The support includes:

- information about component exemptions and adjustments to syllabuses

- guidance for countries, and regions of countries, where exams cannot take place due to Covid-19
- teaching and learning resources
- mental health and wellbeing resources.



## Promoting a positive school climate

Research shows that relationship styles learned at school tend to be repeated later in life. Our latest *Education Brief* explores how schools can develop a positive environment and which types of behaviour negatively impact students' academic achievement, health and wellbeing. You can download this resource, and others in the series, at [www.cambridgeinternational.org/education-briefs](http://www.cambridgeinternational.org/education-briefs)



## Learn more about assessment

Cambridge International and the Cambridge Assessment Network have developed a practical course for teachers who want to learn more about delivering classroom-based assessments. 'Understanding Assessment' is an online self-study course. It covers six modules, including practical methods to improve marking quality and powerful questions to support teaching. To book your place, go to [www.cambridgeassessment.org.uk/the-network/understanding-assessment](http://www.cambridgeassessment.org.uk/the-network/understanding-assessment)

## Preparing for Cambridge IGCSE language speaking tests?

Take a look at our new resources, which have been developed to help teachers carry out Cambridge IGCSE language speaking tests successfully:



### • Example

#### Speaking Test videos:

These demonstration videos show how the examiner should conduct the exam and give helpful tips on what to do if the candidate cannot understand a question, when to repeat a question and how many extra questions examiners can ask. Useful comments are included in the videos about each candidate's performance to show where the candidates do well and gain marks.

- **Example Candidate Responses:** These guides include speaking test audios and annotated transcripts with examiner comments, to help teachers understand the marking standard and prepare learners well for the tests.

Find the resources in the 'Teaching and learning' section of the relevant Cambridge IGCSE syllabus pages on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

# Endorsed resources

We work with publishers to endorse resources to support your teaching. Our subject experts thoroughly evaluate each of these titles to make sure that they are highly appropriate for Cambridge programmes.



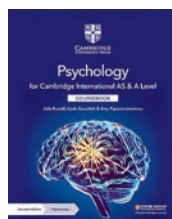
### CAMBRIDGE IGCSE AND O LEVEL COMPUTER SCIENCE TEACHER'S GUIDE WITH BOOST SUBSCRIPTION

**RESOURCE:** Print teacher resource with digital access to Boost

**PUBLISHED BY:** Hodder Education

Confidently deliver the revised syllabus, with lesson plans, schemes of work, automated presentations that tackle technical concepts, answers to activities in the Student's Book and vocabulary flashcards to support ESL learners. Inside the printed guide is a scratch-off code for access to digital assets on Boost.

Website: [www.hoddereducation.co.uk/cambridge-igcse-computerscience](http://www.hoddereducation.co.uk/cambridge-igcse-computerscience)



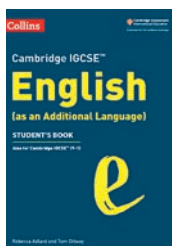
### CAMBRIDGE INTERNATIONAL AS & A LEVEL PSYCHOLOGY (2ND EDITION) SERIES

**RESOURCE:** Print and online

**PUBLISHED BY:** Cambridge University Press

Marvel at the complexities of the human mind and explore research methods as well as important ethical debates with these new editions for the revised syllabus. Accessible questions and activities support the development of analysis, interpretation, application and evaluation skills, and projects encourage the use of research, communication and collaboration skills.

Website: [www.cambridge.org/education/psychology](http://www.cambridge.org/education/psychology)



### COLLINS CAMBRIDGE IGCSE ENGLISH (AS AN ADDITIONAL LANGUAGE)

**RESOURCE:** Student's Book, Workbook, Teacher's Guide and eBooks

**PUBLISHED BY:** Collins

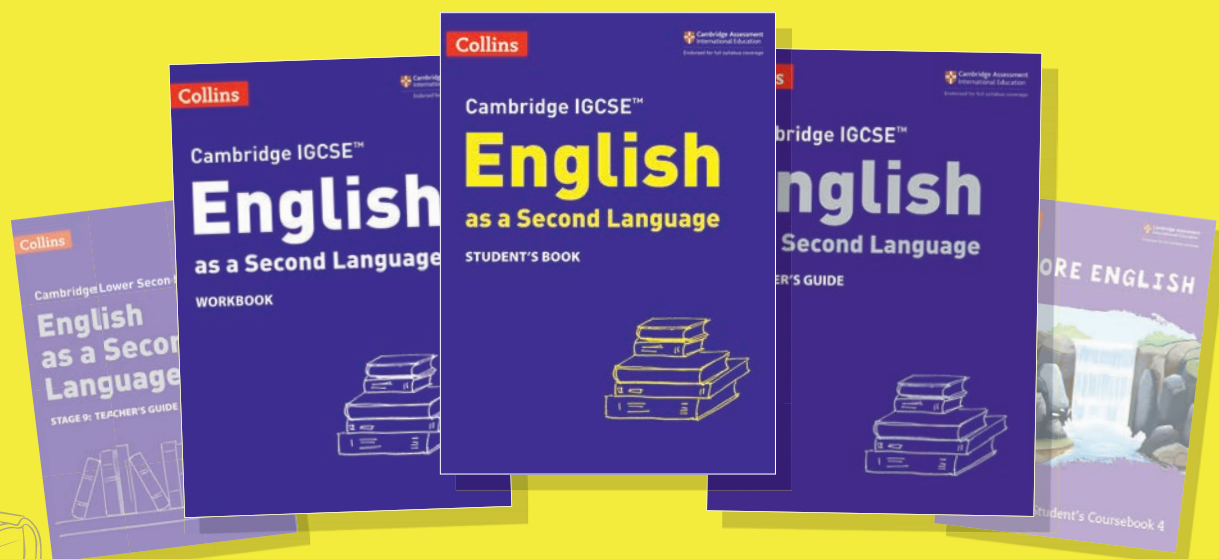
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# Introducing the new edition of **Collins Cambridge IGCSE™ English as a Second Language**

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# A view from... HUNGARY



**Tünde Oláh**, Principal of Avalon International School (AIS), a new school in Hungary, tells us about the links they have formed with an established Cambridge school in Portugal



## 1 Can you tell us about Avalon International School (AIS) and which Cambridge programmes you offer?

AIS opened its doors in September 2019 with three classes and has been growing ever since. Next year, we will have around 100 students. We built our school following our own values and high standards as well as those of Cambridge International.

We offer the Cambridge Primary curriculum and, as our school grows, we'd also like to offer the Cambridge Lower Secondary programme.

AIS's ethos is built on educational values. We believe our key values (respect, honesty, equality, open-mindedness and helpfulness) should be the foundation stones for our students, their families, our staff, our leadership and our community.

## 2 How did your partnership with Santo António International School (SAIS) in Portugal come about?

I met the Principal of SAIS at a Cambridge workshop; this was the start of our professional friendship. As SAIS has similar values, it was easy to find a common goal. I have received great advice from SAIS and I hope they have learned from us too. We're grateful for this partnership and we believe our students can benefit a great deal from this cooperation.

## 3 How does working with another Cambridge school benefit your students?

I believe it's a great opportunity for our students to develop global perspectives through real-life and practical experiences. We have already established a pen-pal friendship group among the students. It's a great joy to see how much happiness a letter from another Cambridge student can bring to our pupils, or how much excitement an online joint assembly can hold. It also opens doors for learning new practices and methods, and exchanging ideas and opinions.

## 4 What are your plans for World Ocean Day in June?

We're going to run a World Ocean Day project with SAIS, which will be delivered in Portugal. We've planned to do a long-term Cambridge Global Perspectives project in each school, which will be themed around World Ocean Day. We'll present our projects through an online joint assembly and also in Portugal (12 AIS students will travel there). Students will have a chance to explain their planning, preparation, delivery and evaluation stages to each other. During our visit, AIS students will join the SAIS students to clean the beach together, and we'll create a collaborative artwork from the collected rubbish.

## 5 What makes you proud of your school?

Our students, our staff and our community make me proud of AIS. Our students talk to each other with respect, and our whole community shows kindness towards each other and engagement when learning.

I'm proud that AIS contributes to the economic development of the region, and that our school supports bringing new international perspectives and values to this part of Hungary through our education and school ethos.


If you'd like to be featured on this page, email [outlook@cambridgeinternational.org](mailto:outlook@cambridgeinternational.org)



"My everyday aim is to create and provide a school environment and ethos in which our AIS students can feel secure, happy and engaged in learning"

### Tünde Oláh

has been working in education for nearly 20 years. She has been with Avalon International School from the early planning stage and Principal since 2019. Before joining AIS, Tünde worked in Edinburgh, Scotland.



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