

Cambridge

# Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

ISSUE 21, 2016

## INSIDE



### TEACHERS' TIPS

Classroom assessment



### LIFE GOES ON

Getting back to normal after Ebola in Sierra Leone



### REGIONAL VIEWPOINT

Cambridge in Argentina

### IN FOCUS

# Engaging with parents

How schools across the world build relationships with students' families

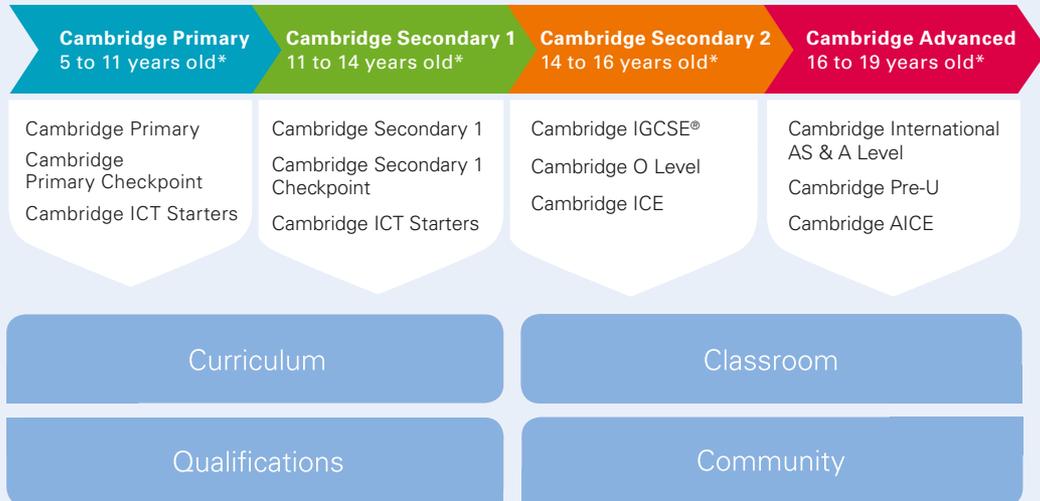


CAMBRIDGE  
International Examinations

Learn • Discover • Achieve

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

## Our programmes and qualifications



*\*Age ranges are for guidance only*

### Cambridge Primary

Cambridge Primary develops learners' skills and understanding through the primary years in English, mathematics and science. Many schools use Cambridge Primary Checkpoint tests to measure learners' performance at the end of primary education.

### Cambridge Secondary 1

Cambridge Secondary 1 builds skills, knowledge and understanding in English, mathematics and science. Cambridge Secondary 1 Checkpoint tests can be used at the end of this stage to identify learners' strengths and weaknesses in key curriculum areas.

### Cambridge Secondary 2

Cambridge Secondary 2 develops skills in enquiry, creative thinking and problem solving, giving learners excellent preparation for the next stage of education. There are two assessment options: Cambridge IGCSE or Cambridge O Level. Both are globally recognised qualifications.

### Cambridge Advanced

Cambridge Advanced is for learners who need advanced study to prepare for university and higher education. This stage includes Cambridge International AS & A Level and Cambridge Pre-U qualifications, providing learners with a passport to success at university and in employment.

We also offer a suite of **Cambridge Professional Development Qualifications** for teachers. These qualifications develop thinking and practice, and are taken by Cambridge teachers around the world.

**Learn more!** For more details about Cambridge programmes and qualifications at every stage of education, go to [www.cie.org.uk/education](http://www.cie.org.uk/education)

# Welcome



**MICHAEL O'SULLIVAN**  
CHIEF EXECUTIVE,  
CAMBRIDGE  
INTERNATIONAL  
EXAMINATIONS

I could not have wished for a warmer welcome at our southernmost Cambridge school, Colegio Integral de Educación Río Grande, in Argentina last September. (That's me with some students from the school

in the picture above. You can find out more about them on page 26.) My colleagues and I were treated as family, and it brought home to me that that's exactly what most Cambridge schools are: extended families, encompassing staff, students and parents or guardians.

In this issue of *Cambridge Outlook*, we acknowledge the influence and importance of parents in the school family, and share tips on how to get them involved. And on page 16 you'll find an article on how two schools in Sierra Leone are rebuilding their school families after the devastating Ebola outbreak. It's fascinating, inspiring reading.

If you have any stories to share, please email us at [outlook@cie.org.uk](mailto:outlook@cie.org.uk)

**Michael O'Sullivan**  
Chief Executive  
Cambridge International  
Examinations

## Find out more...

Read about all our education programmes and qualifications at [www.cie.org.uk](http://www.cie.org.uk)

Get the latest news sent to you every month with *Cambridge Outlook eNews* – sign up to receive the eNewsletter at [www.cie.org.uk/newsletters](http://www.cie.org.uk/newsletters)

@CIE\_Education

[www.cie.org.uk/linkedin](http://www.cie.org.uk/linkedin)

[www.facebook.com/cie.org.uk](http://www.facebook.com/cie.org.uk)

[www.cie.org.uk/googleplus](http://www.cie.org.uk/googleplus)

*Cambridge Outlook* is an important way of communicating with Cambridge schools and readers around the world. Please give us your feedback on this issue and tell us what you would like to read about in the next one. Contact: *Cambridge Outlook* magazine, Caroline Gavine/Graeme Curry Communications Managers, Cambridge International Examinations, 1 Hills Road, Cambridge CB1 2EU, UK t: +44 1223 553261 f: +44 1223 553558 e: [outlook@cie.org.uk](mailto:outlook@cie.org.uk)

## About Cambridge International Examinations

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

Our international qualifications are recognised by the world's best universities and employers, giving students better options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock students' potential.

## Contents

### News

- 4 UPDATE**  
...from Cambridge and around the world

### In focus: Parental engagement

- 6 INTRODUCTION**  
How Cambridge fulfils parents' expectations
- 7 THE PARENT'S VIEW**  
Why a parent chose Cambridge for his child
- 8 EXPERT INTERVIEW**  
Dr Joyce Epstein on 'knowledgeable partners'
- 10 HOW DO YOU DO IT?**  
Three schools tell us about how they engage parents
- 13 HELPFUL TIPS**  
Advice on dealing with issues involving parents



10



16

- 14 READY FOR CHANGE**  
Schools that converted to Cambridge – and kept parents on their side

### Feature

- 16 LIFE GOES ON**  
How two Sierra Leonean schools are getting back to normal after Ebola

### Case study

- 18 THE GLOBAL VIEW**  
Southland Girls' High School, New Zealand

### Teachers' tips

- 19 CLASSROOM ASSESSMENT**  
Wisdom from colleagues

### Resources round-up

- 20 SUPPORT FOR SCHOOLS**  
The latest publications and teacher support

### Professional development

- 24 TRAINING AND EVENTS**  
Helping you deliver your Cambridge programmes

### Behind the scenes

- 25 ...IN MARKET RESEARCH**  
How we listen to you

### A view from...

- 26 ARGENTINA**

### Follow our code

Look out for these colours throughout this magazine – they will help you to easily identify the Cambridge education stages that you want to read about.



## Outstanding Cambridge Learner Awards debut in China

107 students from 34 Cambridge schools collected awards for outstanding achievement at ceremonies in Shanghai, Guangzhou and Beijing

China has hosted its first Outstanding Cambridge Learner Awards, attended by Simon Lebus, Group Chief Executive of Cambridge Assessment, and Michael O’Sullivan, Chief Executive of Cambridge International Examinations, as well as parents, teachers, and British Council representatives.

Speaking at the event, Michael O’Sullivan explained how Cambridge programmes help students find their own way to success.

“Learners are at the centre of everything we do,” he said. “We believe that learning, not exams and tests, is the purpose of education. Our examinations are designed to encourage, recognise and reward desired learning. We also continuously improve our curriculum and teaching to better reflect our assessments.”

Shanghai student Pei Qin, who won four awards, said: “Cambridge programmes have enabled me to understand my subjects in depth instead of just absorbing facts. Cambridge IGCSE has helped me to challenge myself and develop my critical-thinking skills.”

A Cambridge School Communities initiative was launched in conjunction with the event. Incorporating all member schools across north, east and south China, its aim is to enable the country’s growing number of Cambridge schools to share best practice and support each other in the successful implementation of programmes.

*For more information about Outstanding Cambridge Learner Awards visit [www.cie.org.uk/awards](http://www.cie.org.uk/awards)*



Award winners

### SCHMES OF WORK: ‘AN ESSENTIAL TEACHING GUIDE’

An annual survey of how teachers use the Cambridge schemes of work to plan their lessons has revealed the usefulness of these resources – and where they could be improved.

Responses from 155 teachers were collected, via telephone interviews and an e-survey. Many respondents said they view our schemes of work as an essential teaching guide. Some like to incorporate their own teaching activities and resources into our schemes, and others prefer to create their own schemes and borrow aspects from Cambridge.

Concerns were raised relating to the variety of teaching activities and their flexibility. Responses were divided equally between those who prefer to download schemes by topic unit, and those who would rather download subjects as a whole.

This is all invaluable feedback for Cambridge, and we are already working on adjustments to ensure our schemes of work resources are as reliable, relevant and indispensable as ever.

*You can find schemes of work for your subject on [Teacher.Support.at/teachers.cie.org.uk](http://Teacher.Support.at/teachers.cie.org.uk)*

### Research focus: how do we assess collaboration skills?

As part of our work in defining so-called ‘21st century skills’, Simon Child, Senior Researcher at OCR (our sister organisation), and Stuart Shaw, our Principal Research Officer, have been exploring the concept of collaboration and its assessment.

The first phase of the research revealed that Cambridge assessments are concerned with the process of collaboration. The research identified six elements of the process that help establish and maintain the collaborative state: social interdependence, conflict resolution, introduction of new ideas, sharing resources, cooperation and communication.

The second research phase showed that

Cambridge Global Perspectives® syllabuses bring about all six elements of collaboration.

The research has led to a Cambridge position statement on the assessment of collaboration: in order to assess collaboration accurately, the six elements of collaboration should be assessed holistically, not individually.



## Global round-up

What's happening in the world of international education

### Google reveals top searches for overseas students

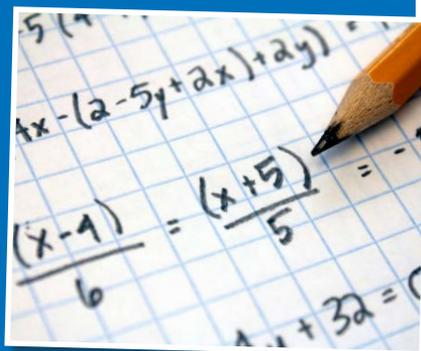
The USA receives the highest number of Google searches from prospective students looking for information about universities outside their home country<sup>1</sup>. American universities receive about 35 per cent of the total searches from abroad, followed by UK universities (26 per cent). Canada, which has increased overseas student numbers by more than 80 per cent in a decade, comes next with eight per cent of the searches, followed by Australia with 6.2 per cent.

### Number of international schools worldwide reaches 8000

There are now 8000 English-medium international schools worldwide, according to The International School Consultancy<sup>2</sup>. China is leading the growth. It has the most schools (526) but also the fastest growth – an increase of 218 schools over the past four years. The surge is attributed to an increase in demand from Chinese parents.

### International students in Ireland are the happiest

International students in Ireland report being the most satisfied in the world<sup>3</sup>. The International Student Satisfaction Awards 2015 by the StudyPortals website found that students particularly appreciated Irish universities' community atmospheres and student support.



### Extra tutoring the norm around the world

An average of 78 per cent of parents around the world have paid or would consider paying for additional tutoring to give their child a boost<sup>4</sup>. An independent study, Learning for Life, commissioned by HSBC, also found that 77 per cent would consider sending their child to university abroad. Almost half (47 per cent) of parents think it will be harder for their children's generation to find a job than it was for their own.

### More time for maths

Fifteen-year-olds in Organisation for Economic Co-operation and Development (OECD) countries spent three hours and 38 minutes a week in mathematics lessons in 2012, 13 minutes more than in 2003<sup>5</sup>. Students who spend more time in mathematics classes perform better on average in Programme for International Student Assessment scores, although in several countries there is no significant correlation between learning time and mathematics performance.

### Progress on gender parity

Progress towards gender parity in primary and secondary education has been one of the biggest education success stories since 2000, according to a Gender Summary from UNESCO's Education for All Global Monitoring Report 2015<sup>6</sup>. In this time, the number of girls for every 100 boys has risen from 92 to 97 in primary education and from 91 to 97 in secondary education.



1. [www.bbc.co.uk/news/business-34638279](http://www.bbc.co.uk/news/business-34638279)  
2. [www.iscresearch.com/information/isc-news.aspx](http://www.iscresearch.com/information/isc-news.aspx)  
3. [www.studyportals.com/press-releases/international-students-are-happier-in-ireland-than-the-uk](http://www.studyportals.com/press-releases/international-students-are-happier-in-ireland-than-the-uk)

4. [www.hsbc.com/news-and-insight/2015/higher-ambitions](http://www.hsbc.com/news-and-insight/2015/higher-ambitions)  
5. [www.oecd-ilibrary.org/docserver/download/5jrw21j8dmv.pdf](http://www.oecd-ilibrary.org/docserver/download/5jrw21j8dmv.pdf)  
6. [unesdoc.unesco.org/images/0023/002348/234809E.pdf](http://unesdoc.unesco.org/images/0023/002348/234809E.pdf)

## NEW SUPPORT IN AFRICA

Cambridge schools in Sub-Saharan Africa now have a new and bigger team to support them. There are now more than 880 schools in Sub-Saharan Africa, including over 100 in East Africa, offering Cambridge programmes and qualifications. The number of Cambridge schools in the region has risen by 25 per cent in three years.

Over 100 principals attended events in Ghana and Kenya in November and December to meet the new Cambridge team and find out more about how Cambridge is supporting schools across Sub-Saharan Africa.

Speaking at the events, Simon Lebus, Group Chief Executive of Cambridge Assessment, said: "Our priority at Cambridge is to support schools to deliver world-class education to their students. Having additional local support will benefit Cambridge teachers and students across Sub-Saharan Africa. I'm delighted to launch this new and bigger team."

Find out more about the new team at [www.cie.org.uk/about-us/our-regional-teams/sub-saharan-africa](http://www.cie.org.uk/about-us/our-regional-teams/sub-saharan-africa)

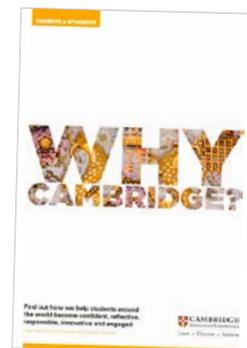
## CAMBRIDGE QUALIFICATIONS OPEN MORE DOORS IN THE USA

The number of universities in the USA that recognise Cambridge qualifications has exceeded 500, meaning the choice available to Cambridge students is greater than ever.

To browse the full list, which includes highly regarded universities such as Harvard and Massachusetts Institute of Technology, visit [recognition.cie.org.uk](http://recognition.cie.org.uk)

## NEED TO EXPLAIN CAMBRIDGE TO PARENTS?

We've updated the 'parents and students' section of our website, where you can find a range of new materials such as videos and leaflets (pictured) to help show the benefits of a Cambridge education. Visit [www.cie.org.uk/parentsandstudents](http://www.cie.org.uk/parentsandstudents)



# IN FOCUS

## PARENTAL ENGAGEMENT

Building relationships with the parents of children at your school can be demanding, but we believe that a Cambridge education will fulfil their expectations, says Michael O'Sullivan, Chief Executive of Cambridge International Examinations

One of the most important considerations of any parent is their child's start in life. Parents want their children to have the opportunity, through a good education, to fulfil their potential.

I have spent much of my working life in China, and I recently visited the country with colleagues to talk to schools about Cambridge international education. To prepare for the visit, we carried out investigations and interviews to understand how parents are thinking about education in the 21st century.

We uncovered an interesting shift in parents' ambitions for their children. There was a time, which I recall well, when parents in China seemed above all to be concerned about exam results. They wanted their children to leave school with excellent qualifications. This, of course, is still important, but our research showed that other things are now just as important to parents, and in some cases even more so. They want their children to have an education that will develop their initiative and their potential to be innovative. They want an education that is as much about character, interests and personal qualities as it is about qualifications.

They also hope to be involved in each stage of their child's development. As they see it, a child's success is not just measured in high marks, but

**“We make sure our examinations reward real learning, rather than allowing the examination to become an end in itself”**



PHOTO: ALAMY

also in terms of being able to think independently, to solve problems and work with others. These skills will help children cope with their future jobs and life.

We believe that a Cambridge education can fulfil these hopes for parents worldwide. When we design our programmes we start by identifying clearly what is to be learnt. We make sure our examinations encourage, recognise and reward real learning, rather than allowing the examination to become an end in itself.

For this issue of *Cambridge Outlook* we have spoken to Cambridge schools around the world to find out how they help parents understand the principles of a Cambridge education. On page 10 we hear from schools in China, Indonesia and Turkey about their work with parents, and in the article to the right a parent in the US explains why he campaigned for his child's school to adopt Cambridge programmes.

Engaging positively with parents can be demanding. Dr Joyce Epstein, from Johns



Hopkins University in Maryland, USA, explains six key areas that schools can focus on to improve their partnerships with families. Her illuminating article is on page 8. We have also gathered some useful tips from teachers around the world on page 13.

It's very important to us that parents of children at Cambridge schools have a clear understanding of the benefits of a Cambridge education and how it will prepare their children for the future. That's why we've recently produced new support materials for parents and students, and have improved the area of our website dedicated to them. You'll find more information about this in our news section on page 5.

We'll continue to work on ways of helping Cambridge schools engage with their parents. If there is a specific area where you would like more support, please get in touch at [outlook@cie.org.uk](mailto:outlook@cie.org.uk)

Parents and teachers worked together to bring Cambridge programmes to Charlotte-Mecklenburg Schools, USA

## The parent's view



In May 2015, Charlotte-Mecklenburg Schools (CMS) – a school district in the USA – announced it would be adopting Cambridge programmes in some of its schools, enabling students to follow Cambridge programmes from elementary to high school. Parents influenced the decision to bring Cambridge to the district. Here one of the parents, Joel Gilland, describes why he got involved.

"I was part of the team that brought Cambridge to six schools in our area, and we selected it based on its international reputation and inclusiveness and the emphasis on project-based learning.

"This is the first year of Cambridge and my 12-year-old son is already benefiting from it. He just completed a project that touched on all subjects: the presentation he created was digital and it required him to learn about writing computer programs. This moved him from a consumer of technology to a producer, and he discovered he liked that challenge.

"Our children's generation faces a world where change comes faster than ever before. The impact of technology and innovation will be that they will have to be able to adapt and react throughout their careers. By focusing now on how to work collaboratively and think differently, students prepare better for the speed of change to come.

"The importance is no longer on how much information you can memorise, but instead on what you can do with it. The skills of thinking critically and globally, collaboration and effective communication [which Cambridge emphasises] will be the backbone of success for our children."

“This is the first year of Cambridge and my 12-year-old son is already benefiting from it”

– Joel Gilland

### IN THIS SECTION...

- 8 **Family ties: six factors to help foster strong relationships with parents**
- 10 **Schools from across the world share their experiences of engaging with families**
- 13 **Tips on dealing with common issues that can arise between schools and parents**
- 14 **New Cambridge schools tell us how they kept parents informed as they converted to the new curriculum**



# Family ties

Dr Joyce Epstein is founder of the National Network of Partnership Schools (NNPS), part of the Center on School, Family, and Community Partnerships at Johns Hopkins University in Maryland, USA. She reveals what schools are doing to increase parental engagement

“Hundreds of studies over the last 30 years show that students with families who are engaged in their education, across the grade levels, do better at school,” says Dr Joyce Epstein. She heads the NNPS, a network of schools that use research-based approaches to develop school–family–community partnerships. She believes that the question is not whether parents are important, but how schools can engage families so that they become “knowledgeable partners with the school”.

Research has led Joyce and her colleagues to produce a framework highlighting ways in which schools can boost engagement (see opposite). She explains that not all families are in a position to become fully involved – for example, a working parent might not be able to volunteer – but there are different options for different families. “There are literally hundreds of activities for each type of involvement,” says Joyce.

The NNPS encourages member schools to put together an action team for building school–family–community partnerships. A team includes teachers, parents, an administrator and, in high schools, students. In each case, the team is tasked with developing, implementing and coordinating an annual plan for involvement that is linked to the school’s educational or behavioural goals – such as improving reading levels, increasing attendance or combatting bullying.



ILLUSTRATION: TIM WEIFFENBACH, PHOTOS: THINKSTOCK / ALAMY



## “Having a team with a plan solves the problem of the over-involved or under-involved family”

– Dr Joyce Epstein

“We’ve found having a structured programme within the school, where there is a team with a plan, solves the problem of the over-involved or under-involved family,” says Joyce.

She insists that it is a school’s responsibility to ensure that all families are partners in the children’s education – not just those easiest to reach. “In the old days,” she adds, “educators might have pointed to parents and said: ‘They are involved and those over there are not’ or ‘They don’t care about education.’ But we and other researchers have found that just about all families send their child to school to succeed – not to fail.

“Our research shows that families are interested and so schools can put in place a well-organised and equitable partnership programme,” says Joyce.

Overall, she is adamant that the focus needs to be on the child, not the parent: “In terms of an ultimate outcome it is about the student’s success – their academic, behavioural and social progress. That should be our ultimate objective.”

Member schools are encouraged to develop teams with the specific aim of boosting engagement

## Involvement framework

There are six types of involvement that schools should focus on to help them form partnerships with families and the wider community, according to Dr Joyce Epstein and the NNPS at Johns Hopkins University.

### 1. PARENTING

Help families to understand child and adolescent development, and to create a home environment that supports students. Schools need to develop an understanding of their families.

### 2. COMMUNICATING

Communicate effectively about school programmes and student progress from school to home and vice versa.

### 3. VOLUNTEERING

Organise volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.

### 4. LEARNING AT HOME

Ensure that families are involved with their children on homework and other curriculum-related activities and decisions.

### 5. DECISION-MAKING

Include families as participants in school decisions, and develop parent leaders and representatives.

### 6. COLLABORATING WITH THE COMMUNITY

Coordinate resources and services from the community for families, students, and the school, as well as providing services to the community.



### Dr Joyce Epstein

Joyce has a PhD in Sociology from Johns Hopkins University and is also Principal Research Scientist and Research Professor of Sociology at the university. In 1996,

Joyce established the NNPS, which provides professional development to help school, district and state leaders develop research-based programmes of family and community involvement. She has written more than 100 publications on family and community involvement, and is a Fellow of the American Educational Research Association.

For more information on Johns Hopkins University’s National Network of Partnership Schools, visit [www.partnershipschools.org](http://www.partnershipschools.org)





“  
In China, the one-child policy has made some parents over-worry for their only child”  
– Huiqin Wang

# How does your school engage parents?

The principles of Dr Joyce Epstein's involvement framework are evident here as we speak to three Cambridge schools working to increase engagement with parents



A parent forum at Shanghai Guanghua College, China



## Huiqin Wang

Principal, Shanghai Guanghua College, China

Twice a year, Shanghai Guanghua College hosts an open day for parents. Principal Huiqin Wang says the aim is to help parents – especially those of new students – understand how the 330-pupil school operates. She makes a speech about Guanghua's teaching approaches and the way in which Cambridge IGCSE and Cambridge International A Levels are taught to the school's 16–19 year olds.

“Parents are then invited to have lunch in the canteen, they visit their child's dormitory and observe lessons at a class of their choosing. Most choose their own child's classroom,” says Huiqin. “It helps parents experience the classroom culture, which is different from that at local schools. They can see if their children are adapting to the new teaching approaches and learning environment.”

After each mid-term exam, the school holds

meetings with parents to discuss performance and progress. It also hosts meetings for university applications.

Parental involvement isn't confined to these scheduled events, however. Parents are invited to sign up for daily updates from the Guanghua chat app, and students write a bi-monthly newsletter, says Huiqin. Guanghua also holds 'parent-school' workshops in which a member of the faculty or a parent will share their knowledge on a particular topic, such as their profession.

Huiqin explains that in China, parents generally choose the Cambridge curriculum to give children the best chance of getting into an international university, so they are very focused on results. The one-child policy, recently ended, has also made some parents over-worry for their only child.

“The Cambridge curriculum is totally new to the parents, which makes them feel anxious. My main aim for communicating with parents is to make every school issue transparent to them. Plus, the school benefits from parents' support.”

Parents who choose Guanghua have already decided that their child will move abroad for university, and so the college encourages families to work together to plan for higher education. It's important that they select the right university and course based on their child's academic strengths and personality, explains Huiqin. “Once the child's goal is clear, they become self-driven and self-motivated, and teaching and learning become easier and efficient – also a lot of fun,” says Huiqin.

“Working with their children also gives parents an opportunity to 'grow up' with them, reducing conflict and strengthening family relationships, which is an added bonus.”



Left: a student assembles a 3D printer for a parents' open day at Shanghai Guanghua College



Left: Dyatmika students in an art class

### Katie Jones

Director, Dyatmika School, Bali, Indonesia

Katie Jones says that collaborating with families is essential at her 550-student school. “Without parent support and good communication we can’t help the students to achieve their best and feel a part of the social fabric of the school,” she says.

Katie explains that the Indonesian national curriculum tends to focus on rote learning. “This is very different from the enquiry approach of Cambridge and its development of analytical thinking and deduction,” says Katie. So Dyatmika, which offers Cambridge Primary through to Cambridge International AS & A Level, uses Cambridge’s videos and materials to support communication about how the Cambridge curriculum works.

Parents are invited to attend presentations, discussions, assemblies and student-led conferences. Academic feedback is regular. “Primary teachers send detailed messages about progress and homework to parents every day in their agenda books,” says Katie. Parents can also access their child’s homework online.

Dyatmika keeps parents up to date via a fortnightly bulletin and newsletter, a school website, Facebook and WhatsApp, as well as email. And that’s in addition to the many parent meetings held each year. Parents are invited to a community barbecue at the start of the academic year to welcome back families and, particularly, to welcome new parents. Other events include concerts, talent shows and fundraising occasions.

Some parents take on more formal roles, says Katie. Dyatmika’s Parents, Teachers and Friends Association (PTFA) is run by volunteers, as is the school board. Katie says: “Board members are invited and encouraged from the parent community. They are ultimately fiscally and legally responsible for the school. It’s a big responsibility.”

### Vanessa Giraud

Principal, MEF International School Izmir, Turkey

“Our aim is to keep parents informed of how – not just what – their children are learning, and to help them feel involved in the community,” says Vanessa Giraud, Principal of MEF International School Izmir, which teaches 230 students aged 3 to 18. “We encourage parents to ask questions.”

Teachers and parents regularly communicate directly via email. “We aim to respond to all emails within 24 hours,” says Vanessa. “Some students travel to school for nearly an hour by bus, so there is no parental contact at the school gate – therefore good electronic communication is important.”

About 50 per cent of families are new to the school each year, so there’s a lot to learn for everyone. Vanessa says: “We have students from more than 40 countries, with different national curriculums.” Vanessa finds it’s easiest to explain the Cambridge programmes – the school offers Cambridge Primary through to Cambridge International AS & A Level – face to face.

Communication about school life is regular via a newsletter, Facebook and online classrooms. Parents are encouraged to join the parent council or to volunteer. “Our PTA [parent council] organises social events, and helps with communication, especially with incoming parents,” says Vanessa.

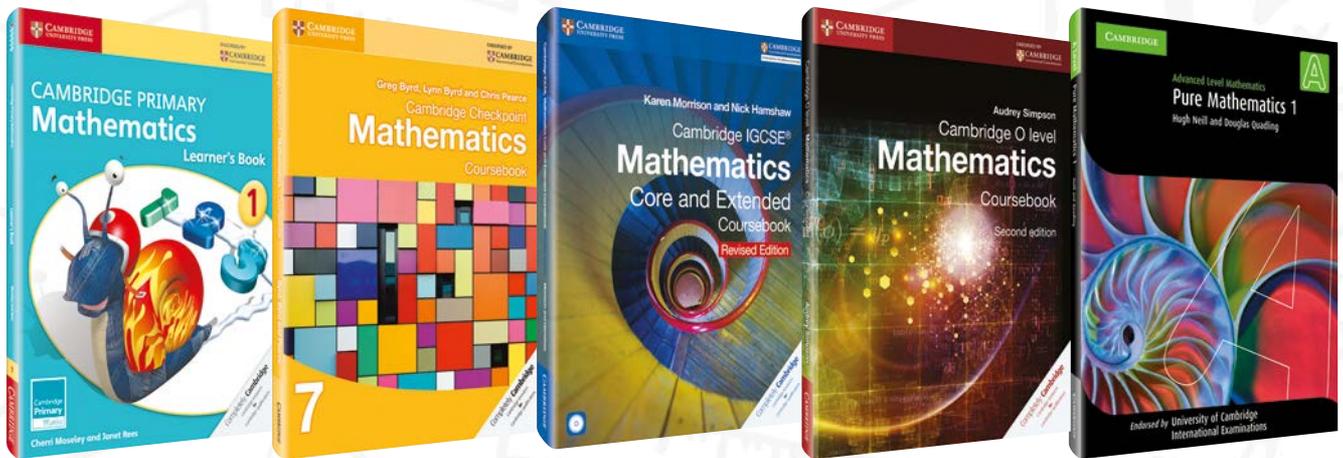
It is the school’s role to encourage collaboration, Vanessa says. “School is such a large part of their child’s life. Parents need to know what is going on.”

“  
We encourage parents to ask questions” – Vanessa Giraud



Students and parents at a social event at MEF International School Izmir, Turkey

# Supporting teachers and learners on their journey from Primary all the way to A Level Mathematics.



## Cambridge Primary Mathematics

This array of resources ensure full teaching support and are ideal for schools following the Cambridge International Examinations framework, as well as being highly relevant to any primary school that is looking to cover Mathematics in a fun and engaging way.

## Cambridge Secondary 1 (Checkpoint) Mathematics

Offering a seamless progression from Cambridge Primary, this brightly illustrated course provides a comprehensive introduction to all topics covered in the syllabus and helps students prepare in the lead up to studying at Cambridge IGCSE®.

## Cambridge IGCSE® Mathematics

This series, to cover the Cambridge IGCSE Mathematics (0580) syllabus, includes a Coursebook with CD-ROM, Core and Extended Practice Books and a Teacher's Resource to support new and experienced teachers alike.

## Cambridge O Level Mathematics

New editions of Cambridge O Level Mathematics and Statistics will be published in 2016 in alignment with the updated Cambridge O Level syllabuses', providing learners with the opportunity to practise and consolidate skills, while understanding key ideas, methodology and terminology.

## Cambridge International AS & A Level Mathematics

A series of six coursebooks with each book corresponding to one syllabus unit with clear learning objectives and careful explanations of concepts with step by step examples. This series has been revised and refreshed ready for publication in March 2016.

# Strengthening relationships

Heads, senior staff and teachers from Cambridge schools share their advice on dealing with issues that can arise between schools and families



PHOTO: ALAMY

**Q. We want to involve parents but there is a language barrier. How do we overcome this?**

**JB** “At the start of the course, hold a meeting explaining to the parents, in the most commonly spoken language, the contents of the course, and its aims and objectives. This will provide a clear overview. Follow this up by offering all written information in more than one language. Information at parents’ evenings should also be transmitted to the parents in their own language if they do not understand English. Provide a translator if you can.”

**BP** “If I speak the parents’ language, I try to communicate with them in this way. Alternatively, we sometimes use teaching staff who speak the parents’ language as a further conduit so that they can still be involved.”

**Q. How can we encourage more participation among parents who are often busy or away on business?**

**HW** “Some parents are very busy but still care very much about their children’s education. The school should try to accommodate their schedules. Other parents are very busy but do not want a lot of involvement in their

children’s education: they have paid their tuition fee and believe it is the school’s responsibility to educate their children. These parents need more attention – perhaps an individual meeting, or regular email or text messages will encourage feedback.”

**BP** “Not all parents have to be as directly involved in school life as those in the parents’ association. Email is a good way of reaching out, as so many parents have smartphones. It’s always reassuring for us to be able to get hold of them and vice versa. If I never get a single sign of life from a parent, I am worried!”

**Q. Some parents are extremely keen to be involved in their child’s education. How can we turn that into a positive force?**

**JB** “Focus the parents’ attention on the positive areas you want them to contribute to. You can do this by arranging a meeting or writing to them to explain the aims and procedures of the school or individual class.”

**BP** “If it’s in terms of school life, I’ll help them to feel that their views are valid and valued. I might also direct them to our parents’ association if this

is more appropriate. If they are overbearing in terms of their child’s social or academic achievement, I try to encourage them to take a step back – making sure that they don’t feel belittled. It is their child after all!”

**Q. How can we encourage parents to limit screen time and ensure their child is well rested?**

**BP** “I always suggest to parents that they disallow phones and tablets in the bedroom or at the dinner table, so that students stand a chance of getting some sleep and completing their work well. In the end, though, it’s their prerogative and, as teachers, our influence is limited.”

**JB** “Tell parents the amount of time you expect the students to spend on homework. A set time limit ensures the student has time to rest or participate in leisure activities.”

**Q. We’re setting up a new school and want to engage parents effectively right from the start. Any tips?**

**JB** “Set up a parents’ association to allow parents to organise and participate in activities and events for or with the school. The association can also be used to obtain feedback from parents. A framework should be established from the outset so that parents have a clear idea of where they can help, and what decisions are best left to the school.”

**CONTRIBUTORS**



**John Beirne**  
Foreign Language Coordinator, La Devesa Bilingual School, Alicante, Spain



**Bianca Pellet**  
Teacher of English and Humanities, EIB Victor Hugo School, Paris, France



**Huiqin Wang**  
Principal, Shanghai Guanghua College, China

# Ready for change

Two schools explain why they recently chose to start offering Cambridge programmes, and how they have been keeping parents informed throughout the process



**Rebecca Jardim Broad**

Cambridge Curriculum Coordinator, Colégio Guadalupe, Seixal, Lisbon, Portugal

“We chose to become a Cambridge school in January 2015, although we had been intending to convert to an international school for a while. We researched the curriculum, contacted the Cambridge representative for our area and began working on the application form and candidacy process. Then came the inspection and eventually the good news that our school had been approved.

“We arranged open sessions for parents to explain the project. We also sent letters and were available to meet individually with parents.

“In addition to offering Cambridge Primary, Secondary 1 and 2, and Cambridge International A Levels, we are continuing with the Portuguese national curriculum. Some parents were concerned there would be an increased study load as their children would be following both curricula – they wanted to know the benefits of this on a national and international scale. Also, they didn’t want their children to miss out on other opportunities due to the time needed for the new international curriculum.

“We arranged open sessions for parents to explain the project”

– Rebecca Jardim Broad

“Our representative from Cambridge supported us in all aspects of application and implementation. The biggest change was the reorganisation of the students’ school day, but having done all the groundwork, we knew what we were aiming for.

“While it has been a positive challenge for the students, I think it has been tougher for the teachers: we have had to think about how we teach, manage and train; and analyse our short- and long-term objectives closely. But it has been enriching and beneficial for everyone involved.

“We only began teaching the new curriculum in October, but already we can see that the children are motivated and improving their English language. Our aim is that they will develop new skills, a more open mind, higher levels of responsibility and self-confidence, and better communication and listening in English, as well as critical-thinking and strong leadership skills.

“Parents are supportive and very close to the whole process, wanting to know who the teachers are, how they are coping and what their children are doing and learning in class.”

“Parents are supportive and very close to the whole process”

– Rebecca Jardim Broad



Vietnam’s International Pacific School (above) and Portugal’s Colégio Guadalupe (below) became Cambridge schools in 2015



**Khanh Ma**

Head of Academic Department,  
International Pacific School Dong  
Nai, Biên Hòa, Đồng Nai, Vietnam

“We applied to become a Cambridge school in January 2015. We studied the support website and talked to our Cambridge representative. We also visited other Cambridge schools in Vietnam before applying. This was important because we can learn a lot from our peers. We’ve also found the staff at Cambridge to be very helpful and resourceful.

“We held events to inform parents and the community, and also sent home flyers and adverts. Confirmation of approval came in September and our long-term goal is to run both the Cambridge and Vietnamese national curricula. Cambridge learning helps students improve both academically and socially, and the qualifications are recognised by the world’s best universities.

“Currently we run the Cambridge Primary programme. Classes are more challenging for students because the Cambridge Primary curriculum also includes mathematics and science through the medium of English.

“Some parents were worried that their child’s English was not proficient enough, but we have now gained the trust of the parents and the community around us. More students have enrolled this year and applied for Cambridge learning. Parents are very engaged and are kept up to date weekly through our online portal.

“We’re now a few months in and everyone is doing great. By attending Cambridge events, our staff are being developed – but we’d also like to recruit some new, more experienced teachers. The school is running very smoothly.”

ILLUSTRATION: TIM WEIFENBACH





# Life goes on

How two schools in Sierra Leone are getting back to normal after the devastating impact of the Ebola virus

**S** **SIERRA LEONE HAS FINALLY** been declared free of Ebola, a year and a half after the virus first affected the country and went on to cause more than 3500 deaths. The World Health Organization estimates that, in total, the epidemic has infected almost 30 000 people across West Africa and killed at least 11 000.

It has been an extraordinary period in Sierra Leone's history, and the deadliest outbreak of Ebola since the disease was first identified in the region in 1976. Whole districts were quarantined and aid was flown in from across the world. Schools were closed for several months.

Jenny Condron, Principal of the International Montessori School, a Cambridge school in the capital, Freetown, says that the rate at which Ebola spread was a shock to everyone. "On 23 March 2014, a parent sent me a text message to say that there was an outbreak of Ebola on the borders of Sierra Leone and Guinea. Later that day I contacted a parent who was working with UNICEF. She confirmed that it was early days yet, and since Médecins Sans Frontières was already on the scene there was no need to panic.

"But we all underestimated how quickly the virus was going to spread. When I heard that Dr Sheik Humarr Khan [a well-known expert in tropical diseases] had died and other health workers were also becoming infected, it finally began to sink in that this was not going to be an easy disease to discard."

The school managed to stay open until the end of the academic year in June 2014, but in July the Sierra Leonean government ordered all schools to remain closed until the country was declared free of Ebola. Jenny adds: "I was disappointed and at the same time scared for my family – and also scared that one of the pupils might become sick. Even so, we all thought this would end by December 2014." But the school did not reopen until well into the following year.

It was a similar situation for another Freetown Cambridge school, The KidZone Academy, which closed in June 2014 and reopened in April 2015. The school's Director, Mantie Cole, says: "We felt very sad for the children, especially since our very first enrollees who started with us in 2010 had just graduated from kindergarten. They were just getting ready to be the first batch to open up the Cambridge Primary programme for our primary school."

An eerie silence descended on the schools during the closure period. Both Jenny and Mantie stayed in touch with parents via email and Jenny sent out links to educational resources. A few students at both schools had one-to-one tutoring – and some pupils with dual nationality were able to continue their education abroad. Mantie says: "It was very silent during this time. Everyone was scared." However, The KidZone Academy did make use of the closure to spend three months on

**Above: getting on with school business at The KidZone Academy**  
**Below: students at the International Montessori School**

“  
It was very silent during the time we were closed. Everyone was scared”  
– Mantie Cole

professional development so they were more than ready to reopen. “We did not just sit there waiting and doing nothing,” Mantie adds.

Thankfully, to Jenny and Mantie’s knowledge, no families of pupils or staff were affected by Ebola. But getting back to normal has not been easy. Mantie says: “When we reopened in April 2015, there was very slow enrolment at first and most were new students. Parents wanted to see the sanitary and hygienic measures we had put in place to feel confident in bringing their kids to our school. As the weeks rolled by, attendance increased as parents felt more confident.”

Jenny says students were excited to see their friends again when school eventually reopened in August 2015, but the joy was a cautious one, and tempered by far-reaching effects of the outbreak on the country’s young people. “Ebola caused a lot of children in Sierra Leone to lose their parents or guardians, family members and friends. Psychologically speaking, it was traumatic. And, naturally, not having any access to education was going to lead to children being idle and losing motivation, as they would have had little or nothing to do. With all this going on it was evident that a return to educational normality was going to be a big hurdle.”

Now it’s a case of making up for lost time. Jenny says: “Before we officially reopened, on 31 August, I organised teachers to come in during July and August to work with those children who’d had no access to formal teaching at all during the closure



**Parents now feel more confident about sending their children back to school**

period. Now, we have added an extra hour to the school day to enable us to fill in any gaps in their knowledge. The children have really worked hard and we are beginning to see a lot of progress.”

Mantie adds: “We are managing. One area we are having trouble with is mathematics, as the children are struggling to catch up with what they have missed. But our staff are committed and everybody has gone above and beyond to ensure that we bring the kids up to speed.”

Mark Barber, Cambridge Senior Schools Development Manager, Sub-Saharan Africa, says: “The Ebola outbreak was an unforeseen tragedy. Our two schools in Sierra Leone have demonstrated incredible perseverance by helping students maintain their education throughout the outbreak.”



#### SCHOOL PROFILES

**International Montessori School, Freetown**  
**Established:** 2009  
**Age range:** 18 months to 12 years  
**Number of students:** 95 (Sierra Leonean and expat)  
**Cambridge programmes offered:** Cambridge Primary

**The KidZone Academy, Freetown**  
**Established:** 2010  
**Age range:** 2 to 11 years  
**Number of students:** 68 (Sierra Leonean and expat)  
**Cambridge programmes offered:** Cambridge Primary

# The global view

How Cambridge Global Perspectives® helps the students at one New Zealand school to broaden their outlook

**S**OUTHLAND GIRLS' HIGH SCHOOL in Invercargill, New Zealand, has a distinctly diverse, global outlook. About 10 per cent of its 1200 students are boarders from Thailand, Hong Kong, China, South Korea and Japan. Of the student population as a whole, 13 per cent are of Maori descent and two per cent Pasifika (indigenous to the Pacific Islands).

The school offers Cambridge IGCSEs in English, Mathematics, Combined Science and Global Perspectives. This, says the school's Deputy Principal Noreen Melvin, provides the students with a 'programme of extension and enrichment' at Year 10.

It's obvious, though, that Global Perspectives is the subject that inspires most passion. Sharee Ineson, Academic Tutor for international students and a specialist classroom teacher, teaches this subject as part of the school's Global Minds course, a programme for students in Years 8–10. She says: "Cambridge has given us another learning pathway for students to aim for personal excellence. If the girls can use the learning outside of the classroom now and in the future, then we know we have been successful in developing global citizens and leaders."

It was this external focus that led Sharee to take part in the World's Largest Lesson, an initiative led by Unicef to teach children about the new Global Goals for Sustainable Development. As part of this, Sharee's Global Minds class ran a World Café to look at the new goals, what they meant to the girls personally and to imagine a world where these



goals have (or have not) been met. Sharee says: "The lesson linked with the Global Perspectives course aim of balancing knowledge, understanding and skills so that young people become effective learners. But with the goals being relevant over the next 15 years, it wasn't just about Cambridge learning. It was about leading change as the generation that can make a difference."

Schools that took part in the World's Largest Lesson entered their lesson plans to be judged, and Sharee's was one of the eight winners. "It has been a highlight to be able to share with the girls images from Facebook and Twitter of the lesson happening all around the world. It has given a real-life, real-time context for Global Perspectives learning." 🇯🇵

To find out more about the World's Largest Lesson, visit [www.tes.com/worldslargestlesson](http://www.tes.com/worldslargestlesson)



“The lesson was about leading change as the generation that can make a difference”  
– Sharee Ineson



**Southland student Molly Haywood, 15, explains how one aspect of the World's Largest Lesson made her think differently about her own learning:**

"Some interesting processes we used in the lesson included thinking critically about our research and watching inspirational video clips at the beginning of each lesson. Whether the clips conveyed were about teamwork, striving for accuracy, personal excellence or considering others, it gave me something to work on each lesson and inspired me to be a better team player and learner."

Above and far left: Southland students discuss the Global Goals for Sustainable Development at the World Café event

# Classroom assessment

Formative assessment is a daily occurrence for many Cambridge students. Peer assessment, regular checks for understanding and innovative questioning techniques happen every day in Cambridge classrooms around the world. What other tips do Cambridge teachers and heads have for their colleagues?

## **TIP** First, focus on developing teachers' skills

The teaching methodologies used must be clear and adapt to the requirements of the learners.

## **TIP** Use SOLO taxonomy to help structure reflection and formative feedback

The Structure of the Observed Learning Outcome (SOLO) was developed by Biggs and Collis to help teachers assess the quality of students' work. If you're not familiar with it, go to [www.johnbiggs.com.au](http://www.johnbiggs.com.au)

## **TIP** Take as wide a view as possible

Make use of observations, students' journals, performance assessment tasks, video recordings of time in the classroom and work samples from different content areas. Using all of these will show your students' growth over time.

## **TIP** Use technology and online quizzes

These can not only help with structure but also make your lessons great fun!



## **TIP** When you do the assessment, try not to give grades initially

It's important that students read your comments, and then have a chance to do the task again.

## **TIP** Set out a learning target for each unit

Complete the unit assessment during the normal teaching period and then show the students how they have fared at the end.

## **TIP** Try to take a consolidated view, so that the learning requirements for each subject are different but complementary

When different ways of depicting a concept are implemented by learners

it gives them a broader idea of logic, enhancing their confidence.

Thanks to: Florence Nightingale School, Argentina; The KidZone Academy, Sierra Leone; Gateway The Complete School, India; Southland Girls' High School, New Zealand; The International Montessori School, Sierra Leone



### Getting started with Assessment for Learning

This is a new interactive resource that will help teachers put theory into practice. It's part of a new series of 'Getting started' resources available at [www.cie.org.uk/learning](http://www.cie.org.uk/learning). See page 23 for more details.

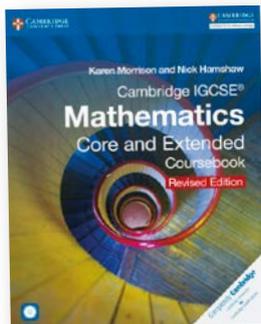


“ At my school, there is no single way in which we manage continuous assessment in the classroom. Maybe our approach could be summarised like this: we try to encourage teachers to become self-reflective in connection with the teaching-learning process and to consider each opportunity of assessment in a formative rather than summative way.”

– Silvia Breiburd, Head of English, Florence Nightingale School, Buenos Aires, Argentina

## Endorsed resources

Here's a selection of the latest teaching and learning materials developed by publishers to help you deliver Cambridge education programmes.



### CAMBRIDGE IGCSE MATHEMATICS CORE AND EXTENDED COURSEBOOK, REVISED EDITION

**SUBJECT:** Mathematics  
**RESOURCE:** Coursebook with CD-ROM, Teacher's Resource, Revision Guide, Core and Extended Practice Book  
**PUBLISHED BY:** Cambridge University Press

This endorsed resource has been written and updated by Cambridge IGCSE Mathematics teachers to meet the requirements of the IGCSE 0580 syllabus for examination from 2015 for the Core and Extended courses. The accompanying CD-ROM includes calculator support, interactive revision questions and revision worksheets tailored for both Core and Extended students (complete with answers).  
■ Visit: [education.cambridge.org/igcsemaths](http://education.cambridge.org/igcsemaths)  
Email: [educationmarketing@cambridge.org](mailto:educationmarketing@cambridge.org)

# SUPPORT FOR SCHOOLS

The latest tools and developments to help you and your learners get the most out of Cambridge

### COLLINS CAMBRIDGE IGCSE DRAMA

**SUBJECT:** Drama  
**RESOURCE:** Student Book (print), Teacher Guide (print), supporting digital components on Collins Connect (online)  
**PUBLISHED BY:** Collins



Prepare for the new Cambridge IGCSE Drama syllabus with an approach that helps to create a varied, stimulating and enjoyable learning environment – helping students of different confidence and ability levels to flourish. Collins is working with Cambridge International Examinations towards endorsement of the Student Book.

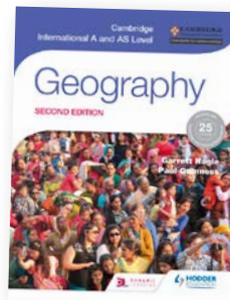
■ Visit: [www.collins.co.uk/cambridge](http://www.collins.co.uk/cambridge)  
Email: [collins.international@harpercollins.co.uk](mailto:collins.international@harpercollins.co.uk)

### CAMBRIDGE INTERNATIONAL AS AND A LEVEL GEOGRAPHY, SECOND EDITION

**SUBJECT:** Geography  
**RESOURCE:** Student Book  
**PUBLISHED BY:** Hodder Education

Written by the same renowned author team as the first edition – and the bestselling Cambridge IGCSE Geography – this second edition provides detailed support for the development of geographical skills, which feature prominently in the latest syllabus.

■ Visit: [www.hoddereducation.com/international-geography](http://www.hoddereducation.com/international-geography)



## A new direction for teacher support

Claudia Bickford-Smith is our new Director of Development. She took over from Helen Eccles at the end of 2015 and was previously Director of International Education at Cambridge University Press.

When *Cambridge Outlook* spoke to Claudia, she'd only had her feet under the desk for a few weeks. In fact, for most of that period, she had been nowhere near her desk, having spent time meeting teachers in India and getting to know her new colleagues across the Cambridge network.

Despite a hectic start, Claudia has a firm view of her main priority in her new role: teacher support. "Teachers have told me that what they are really looking for are good learning methodologies and pedagogy related to their specific

“

Teaching subjects through the medium of English when it isn't your first language throws up certain issues”  
– Claudia Bickford-Smith

subject. And I think there's more we can do to help them deliver this."

One area Claudia has identified for development is support for teachers who are delivering Cambridge programmes in a second or third language. "As a South African, I come from a multilingual environment and have done a lot of work in this field. Teaching subjects through the medium of English when it isn't your or your students' first language throws up certain issues concerning classroom management and access to complex concepts. It does influence the way that you teach – and so for us it should influence the way that we develop support."

We are currently updating our online portal, Teacher Support, and Claudia intends to use this opportunity to rethink the way teachers access support. This is a long-term project, and Claudia stresses: "We'll consult with teachers during the development of our new support site to make sure it delivers what they want." ▀

Helping students to overcome language barriers is a key focus for Claudia in her new role



## Become a master of coursework marking

We've opened up coursework training to more teachers by launching a new online Coursework Training Programme (CTP). It will help Cambridge IGCSE teachers administer and mark coursework, and replaces our teacher accreditation process for Cambridge IGCSE subjects.

The interactive CTP courses, available from January 2016, offer teachers the opportunity to learn about coursework and practise their skills within an engaging, supportive and accessible environment. They use real examples and participants receive feedback.

The courses are divided up into individual modules related to different aspects of the coursework marking process (introduction, task setting, script marking and rank ordering and commenting). Teachers can work through each module in their own time. Completing all modules successfully will result in the teacher passing the course and receiving a certificate of participation.

The courses are 'pay per use' and are available from the Cambridge Professional Development training site ([training.cie.org.uk](http://training.cie.org.uk)). They complement the Coursework Handbooks which we will continue to provide as PDFs on the Teacher Support site ([teachers.cie.org.uk](http://teachers.cie.org.uk)).

**Each module follows a structure that will provide the teacher with:**

- a set of learning objectives that will be followed through within the module activities
- a brief introduction to each aspect of the coursework marking process
- an introduction from the moderator focusing on particular aspects and nuances in the coursework marking process
- a practice activity that allows the teacher to practise and self-assess their skills in coursework marking
- an assessment test that assesses the teacher's ability to mark coursework to the Cambridge standards.

To watch a demo of one of the new courses, go to [training.cie.org.uk](http://training.cie.org.uk) ▀

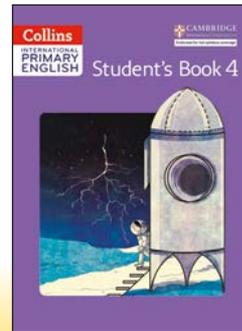
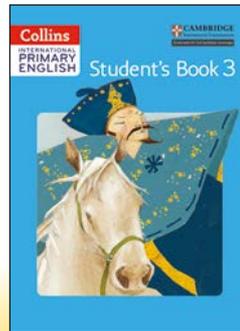
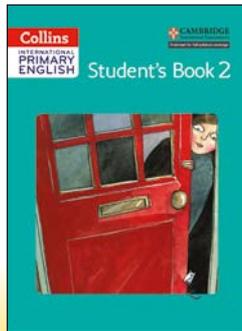
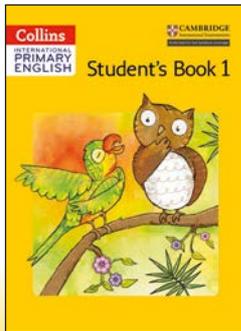
**NEW RESOURCES** are being developed to support our new and revised syllabuses. For a preview, go to [www.cie.org.uk/new](http://www.cie.org.uk/new)



# An exciting and inspiring course for primary students worldwide

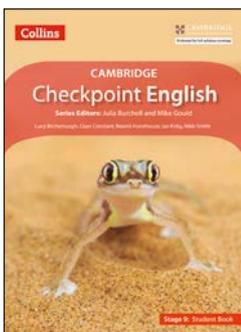
Available  
March  
2016

**Collins International Primary English** includes a wide range of engaging and stimulating texts to build literacy and language skills.



We are working with Cambridge International Examinations towards endorsement of these forthcoming titles

# Engaging, comprehensive resources for Cambridge Checkpoint and IGCSE® students

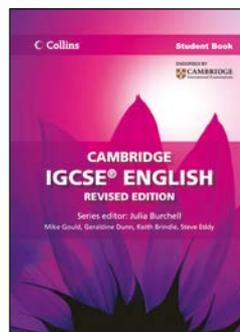


## Collins Cambridge Checkpoint English

Show students how to make progress towards Cambridge Secondary 1 Checkpoint and IGCSE® success with these skills-focused resources.

We are working with Cambridge International Examinations towards endorsement of these forthcoming titles

Available  
from  
November  
2015



## Collins Cambridge IGCSE® English

Comprehensive coverage of the latest IGCSE® English syllabus for examination from 2015, designed to support students through their course and help them prepare for assessment.

This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015

Available  
NOW

IGCSE® is the registered trademark of Cambridge International Examinations

# New resources to develop teaching and learning

We're introducing new resources to support the professional practice and continued learning of teachers and school leaders

**W**e're developing a new series of resources to support teaching and learning in Cambridge schools. They explore different aspects of educational practice, from designing a curriculum to improving the quality of classroom activity.

One of these is a new guide for school leaders, *Developing your School with Cambridge*. Dr Tristian Stobie, Director of Education at Cambridge International Examinations, explains that this new guide focuses on classroom-level activity and gives guidance to schools wanting to improve the quality of teaching and learning.

"There are many effective approaches to teaching Cambridge programmes," he says. "How you prioritise the principles and practices in this guide, and how you implement them, will depend on the values of your school and the level of its development. Only you know your school and its community, and only you can drive school improvement. Cambridge's role is to support you, to help you make the right decisions for your school."

*Developing your School with Cambridge* will help school leaders and teachers to understand, and put into practice in their own context, some of the important lessons learned from international work on raising quality standards and improving educational outcomes.



## Developing your School with Cambridge

Chapters include:

- Creating the school development plan
- Developing policies that support improvements in teaching and learning
- Teaching Cambridge programmes
- Improving student learning through assessment and feedback
- Evaluating teaching
- Planning and managing a whole-school professional development programme
- Working with us



## Where to find the new resources

We're bringing all our resources for school leaders and teachers together in a new area of our website called 'Teaching and learning'. Find it at [www.cie.org.uk/learning](http://www.cie.org.uk/learning). We're still developing this area and will keep adding to it. At the moment you can find three new sets of resources here:

### 1. Guides for school leaders:

You can download our new *Developing your School with Cambridge* guide, and its companion *Implementing the Curriculum with Cambridge*, as complete guides or just the chapters you need.

### 2. Education briefs

Our education briefs take a close look at important themes in education, including active learning, bilingual education and assessment for learning. Each brief includes practical advice for teachers and a list of resources.

### 3. Getting started with...

Building on our education briefs, these interactive guides introduce and develop areas of teaching and learning practice. They link what the research says with what happens in the classroom, and provide new ideas to help you get started. Examples include *Getting Started with Active Learning* and *Getting Started with Assessment for Learning*.

# Training and events

Supporting your continued professional learning



## A first for Peru

In September, we held our first training events in Peru with great success.

The Cambridge IGCSE Co-ordinated Sciences (0654) and IGCSE Art & Design (0400) training sessions took place at Newton College in Lima, with support from nearby St George's College. There were 32 delegates, and all were positive, inquisitive and enthusiastic about taking part in the activities and developing professionally.

Cambridge IGCSE Co-ordinated Sciences trainer Mary Jones comments: "Having met the teachers, I now understood why they have always been so good. It was really nice to feel that I might be able to help them achieve even better results in future. All in all, it was really exciting to be running the very first training there. I know the teachers all hope it will be the first of many events in the region."

Three more training events are now proposed for Peru in early 2016.

## Supporting schools in Italy

Our conference 'Using Cambridge to Build a Content and Language Integrated Learning (CLIL) Curriculum' took place in Bologna, Italy, in October. Chaired by Alessandra Varriale, Schools Development Manager for Europe, it brought together more than 200 teachers and school leaders from across Italy and featured sessions on how to introduce and develop a bilingual programme.

Delegates discovered innovative approaches to integrating content and language learning in the classroom thanks to keynote speaker David Marsh. Teachers from Rome, Milan and Bologna shared their insights and experiences of implementing a bilingual programme using Cambridge, and there were practical workshops for teachers and school leaders.

Teacher Alessandro Mencarelli from Istituto Gonzaga, Milan, says: "After being part of this event, I am filled with motivation and enthusiasm and ready to pass my perspective on to my colleagues."

A week later, we ran training events in Italy for the first time and attendance was high. We delivered seven introductory Cambridge IGCSE courses for English and Science subjects to meet the training needs of the growing number of Cambridge schools in Italy.

*More training will be held in Italy in April 2016. Visit [www.cie.org.uk/events](http://www.cie.org.uk/events) for more details and to book.*

## Find a course

Did you know there are more than 300 face-to-face and 72 online events planned between January and May 2016?

For more information on our upcoming training or to book your place on a course, visit [www.cie.org.uk/events](http://www.cie.org.uk/events)

## Any questions?

You can find answers to frequently asked questions at [www.cie.org.uk/help](http://www.cie.org.uk/help) or email [info@cie.org.uk](mailto:info@cie.org.uk)



# Syllabus consultations

Every single Cambridge syllabus is reviewed every few years, and it's Market Research Manager Eve Risius-Andrews's job to ask schools for their views



## More trainers join us – but we are still recruiting

Thanks to our ongoing trainer recruitment programme, we have 32 new trainers who have recently started delivering their first Cambridge training events.

The new trainers come from a variety of backgrounds and will be delivering subject-specific and best practice training.

Expanding our pool of trainers will enable us to meet the growing demand for training globally. We still need more trainers, so if you are interested keep an eye out for the next recruitment drive in early 2016. Visit [www.cie.org.uk/trainerrecruitment](http://www.cie.org.uk/trainerrecruitment) for more information and to apply.



## What it's like being a trainer: Isobel Bottomley

"Wherever I have travelled to deliver training, it has been a truly great experience.

"The delegates are invariably charming, positive and supportive. Many of them travel for hours using difficult transport, yet arrive early. Their entire day may go on for well over 12 hours, but they do everything in their power to get to the course.

"The delegates are a testament to the profession. New friends are made and delegates willingly exchange ideas with their new colleagues. To be a part of Cambridge is a gift and the memories will stay with me for a very long time."



The delegates are invariably charming, positive and supportive"  
– Isobel Bottomley

“ Our Code of Practice states that we must review syllabuses at least every six years. We review them on a regular basis to ensure they are fit for purpose, and reviews might happen more regularly if, for example, there is a new market need or the syllabus needs updating.

“When a syllabus is up for review, we first gather information from within the organisation, including from our assessment experts, and our customer service and regional teams. And then, once we've formed an opinion of changes we might need to make, the last phase of the information-gathering process is to understand what the impact of any changes would be on schools themselves.

“This is where I come in. With help from colleagues in the qualifications development team, I create an online questionnaire. I draw up a list of all the schools that have made entries for that subject in the last three years – this can be in the thousands – plus schools that have expressed an interest

in that syllabus, and email the questionnaire to their exam officers. We rely on the exams officers to distribute the questionnaires to the teachers who are responsible for that syllabus. The exams officers are really helpful and teachers always seem to be willing to share their feedback with us.



Teachers always seem to be willing to share their feedback with us”

“The online questionnaire is usually open for three weeks, sometimes longer

to allow for different school holidays around the world. Once I have the results, I'll discuss these with the qualifications development team, and they'll use this information to guide the development.

“Syllabuses are the substance of what teachers actually teach and what the students learn. So we have to be very careful to make sure they're always fit for purpose.”

*If you have any comments about a particular syllabus, or want to make sure you're on the consultation list when your subject next comes up for review, email Eve at [marketresearch@cie.org.uk](mailto:marketresearch@cie.org.uk)*

A VIEW FROM...

# ARGENTINA



**Alejandra Nicolosi** (left), head of Colegio Integral de Educación Río Grande (CIERG) – Cambridge’s southernmost school – was interviewed by **Lucila Márquez** (right), Senior Schools Development Manager, Latin America



CIERG students and teachers welcome CEO Michael O’Sullivan (back, centre)

**LM** **When did you become a Cambridge school and why?**  
**AN** In 2004, the School Dean, Mario Ferreyra, invited us to design a bilingual project for CIERG, and it was with Cambridge that we found high-quality education and resources for our students and teachers. In 2005, our first group of students began studying a range of Cambridge IGCSE subjects to obtain their Cambridge ICE certificates over two years. Two years later we started to think about Cambridge International AS & A Levels and we got our first Cambridge AICE Diplomas in 2011.

**What do you like most about Cambridge?**  
 The well-thought-out methodology and assessment tools. Everything is consistent with the idea of ‘positive achievement’ in a context of critical and empathetic thinking.

**What is your students’ best piece of work?**  
 In one of my lessons for Cambridge International AS & A Level Thinking Skills, I used a ‘multiple intelligences’ approach, based on the different skills of the brain hemispheres, to organise tasks. The

lesson resulted in activities based on students’ different intelligences: for instance, board games from the students with predominance in spatial intelligence, newsreels from the visual–linguistic and so on. We all had fun and learned in a variety of ways.

**What are the main advantages of the Thinking Skills course?**

The syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning. This is all necessary for higher education studies, as well as everyday life.

**Tell us about our CEO Michael O’Sullivan’s visit to your school last September.**

We live in Tierra del Fuego, the southernmost part of the world map and home to the last Cambridge school before you reach the South Pole. To be visited by Michael proved that there are no barriers, no limits and that a Cambridge education creates truly global citizens, equal in knowledge and skills.

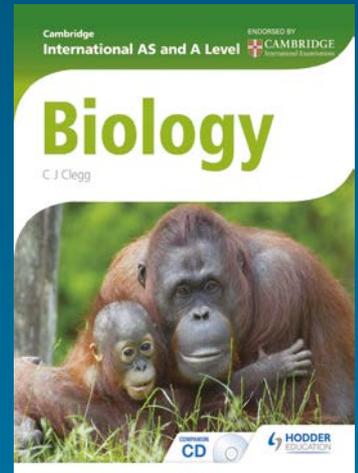
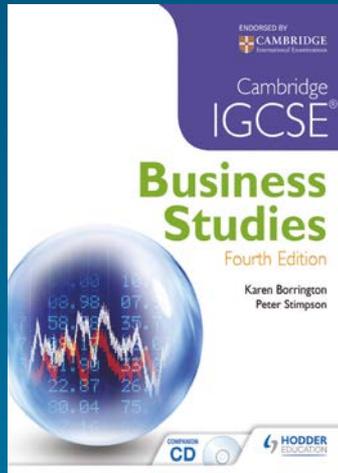
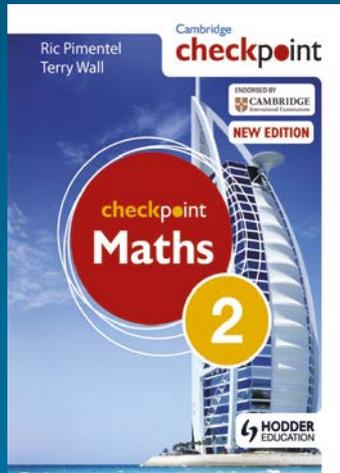
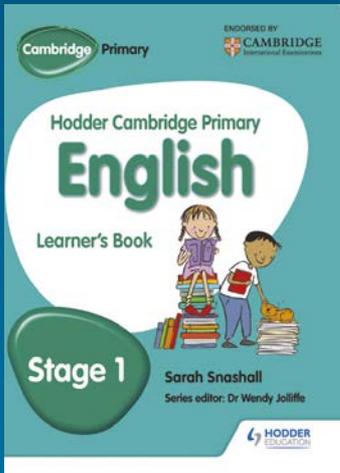
**What are the main advantages of Cambridge programmes for your students?**

The certificates Cambridge ICE and AICE are synonymous with high-quality education and are recognised in universities and the job market worldwide. By following the Cambridge IGCSE and Cambridge International AS & A Level programmes, we can be certain that our teachers and students are focused on quality and up-to-date standards as well as content and skills. This means students can deal with 21st-century challenges as both local and global citizens and workers. ■

Originally from the Córdoba province of Argentina, Alejandra has taught subjects including English language, literature, critical thinking and drama at primary, secondary and university levels. She is Head of the English department at CIERG and helps her teachers to understand Cambridge methodology,

and trains them to use neurosciences in the planning of lessons for different subjects and levels. “In my spare time I am part of a drama workshop since I love acting and performing,” she says. “I love nature and the outdoors, reading and t’ai chi practice as a way of keeping myself healthy and balanced.”

# Marking the anniversary of Hodder Education and Cambridge International Examinations



For 25 years Hodder Education has been trusted by Cambridge schools around the world to provide quality support for teaching and learning. Today we continue to offer a full service of print and digital material, plus teacher training in almost every subject at every level.

For this reason we have been selected by Cambridge International Examinations as a publisher of endorsed resources for their syllabuses.

Find out more about us and Cambridge at [www.hoddereducation.com/cambridge](http://www.hoddereducation.com/cambridge)



# Want to improve your teaching? Start your journey here...

Cambridge Professional Development Qualifications (Cambridge PDQs) transform professional learning for teachers and educational leaders. The qualifications are accredited by the UCL Institute of Education and focus on the development needs that matter most for our schools.



“ Cambridge PDQs are a great fit for our campus and our school district. The self-reflection required is invaluable for all teachers. ”

Merlin Shenk, Assistant Principal, Sarasota High School, USA

Find out more at [www.cie.org.uk/pdq](http://www.cie.org.uk/pdq)

