

Chapter 7: Developing the Cambridge learner attributes through Cambridge Global Perspectives and Enterprise

“ It is widely recognised that we live in an increasingly digitised and interconnected world. The means by which we access information and the pace with which this takes place are profoundly changing the way we learn, communicate and work. Increasingly, young people are faced with access to a multiplicity of competing ideas. In such an information-rich society, young people need the skills and dispositions to be able to think critically.. ”

Extract from Cambridge International A Level Global Perspectives syllabus 2017–19

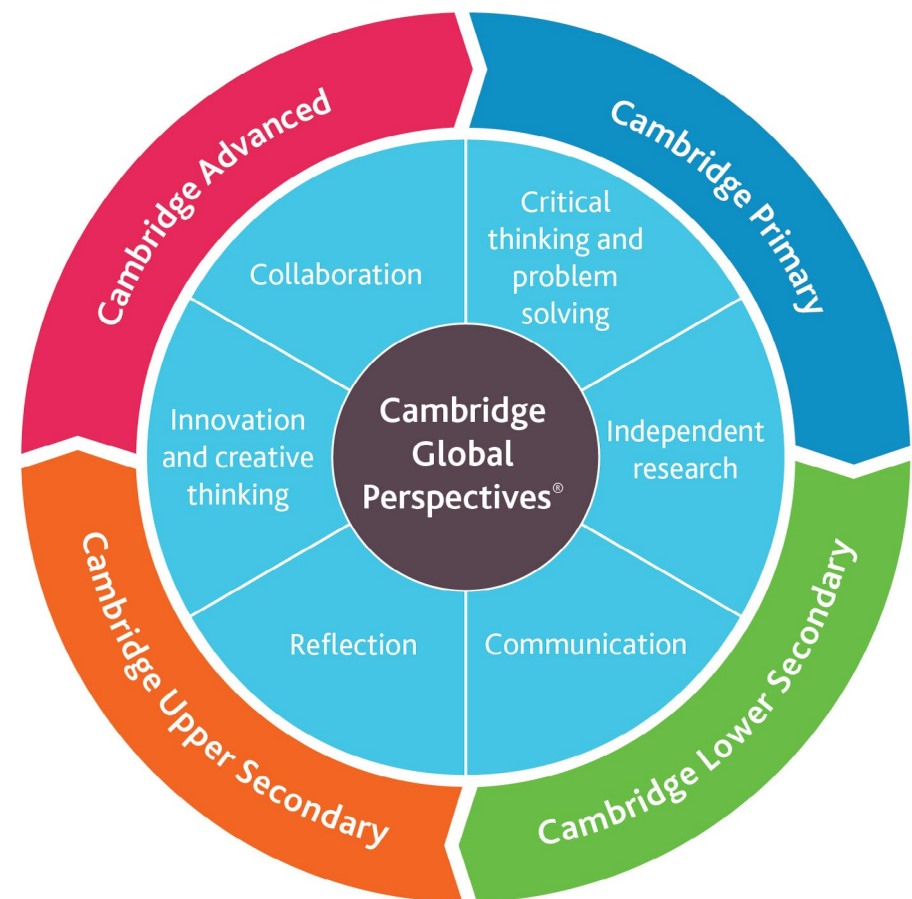
Overview

This guide has argued throughout that the learner attributes need to be at the heart of approaches to teaching and learning in all disciplines and activities the school provides. This chapter focuses on two programmes that Cambridge offers that complement a discipline-focused curriculum. They are specifically designed to support habits and skills development associated with preparing students for the modern global information age and the world of work.

Cambridge Global Perspectives

Cambridge Global Perspectives is an interdisciplinary programme, currently offered through Cambridge IGCSE , Cambridge International AS & A Level and Cambridge Pre-U syllabuses. It focuses on the nature of argument and evidence, develops research and information literacy skills and encourages understanding and respect for the perspectives of others. Global Perspectives will become available for Primary and Lower Secondary (5–14 year olds) for first teaching from June 2018.

Students learn to appreciate alternative perspectives on global issues where ideas and interests compete and there are no easy answers. They learn how to evaluate arguments, in particular the evidence and reasoning used to support them, as well as improve the quality of their own arguments.



Chapter 7 continued

Through studying a variety of authentic and significant case studies students become better informed about the world and better able to make informed and sensitive judgements. The course develops the skills of flexible, reflective, creative and critical thinking, and students learn how to research issues and arrive at well-reasoned and evidenced conclusions. They also learn to work collaboratively with others and effectively communicate and critique ideas so that they become, in support of the Cambridge learner profile, more confident, responsible, reflective, innovative and engaged.

Specifically Cambridge Global Perspectives aims to develop learners who:

- understand the nature of evidence in a variety of forms and effectively evaluate evidence in deciding what conclusions can be reasonably reached
- can support their own arguments with sound reasoning and the appropriate use of evidence
- enquire into and reflect on issues both independently and in collaboration with others from a variety of cultures, communities and countries
- generate and express clearly in written and spoken forms their own well-reasoned arguments
- use disciplined and scholarly research skills to investigate issues of global significance
- consider issues from personal, local, national and global perspectives, and analyse the links between them
- communicate sensitively with people from a variety of backgrounds, empathising with the needs and rights of others
- can transfer their thinking and planning skills to unfamiliar contexts
- develop a sense of their own responsibility as active citizens.

 For a video introduction to Cambridge Global Perspectives, go to www.cambridgeinternational.org/globalperspectives

Watch a higher education perspective on Global Perspectives at Cambridge International A Level and Cambridge Pre-U by Stuart Schmill, the Dean of Admissions at the Massachusetts Institute of Technology in the US at:

www.youtube.com/watch?v=CPxRtu7Ed_M&index=53&list=PLi4xGU_d7k_J-9Oi8Z56q7wNf_RXDGBwP

Case study 17:

Cambridge Global Perspectives at Suffern School, New York, USA

Two students and two teachers from Suffern High School, New York, reflect on how they find Cambridge Global Perspectives valuable in the videos below:

Hannah Conciglio - the importance of lifelong learning; Global Perspectives for international perspectives



Watch the video at <https://vimeo.com/232474032>

Alex Fernandez - skills gained from Global Perspectives



Watch the video at <https://vimeo.com/232473739>

Jarrold Gelb - collaboration peer review



Watch the video at <https://vimeo.com/232474113>

Bob Wilson - the importance of challenging students



Watch the video at <https://vimeo.com/232473942>

How critical thinking, information literacy, reflection and research are supported and assessed through Cambridge Global Perspectives

The Cambridge Global Perspectives curriculum continuum is based on a developmental spiral of learning. At all stages, students are required to critically engage with information and source material to improve their information literacy (in developmentally appropriate ways reflected in course standards, activities and requirements). At all levels students are required to complete research and to communicate their ideas both in writing and through spoken presentations.

Schools have the opportunity to make Cambridge Global Perspectives a core curriculum activity so that learning that takes place across the curriculum in other subjects is linked to Global Perspectives themes. This reinforces students' ability to make connections between all the disciplines they are learning, reinforces learning and helps students transfer skills and understandings from one context to the next. Alternatively schools can choose to teach Global Perspectives as a discrete subject.

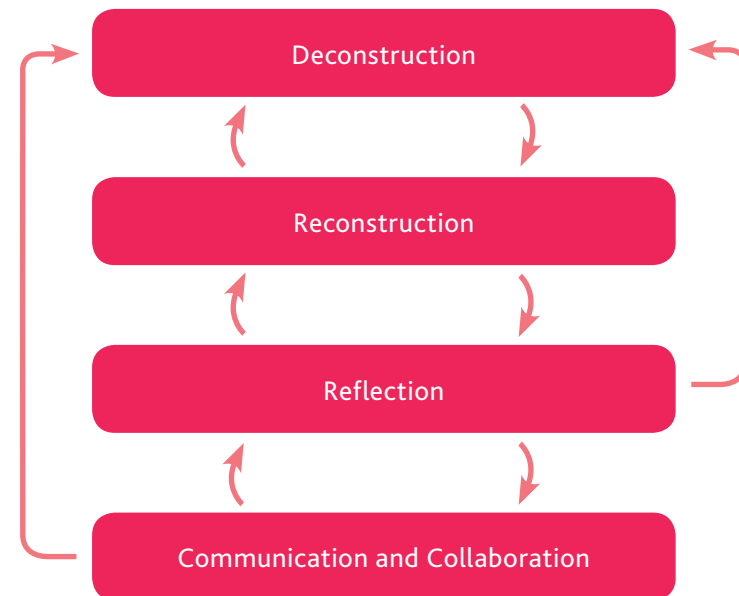
A web-based learning platform is available for all schools who register for the programme. This Online Learning Area has extensive materials specifically for Global Perspectives and is freely available to all Cambridge centres delivering or considering delivering Global Perspectives. The Online Learning Area provides online structured courses, with guidance for both students and teachers, and multimedia resources, together with teaching and learning activities. Secure personal journals encourage higher level thinking among students as they engage with and reflect on the materials and activities. Spaces with forum discussions allow for collaboration between schools, in topic-based groups and within students' own class groups. Teachers and learners can also collaborate with other Global Perspectives teachers elsewhere in the world. Students can use ePortfolio tools to gather together and share their research, and gain feedback from peers and teachers.

Teachers and students can access the Online Learning Area using any connected device, including tablets, laptops and desktop machines. We suggest that teachers request student accounts, thereby providing students with access outside the traditional classroom environment.

The Cambridge IGCSE requires students to collaborate in groups to agree an aim and then to plan, research and produce a shared outcome. Students are assessed collectively on how well they collaborate and how well their outcome communicates their research. They are also assessed individually on a reflective paper they produce which analyses and evaluates the project and reflects upon the process of collaboration and their own contribution to the project. The video available at www.youtube.com/watch?v=YB7qD-w4vVw demonstrates one example of a collaborative project completed by a group of Cambridge IGCSE students at the Singapore International School in Hong Kong.

Figure 8 gives an overview of the critical path methodology that forms the core of the Cambridge International AS Level, A Level and Pre-U programmes. Standards and expectations at this stage are high, reflecting the qualification standard, but the general

Figure 8: The critical path in Cambridge Global Perspectives



approach is the same at lower levels so that this represents a natural progression. Clearly developing the habits, skills and understanding needed to perform the critical path well provides an excellent preparation for students engaging with ideas in other subjects and preparing them for higher education and the workplace.

The learner attribute of reflection is at the heart of the programme. Students are required through assessment objective 2 (reflection) to:

- research and consider alternative perspectives objectively and with empathy
- consider the ways in which personal standpoints may have been affected by the research process
- evaluate the impact of alternative perspectives and conclusions on personal standpoints
- identify the need for further research in light of the research findings
- reflect on the scope, nature and limitations of their own research report (Cambridge International A Level only).

Students who want to take Global Perspectives to a full Cambridge International A Level or Pre-U standard will complete a research report as the Cambridge International A2 Level component of the Cambridge International A Level. You can download a comprehensive guide for learners at www.cambridgeinternational.org/images/385159-a-learner-s-guide-to-the-cambridge-research-report.pdf

Read an example of a completed student project at: www.cambridgeinternational.org/images/413316-example-candidate-responses.pdf

This report, called *To what extent does globalization contribute to higher unemployment?*, considers a global problem taking an interdisciplinary approach, including economic, social and political viewpoints.

Case study 18:

Linking the World's Largest Lesson with Cambridge Global Perspectives at the Southland Girls' School, Invercargill, New Zealand

The World's Largest Lesson launched in September 2015, when world leaders committed to the 17 goals for sustainable development (read about them at worldslargestlesson.globalgoals.org).

Connecting our Global Perspectives learning with the global goals through the World's Largest Lesson has allowed us to focus on the learner attributes in a real-life context, with a particular focus for this case study on confident, responsible, reflective, innovative and engaged learners.

Our Global Perspectives class is a Year 9/10 class in our Year 7–10 Global Minds programme at Southland Girls' High School. In 2015 our lesson was selected as one of eight worldwide to help launch the World's Largest Lesson. The focus of our submitted lesson was building a link between the Millennium Development Goals and the new Sustainable Development Goals. The World's Largest Lesson has a growing resource base to help support learning across all year levels and contexts. The global goals have become embedded in our Global Minds course.

We use the goals to link our local actions to global targets, giving learning deep relevance and a sense of purpose. We start with considering the global goals to help us to understand the issue at hand, then transfer our new learning into our Global Perspectives group and individual projects. This has allowed us to consolidate, challenge and extend our students' conceptual understanding. Connecting learning in class to the global goals, students are encouraged through collaborative learning tasks to reflect on how their understanding has changed and discuss what has affected the change.

We have inSiGHtS (SGHS being an abbreviation for Southland Girls' High School) groups so students are in responsive social contexts to deepen their global competency skills. The Cambridge Global Perspectives skills are the

Case study 18: continued

scaffold we use to structure these sessions to deepen understanding of global issues. We plan open-ended discussions around, for example, the global goals Twitter feed. We challenge students' understanding, encouraging them to act on issues of global significance. We do this using tools such as global thinking routines from the Visible Thinking project at Harvard Project Zero, and reflection prompts that draw on the solo taxonomy.

Students then reflect on themselves as learners and plan next steps to transfer new understanding into their Cambridge tasks.

Collaborating with schools through the World's Largest Lesson network allows our students to form creative ideas based on wider perspectives. Students appreciate and understand the cultural complexity in communicating with others and evaluating whether their innovative ideas will be successful across different groups and local, national and global contexts.

Students are engaged because they are motivated by the collective impact of their ideas. In addition, their personal passion for issues is given a real-life context. A strong focus and reason for connecting to this initiative has been the focus on using our personal gifts and talents to make a positive difference in our world, both now and in the future. We actively discuss that the skills we are developing are about equipping us to be leaders prepared to connect and align future decisions to achieving the global goals.

Although students may be working on their independent research study they are at all stages connecting to a global community. This allows them to dig deeper into key concepts and evaluate possible scenarios. Our class has created a wiki site (stepup2sdg.wikispaces.com) to share learning with other New Zealand schools because they have become so engaged and passionate about students using their learning to make a difference, and they see the power of going one step further and aligning outcomes of their inquiries to targeted collective actions.



Case study 18: continued

Using technology to open up creative possibilities to share new learning has also been a focus of our learning. Students enjoy sharing new understanding and what it means to them in creative ways. Technology also allows us to share learning with a wider audience, building a community of learners.

Through being part of the World's Largest Lesson and aligning the global goals to our Global Perspectives syllabus we have strengthened the attributes of being a confident and responsible learner. Through the real-life, real-time resources students are emotionally connected to issues of global significance. This learning means actions planned for service and raising awareness are informed and targeted.

Through increased opportunities for cross-cultural collaboration enhanced by a shared language of the global goals our students have a more authentic appreciation of how their actions will affect others.

Sharing our learning via our class Twitter account (@GlobalMindsSGHS) also allows students to gather real-time feedback, which enhances motivation further.

As a way to reflect on our learning and set new challenges for the following year we hold a Year 7–10 World Café. This allows the students in an informal environment to share changes in understanding, make connections between each other's learning and provide new insights for future learning.

All these learning opportunities have uncovered the importance of a combination of values, dispositions, attitudes, knowledge and skills that have an impact on global competency learning. Understanding learning as a lifelong disposition and building the capacity to be a leader of change has allowed all our students to experience success in a personal context relevant to them and their learning goals within Cambridge and beyond.



Video link:

www.youtube.com/watch?v=7hddEzzgyx8&feature=youtu



The Cambridge Primary and Lower Secondary Global Perspectives programme (piloted 2016–18, launched for first teaching in June 2018)

This programme will be added to our offering of English, English as a Second Language, Maths and Science in the Cambridge Primary and Lower Secondary curriculum. Global Perspectives will provide a carefully structured enquiry-based approach to learning that will complement and be supported by the development of knowledge, literacies and learning habits in the other subject areas. The programme will:

- Involve six Challenges a year, two a term. Each Challenge is six hours long, subdivided into a range of activities. The Challenges are designed to be used in one-hour blocks with flexibility as to how they are scheduled. There are 24 topics to choose from, at Primary and Lower Secondary.
- Build and develop, through iteration, the skills, knowledge and habits defined by the Global Perspectives continuum.
- Be taught through a wide range of topics using a personal, local and global perspective. The teacher helps the learner to look at a range of topical global issues that give a range of contexts.
- Involve challenges that will include activities such as projects, presentations, reports, logs, posters, questionnaires, written work and blogs that are both team based and individual. The challenges support five skills strands: research, evaluation, analysis, reflection, collaboration and communication.
- Be delivered digitally through our Online Learning Area. All the Challenges are located in the Online Learning Area, with support provided for a student's ePortfolio and Reflective Logs. In addition areas for collaboration and communication will be available in accordance with our age-appropriate eSafety policy.
- Be assessed: all Challenges are self, peer and teacher internally assessed, to help teachers in the formative assessment of their learners. There are also teacher-assessed Cambridge-moderated Checkpoint assessments at age 11 and 14 which are available twice a year, and graded Gold, Silver or Bronze.

Case study 19:

Cambridge Primary Global Perspectives pilot, Escuela y Liceo Elbio Fernández, Uruguay

(extract adapted from the Pilot Forum)

We chose to work with the theme 'helping people to belong' because we thought it would be very useful for our group of learners. This project would help make our students reflect on the concept of 'belonging to a group'. We implemented it in Grade 4, in classes of approximately 25 students. We are part of a very big school in Montevideo, so we thought that this topic could be especially meaningful for our context.

While doing this challenge, students had to think hard about several questions: Why is it important to belong to a group? What is belonging? These reflections generated a warm, meaningful and memorable environment where students expressed thoughtful ideas.

My students were able to show development of their communication skills, strengthening their personal strategies through interviews and surveys. They had to talk among themselves and formulate questions to later ask to other members from other teams or their own families and friends to identify different groups, find out specific information and collect data. They also listened to other groups' findings. They discussed, compared and shared data. They wrote in copybooks, on the whiteboard and designed new mind maps.

They made descriptions, improving their writing skills. They read them aloud, introducing their families and friends, with real pictures and photos. They enjoyed the learning process, making learning easier. When they relate content provided by the teacher with their real lives and personal experiences, learning becomes fun and natural. Students were exposed to memorable and meaningful activities, where they felt engaged and motivated to continue researching, improving their understanding and learning successfully. Students were always asked to self-assess their learning process, as well as the experience in general, and they were given the chance to suggest new ideas and possibilities to improve the project. We had a wonderful experience with this challenge.

Cambridge Enterprise

Cambridge Enterprise is offered as a Cambridge IGCSE and Cambridge O Level syllabus at Cambridge Upper Secondary level. It encourages candidates to develop their understanding and the practical skills associated with the work environment and the running of a small enterprise. The syllabus provides the basic knowledge an entrepreneur requires and an opportunity for candidates to apply this knowledge in a practical and engaging way when running their own enterprise project or activity. We encourage candidates to study enterprise in a local as well as a global context, while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem-solving.

The aims of Cambridge Enterprise are to:

- make effective use of relevant terms, concepts and methods when discussing enterprise and enterprising behaviour
- develop an understanding of what it means to be enterprising, and the skills that requires
- develop the ability to work in an enterprising and independent manner
- develop and apply knowledge, understanding and skills to contemporary enterprising issues, in a range of local, national and global contexts
- appreciate the roles and perspectives of a range of other people and organisations involved in enterprise, and the importance of ethical considerations
- investigate the world of work and entrepreneurial organisations
- develop the ability to communicate effectively, in a variety of situations, using a range of appropriate techniques.

One of the key aspects of Enterprise, which is assessed by Cambridge through a portfolio submitted by each candidate, is the planning, implementation and evaluation of an enterprise activity (see Case study 20).

Candidates should carry out their own enterprise project or activity, either on their own or as a member of a group (usually of no more than six candidates). Candidates working on their own will take sole responsibility for carrying out a small, relatively simple project or activity. Candidates working in groups should carry out a larger, more complex project or activity that allows each person to play a separate, defined role. Candidates may work as part of a group when planning and running their activity but the work they present for assessment must be completed individually.

Case study 20:

Enterprise at Chisipite Senior School, Zimbabwe



Watch the video at:

<https://vimeo.com/230900327>

Why does Chisipite Senior School teach Cambridge IGCSE Enterprise?

The school sees Cambridge IGCSE Enterprise as having a real benefit for the vocational studies which the students undertake in Sixth Form. The curriculum offers the students the opportunity to develop business skills and knowledge and also develops their life skills, encouraging them to work as part of a team and communicate with their peers and also with wider groups. The school also thinks that the syllabus encourages the students in their thinking skills and problem-solving approaches as they have to consider what will and won't work in the ideas and proposal that they are considering. The students especially enjoy running and participating in business meetings and seeing the final results of the activities they have undertaken.



Case study 20: continued

How does Chisipite Senior School teach Cambridge IGCSE Enterprise?

Students currently take Cambridge IGCSE Enterprise in a year, with six hours of teaching each week. They also undertake activities outside the classroom as part of their coursework. The subject is taken by vocational students in the Lower Sixth Form who have just completed Cambridge IGCSEs. The girls then progress to Cambridge International AS Level Business Studies in their Upper Sixth year.

The girls begin the course by researching a local business person to gain a first-hand insight into the unique challenges faced by entrepreneurs in Zimbabwe. Each pupil prepares a business plan which is presented to the head teacher. This presentation is followed by a verbal question and answer session where the girls justify their ideas.

Many pupils choose to use other students as their market and carry out surveys and pilot projects to test the viability of their products. This has been invaluable in encouraging them to question their preconceptions of a market they thought they understood. In addition, they learn to recognise the need for careful research.

The pupils often have innovative ideas but putting them into practice provides more challenges than they realise. The time constraints of a busy school term combined with organising the finer details, where and when to sell their product, as well as the unique issue of there being little physical cash in the country, offer obstacles that they have to negotiate. As teachers we see their growth in how they deal with these challenges on a weekly basis and an increasing focus on organisation skills.

The school is also seeing the emergence of leadership qualities within the cohort of students undertaking Cambridge IGCSE Enterprise. They feel that this will have an impact on their progress in the school where all students in the Upper Sixth Form are given the opportunity to serve as 'senior leaders'.

This programme aims to encourage, enhance and exploit the leadership potential of all the students, to give them valuable management experience that will be relevant throughout their lives.

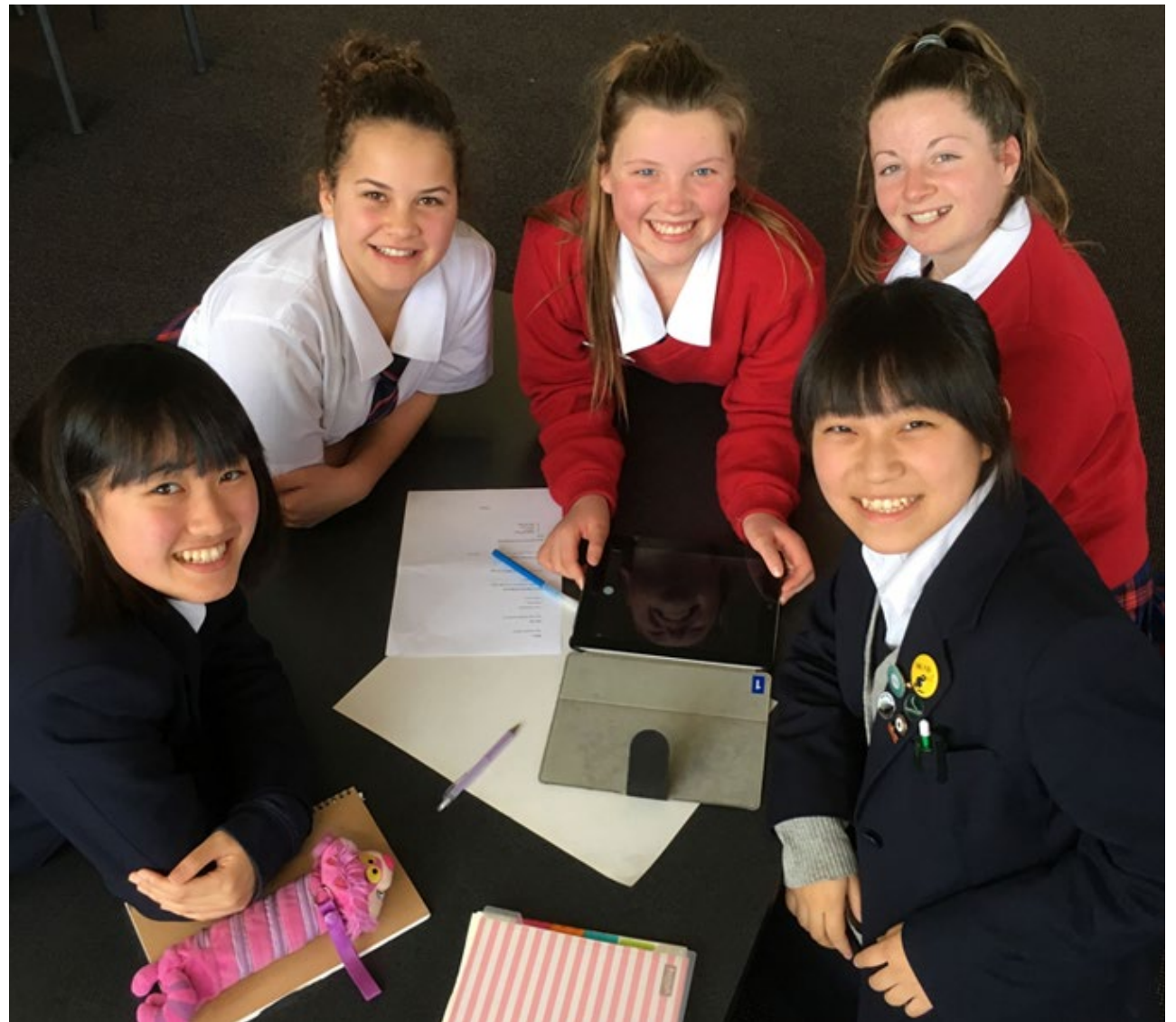


Final thoughts

We hope this guide has helped you think about how you might use the Cambridge learner attributes to help develop teaching practice and shape a curriculum which belongs uniquely to your school.

We are very grateful to the 17 schools who have shared some of their experiences through providing case studies for this guide. What is clear from reading these case studies is how every school engages with the learner attributes in different ways.

Cambridge International is committed to helping schools improve. With approximately 10 000 schools in over 160 countries using our educational programmes and qualifications – often combined with national or other curricular components – our role is to support you in making the right decisions for your school. Excellent schools understand their own culture and context, and constantly strive to improve teaching and learning taking these factors into account.



Students at Southland Girls' High School, New Zealand (case study 18)