

Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

Issue 39, February 2022

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A new approach linking learning and wellbeing



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How brain development and metacognition can impact learning



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Welcome

ISSUE 39, FEBRUARY 2022

Welcome to the first issue of *Cambridge Outlook* for 2022. We know the pandemic continues to pose huge challenges for schools and the situation is ever-changing worldwide. We are putting all our efforts into supporting you through this year and helping your students to move forward.

Over the past two years, students have had to adapt to learning in different ways – either remotely, or in a school environment that is not the same as before. Some students will have discovered they learn better in a quiet space at home, while others will have struggled away from the energy of the classroom.

In this issue we are 'thinking about thinking', and how we can help students understand more about how they learn, and what works best for them. Two researchers from the University of Bath, UK – Dr Karen Angus-Cole and Abby Osborne – have been looking at the interconnect between wellbeing and learning, and they suggest ideas for removing barriers to learning (page 8). Dr Iroise Dumontheil shares her research into adolescent cognitive development on pages 6 to 7, giving insight into behaviours that might have a negative impact on learning and how we might turn them into positives.

Taking a holistic approach to student development is important, and that's why this issue also includes articles about The Duke of Edinburgh's International Award (page 10) and an assessment that helps schools understand what motivates students. It can also be used to support teacher development (page 14).

We hope you enjoy this issue. If you have a story to share, please get in touch at outlook@cambridgeinternational.org



Christine Özden
Chief Executive,
Cambridge Assessment
International Education

About us

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

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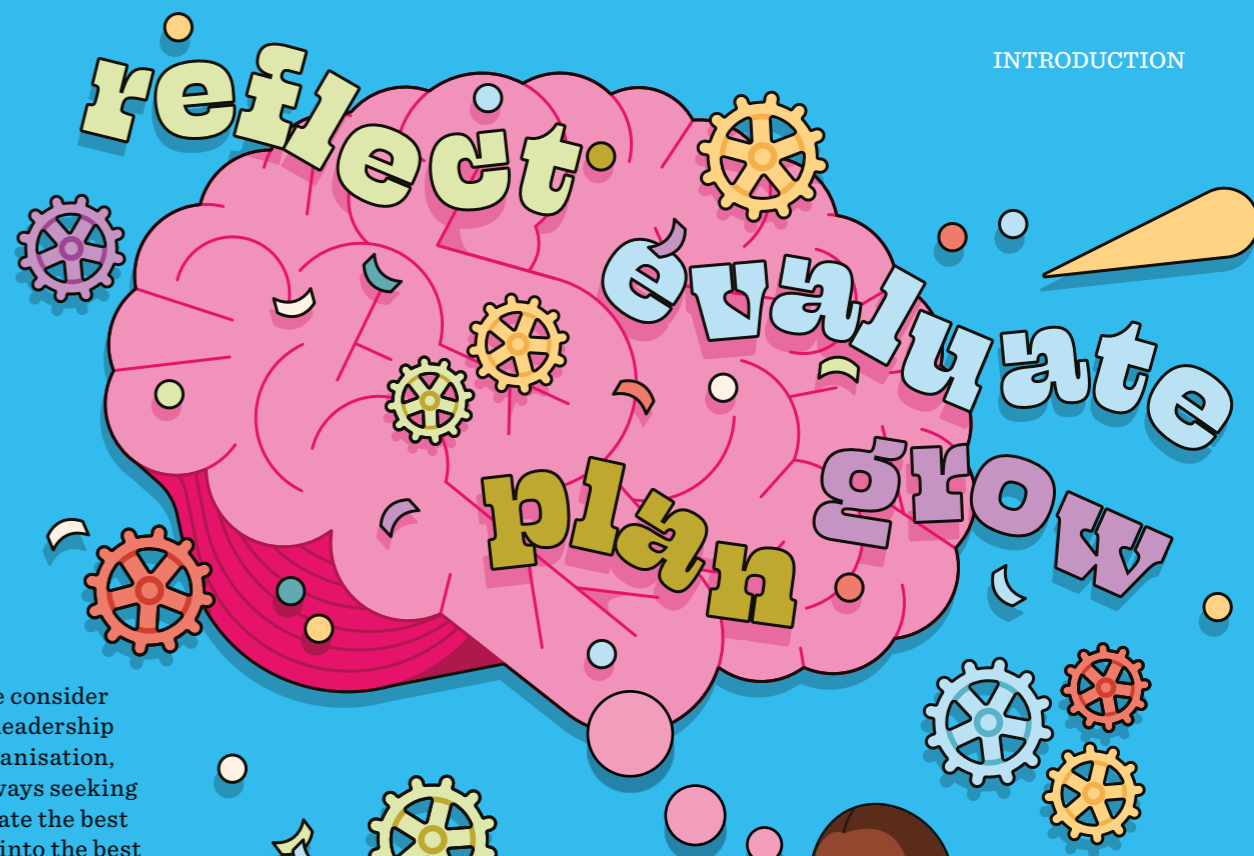
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IN FOCUS

Thinking about thinking



Paul Ellis, Cambridge International's Head of Teaching & Learning Strategy, introduces this issue's 'In Focus', which looks at the impact of brain development and metacognition on learning

When I began teaching in the 1990s, there was a television-comedy character who, on the day he reached 13, turned into an uncooperative adolescent, rude to his parents and teachers, reluctant to do homework and chores, and interested only in what his friends thought about him.

Kevin the Teenager has become an enduring representation of the kind of adolescent behaviour many of us have seen in the classroom: students who have, almost overnight, turned into awkward individuals whose attitudes are hard to understand; students who lack motivation and responsibility; students who are prepared to take big risks, as long as they don't look foolish in front of their peers.

Kevin's attitude is, of course, deliberately exaggerated for comic effect, but the character does make us consider adolescent brain development. It is, in fact, only relatively recently that it has become more possible to do functional magnetic resonance imaging



“Adolescent behaviour may sometimes be hard to comprehend, but it is our responsibility as educators to help students form good learning habits”

(fMRI) scans to see which parts of our brain are activated when. Researchers working in the Universities of London and Cambridge have been central to this study and are helping us appreciate how we mature from childhood to adulthood, through the often difficult teenage years.

At our Cambridge Schools Conferences in 2021/22, we're exploring different aspects of metacognition – expressed more simply as 'thinking about how we think'. In November, we invited neuroscientist Professor Iroise Dumontheil to tell us about her work investigating cognitive development in young people. On page 6, you can read more about her findings and what these reveal about the ways teenagers learn. As she emphasises, there's no such thing as an average adolescent, and we still only understand a small part of how our brains function. But she has concrete suggestions for the kinds of interventions that work well in helping all of us – not just children – think and use our brains in the most productive ways.

When we consider thought leadership as an organisation, we're always seeking to translate the best theories into the best practices and share ideas that work. Karen Angus-Cole and Abby Osborne from the University of Bath in the UK are working at the intersection of academic and emotional learning. Their goal is to help students be more resilient in their learning, to have a plan of action when approaching a task for the first time, and to know more about how to regulate their emotions. They call their approach 'Welldoing', and you can read more about it on page 8, including strategies you could immediately try in your classroom.

Alongside our conferences, we also offer resources and online training on metacognition. Research shows that by developing learners' metacognitive skills, we can improve their outcomes. Students who understand how they think and learn effectively are better equipped to make the changes needed to grow and improve.

Adolescent behaviour may sometimes be hard to comprehend, but it's our responsibility as educators to help students form good learning habits. The more we understand and think about thinking, and the more strategies we offer students from a young age, the more likely we are to have a positive impact on their development.

ILLUSTRATION: KIKI LJUNG



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- Find metacognition resources at www.cambridgeinternational.org/teaching-and-learning

Inside the adolescent brain

HOW STUDENTS' BRAINS DEVELOP DURING THEIR VITAL LEARNING YEARS



Dr Iroise Dumontheil is a Professor of Cognitive Neuroscience in the Department of Psychological Sciences, Birkbeck, University of London. Here she shares her thoughts on the development of a student's brain during adolescence.

How did you get into cognitive neuroscience and what in particular interested you about the adolescent brain?

I studied biological sciences and I was interested in the brain, so I oriented my studies towards that. More recently, I have been involved in educational neuroscience. Education is a nice way to see if our research can be applied in an everyday context.

I'm interested in higher-level aspects of cognition, such as abstract reasoning and control, as well as multitasking and attentional control. These cognitive functions continue to mature quite late, so adolescence is an interesting period of development to study. Recently, I've been shifting to slightly earlier ages because it seems that a key time for the development of these aspects of cognition is actually around 11 and 12 years old.

How does the adolescent brain differ from the child or adult brain?

There's still a lot of research that needs to be done to try and figure that out. Importantly, different regions of the brain develop at different times. Regions that are involved in controlling movements and processing sensations mature earlier – so when you study these, it's more interesting to focus on childhood. Other brain regions, such as those supporting social cognition and higher levels of cognition, continue to mature in adolescence.

What researchers have been trying to investigate is whether the different timings of maturation of different brain regions affect behaviour and cognition in adolescents. For example, are the



“It seems that during adolescence the brain prioritises being valued by your peers. Just receiving a reward while you're being watched by peers in the social context gives you more of a thrill”

specific features of adolescent brain maturation leading to the fact that adolescent decision making is much more influenced by the social and reward context? Adolescents might be more interested in impressing their peers and obtaining more immediate rewards rather than long-term rewards, which has implications in terms of studying Cambridge IGCSE®s and International A Levels. Studying is going to impact their future but is less rewarding than doing something with their friends right now.

Do other factors, such as gender or culture, impact brain development?

The start of adolescence is defined by puberty, which differs between genders and individuals. Males tend to go through puberty later than females. These physical and hormonal changes do seem to affect the maturation of parts of the brain. If you look more like an adult, people will interact with you differently, which could also have consequences for your cognition, your brain development and your behaviour.

The end of adolescence is defined more culturally by when you reach an independent role in society and, again, this can be influenced by individual differences. If you start a job when you're 18 and live in your own house, it's very different from living with your parents. Your experiences and responsibilities will vary. So there are a lot of individual differences that emerge from genetic and pubertal maturation but also from your environment and your experiences.

It's thought that the tendency to take risks to impress peers is driven by brain development. Why does this occur in adolescents?

We don't know exactly, but it seems that during adolescence the brain prioritises being valued by your peers. Just receiving a reward while you're being watched by peers in the social context gives you more of a thrill. Adolescence is a time when you develop your personality and interests and

your self-identity is starting to emerge. This means that it's very important to be interacting with peers and to be valued by them. And the flip side is that adolescents seem to be very sensitive to social exclusion.

Another aspect related to reward is sensation-seeking. Getting a thrill from new experiences – and an even bigger one if you're in a social context – means you're more likely to do risky things with peers than when you're alone.

How might we use this to make a positive impact in education?

Sometimes, teachers tell me that although adolescents are more prone to risk-taking, this is often not shown in the classroom and they don't take the risk of raising their hand to answer the question. The problem is that the classroom is a social context and being keen to participate in this environment might not be valued by your peers. One question is: how can schools foster engagement and academic success as something your peers value?

In terms of risk-taking, maybe some aspects of competition and collaboration would be worth considering. It's not been explored much in scientific research, but giving adolescents opportunities to work together in teams might encourage them to take more risks and explore some different things.

How might a student's cognitive control in the classroom develop from early learner to adolescent?

In primary school, you tend to be in one classroom and the teacher is delivering all the lessons. In secondary, you suddenly have lots of different teachers and subjects. You might need to work harder at managing your time, and it's important to be in control of your learning and organisation, which can be a challenge – for example,

remembering to do something later, which is called prospective memory. There are other aspects, such as sustaining attention in the classroom, which have already come into play during primary school. The challenge in adolescence might be to resist distraction from peers.

Can you train students to use cognitive control?

We have investigated cognitive control in primary-school children in the 'UnLocke' project – the intervention was called 'Stop and Think'. It was focused on science and maths and helping children realise that the first thing that comes to mind is not necessarily the right answer. It also aimed to train children to think about their answer and not always go with the first response. This intervention was successful, in the sense that we found some beneficial effect on science in particular – this was less strong for maths where it was observed only in children in Year 5 and not Year 3.

What research is being done to help students recognise anxiety so they know how to deal with it?

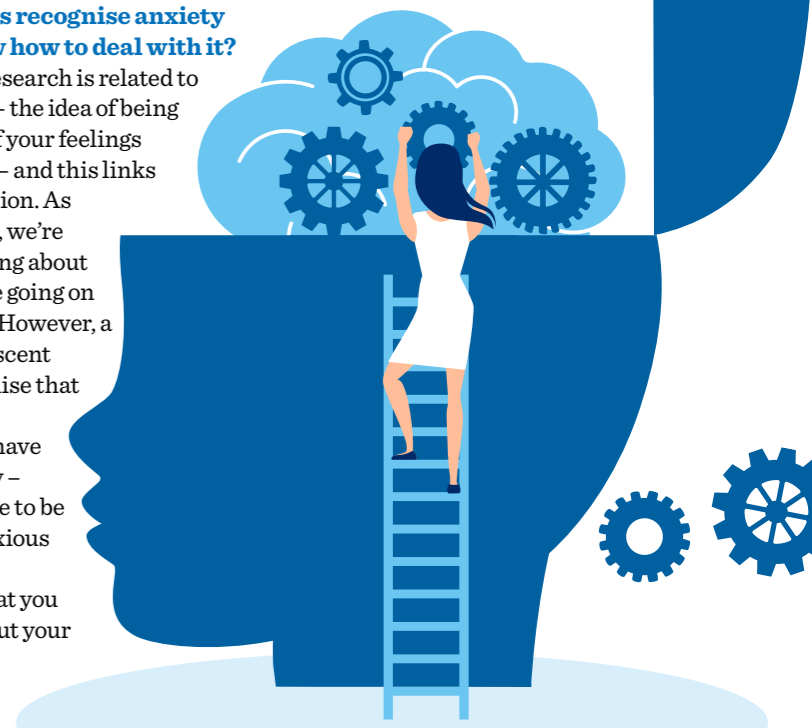
Some of the research is related to mindfulness – the idea of being more aware of your feelings and thoughts – and this links to metacognition. As psychologists, we're always thinking about what might be going on in our minds. However, a child or adolescent might not realise that any negative feelings they have might go away – they don't have to be defined by anxious thoughts. The realisation that you can think about your thoughts and

potentially control them by reorienting towards more positive thinking is quite important.

Some researchers have tried telling adolescents and their parents about what's going on in their brain, and this might encourage them to develop coping strategies for contexts that trigger strong emotions.

Adolescence is a difficult time, but it's also a time to make very strong memories. Memories with a strong emotional component tend to be remembered better. You might have very high highs as well as very low lows. It's a special time in that sense.

To find out more about Dr Iroise's research visit <https://sites.google.com/site/idcnlab>. You can watch her Cambridge Schools Conference keynote speech and Q&A session at www.cambridgeinternational.org/thinking-about-thinking and to find out more about the UnLocke project visit www.unlocke.org



The world of Welldoing

HOW PRIORITISING STUDENTS' MENTAL WELLBEING CAN SUPPORT THEIR LEARNING AND VICE VERSA



Dr Karen Angus-Cole
Karen trained as a science practitioner, teaching in secondary schools before moving on to teacher training. She is now a lecturer in education for the University of Bath, UK.



Abby Osborne
Abby trained in English Language and Literacy. She has worked in student services and is now the curriculum development officer for the University of Bath, UK.

What is Welldoing?

It's the brainchild of Dr Karen Angus-Cole and Abby Osborne, who have developed a framework that bridges the gap between learning and mental wellbeing. They aim to equip students with tools that will support metacognition and help them to use their brains effectively in order to promote better wellbeing in the classroom.

They recognised that while wellbeing is vital for all learners, many practices, such as mindfulness, often sit outside the curriculum. To equip students with the ability to think about their mental wellbeing alongside their learning could have a huge impact on education. Karen and Abby set out to create a toolkit of strategies to bring wellbeing and learning together, and Welldoing was born.

"The key thing is the interconnect between learning and wellbeing. Your learning can have an impact on your wellbeing and vice versa," says Karen. The Welldoing approach aims to be practical and transferable within a primary, secondary or further education setting. It can be delivered to students, encouraging them to tap into their needs for effective learning, or to teachers, which is where Karen and Abby feel it can have the biggest impact. "In the classroom, it is most effective when both teachers and students use the approach collaboratively so that the teacher can provide the scaffolding for students to use and adapt the strategies to suit their own needs. Teachers can also remind students to revisit and move between strategies to reinforce the Welldoing ethos," Karen explains.



"If these strategies were delivered in classrooms when students were young, they'd build a resilience toolkit and it would reduce the need for therapeutic intervention later on"

Why is Welldoing important?

Welldoing encourages students to reflect on which learning strategies work best for them. These are not fixed; they can be adapted, and the onus is not just on the teacher – the learner must take control, too. "It's about empowering teachers and students to be able to adopt Welldoing strategies within the classroom," says Karen. "It's really powerful. If these strategies were delivered in classrooms when students were young, they'd build a resilience toolkit and it would reduce the need for therapeutic intervention later on."

The approach isn't about teachers individualising for each student – Karen and Abby know that teachers must meet multiple needs, which can be draining. Instead, they encourage practitioners to revisit strategies with students daily to ensure that individuals form their own positive habits.

The goal is for the Welldoing programme to be available to as many students and practitioners as possible. Karen and Abby have been writing a book and building a website with downloadable resources. They have developed workshops for practitioners, one of which was available at the Cambridge Schools Conference in 2021. "We are constantly building up our toolkit and evaluating what works," says Abby. "It's needed now. Never has there been a time when it's more relevant."

Watch Karen and Abby's 2021 Conference workshop at [cambridgeinternational.org/thinking-about-thinking](https://www.cambridgeinternational.org/thinking-about-thinking). You can contact them directly at welldoing@outlook.com

How can I embed the Welldoing approach in my classroom?

The Welldoing approach is very practical. It aims to create long-term habits to ensure a learner can tap into key strategies in order to achieve the best learning outcome. There are many strategies within the Welldoing approach, but there are three different areas that Karen and Abby feel are particularly impactful.

1. COMFORTABLE LEARNING



Also known as cognitive comfort. The idea is that the entire learning environment – not just the desk, chair and lighting – can really impact a student's ability to think and assimilate new ideas. This strategy doesn't rely solely on the practitioner – it also encourages students to stop and think about what they need to change within their environment to help stay focused and not get distracted.

"We can have a stereotypical environment that we would consider a good learning environment – sitting at a desk, bright lights on, paper in the middle and pens to the side, everyone facing the front. But actually, everybody has different needs and that's ok," Abby explains. "We know that the environment has a strong impact on students with attention deficit hyperactivity disorder (ADHD) due to sensory overload, but it could also be affecting a shy student and impacting on their anxiety."

Ideas to try

There are many small changes a learner or practitioner can make to manage the environment, even in a classroom setting. Here are a few ideas:

- Change the colour of the pen if the student finds that black ink on white paper is distracting.
- Change the orientation of the paper to landscape.
- Create zones in the classroom where students can work in silence and a zone where students can talk together.
- Check the temperature – if some students are distracted in an area that is too warm, could they be moved?

2. THINKING SPACES

The page, whether that's digital or physical, is a space for a student to shape their ability to think, just like the classroom environment. The Welldoing approach encourages practitioners and learners to see the page as a thinking space where their ideas are born, developed and polished. Teachers and learners are encouraged to ask: how are we interacting with the space on a page and how might we shift and change that to better boost our cognition?

"It's amazing how that can immediately remove a barrier to learning for multiple pupils in multiple contexts," says Abby. "It works across the board for all learners and teachers as well; it aids our thinking and saves us time if we can work in more flexible ways."

Ideas to try

Many learners may find that they work better using a different thinking space. Here are a few ideas to consider within the classroom:

- mind maps
- sticky notes
- colour coding
- table or spreadsheet
- digital working
- concept mapping.

3. CAKE

This approach works well combined with comfortable learning or thinking spaces. Karen and Abby have created a memorable analogy to illustrate this strategy: CAKE. Baking a cake requires steps – first, you must find your ingredients and prepare them; next, you will combine or mix these ingredients together; then you must bake your cake; and finally, once it has cooled, you can decorate it. These steps need to be performed in this order for the cake to be successful. The same process works well in the classroom:

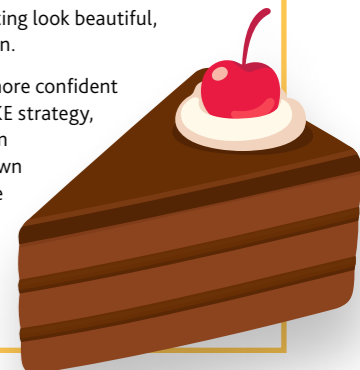
Step 1 Enable your students to **CAPTURE THEIR IDEAS** without worrying about spelling or punctuation.

Step 2 Let your learners **ARRANGE THEIR IDEAS** in order.

Step 3 Encourage your students to think about their **KEY WORDS AND PHRASES**. How will they link their ideas?

Step 4 Finally, **EDIT AND POLISH THEIR IDEAS**. Ask your learners to make their writing look beautiful, correct spelling and add punctuation.

Abby has found that students are more confident with their work when using the CAKE strategy, making fewer mistakes later on. "I'm certain that some students shut down because they're so frightened of the editing and the polishing that it stifles the ability to capture the idea first," she explains.



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Broadening horizons

Helping to equip young people with vital skills outside of the classroom

We are working with The Duke of Edinburgh's International Award Foundation to offer our schools new ways to broaden their curriculum. We believe the Award – which has inspired millions of young people worldwide to transform their lives – complements Cambridge programmes perfectly. It is a great way to develop the Cambridge learner attributes, as well as help students get active, give service to their community and experience adventure. In India, The Duke of Edinburgh's International Award is delivered by the International Award for Young People (IAYP). We asked two students in India to share their experiences.



Akshita Poddar

Akshita is studying in Grade 10 at Modern High School for Girls, Kolkata, in her second year of Cambridge IGCSE. She has recently completed the Bronze level of the Award.

What motivated you to participate in the Award?

I was fascinated when I heard about the journeys students undertook and how the Award has helped them grow and progress. The idea of expanding my interests, trying new things and volunteering, while understanding the importance of teamwork and communication, pushed me to participate.

What activities did you do for your Award, and did the pandemic affect them?

I played the acoustic guitar and basketball. I also volunteered for an e-waste company and helped in various outreach and marketing activities to raise awareness. The pandemic

halted some activities, such as volunteering or playing sport; however, I managed to find activities to do that I enjoy.



How has it helped you with your Cambridge studies, or in developing new skills?

It has helped me in my Cambridge studies immensely. One of my subjects is physical education, so I used the skills and knowledge I gained from doing the Award in my sports classes. It has also helped me develop my

musical skills. I practised guitar routinely, which increased my love for the instrument.

How will the Award be useful in the future?

I plan to study environmental engineering at a university in another country. The Award has given me more independence, which will help me with the move abroad. My environmental community service helped me explore my passion and understand more about this area.

What was the most unforgettable experience you had for the Award?

Due to Covid-19, some projects were online. One of the most memorable moments was when we cooked a meal together virtually – it did not take away from the experience.

Would you recommend participation in the programme to others?

Yes, I feel the Award helps you develop multiple skills and understand the importance of community-enrichment activities. It is an extremely enjoyable experience.



Sanjna Vivek

Sanjna is a second-year undergraduate student. She completed the Bronze level of the Award in her final year at CS Academy of Coimbatore.

What motivated you to participate in the Award?

I wanted to make sure that I did not lose sight of extra-curricular activities that would enhance my personal development. Plus I thought it would give me a framework to develop habits such as consistency and hard work – all while trying new and exciting things.

How did the Award help with your Cambridge studies, or in developing new skills?

I think the Award really helped give me a well-rounded education. It also helped develop certain habits that boosted my academic performance, such as the need for consistency and repeated practice.

How was the Award useful in your further education?

When I applied to universities, the Award looked great on my resume as it encapsulated practice in different fields and showcased me as a multi-skilled and versatile student.



What was the most unforgettable experience you had for the Award?

For the social-service category, I initiated a clean-up awareness campaign at a local

primary school. It was heartwarming to interact with young children, half in the local language of Tamil and half in English. At the end of one session, they surprised me by tidying up the classroom to show that they had learned the importance of cleanliness. It was very touching!

Would you recommend participation in the programme to others?

Yes. You have the freedom to choose your activities, and it's an opportunity to try new things while getting certified. The skills you develop can last a lifetime.

Get involved

Cambridge International Schools can receive an exclusive package of benefits to support them in delivering The Duke of Edinburgh's International Award. Find out more at cambridgeinternational.org/intaward

Big in Japan

Destination Asia Pacific

Cambridge students from around the world are increasingly drawn to studying in Asia Pacific. Professor Masahiro Yamaguchi of Japan's Tohoku University tells us why the region is fast becoming such a popular global destination for higher education

Last November, Cambridge International hosted a week-long virtual college fair that attracted schools and students from 38 countries to find out more about studying in Asia Pacific (APAC) universities. Comprising almost a third of the QS World University Rankings for 2022, the region's academic institutions are building their reputations quickly – and are now attracting more overseas students than ever before.

In Japan, the drive to attract outstanding international students is now a key part of the government's education strategy, with former Prime Minister Shinzo Abe setting out an ambitious 10-year plan to see more Japanese universities ranked in the world's top 100.

"In this globalised era, it's crucial for a nation to have diversity in order to develop," says Professor Masahiro Yamaguchi, Director of the International Strategy Office at Tohoku University – a leading university in Japan. "One of our incentives for accepting international students is to increase attractiveness and competitiveness, but recruitment of talented overseas students is indispensable for any society. In 2019, Japan's international students numbered 300,000, which was set as a national policy goal in 2008."

Like in many other countries of the APAC region, the number

of undergraduates in Japanese universities is strictly controlled by the government's policy of combining domestic and international enrolment quotas. If a university wants to increase its number of international students, it must reduce its number of domestic students, which is often contentious.



Tohoku University is taking a leading role in challenging government policy to help tackle the problem, and its efforts to promote its institution abroad seem to be paying off. "The number of international students has not declined, despite the Covid-19 pandemic," says Professor Yamaguchi. "In fact, the number of applicants for international undergraduate

programmes taught in English has increased by 20 per cent this academic year. This is partly because domestic students are now more likely to apply to universities in the same region, but we have also seen an increase in applications from Eastern Europe, South America, Africa and the Middle East – with more than ever coming from Cambridge International Schools."

As always, location is a key factor in any decision to study abroad. For many students, an education in APAC offers a chance to experience an entirely new language and culture, as well as unique social opportunities that might not be available at home.

"Japan is a country with its own culture and traditions, but I think there are also many seeds for new social innovations, which attract international students who have a sense of entrepreneurship," says Professor Yamaguchi. "Another, more practical reason will be that higher education in Japan is extremely cost-effective. Tuition fees are much lower here than at universities in the US or UK. Japan is also a safe society with low crime and high standards of sanitary care, and, of course, the quality of education is also very high."

Tohoku University is one of five Japanese institutions ranked in the sought-after top 100 in the QS World University Rankings (alongside the

University of Tokyo, Kyoto University, Tokyo Institute of Technology and Osaka University). It offers three undergraduate degree courses taught completely in English: Advanced Molecular Chemistry, International Mechanical and Aerospace Engineering, and Applied Marine Biology.

"These courses accept about 25 to 30 international students every year," explains Professor Yamaguchi. "They are taught in English, but after several years of campus life, many of the students have become fluent speakers of Japanese. Based on this experience, we are planning to expand our programme of courses taught in English. Currently, we only offer STEM subjects, but in the future we plan to offer courses in humanities and social sciences."

"Another development for us will be the launch of 'hybrid classes'. In other words, we will gradually shift the language of the classroom from English to Japanese, alongside intensive language teaching. By doing so, we hope that students will be able to acquire specialised knowledge of Japanese alongside their studies."

Like many other universities, Tohoku has seen a dramatic shift towards virtual learning since the outbreak of Covid-19. Classes are currently taught online and in person, often using flipped classrooms, with an emphasis on building and maintaining a strong academic community. But just as the pandemic has created challenges for some institutions looking to increase their international applications,

it has also presented opportunities for others who are seeking new ways to promote what they have to offer.

For Tohoku, an online platform called JV-Campus (Japan Virtual Campus) is a chance to work with other institutions to provide an introduction to Japanese culture and education. It hopes this platform will serve as a useful resource for overseas students who are still deciding where they want to study.

"The internationalisation of APAC universities has always been accompanied by a language barrier. It's interesting to see how this can be overcome with the development of new technology," explains Professor Yamaguchi. "We are still facing a drastic change globally under the pandemic, but we are confident that we need to reach out and be connected more widely and deeply to students from all over the world, both in person and online."

Clearly, the future of Tohoku University is focused on continuing to increase student diversity, with ambitions to accept 10 times the number of overseas students over the next decade, an equivalent of 10 to 15 per cent of the undergraduate population. With the Japanese government now fully supporting the initiative, and with events such as Cambridge International's Destination Asia Pacific highlighting the growing international interest in APAC institutions, it seems a global mindset is just as important now for universities as it has always been for students.

International students can get credit at US universities too

Students worldwide can use their Cambridge International AS & A Level qualifications to earn credit at colleges and universities in North America. However, some international students aren't aware of this option and universities don't always make it clear how to receive these credits.

Earning credits can save students time and money. For example, Cambridge students going to a US institution in the state of Florida can earn up to 45 college credits towards their degree. With most undergraduate degrees requiring around 120 total credits and at least four years of study, all Cambridge students should take advantage of these credit-by-exam policies.

The Cambridge International US Recognitions team have some top tips which schools can share with students who are applying to US or Canadian colleges or universities:

- ★ Check our Recognition database for institutions that explicitly say they award course credit, and then confirm the details by visiting each institution's website. Our database includes policies from over 850 US institutions.
- ★ Search for 'credit by exam' or 'transfer credit' on the institution's site and see if Cambridge International is explicitly mentioned. Sometimes a college will group all 'A-Level' qualifications together too, so they may not be listed directly as 'Cambridge International'.
- ★ Ask! Email the international admissions office at your preferred university and specifically ask if they award credit for Cambridge grades, and if there is a credit chart showing the associated courses. Ask for instructions on how to submit grades for consideration. You may also want to ask the academic advisor at the university how to receive your credits and discuss how they apply to your degree programme.
- ★ If there isn't a published credit chart, or the decision is up to each academic department, keep asking for instructions on how to submit materials to the department. A department might want to see samples of your work, for example.
- ★ Remember to be proactive! US universities often put ownership into the student's hands, so you should not assume credits will automatically be applied. Start these conversations before you arrive on campus. Having credits in place before you begin classes will ensure you are placed in and taking the appropriate courses.

More information

Find out more about applying to US universities with Cambridge qualifications and search our Recognition database at www.cambridgeinternational.org/recognition

Common App, an online system for applying to US universities, has recently updated its application to include Cambridge International programmes.

Cambridge Personal STYLES QUESTIONNAIRE

This new online psychometric test supports teachers and students and helps them to reach their full educational potential



Lyn Dale is Assessment Psychologist and Senior Assessment Manager at Cambridge University Press & Assessment. An expert in the design, validation and use of psychometric tests, she was involved in the design and trialling of the Cambridge Personal Styles Questionnaire (CPSQ).



CPSQ is an easy-to-use online assessment that identifies values, attitudes, beliefs, emotions, behaviours and thinking styles.

The assessment for students (aged 14+) gives teachers a better understanding of their learners so they can target support where it's needed most. Students receive a personalised feedback report which helps uncover barriers to achievement and wellbeing.

There is also a CPSQ for teachers. It can help identify professional development needs and is mapped to the Cambridge Teacher Standards and Cambridge Professional Development Qualifications.

Each questionnaire takes around 30 minutes to complete and reports instantly. Schools can then draw on our support resources to use the reports effectively – there are activities that can be completed by the individual, in small groups or with a mentor.

We spoke to Lyn to find out more about how CPSQ works.

How can CPSQ support learning and help students to develop more self-awareness and an increased understanding of how they learn best?

“Using CPSQ allows teachers to create a more holistic picture and see the person behind the student,” says Lyn. “Talking with students and understanding their strengths and areas for development can help them become more skilful and competent learners. Metacognition is at the forefront here because students are reflecting on how they think and how they approach their learning.”

Schools are now facing more issues around student wellbeing. How could CPSQ be a useful tool in this area?

“CPSQ isn't a wellbeing questionnaire, but we do ask about certain personal factors that could affect a student's wellbeing. It helps to raise questions such as how the student thinks about themselves; their self-confidence; and their ability to adapt to challenges, change and failure. Someone who's scoring quite low in social/emotional sections of the questionnaire might then be referred by the teacher to the right kind of support, for example pastoral care or counselling.

“With online learning, the teacher often only sees the student when they're both putting on a 'social face' for one another. We're talking about a generation of students here who might be used to carefully looking after their Instagram or TikTok accounts. The teacher may not be getting a full picture of what's going on, and I think CPSQ can help uncover any issues.”

During trials, what has been the reaction from schools to the student reports?

“The students love discussing the part of the report about their communication and collaboration styles, saying things such as

“That explains why I find being in big groups challenging”, or ‘I might be getting on people's nerves because I'm not letting others speak’. “Teachers love the way the reports look at their students' thinking, studying and coping. We know that factors such as subject knowledge, learning environment, school culture and the quality of teaching are going to have an impact, but CPSQ is about understanding the individual student and helping teachers to think about their approach to learning.

“These are all things that can be carried beyond the classroom as well. Thinking, studying, coping, communication, collaboration – these skills are all reflected in the Cambridge learner attributes, and cut across the whole of the educational pathway into higher education and employment.”

How can CPSQ support teachers?

“This form of psychometric assessment can really support teacher development through active listening – they gain a deeper understanding of their students.

“CPSQ for teachers also helps them understand their own behaviour styles and needs. Plus, it can help schools identify areas where teachers need more support or professional development.”

Find more information, including sample reports, support resources and details of forthcoming webinars at www.cambridgeinternational.org/cpsq



A NEW ROUTE TO career development

Where will a Cambridge Professional Development Qualification take you?

Teachers can now use their Cambridge Professional Development Qualifications (Cambridge PDQs) as currency against higher education courses, thanks to our new partnership with a UK university.

We've developed the Teacher Development Journey with Anglia Ruskin University (ARU), named as one of the top 350 institutions in the world in the *Times Higher Education's* World University Rankings 2022. It enables teachers who hold Cambridge PDQs to fast-track onto one of ARU's distance-learning courses, such as a degree, Postgraduate Certificate in Education (PGCE), Master's or MBA.

ARU Associate Professor Phil Kirkman explains: “Cambridge PDQs are great introductory courses for learning about teaching or leadership. They help candidates to engage with, reflect on and apply what research and experience tell us about great teaching, learning, leadership and development. These are exactly the skills that students need to progress to more advanced study.

“Cambridge PDQs were already officially recognised as high-quality courses in the UK. Because of this, ARU was able to design a supportive process that builds on this learning and recognises the experience of applicants who've gained these qualifications.”

How it works

Teachers progress from a Cambridge PDQ Diploma to a specially designed bridging unit. The unit, which takes six weeks and costs £250, is completed before the higher education course starts. “Each student has a dedicated ARU distance tutor who will support them until they are happy to move on,” says Phil.

Time and cost benefits

The Teacher Development Journey saves time and money – for example, a Cambridge PDQ applicant will complete one module of a PGCE instead of two. “Usually, an international PGCE costs around £6000 to £8000,” says Phil. “By making the most of innovations in digital learning and building on the prior learning from the Cambridge PDQ, we can offer our distance version for Cambridge PDQ applicants for £1050 – a massive saving.”

Sarah Turner, Head of Professional Development Qualifications, Cambridge International, says: “This is about offering an accessible, cost-effective route to career development. ARU offers world-class distance learning, and I'm excited about the opportunities this partnership creates for our teachers and school leaders.”

CAMBRIDGE PDQ

HIGHER EDUCATION COURSE

BRIDGING UNIT

My journey



Victor Selvaraj is studying for a PGCE with ARU, having completed a Cambridge PDQ Diploma at Hebron School in India.

“My Cambridge PDQ gave me a whole new level of understanding and appreciation for reflective teaching practice. My journey helped me fine-tune my teaching methods and maximised my collaboration with colleagues. I am now studying for a PGCE to build on this experience. I'm hoping to gain more knowledge of key teaching techniques and theories, and I'm also looking to do another research project. I am immensely grateful for this opportunity and I strongly recommend this pathway to other teachers.”

Find out more at www.cambridgeinternational.org/teacher-development-journey

Support for schools

THE LATEST RESOURCES AND DEVELOPMENTS TO SUPPORT YOU AND YOUR LEARNERS



Social media resources for schools

NEW

We've added a social media section to our **Communications toolkit** to help schools promote their association with Cambridge International and explain the Cambridge Pathway to parents, students and other audiences. It includes videos that schools can share through their own social channels and ideas for accompanying text.

Tag us @cambridgeint and use the hashtags #CambridgeSchools and #CambridgeLearners to take part in a worldwide conversation.

Find the new resources at www.cambridgeinternational.org/toolkit

Keep using Resource Plus and Test Maker for free

We are pleased to extend free access to our digital services, Resource Plus and Test Maker, until 30 June 2022. Cambridge teachers have been able to access these subscription resources for free since the start of the Covid-19 pandemic. If you haven't tried them yet, here's a glimpse of what is on offer.

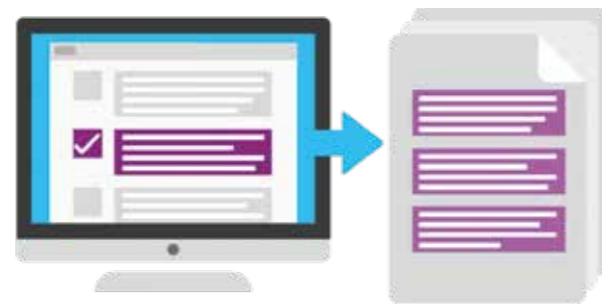
Resource Plus

is available for a range of English, maths, science and business studies syllabuses at Cambridge IGCSE, O Level and International AS & A Level. Each online pack includes videos, lesson plans and teaching materials that you can use to help your students learn and prepare for their exams.

WHAT'S NEW: In response to feedback, we've made learner versions of some of the Resource Plus courses – such as Cambridge IGCSE Mathematics – so that teachers can use the resources more flexibly to teach students who are not in class.

To help you run experiments, we have added some new videos for Cambridge International AS & A Level Marine Science. The pack includes lesson plans, worksheets and safety information.

Find out how to access Resource Plus at www.cambridgeinternational.org/resourceplus



Teachers can use Test Maker to create customised test papers.

Test Maker makes it easy for teachers to create high-quality, customised test papers for their learners using Cambridge questions. You can search for questions by topic to test specific areas of syllabus content, and select them depending on the level of difficulty and the assessment objectives they test. Test Maker will produce a customised mark scheme for each test you build.

Test Maker is available for six of our most popular Cambridge IGCSEs: Biology, Business Studies, Chemistry, Mathematics, Additional Mathematics and Physics. Learn more at www.cambridgeinternational.org/testmaker

Stay ahead of syllabus changes

Don't forget to visit the 'What's New' section of our website for the latest information about new, updated and withdrawn syllabuses. You can also sign up for email notifications about changes to syllabuses. Go to www.cambridgeinternational.org/new

New resources to help teach skills

Skills are the key to success in Cambridge exams. Learners need to show that they have developed good thinking skills during their studies, as well as subject knowledge. To help teachers develop these skills we are creating a range of new resources.

Below is just some of what's available on the School Support Hub – go to the 'Teaching and Learning' section of the relevant syllabus at www.cambridgeinternational.org/support

Resource type	Syllabus
Writing skills lesson plans A range of lesson plans to help students practise different techniques, including argumentative, discursive, narrative, descriptive and persuasive writing.	Cambridge IGCSE first language syllabuses, including First Language English Cambridge International AS & A Level English Language
Writing a summary/ review/report/article Tips, examples and guidance to share with students.	Cambridge IGCSE First and Second Language English syllabuses
Skills exercises These booklets include classroom activities to help students develop skills in areas where examiners frequently see errors or weakness.	Cambridge IGCSE Enterprise Cambridge International AS & A Levels in Business and Law

What's new: Cambridge Primary and Lower Secondary

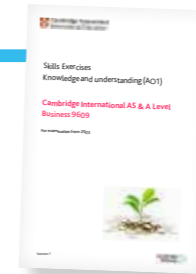
We're introducing some improvements to Cambridge Primary and Lower Secondary assessments:

New Cambridge Progression Tests available

From 2022 onwards, Cambridge Progression Tests will be available every year instead of every three years. The new tests are ready for you to download from our support sites and use with your learners. Find the tests, as well as our tool to help you analyse results, at <https://primary.cambridgeinternational.org> and <https://lowersecondary.cambridgeinternational.org>

Enhanced Cambridge Checkpoint reports

We've improved the way we present results data in Cambridge Checkpoint reports, following feedback from schools. The new-look reports were first used for the October series results in December 2021. We have also redesigned the Cambridge Checkpoint Statements of Achievement. We hope you like the changes.



Endorsed resources

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



CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE RESOURCE: Student's Book, Workbook, Teacher's Guide and eBooks
PUBLISHED BY: Collins

Help students reach their full potential with engaging content, skills-building exercises and assessment practice opportunities. The series comprises a Student's Book, Workbook, Teacher's Guide and eBook versions of all resources.

Website: www.collins.co.uk/cambridge
Email: collins.international@harpercollins.co.uk



CAMBRIDGE INTERNATIONAL AS & A LEVEL THINKING SKILLS (9694) RESOURCE: Print and online

PUBLISHED BY: Hodder Education
Improve problem-solving and critical thinking skills for studies and life beyond the classroom with a comprehensive guide written by experienced authors specifically for this course.

Website: www.hoddereducation.com/cambridgeasalevelthinkingskills



MATHS SKILLS AND ENGLISH LANGUAGE SKILLS WORKBOOKS FOR CAMBRIDGE IGCSE BIOLOGY, CHEMISTRY AND PHYSICS RESOURCE: Print and online

PUBLISHED BY: Cambridge University Press
Available for each subject, these two skills-focused workbooks provide targeted support for science students. The English Language Skills Workbooks and Maths Skills Workbooks help learners develop their skills in the context of the biology, chemistry and physics syllabuses. The Maths Skills Workbooks are written with the Association for Science Education.

Website: www.cambridge.org/education/biologychemistryphysics



MCE CAMBRIDGE PRIMARY SCIENCE (2ND EDITION) RESOURCE: Student's Book, Student's Workbook and Teacher's Guide

PUBLISHED BY: Marshall Cavendish Education (MCE)
The MCE Cambridge Primary Science (2nd edition) series is designed to help young learners build a sound understanding of scientific concepts through real-life situations. It empowers learners in thinking and working scientifically and to become young scientists.

Website: www.mceducation.com/mce-intl/products-services/cambridge-international/cambridge-primary-science

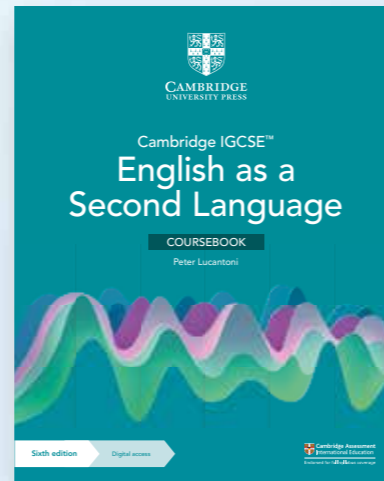
Email: marketing@mceducation.com

Which English resources will **you** choose?

Cambridge IGCSE™ English as a Second Language

(0510/0511/0991/0993)

- Choose between two series with different learning approaches and language levels to find the best resources for your students
- Suitable for syllabuses for examination from 2024
- A clear focus on reading, writing, speaking and listening skills with accessible activities
- Interesting topics, such as sports and animal life, keep students engaged
- Exam-style questions, sample answers and a full-length practice test help with exam preparation
- Audio and video files support students as they practise their speaking and listening skills
- Print & digital coursebooks, workbooks and teacher's resources available



CEFR Exit Level B1/B2



CEFR Exit Level B2/C1



Find out more and take your first look inside our resources at: cambridge.org/education/ESL

Brighter Thinking

Better Learning

A view from... **ITALY**



Simon Charlesworth, Linguistic Director at Istituto Santa Giuliana Falconieri in Rome, Italy, explains how Cambridge programmes develop skills in English from a young age



see the same or similar subjects going from one level to the next, up to Cambridge IGCSE.

How do you evaluate progress?

At the end of Cambridge Lower Secondary, our students do Cambridge Checkpoint Science and Cambridge Checkpoint English as a Second Language tests. We also run Cambridge Progression Tests each year. Students enjoy regular feedback on how they're doing in the programme and receiving clear, achievable goals. It also gives us good feedback on how we have to diversify teaching and learning for each student.

We recently made some improvements to Cambridge Primary and Lower Secondary. Have you started teaching the new curricula?

We switched to the new curricula for English and Science from September 2021. The stronger focus on developing thinking and practical skills is a welcome change.

We will be introducing Mathematics into our Cambridge Lower Secondary programme this year. The changes made to the curriculum, with enquiry-led, active learning, have contributed to our decision to include it. The 'Thinking and Working Mathematically' strand involves students making decisions – this will help them approach questions and problems during assessment activities.

Is the programme popular with parents and students?

Yes. We were a very local school, but now we are finding families choosing to come quite a distance. Last year, we had a 95 per cent re-enrolment rate from Cambridge Primary into Lower Secondary. It's great that our young students are staying at the school and progressing from one stage to the next.

What can you tell us about your school?

Istituto Santa Giuliana Falconieri in Rome has been a Cambridge school since 2015. We have around 650 students – mainly Italian, with a small percentage from other European countries and the US.

Over the past 10 years, we've developed a strong bilingual side to the school. We successfully run our Cambridge programme (from Cambridge Primary to IGCSE) alongside the Italian national curriculum.

Our students benefit from exposure to a second language from an early age. We start in pre-school, with about half of the day in English – an Italian teacher works together with the English teacher.

How do you run your Cambridge Primary and Lower Secondary programmes?

All students are enrolled in Cambridge Primary and Lower Secondary. We offer English as a Second Language, English, Science, Music, Art

& Design and Global Perspectives. Students do between 8 and 10 hours of the Cambridge programme a week. The time builds through the years – we increase the hours of Science and English in the third year of primary.

We view Cambridge as one continuous programme. You can

Simon Charlesworth

has worked at Istituto Santa Giuliana Falconieri in Italy for nine years. He manages the school's Cambridge and language programmes from pre-school to high school.

If you'd like to be featured on this page, email outlook@cambridgeinternational.org

BEYOND BASICS
RESET EDUCATION

Access to research-based educational resources endorsed
by Cambridge Assessment International Education



MCE Cambridge Primary
Science (2nd edition) series

MCE Cambridge Primary
Mathematics (2nd edition) series*



* We are working with Cambridge Assessment International Education towards endorsement of this series.



Culturally responsive
learning content and
simple to use for all English
proficiency levels.



Building 21st century skillsets
through hands-on activities
and self-directed learning.



Support educators in the
post-pandemic learning
environment with print and
digital resources.

Scan to learn more about
MCE Cambridge Primary Series



“

*I love the vibrant illustrations
that include concise information,
and examples that students can
relate to in real life.*

”

ZINAT RAIHANA

ENGLISH AND MATHS TEACHER
CHITTAGONG GRAMMAR SCHOOL DHAKA