INSIDE

LEARNERS IN ACTION
How students display the Cambridge learner attributes

GET INSPIRED
...with professional development expert David Weston

REGIONAL VIEWPOINT
Cambridge in Egypt

IN FOCUS

Transforming your teaching
How Cambridge can help nurture your passion for teaching and learning
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

- **Cambridge Primary**
  - 5 to 11 years old*
  - Cambridge Primary Checkpoint
  - Cambridge ICT Starters

- **Cambridge Secondary 1**
  - 11 to 14 years old*
  - Cambridge Secondary 1 Checkpoint
  - Cambridge ICT Starters

- **Cambridge Secondary 2**
  - 14 to 16 years old*
  - Cambridge IGCSE®
  - Cambridge O Level

- **Cambridge Advanced**
  - 16 to 19 years old*
  - Cambridge International AS & A Level
  - Cambridge Pre-U

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 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 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 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

*Age ranges are for guidance only*
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.

---

Michael O’Sullivan
Chief Executive
Cambridge International Examinations

At Cambridge we aim to give you not only a curriculum that brings out the best in your students, but also the tools to help you continually improve your own teaching practice.

In this issue of Cambridge Outlook we outline our new approach to professional development. We have included many case studies of teachers who use our training courses and qualifications to improve teaching and learning at their schools. And turn to page 16 for an interview with expert David Weston, who gives his views on the importance of continuing professional development.

Many of you have been in touch to share your stories, photos and expertise for this issue. Thank you. We couldn’t make the magazine without your enthusiastic input. Please continue to talk to us, and if you have any ideas or news stories you’d like your Cambridge colleagues around the world to read about in Cambridge Outlook, please email us at outlook@cie.org.uk

---

Contents

News
4 UPDATE
The latest news from Cambridge and the world

Research
6 QUESTION MARKS
How Cambridge creates exam papers

Case study
7 CHANGE FOR THE BETTER
A new way of thinking for one Arizona high school

In focus: Professional development
8 INTRODUCTION
Cambridge’s strategy for professional development

10 CALLING ALL TRAINERS
All you need to know about becoming a teacher trainer

13 CONFERENCE DIARIES
Views of our Cambridge Schools Conferences

14 HOW PDQs WORK
Four teachers describe their experiences

16 EXPERT INTERVIEW
David Weston on why we should keep improving

Feature
18 IN PICTURES
Cambridge schools show the key learner attributes

Teachers’ tips
21 GOOD QUESTIONS...
…and how to ask them

Resources round-up
22 SUPPORT FOR SCHOOLS
The latest publications and teacher support

Professional development
24 TRAINING AND EVENTS
for continued learning

Behind the scenes
25 CAMBRIDGE VIDEOS
with producer, Sweet Gill

A view from...
26 EGYPT

---

Find out more...
Read about all our education programmes and qualifications at 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

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.
Keeping you up to date with news from Cambridge and our schools around the world

Following consultation with schools, we will start to introduce optional on-screen assessments later this year. This will begin in October 2016 with Cambridge Secondary 1 Checkpoint tests in English and Science.

In this first exam series the on-screen tests will be available to those schools that have expressed interest in offering them. If you would like to offer Cambridge Secondary 1 Checkpoint on-screen tests in the October 2016 exam series, please complete the form at www.cie.org.uk/onscreentest

Schools will continue to have the option of paper-based assessments. Our on-screen assessments will be available as optional alternatives. This will enable our schools to choose the assessment that is most appropriate for their students.

Cambridge on-screen assessments will be introduced over a number of years, and we are building a network of schools to run trials. Our innovations in this area will be led by good practice rather than simply what is technologically possible.

First on-screen tests are rolled out

Our Cambridge regional teams in Latin America and North America have welcomed new managers over the past few months.

Fabrizio Rossi (below left) is our first ever representative in Brazil. Based in São Paulo, he joins us from our sister organisation Cambridge English. Before that, he spent three years as an education consultant with Oxford University Press and 10 years as a teacher.

In New York, meanwhile, Keith Lucey (on right) is also no stranger to Cambridge, having come from a Cambridge school in Florida. There he was a language arts instructor and lead teacher for the Cambridge AICE programme. Keith joins us as manager for Northeast USA.

Both Fabrizio and Keith will be working to build relationships with schools. Contact Fabrizio at rossi.f@cie.org.uk and Keith at lucey.k@cie.org.uk

TEACHERS ‘MEET’ ONLINE TO FEED BACK ON SYLLABUS CHANGES

Cambridge teachers participated enthusiastically in our recent consultations on Cambridge International AS & A Level Mathematics (9709) and Cambridge International A Level Further Mathematics (9231). Current Cambridge International A Level Mathematics Centres were invited to respond to proposals for potential changes to the syllabuses for first Cambridge International AS Level examinations in 2019 and first Cambridge International A Level examinations in 2020.

We began collecting feedback in September 2015, using a variety of new consultation methods including online forums and online focus groups for some countries. We received an excellent response to the online groups, with participants from different regions ‘meeting’ online to discuss proposals and share their thoughts, including views on content and assessment. The online groups were extremely useful for getting a clear picture of how schools use these qualifications and what their priorities are.

Our sincere thanks to all teachers who made time to take part.

New recruits for Latin and North America teams

Our Cambridge regional teams in Latin America and North America

GETTY IMAGES

ALAMY
Global round-up

What’s happening in the world of international education

- **Boom time for Chinese universities**
  China has been building the equivalent of almost one university a week, according to Andreas Schleicher, Director of Education and Skills at the Organisation for Economic Co-operation and Development (OECD), writing on the BBC website. He added that the number of graduates aged 25 to 34 in China is expected to rise by 300 per cent by 2030, compared with an increase of around 30 per cent expected in Europe and the USA.

- **Sex education found to improve health and life chances for children**
  A UNESCO report has outlined the evidence that comprehensive sexuality education (CSE) leads to improved sexual and reproductive health, resulting in the reduction of sexually transmitted infections, HIV, and unintended pregnancy. The report, Comprehensive Sexuality Education: A global review, also found that teacher training was crucial to the effective delivery of CSE.

- **Learning two or more languages is the norm in many parts of Europe**
  More than half of secondary-age pupils in the European Union learned two or more languages in 2014. In Luxembourg, this figure stood at 100 per cent. In Portugal, Ireland, the UK and Greece, however, less than 10 per cent of secondary education students learned two or more languages in that year, according to Eurostat, the statistical office of the European Communities.

- **Greater life satisfaction among overseas graduates**
  Studying abroad may boost quality of life, a Japanese study suggests. In a survey of around 5600 Japanese citizens, graduates who had studied abroad said they are more satisfied with their lives outside of work and their friendships.

- **Drop in enrolments to UK universities from India**
  There are now more first-year enrolments to UK universities from the USA than from India. Figures from the UK’s Higher Education Statistics Agency show that, in 2014–15, 10,125 Indian students enrolled (down 10 per cent on the previous year) compared with 10,205 American students. China was still top with 58,845 students enrolling.

- **Top universities offer English-taught programmes**
  More than three-quarters of the world’s top 1000 universities offer the opportunity to study in English, amounting to 72,570 English-taught programmes. The StudyPortals website found that while the English-speaking countries still dominated in terms of number of programmes offered, there is an increasing amount of variety of study options in continental Europe and Asia.

Student success stories wanted

Are you in contact with your former students? We want to share inspiring stories of students who have gone on to win places at top universities or achieved their career goals. If you can help, please email outlook@cie.org.uk

---

UK TOP UNIVERSITY CHOICE FOR CAMBRIDGE STUDENTS

The UK remains the most popular destination for university among Cambridge students, with reputation being the biggest reason for their choice, according to our 2015 Student Destination Survey. The USA and Australia are also among the top three destinations.

Just over half of the schools that already send students abroad reported a slight increase in the trend for overseas study. The degree subject showing most growth was psychology. But for the first time, business & management overtaken engineering to occupy the top spot.

---

READER SURVEY: THE RESULTS

Hundreds of you took part in our reader survey, with encouraging results and feedback. 86 per cent rated Cambridge Outlook magazine as excellent or good and 78 per cent said that the magazine helps you feel part of a global community.

We also asked what you’d like to see more of, and many of you responded that you’d like to see more from the regions, and more information on professional development qualifications. The subject of our ‘In focus’ section this issue (pages 8–17) is professional development. Plus, turn to our feature on pages 18–19 to see how students in South Asia are displaying the Cambridge learner attributes. If you have any further comments about the magazine, please email us at outlook@cie.org.uk

---

CAMBRIDGE ON SOCIAL MEDIA

Engagement with our social media channels has risen dramatically in the past two years (see diagram below). Join the community online:

- [www.facebook.com/cie.org.uk](http://www.facebook.com/cie.org.uk)
- [twitter.com/cie_education](http://twitter.com/cie_education)
- [www.cie.org.uk/linkedin](http://www.cie.org.uk/linkedin)
**Question marks**

How do we make our exams accessible to students with varying levels of competence in English? To start with, you need robust research into the language of examinations. The language of examinations is a key concern for Cambridge. Our syllabuses are offered in a variety of educational and bilingual contexts, and for many international students English is an additional language – their second, or even third.

Here at Cambridge, we carry out research to make sure the way students are examined is fair. Stuart Shaw, Principal Research Officer at Cambridge, leads this research, some of which has been described in a recently published book, *Language Rich: Insights from Multilingual Schools* (see page 22).

He says: “Research of this kind provides invaluable guidance to our own question writers on how to make their questions accessible to speakers of English as a second or foreign language. In a test of mathematics, for example, we are not testing students’ reading ability; we are testing their mathematical proficiency. We try to make the language of exams less of a barrier and more of an enabler without compromising the quality of the demands made on students.”

Some of Stuart’s research has looked at the language level required by students to access syllabuses. He has found that level B2 on the Common European Framework of Reference for Languages (CEFR) is adequate for most content-based subjects such as mathematics and biology, but for subjects that require reasoning and understanding complex propositions, such as humanities subjects, level C1 will equip them better.

All subjects will require knowledge of some subject-specific language. For example, in a biology examination candidates may need to describe ‘leaves’ using subject-specific terminology like ‘waxy’, ‘spikes’, or ‘cuticle’. These are words that the candidate would be expected to know. However, there is also another kind of language which, though not necessarily associated with a specific subject, enables test takers to express their own thoughts in relation to the subject. An example of this would be ‘to set up’ (an experiment), or ‘give off’ (energy).

---

**Tips for good question setting**

Here are a few tips adapted by Stuart from his guidelines for Cambridge question writers that may help you to communicate clearly with your students.

- **Ensure instructions are precise.** They should convey exactly what the candidate is expected to do.
  - Example of a question that might be problematic for some students: “The settlement at X is a small port. Suggest reasons for the growth of the port.”
  - Better phrasing might be: “The settlement at X is a small port. Suggest reasons for the development of the settlement into a port.”

- **Provide explicit directions.** Example of a problematic question: “With the help of examples, explain why the output of a farm holding may vary from year to year.”
  - Better phrasing might be: “Explain why the output of a farm holding might vary from year to year. Use two examples to support your answer.”

- **Use simple sentences.** Example of a problematic question: “If you were provided with three black painted metal rods, one of which is known to be made of brass, one of magnetised steel and one of unmagnetised steel, describe how, without scratching the black paint, you would identify each of the rods.”
  - Better phrasing might be: “You have three black painted metal rods. One is made of brass, one of magnetised steel and one of unmagnetised steel. Describe how to find out what each rod is made of. You must not scratch the black paint.”

- **Ensure questions are clearly written and generally short.** Use ‘wh-’ questions, for example: “What is meant by international migration?”

- **Consider using visual support** such as diagrams.

- **Do not test language if it is not part of the assessment.**
CASE STUDY

For the students at Lee Williams High School in the US, the transfer to Cambridge programmes has presented a whole new way of thinking – and the more they delve into it, the more they like it.

Gretchen Dorner was so impressed by the Cambridge ethos that she decided to swap her role as a district education director in Kingman, Arizona, to become a principal once more. So in 2012 she joined Lee Williams High School and became part of the team that rolled out the Cambridge curriculum there.

She says that Cambridge appealed because of “the high level of thinking – the collaborative conversations where students are learning concepts and applying a deep level of learning of those concepts”. It was very different from the methods of instruction she was used to in other schools, which were based on recall, notes and lectures.

Lee Williams adopted the Cambridge programme while growing as a new school. From 200 students in its first 9th Grade class four years ago, it now has 1050 across the four high-school years.

The district sent teachers from Lee Williams on Cambridge training courses to learn about the Cambridge approach. “They came back transformed and excited about learning,” says Gretchen. “And they learned that it’s all right to pause, to take a piece of the curriculum and spend a lot of time with it, because you’re teaching that concept and all the other positive benefits would come along. We had to disconnect from thinking that we had to memorise a lot of facts, and reconnect with what we need to do with those facts.”

Signing up was quite a leap of faith for the first students and their families. “We marketed Cambridge to parents by saying that the assessments would give us information on how college- and career-ready their children were, which we could then use to customise and drive instruction so that when the students left, they were truly going to be ready,” says Gretchen. “I think that promise of being college-ready was what interested the parents.”

The students also had to go through some readjustment. “For some it was natural and what they’d been waiting for – an opportunity to think and debate – but we still had to train them. They were used to giving the right answer,” she says. “Now we’re saying, ‘Think and debate and apply your thinking.’ And the more they delve into it, the more they like it.”

Gretchen has had to readjust, too. “I spend a lot of my time in deep conversations with students because we’ve taught them to do it – but I have to be willing to do it too!”

Many Cambridge students at Lee Williams have already reaped the rewards of their hard work. This was evident in a recent ceremony where 19 students received Outstanding Cambridge Learner Awards – more than any other school in Arizona. Two also earned ‘Top in the USA’ awards for gaining the top score nationally in their Cambridge IGCSEs.

Gretchen says: “It confirms that the students are doing a great job interacting with the curriculum, and that our teachers are embracing the whole programme. It’s working.”

Moving on when ready

Around a third of Lee Williams High School students follow the Cambridge curriculum. When they reach a sufficient academic standard in their Cambridge exams and complete the required courses, students can be eligible for the Grand Canyon Diploma, a high-school diploma available to Arizona students who demonstrate college and career readiness in all core subject areas before they leave high school. The state’s ‘Move on When Ready’ programme means that if they reach this level in 11th or 12th Grade (the last two years of high school), students at Lee Williams can choose to either follow community college courses or earn college credit through Cambridge International AS & A Level courses.
These are exciting times for teacher professional development. On the one hand, we are seeing unprecedented growth in the number of schools throughout the world that offer an international curriculum, and therefore also an increase in the need for suitably qualified and trained teachers. On the other, we are discovering more about what good teaching and learning look like, and how students learn best.

Cambridge’s Professional Development team sits at the meeting point of these two trends. We are privileged to be involved in, and have access to, the latest educational effectiveness research, and we therefore have a duty and responsibility to share what we know with the Cambridge school community.

As a result, our mission is clear: to support the transformation of classroom practice in Cambridge schools to bring about substantive improvements in their students’ outcomes, however these are measured – from achievement in examinations or improving literacy rates in primary school children, to keeping girls in school for longer. Schools will decide what is right for them.

We will help schools achieve this transformation in two ways. The first is by broadening access to Cambridge Professional Development in terms of quantity and location. We are increasing the number of training events and running them in more locations. The second is by meeting schools’ needs more effectively. There are two dimensions to this: quality and local context. We have a formal quality assurance framework for our professional development offer and a stated objective to select and develop experienced practitioners from around the world to deliver Cambridge training locally. We are also developing new courses to enrich teachers’ practice – see page 24 for details of Enrichment Professional Development Workshops in 2016.

“Our mission is clear: to support the transformation of classroom practice in Cambridge schools”
THE CAMBRIDGE PROFESSIONAL DEVELOPMENT FRAMEWORK

As we extend the range of services around Cambridge Professional Development, we have created a framework in which to place them.

**Introductory Training**

Introducing you to Cambridge programmes and qualifications

Training at this level is designed to help teachers get started with our programmes, syllabuses and curriculum frameworks. The learning focus is on the structure of the curriculum and includes overall aims, key concepts, and assessment aims and objectives.

**Recommended for:**
Teachers from registered Cambridge schools who are new to Cambridge programmes and qualifications.

**Extension Training**

Developing your understanding of Cambridge programmes and qualifications

This next level of training is designed to help teachers engage with our syllabuses and curriculum frameworks in greater depth and build confidence in their delivery. The learning focus is on covering any major updates or changes to the curriculum; furthering a teacher’s understanding of the curriculum’s key concepts and assessment processes; and facilitating the sharing of a range of approaches to teaching and learning.

**Recommended for:**
Teachers who have attended an introductory workshop or who have been teaching Cambridge programmes and qualifications for at least one year or cycle.

**Enrichment Professional Development**

Transforming classroom practice and raising the quality of teaching and learning in your school

This final level of training encourages teachers to reflect upon, take greater responsibility for, and become more innovative in their teaching. Here, the learning is centred on skills, understanding, concepts and ideas in teaching and learning, with or without an emphasis on a particular Cambridge syllabus or curriculum framework.

**Recommended for:**
Teachers and teaching leaders who have been teaching or implementing Cambridge programmes and qualifications for at least one year, and who would like to develop their practice in specific areas.

TRANSFORMING CLASSROOM PRACTICE

So how do we help Cambridge schools transform classroom practice to make substantive improvements to student outcomes?

1. **We encourage teachers to focus less on performance and more on learning.** Research consistently tells us that students with more sophisticated conceptions of learning perform better in external examinations. It is therefore imperative that we support teachers in adopting an ‘active learning’ approach to their classroom practice, helping them to understand that learning is an act of construction, not one of passive reception.

2. **Our professional development explores the potential of formative assessment in raising educational achievement.** We know that a focus on high-stakes examinations alone can present such a narrow view of education that students ultimately lack the preparation they will need for the unfamiliar and, ultimately, for future work. So, we emphasise:
   - the need for teachers to clarify, share and understand learning objectives and success criteria with their students
   - the need to ensure that effective discussions and learning activities are taking place in the classroom to bring out evidence of learning
   - that providing the right feedback to students moves learning forward.

3. **It’s all about the quality of the teacher.** The teacher’s beliefs and commitment to learning have the greatest influence over student achievement. Yet we also know that teacher quality is highly variable, often more so within a school than between schools. Our mission at Cambridge, therefore, is to work with leadership and teachers to help reduce this variability and raise the standard of teaching and learning across our school community.

These are exciting times indeed. 🌟
Cambridge organises more than 1000 teacher training events and conferences each year, and we are looking for new recruits to become teacher trainers.

Selection events are being held throughout 2016 in the UK, United Arab Emirates, India, Singapore and the USA to seek out new trainer talent.

“Cambridge is expanding and we need to be able to cover parts of the world that we can’t currently reach,” says Paul Ellis, Head of Teaching and Learning Strategy at Cambridge. “We want to have an accredited body of Cambridge trainers worldwide.”

Paul says that many teachers find it useful to have the support of Cambridge trainers who understand local challenges and requirements. “Someone who understands the local education system and culture – and all the jargon – can be hugely beneficial,” he says.

Following an online application, potential trainers are invited to selection events, which last between one and one-and-a-half days. Here they learn about what it means to be a trainer and about Cambridge’s approach to professional development generally.

The focus is on applicants’ teaching skills, and towards the end of the session, all potential trainers are asked to do a 10-minute showcase of their talents. We are looking for strength in six areas: planning, management of the learning environment, materials, delivery, subject knowledge, and feedback. Research has shown these skills to be the key features of a good trainer, says Paul.

All prospective trainers attending a recruitment event receive feedback from the Cambridge evaluators. If selected, they take the next steps towards becoming a fully accredited trainer, which include completing an online induction course.
Sheree Cumberlander is on the pathw ay to becoming a Cambridge trainer. Interested in becoming a trainer? Are you...
• Full of good teaching ideas to share?
• An engaging presenter and facilitator?
• Confident in your subject area and teaching Cambridge programmes and qualifications?
• Always developing your own teaching skills?
• Well organised and capable of meeting deadlines?
Visit www.cie.org.uk/cambridge-for/trainers for details of our next recruitment round and essential criteria for applicants.

“This is a wonderful opportunity for teachers to learn from one another”
Sheree Cumberlander is an English teacher at Whites Creek High School, Nashville, Tennessee, USA. She is on the pathway to becoming an accredited Cambridge trainer.

“I believe that education is a life-long journey. I decided to become a Cambridge teacher trainer because I wanted not only to help children reach their goals, but also to help adult learners do the same through leadership development. The one-day selection event allowed me to hone my skills as a presenter and challenged me to really understand what materials I was presenting and why. The event leaders made us feel comfortable but also challenged us to be concise with our information.

“Training my peers is different from teaching children as it requires that I act more as a facilitator and allow the learners to share their (often considerable) knowledge and experiences. For children, I have to operate in the area of authority and provide the skills the students need to understand what I’m teaching them. For adult learners, I’m providing information for them to use immediately in their schools.

“The training is a wonderful opportunity for teachers to learn from one another. I have become a better instructor and presenter because of the trainer training programme. Additionally, there is a plethora of information that Cambridge provides, which I can use to assist my school in growing Cambridge scholars and helping students develop the 21st-century skills needed to compete with others around the world.

“My desire is to continue to hone my skills as a trainer and continue to learn from and assist educators with the best resources possible.”

The foremost benefits of becoming a trainer are to do with gaining experiences from other teachers”
– Paul Ellis, Head of Teaching and Learning Strategy, Cambridge International Examinations

and attending a workshop run by an experienced trainer. “They shadow that person,” says Paul, “then they talk to them, reflect on their experience and they report back on that.”

Once qualified, trainers could work anywhere in the world. They are also supported with continuing professional development, observation and opportunities to attend conferences. “However,” says Paul, “first and foremost the benefits of becoming a trainer are to do with them gaining experiences from talking to other teachers. It encourages them to think carefully about their own teaching practice and cascade those ideas to their colleagues and other teachers. We would hope that they would bring that back into their own classrooms and provide professional development for their own school as well.”

Sheree Cumberlander is on the pathway to becoming a Cambridge trainer.
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 an official publisher of endorsed material for their syllabuses.

www.hoddereducation.com/cie
Gaining new perspectives

Cambridge Schools Conferences, held annually in the UK and around the world, offer a chance to learn about the latest trends in education, test ideas in workshops, and network with other Cambridge teachers and professionals. We asked a few delegates who have attended the conferences what they gained from the experience.

Michelle Anne C. Maglasang  
Programme Director, Woodridge International School, Philippines  
Attended conferences in Singapore, 2013 and Dubai, 2015  
“Attending the conferences has helped me to improve my knowledge of learning practices and assessments, and has enhanced my leadership skills as an academician. “Specific learnings that I have been able to take back to my own school have been methodologies such as differentiated learning, research-based learning, presentations, and effective 360-degree feedback; they have all been incorporated into the classroom. The topics and speakers are all very powerful, so I plan to attend the conference in Cambridge, UK, in September 2016.”

Muhammed Eissa  
Principal/Academic Supervisor, Al Khandaq International Schools, Saudi Arabia  
Attended conferences in Sri Lanka, 2014 and Dubai, 2015  
“Meeting people from different cultures who are all in one place for a similar reason is wonderful. Differences disappear, and delegates start to work in harmony, facing similar problems and seeking the same solutions. “At the Sri Lanka conference, I attended a workshop on Cambridge Professional Development Qualifications (PDQs) and became sure that this was what we needed in our school. So I discussed with the school administration the importance of establishing a Cambridge PDQ Centre. We established the Centre in July 2015 and our teachers have changed their ways of teaching and become more skilful in presenting their classes. “I hope to attend the next Cambridge Schools Conference because I really enjoyed the sessions. My school is now convinced of the benefits of attending this event annually.”

Snowber Humayoun  
Head of IT, Lahore Grammar School, Pakistan  
Attended conferences in the UK, 2014 and Dubai, 2015  
“The conferences were a source of great inspiration for me. Back at school I was able to put into practice active learning by helping learners to think ‘outside the box’; motivating my learners by valuing their opinions, thoughts and ideas, no matter whether they have the exact solution to a question; and relating various concepts with the practical and technical approach. “I valued the opportunity to help my fellow teachers from around the world, and I now give presentations with much more confidence and cover all the facts to engage my learners.”

The next Cambridge Schools Conferences will take place in the UK on 7 to 9 September and Malaysia in December. For more details, and to book your place, visit www.cie.org.uk/CSC-2016
PDQs in practice

We spoke to teachers about Cambridge Professional Development Qualifications and how they use them

Jonathan Ellams
Continuing Professional Learning leader, Parkside Federation, UK

Parkside Federation, a group of three schools in Cambridge, is piloting the Teaching & Learning and Educational Leadership Cambridge Professional Development Qualifications (PDQs) in the UK.

Jonathan Ellams leads Continuing Professional Learning (CPL) at the Federation, and wrote the programmes for Parkside’s Certificate-level and Diploma-level PDQs. “Our PDQ participants are from within our Federation: middle leaders or emergent leaders,” he says. “We are committed to developing the very best leaders and teachers. If you join us as a newly qualified teacher and aspire to become a headteacher or senior leader, there’s a definite professional development pathway for you. We’re working with Cambridge International Examinations and the UCL Institute of Education (IOE) to develop the best way to take people to Master’s level and beyond.”

Jonathan appreciates the flexibility of Cambridge PDQs. He says: “We can write the programme to fit our institution’s needs and, as long as it falls within the Cambridge framework, it’s an approved course that’s certificated upon completion.”

The Federation’s leadership is supportive of the bespoke Continuing Professional Learning and Education programme. “They see the benefit of investing in this and see that it can help us develop into a fully inclusive teaching school,” Jonathan says.

Sıla Sagun
Cambridge PDQ Programme Leader, Bilken Laboratory & International School, Turkey

With 990 students ranging from 4 to 19 years old, Bilken Laboratory & International School (BLIS) in Ankara, Turkey, has been a Cambridge school for more than 20 years. Sıla Sagun, Head of Science, is Cambridge PDQ Programme Leader there. “The aim is to have a common philosophical approach to lesson planning, methodology and assessment,” says Sıla. “We would like to develop a culture of professional learning throughout all Bilken schools, and eventually locally in Turkey.”

The process of becoming a Cambridge Professional Development Centre involved visits from a Cambridge team and a seven-week Programme Leader induction course, after which Sıla enrolled in the Programme Leader Diploma Extension Course. In December, Sıla and colleagues visited Parkside Federation in Cambridge, UK, where they met Jonathan Ellams, Cambridge PDQ Programme Leader at Parkside, along with the Federation’s executive principal and headteacher.

Sıla says: “They explained their vision and how the PDQs fit with their educational values, how they benefit from the programmes and how they work within the system. We also attended Teaching & Learning and Educational Leadership sessions. It was all very valuable.”

Sıla says she has felt well supported throughout the process of becoming a PDQ Centre. “Burcu Benderli [Cambridge Manager for Turkey] made regular visits to Turkey; it was very helpful to discuss the qualifications face to face.”

The Teaching & Learning Certificate and Diploma programme is running as a pilot in early 2016, and the BLIS PDQ Centre will be fully operational in September 2016.

Find out more at www.cie.org.uk/pdq
Located in an isolated, rural community, Iris Africa Primary School in Bangula, southern Malawi, has been a registered Cambridge school since 2013. Many of its students are orphans or children in vulnerable situations.

Rhoda Mbeko-Nchawa teaches children aged 7 to 10. She had no formal training before she started teaching at Iris five years ago, but school director Alison Walker says: “She’s a natural teacher and has grown in confidence and skill over the years.” Rhoda completed the Certificate for Teachers and Trainers in 2014 and is studying the Certificate in Teaching with Digital Technologies.

Rhoda says that the Certificate for Teachers and Trainers gave her valuable knowledge and the skills to manage her class. “The course helped me to have confidence in doing things and looking for other ways to improve teaching and learning standards of learners. I feel now I have a variety of methods that I can use in my teaching,” she says.

However, she defied her detractors. She says: “The biggest benefit of the course has been for my learners. Most of my learners are now able to read and understand English at an early stage even though English is our second language. I am also seeing great progress in other subjects.”

Rubina Zahir
Head of Professional Development, Lahore Grammar School, Pakistan

The 25,000 students of Lahore Grammar School (LGS), a group of 40 schools, range from under 3 to 18 years old. The organisation became an accredited Cambridge Professional Development Centre in September 2015 and now offers the Certificate in Educational Leadership and Certificate in Teaching & Learning.

“The change in the participants’ attitude and approaches to leadership and teaching practices across the group is remarkable,” says Rubina. “The practice of self evaluation and reflection has given [course participants] a deeper understanding of the learning continuum which we all are part of. The concept of assessment for learning has greatly facilitated the strategies used in the classroom for improved students’ performance.”

She adds that independent learning through research, collaborative learning with colleagues and mentoring have improved the process. “Above all, putting the new learning into practice has made it more credible and interesting; testing new ideas and evaluating the success of the action plan – it’s a very pragmatic approach,” says Rubina.

As the Cambridge PDQs offer an internationally recognised qualification accredited by the UCL Institute of Education (IOE), Rubina says that the qualifications enhance teachers’ and leaders’ professional profiles and promote their personal growth. “The course aims to not only enlighten them with new knowledge in the field of education but also allows them to hone their skills and attitudes,” she says. “They are more confident and motivated to perform even better.”

Using the Cambridge PDQs, the LGS group has created a training department to manage the professional development of its staff. “Training is taken more seriously,” says Rubina, “and we are ready to invest more in it as its effects are far reaching.”

Rhoda Mbeko-Nchawa puts her teaching skills into practice
Get inspired

Professional development should never be a chore. Good training should inspire, challenge and fire you up to be the best teacher you can be, says professional development expert and teacher David Weston.

We asked him for his views on some key questions:

**Why is professional development important?**

“We get into teaching because we love our subject, we want children to learn effectively and we want to help young people succeed in life. As teachers we get the greatest buzz when we see that happening most effectively and when we see the reaction from children being really inspired or getting through a challenging moment and little lightbulbs appear. Therefore, it stands to reason that we like getting better at doing that. It’s really good to think, ‘Next month I am going to be able to help a child who last month I wasn’t able to help.’ Ultimately great professional development helps children succeed and teachers thrive.”

**Why does it need to be continuous?**

“One-off training that only gives you a bit of theoretical information just doesn’t translate into solving the genuine problems or challenges you have in the classroom. It very rarely translates into changing your practice on a sustainable basis. So professional development has to be continuous because we need to constantly take ideas we are learning, apply them in the classroom, encounter new issues, go back to the theory and work with colleagues to see things from new perspectives, always deepening and extending our own learning. Broadly speaking, professional development needs to happen over time. It needs to include both the theory and the practice being developed together. It needs to solve genuine problems for students in the classroom, rather than just looking at big theoretical models. It needs to be in collaboration with colleagues, so that we get different perspectives. It also needs to include expert input, so that any orthodoxy is challenged and we can move forward and structure our learning to help us in the most effective way.”

**Teachers are very busy people. How can they find time for this?**

“That’s almost the wrong question. How do we find relevance is the first question. Once we have, the time will follow. A lot of continuing professional development (CPD) activity can be very well meaning, even interesting, but ultimately might not be really relevant to the problems teachers are having in the classroom. As soon as we see professional development that is more relevant and helpful for solving real problems in the classroom, time will open up. That’s not to say that teachers aren’t already very, very busy – of course they are. But the research clearly shows that the key indicator of whether a process of professional

"Teachers nowadays have to be much more professionally competent than in the past"

**Biography**

Former maths and physics teacher David Weston is a UK professional development expert. He founded the Teacher Development Trust and is Chair of the Department for Education Teachers’ Professional Development Expert Group, an independent group of teachers, headteachers, academics and education experts working to define a new standard for teachers’ professional development in England.
development is going to be successful or not is whether teachers have bought into it.”

**Why is collaboration with peers important?**

“If you genuinely collaborate, you allow lots of different perspectives on the same problem. You also allow people to support each other. If I am trying to improve something, I may have a fairly fixed view of what I am seeing in front of me. But someone else may interpret it differently and I can learn from that interpretation. People are disposed to collaborate in different ways but the success of the collaboration depends on how well it is structured. And on how much people know already.”

**What can teachers do to ensure they get the most out of CPD?**

“First of all, keep aware that we have very subjective views of the world. We need to be open to learning, we need to be always seeking to understand, remain intellectually curious and ask ourselves, ‘Why this is happening? How can I do it better? What am I missing, and what can other people help me to see?’ And we need to be constantly challenging ourselves: ‘It feels like I have done something good here, but how do I really know?’ All of these decisions are really important, as are nurturing, supporting and encouraging others.”

**FURTHER READING AND VIEWING**

David’s blog on ‘5 dos and 5 don’ts for effective teacher development’: [www.cie.org.uk/cpd](http://www.cie.org.uk/cpd)

David’s TEDx talk, ‘Unleashing Greatness in Teachers’: [tinyurl.com/jdhwr36](http://tinyurl.com/jdhwr36)
LEARNER ATTRIBUTES

We asked our schools in South Asia to show us how their Cambridge Primary students display the five Cambridge learner attributes: confident, responsible, reflective, innovative and engaged. We were overwhelmed by the response, and here is just a selection of the pictures we received (you can view them all at bit.ly/SouthAsiaPrimaryPics). Thank you to all who got in touch.

Learners in action

Above: Confident and engaged – and having fun. Students at Delhi Public School Panipat City, India, learn about forces.

Right: Boys at Sangam School of Excellence, Bhilwara, India, are ‘innovative and equipped for new and future challenges’, according to their teachers.

Above: Taking responsibility for their own learning while dissecting flowers at Bombay Cambridge School, Andheri, India.

Left: Amity Global School, Noida, India. The activity here focused on how plants grow and their life cycle – an opportunity for the learners to reflect on the classroom teaching.

Right: Absorbed and engaged in a science project about electricity at Savitridevi Hairam Agarwal International School, Mumbai, India.
Above: Chitkara International School, Chandigarh, India, aims to develop young people 'rich in skills and confident to work independently and serve global communities’. New technologies are combined with conventional learning methods.

Above (in circle): Students at Royal Institute of Smart Education, Sylhet, Bangladesh, take an innovative approach to communicating, passing messages down a cup-string phone line.

Below: An older student at Gateway College, Kandy, Sri Lanka, helps younger students to learn. The college expects students to be ‘responsible, respectful in all aspects and aware of their actions’.

Above: The life cycle of flowering plants was the topic of this lesson at HLC International, Chennai, India. Students then reflected on their learning by giving presentations to each other.

Above: Pupils at South City International School, Kolkata, India, show their innovative and creative side (especially in hats!) during a science project in which they set up a shop to sell plants.

Right: Pushpalata British International School, Tirunelveli, India, says its students are ‘confident in skilful execution, responsible for spontaneous action, engaged in meticulous planning, reflective of prior knowledge and innovative of a daring and challenging future.’

GET INVOLVED in the Cambridge community!
Subscribe to our school newsletter at www.cie.org.uk/newsletters
A book that focuses on maths skills in the classroom and the use of practical resources to teach using an active learning approach.

Mathematical Thinking in the lower secondary classroom

Edited by Christine Hopkins, Ingrid Mostert and Julia Anghileri

“The activities in these books are for any teacher of maths who wants to think more deeply about the way learners learn...These books draw on the best ideas about teaching and learning from across the world...Wherever in the world you teach, mathematics is one of the most important subjects for the nation’s prosperity, and for individuals’ future success.”

Lynne McClure, Director, Cambridge Mathematics July 2015

This title has been written by an international group of educators affiliated with AIMSSEC, The African Institute for Mathematical Sciences Schools Enrichment Centre.
Effective questioning in the classroom

We asked teachers to share their tips on asking questions that demonstrate students’ deep understanding of a lesson’s learning points.

**Use current events to engage students.** It helps them apply their knowledge and encourages higher-order thinking.

**Use words such as ‘explain’, ‘experiment’, ‘sort’, ‘find’, ‘analyse’ and ‘arrange’ in open-ended questions.**

**Play volleyball, not ping-pong.** Encourage students to discuss problems with each other, instead of questions going back and forth from student to teacher. This helps them see themselves and each other as problem solvers and not to see the teacher as the only person with answers.

**Get students to write five sentences** to explain the lesson to someone who wasn’t present. Then ask them to refine this to two sentences and finally to a 140-character tweet to capture the most important learning point.

**Try ‘exit tickets’:** slips of paper handed out at the end of a lesson with a problem on them. If the intended learning has taken place, students should be happy to tackle it.

**Ask for feedback.** First, ‘what worked well’ (this could be learning points, or ways of working such as collaboration). And second, ‘even better if’ (focusing on what they will try to do better in the next lesson).

**Get students to draw a margin** at the bottom of each page of their exercise books. Ask them to write any reflections or questions in this margin during the course of the lesson. These could be peer review opportunities or responded to later by the teacher.

**Extend your wait time after a question.** Typically teachers wait just three seconds, but extending that to five or even 10 can make all the difference in terms of a student’s confidence to answer, even though it might feel like you’re waiting forever.

Wrong answers can often tell us more than right ones. Valuing incorrect answers from students – and the opportunity they provide to unpick misconceptions – will encourage children to contribute to discussions, whether they think they know the answer or not. Building a classroom culture where all contributions are important sends a powerful message that everyone has a part to play in developing the problem-solving skills of the class as a whole.”

– Fran Watson, maths teacher and NRICH Primary Professional Development Co-ordinator, Centre for Mathematical Sciences, University of Cambridge
Endorsed resources
Here’s a selection of the latest teaching and learning materials developed by publishers to help you deliver Cambridge education programmes.

CAMBRIDGE O LEVEL COMMERCE
SUBJECT: Commerce
RESOURCE: Print with free online resources
PUBLISHED BY: Hodder
Matched exactly to the latest Cambridge O Level syllabus, this resource offers data-based structured questions and multiple-choice questions at the end of every chapter. This title includes student activities throughout, and free online content to support delivery of the material. Cambridge O Level English and Mathematics are also available.
Visit: www.hoddereducation.com/o-level-commerce
Email: international.sales@hodder.co.uk

COLLINS INTERNATIONAL PRIMARY ENGLISH
SUBJECT: Primary English
RESOURCE: Student’s books (print), workbooks (print), teacher’s books (print), supporting digital components on Collins Connect (online)
PUBLISHED BY: Collins
An exciting and inspiring new course for primary students worldwide. It includes a wide range of engaging and stimulating texts to build literacy and language skills, and includes a digital component to support teaching and extend learning.
Visit: www.collins.co.uk/internationalprimaryenglish
Email: collins.international@harpercollins.co.uk

LANGUAGE RICH
SUBJECT: Research into Multilingual Schools
RESOURCE: Book
PUBLISHED BY: Cambridge University Press
The focus of this book is on learning and assessment through a second language, as well as approaches to support the first language. The research has led to practical initiatives, including a bilingual survey tool which is shared in this book for schools to consider using as a means of self-analysis.
“Invaluable” – Michael O’Sullivan, Chief Executive, Cambridge International Examinations
Visit: education.cambridge.org/languagerich
Email: educationmarketing@cambridge.org

Read an interview with author Stuart Shaw about the language of examinations on page 6.

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

Debate and learn
Find a first-hand perspective on the latest educational concepts at our blog (blog.cie.org.uk).
We aim to build an online community that debates and shares ideas from across the education sector. At its heart sits our blog, written by Cambridge specialists and education experts along with a number of guest authors who regularly contribute.
The blog is packed with well researched, informative and original content that will provide you with advice and ideas as well as innovative approaches to improving teaching practices. Previous blog posts have covered subjects including active learning, teaching computing to young learners, dos and don’ts for effective teacher development and many others. More posts are being added all the time.
Learning by example

Example Candidate Responses are a series of booklets designed to demonstrate the level of performance required to achieve key grades and so help teachers understand exactly what examiners are looking for.

Each booklet contains a range of candidate responses, which have been marked by examiners and show how different levels of candidate performance relate to the subject’s curriculum and assessment objectives. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

We’ve recently added many new Example Candidate Responses to Teacher Support for syllabuses ranging from Cambridge IGCSE American History (0409) to Cambridge International AS & A Level Mathematics (9709). Find them in the ‘Teaching Materials’ section of the relevant syllabus page at teachers.cie.org.uk.

Topic guidance in a nutshell

Topic Support Guides help teachers to devise teaching programmes for a particular topic from one of our syllabuses. They include both theory work and practical activities, all of which help to consolidate learning.

In each guide you’ll find summaries of the key concepts, terms and definitions used in a particular topic, as well as the basic theory that teachers will need to teach it. The guides also outline what learners need to know, understand, or be able to do for the topic in the examination, along with suggested activities for teachers to carry out to consolidate and check learning.

We have developed a series of guides for key topics in both Cambridge International AS & A Level Information Technology (9626) and Cambridge International AS & A Level Computer Science (9608). You can download a copy of the guides from the ‘Teaching Materials’ section of the relevant syllabus page on Teacher Support at teachers.cie.org.uk.

To make sure you never miss a post, visit the blog and sign up for our blog alerts – and if you have any thoughts on what we’re blogging about, please let us know. You can add your comments to individual blog posts or you can contact us directly at the details below.
Visit blog.cie.org.uk or email blog@cie.org.uk
Training and events

Enrichment Professional Development
From August 2016 we will be launching Enrichment Professional Development Workshops around the world and online. These dynamic and reflective workshops aim to give teachers the tools they need to transform their classroom practice and improve the quality of teaching and learning in schools.

Enrichment Professional Development is designed to complement our syllabus-specific Introductory Training and Extension Training (see page 9). It is ideal for teachers and school leaders who have been teaching Cambridge programmes or qualifications for at least one year and want to develop their practice. You do not need to have attended Cambridge training before to register for an Enrichment Professional Development Workshop.

We are running Enrichment Professional Development Workshops alongside the next Cambridge Schools Conferences in the UK and Kuala Lumpur.

Enrichment Professional Development Workshops

For more details about this year’s Cambridge Schools Conferences, visit www.cie.org.uk/csc-2016

Learning how to learn
More than 250 principals from 100 Cambridge schools in Pakistan recently attended a conference focusing on improving students’ education by building their capacity to understand how they think.

During the event, principals discussed how factors such as active learning, assessment for learning, study skills and metacognition are inter-related when it comes to exploring the best ways to engage and inspire the next generation of students for success.

“Research tells us that the ‘self-aware learner’ is much better prepared for life after school and indeed for life after university,” said Michael O’Sullivan, Chief Executive of Cambridge International Examinations.

“At the conference we worked together to develop strategies that can be applied in the classroom to improve learning,” he added.

One of the participants said it was a privilege to be among top national educators, researchers, senior leaders and most of all, the school principals.

“The conference programme was developed very intelligently as it covered the essential elements of becoming lifelong learners in a very systematic way. I am sure most of the delegates will take a lot of learning from this conference to improve the quality of learning at their schools,” they added.

More than 560 schools in Pakistan offer Cambridge programmes and qualifications.

Find a course
We have a large programme of teacher training, both online and face to face. Our workshops cover a wide range of subjects and levels, from Cambridge Primary to Cambridge International AS & A Level.

For more information on our forthcoming training or to book a course, visit the events pages of our website at www.cie.org.uk/events

Any questions?
To get in touch, you can visit our help portal, ask.cie.org.uk or email us at info@cie.org.uk

To find similar events in your area, visit www.cie.org.uk/events
Video diary

All the videos you watch on the Cambridge website and at Cambridge events are created by video producer Sweet Gill. Here she tells us about her job.

I love telling stories and bringing narrative to the screen, which is exactly what you need in a job like mine. I develop, produce and deliver video content for Cambridge. So that might be a video to explain to students what to expect in an exam, or highlights from the Cambridge Schools Conferences.

“It can take up to three weeks to produce something as short as a two-minute film. Every Cambridge video goes through three stages. Pre-production is the planning stage, where I gather information, research locations and produce a detailed schedule of the shots we need. Production is the filming stage: for shoots abroad we use local crews, although a Cambridge person will always go along too and I’ll be in touch on the day by phone. Here in the UK I’ll often do the filming myself. Finally, there’s post-production: all the footage is sent to Cambridge, where we edit, commission graphics and add music.

“For me, sound is the most important aspect of video. A good director always stops an interview if they hear background noise, no matter how important the person is – it could be the Prime Minister or our Chief Executive Michael O’Sullivan. If the sound isn’t clear, viewers get confused about what’s going on.

“Cambridge students on the whole are super-confident and always have something inspiring to say. It’s often the adults who are self-conscious! I provide as much information as I can to contributors beforehand so there are no surprises.

“Last year I produced about 50 projects from all over the world. I love filming at the Cambridge Schools Conferences because I meet so many of our teachers. So next time you see a film crew at a Cambridge event, please come and say hello.”

View all our videos at youtube.com/CambridgeSchools or www.cie.org.uk/toolkit

BEHIND THE SCENES

Cambridge students always have something inspiring to say

What it’s like being a trainer

Each issue, we catch up with a member of our global teacher trainer team to find out how being a trainer has helped their professional development.

Sally Sim says:
“Without question, the best part of being a Cambridge trainer is witnessing Cambridge’s international context first-hand. When I first delivered training in Bali and Jakarta I was completely out of my comfort zone – and I loved it. My horizons have broadened and I now have a real grasp of the bigger picture. Our qualifications are truly international.

“Meeting teachers has strengthened my understanding of cultural differences and helped with my own professional development and work as an examiner. Meeting, networking and sharing ideas with fellow trainers is just as rewarding, and I love working with the training team at Cambridge. They are so supportive and full of enthusiasm.

“To be a good and effective trainer you need a genuine interest and enthusiasm for your own subject and an appreciation of the challenges that delegates encounter. They are under huge pressure to get results. It’s our job to make sure that Cambridge standards are understood, and to help the delegates succeed.”

Could you be an accredited Cambridge trainer? Visit www.cie.org.uk/trainerrecruitment to find out more about our trainer recruitment process. And read more about our global recruitment programme on pages 10–11.

The highlights

One innovative video Sweet has made for Cambridge is An introduction to Cambridge Primary Maths (www.cie.org.uk/primarymaths).

“We used a drone to film the children in the maze,” she says.
What Cambridge programmes do you offer to your 900 students?
We offer Checkpoint Primary and Cambridge Secondary 1. We also offer Cambridge IGCSE subjects and Cambridge International AS & A Level.

Why are you a Cambridge school?
Cambridge is a hands-on education that’s not only a curriculum but also reflects students’ real life. It has an impact on students’ personality. Because it is internationally accredited it gives students the chance to broaden their chance in the real world, so they always look forward to applying to international universities.

How do you think Cambridge prepares your students for the future?
To take an example, in Cambridge International AS & A Level science subjects, students take lab-based practical exams. I think these are very important, because when students enter the lab they feel that it’s real work and they feel like real scientists. I teach accounting, and I know that students enjoy it when I teach them something in accounting that reflects real life.

Describe your relationship with the Cambridge regional team
The team tries to put themselves in our shoes, trying to understand what affects us as a school. It makes us feel like one family. When we come to them with a problem we’re able to discuss how to solve it.

Have there been any changes to the way you work with Cambridge since the regional team expanded?
I like the fact that the team has started visiting schools more. It helps us to feel engaged and part of Cambridge. They come not to inspect, but to listen.

What’s your biggest challenge as a school?
Our school offers three education systems: the national Egyptian system, an American curriculum and Cambridge. To be successful in delivering the three programmes is challenging. But when a parent asks me which system I would recommend, I say Cambridge because it’s internationally accredited and prestigious.

What makes you proud about your school?
I am proud of my school for providing our students and staff with all the factors of success that allow distinctive students to excel. This success was reflected in the June 2015 Outstanding Cambridge Learner Awards: our students won two Top in the World awards, one Top in Egypt award and two Top in Alexandria awards.

Manal says: “Besides being an accounting teacher at Alexandria International School, where I treasure my teaching hours, I am also the school coordinator. I’m responsible for the large population of Cambridge candidates, and look after aspects such as school fees, registration, results and exams.

I also counsel candidates on relevant qualifications for universities in Egypt and abroad. I arrange for students to visit universities and other schools – I think this kind of experience and interaction is important for their personal development. Finally, I am responsible for our staff professional development.”
Collins Cambridge IGCSE® Design and Technology

Fully matched to the Cambridge IGCSE Design and Technology syllabus 0445.

- Provides detailed information that will allow students to develop the skills they need to make the transition from theory to practical application
- Helps students prepare for both the written and practical parts of the exam with guidance on the final project and exam-style questions
- Accompanied by additional material online at Collins Connect and comprehensive teacher support in the Teacher Guide to help save hours on planning and preparation time

IGCSE® is the registered trademark of Cambridge International Examinations.

Find out more at www.collins.co.uk/cambridge
This conference will focus on ‘Leading learning’ – a theme that is fundamental to all our work as educators. The programme is designed to support professional learning by offering a range of perspectives on the conference theme. Discuss and debate these in our panel sessions and explore their implications in group discussions and workshops.

For more details, including how to book your place, go to www.cie.org.uk/conference

Follow @CIE_Education for all the news and information about the conference. Use the hashtag #csconf16 to join the conversation.