Could you help train colleagues?  How becoming a Cambridge trainer can improve your practice

Top 10 tips ... on talking to parents

Regional viewpoint Cambridge in Spain

In Focus

Sparking creativity

How Cambridge helps students develop a creative mindset and apply that to 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.

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Learn more! For more details about Cambridge programmes and qualifications at every stage of education, go to www.cie.org.uk/education
Welcome
ISSUE 25, MAY 2017

If your school has been delivering Cambridge programmes for a while, you’ll know we believe passionately that well-designed exams are just one aspect of the support we provide to education. As well as developing deep subject knowledge, our curriculum also helps students develop the skills they will need for university, employment and life. It’s with this purpose in mind that we have chosen to focus on creativity in this issue of Cambridge Outlook. Being ‘innovative’ is one of the five Cambridge learner attributes, and it’s an attribute that’s prized by universities and employers when considering applicants (page 10).

We are delighted that entrepreneur, investor and member of our governing board Sherry Coutu CBE has shared her expert view on the importance of unlocking innovation in students (page 6). I hope you enjoy reading her interview and our other features that give insight into how you can help students develop a creative mindset. Thank you to all the Cambridge schools that have contributed to this issue. If you have any questions, email outlook@cie.org.uk

Michael O’Sullivan
Chief Executive,
Cambridge International Examinations

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.

Any feedback on this issue? Anything you would like to read about in the next issue? Contact us at: Cambridge Outlook magazine, Cambridge International Examinations, 1 Hills Road, Cambridge CB1 2EU, UK t: +44 1223 553281 f: +44 1223 553858 e: outlook@cie.org.uk

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.

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About the article:

**200th school registered in Indonesia**

Landmark opening coincides with announcement of new partnership

We celebrated the opening of the 200th Cambridge school in Indonesia in February – Sampoerna Academy L’Avenue Campus – which will offer Cambridge IGCSE and Cambridge International AS & A Level examinations to its students. Our Regional Director, Southeast Asia & Pacific, Ben Schmidt, presented a certificate to the school’s director Dr Mustafa Guvercin at the Outstanding Cambridge Learner Awards ceremony in Jakarta.

A new collaboration with Putera Sampoerna Foundation – a social business – was also announced at the awards ceremony, with the aim of giving teachers in Indonesia an opportunity to improve their skills in delivering English-medium international education, and to become accredited as Cambridge teacher trainers themselves.

Ben said about the opening of the 200th school: “We are proud to be the premier curriculum and assessment provider for schools in Indonesia that wish to offer international education programmes to their students.

“Our upcoming training collaboration also marks the first time that we are recruiting and certifying Indonesian teachers as trainers to deliver professional development for teachers in Indonesia and abroad. This is part of our long-term plan to develop local capacity in Cambridge teacher training.”

**UNESCO praises Cambridge’s work**

Report says Cambridge has advanced educational reform in Mongolia

The work of Cambridge has been directly cited in a report by UNESCO, specifically highlighting the positive impact of the Mongolia–Cambridge Education Initiative.

We have been working with the Mongolian Ministry of Education, Culture and Science since 2011 to support wide-ranging education reforms to achieve a world-class education system by 2018.

The UNESCO report states: “Undoubtedly, the support and efforts provided by Cambridge have had an invaluable positive influence in advancing the quality of education reform in Mongolia, and in providing more efficient and successful methodologies for teaching practice, implementation of the new curriculum, and very good quality formative assessment practice.”
Global roundup
What’s happening in the world of international education

Contrasting priorities between US academics and international students
A survey has found that international students have very different priorities and expectations from US faculty depending on their cultural background and education experience. The aim of the survey was to give students more support and align academic goals. Co-author Nigel Captain, Assistant Professor at the University of Delaware English Language Institute, said that faculty might have a different assumption to what good participation in the classroom is compared to an international student who has come from an entirely different educational system; with critical thinking and problem-solving potentially new to some. “It’s not that students are incapable of it; they’re smart,” he added. “They’re just not used to approaching academic material in that way.”

Generation Z prioritises new cultures over academic advancement when choosing to study abroad
The main driving force for 13–18 year old students to study abroad is the desire to explore other cultures, according to new research from AFS Intercultural Programs. The report, What drives Generation Z to study abroad?, found that over two thirds (67 per cent) of its 5255 respondents placed a higher value on cultural experiences over academic advancement; with the English-speaking destinations of the USA, UK, and Australia in particular holding the highest attraction. The research also found that attitudes in developing regions towards further studies is getting closer to those of their peers in more developed countries – 57 per cent of Latin Americans and 59 per cent of Southeast Asians stated that exploring different cultures was their main motivation for studying abroad, drawing closer to North Americans (72 per cent) and Europeans (75 per cent).

Digital resources needed to help raise quality standards in English-medium international schools
A study carried out by the International Education Research Panel found that there are still challenges for English-medium international schools looking to adopt and use digital content – most prominently time and adequate training – despite 59 per cent believing it could help raise quality standards. The study found that one in three institutions feel that better training is needed for their teachers to be able to optimise their use of digital content.

Changes to GCSE grading in England
Back in 2015, the UK government announced that there would be a new grading structure for GCSEs in schools in England. Instead of using A–G grades, future UK GCSE exams would be graded 9 to 1, with 9 the top grade. The new grading structure will apply to English and Maths first, with students getting their results in August 2017. Despite the change to GCSE in England, there will be no impact on schools offering Cambridge IGCSE outside the UK. Cambridge schools have told us they want to keep A–G grades, so we are continuing to use them. Universities have given us a very clear message that it does not matter whether students apply with A–G or 9–1 grades. They recognise both types of grade and will treat all students equally.

More information about the change, as well as reassurance from universities that Cambridge IGCSE students will not be disadvantaged, can be found at www.cie.org.uk/igcserecognition

In brief
Recognitions team grows globally
Over the last year, we have significantly expanded our university recognitions team – with dedicated staff in China, the USA, India, Singapore and South Africa, in addition to the team in Cambridge – building a group of recognition experts worldwide.

We focus our efforts on extending university recognition of Cambridge qualifications in top destination countries, and by appointing more regional staff we can help smooth local progression, too.

We are also looking for ways to support schools and counsellors. One of these is by expanding our range of Destination brochures that give advice to students applying to universities in specific countries. Our current range includes Australia, India, Pakistan, the UK and USA. Look out for South Africa and Canada versions later this year at www.cie.org.uk/recognition

Customer support available 24/6
Don’t forget our Customer Services team is now available 24 hours a day, six days a week. You can call us on +44 1223 553554 from Sunday 00.01 UTC to Friday 23.59 UTC (closed Saturday). You can also email us at info@cie.org.uk or search our FAQs at www.cie.org.uk/help

Cambridge Pakistan Schools Conference 2017: Reflective learning
We hosted a conference in Pakistan’s largest city, Karachi, in March, bringing together over 200 educators from around 180 Cambridge schools in Pakistan. Exploring the theme ‘Reflective learning’, the conference enabled principals to share ideas on how to encourage reflective practice among students and teachers. Speakers included Mark Winterbottom, Senior Lecturer at the University of Cambridge and Dr Charles Wall, Principal, Karachi Grammar School. Over 500 schools offer Cambridge programmes and qualifications in Pakistan.
Sparking creativity

Tristan Stobie, Director of Education, introduces our special section exploring ways to help students develop a creative mindset and why it’s important.

This ‘In Focus’ illustrates why creativity is fundamental to all academic disciplines and educational activities, and suggests creativity is a learning habit or mindset as much as an ability.

People behave creatively and this can be encouraged through creating the right climate in schools. Effective practice starts with small changes, in particular considering what questions are asked and how they are asked. So, for example, teachers can relate students’ thinking to larger questions that help them make connections and explore more complex ideas creatively before they have to master them.

All of the Cambridge learner attributes (highlighted in bold below) are relevant when considering creativity. Universities and employers are looking for candidates who are confident and reflective as well as intelligent – students who are capable of answering challenging questions in interviews by applying their knowledge to unfamiliar contexts and demonstrating creative thought processes. Being creative requires motivation and emotional engagement. It also needs to be responsible, based on wisdom and concern about the applications of knowledge.

Innovative ideas and products represent the outcome of creative processes and also require resilience. As entrepreneur Sherry Coutu says in the following article, if you are prepared to do something innovative and improve on the status quo, there are rewards waiting for you.

Entrepreneur Sherry Coutu

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Q: Is creativity something you can learn?

Everyone has the potential to be creative, in different ways. I’m not sure you can or need to learn to be creative, but you need to develop confidence that allows creativity to thrive.

Q: How do you unlock creativity in young people?

We need to give them the freedom to identify what
their natural skills are and what they enjoy doing, as they are most likely to unlock their creativity in activities where they are most comfortable and happiest. We also need to give them the chance to try lots of different things, so that they find their niche.

Q: What's the relationship between innovation and failure?
I'm a scientist – without failure, we don't learn. Every day we test hypotheses and, as a result of learning from our assumptions that have not been proven out, we move forward. As an investor or an entrepreneur you have to try lots of things and learn from all of them. I've tried lots of things, and I have learned many things. It's helpful to take time to reflect why things don't go the way you thought they would, and also to be thoughtful about the 'theory of change', i.e. why you thought your actions would bring about change.

We have to innovate or we fail to overcome the barriers that prevent progress.

Q: Hypothetical scenario: I have what I think is a brilliant, unique idea for a business. What are my first steps in bringing this to fruition?
Share your plans with people you think might wish to buy your product or service and get their views and ideas. Next refine your thoughts based on that feedback until they all say yes; then figure out what skills you need to produce it. Once you have a prototype, trial it, and if it's successful, build lots of them. If you have customer demand and a method of production, finance is easy. Ideas aren't worth much – customer demand is.

Sherry Coutu CBE is founder and chair of UK service Founders4Schools and of the ScaleUp Institute. Free for schools to use, Founders4Schools finds top business leaders to share their insights with students to inspire and prepare them for the rapidly changing world of work. Earlier this year, Founders4Schools launched the pilot of Workfinder, a phone-based service guiding students in finding local work experience opportunities. Sherry is a non-executive director of the London Stock Exchange plc and Zoopla plc and has worked on the advisory board of Linkedin.com. She also serves on the Harvard Business School European Advisory Council and on the Science, Industry and Translation Committee of the Royal Society.

Further reading and viewing
Sherry's TEDx talk: 'Why we should all go back to school'
www.youtube.com/watch?v=6SDsugrE2jc
Founders4Schools and the Workfinder service:
www.founders4schools.org.uk

Q: What are the greatest barriers to people being innovative in their professional lives?
It often depends on people's attitude towards taking risks. Being innovative means doing something differently – and given that most things can be improved, it is imperative that we listen to new ideas in order to improve. Accepting the status quo is a near death experience as far as I'm concerned. Rewards are waiting for people who are prepared to take the steps to do something innovative that improves the outcomes over and above 'current'.

Q: Why do role models work so well?
While many young people are very ambitious, and perhaps have family members who are successful in their careers, not all are so fortunate. Role models provide opportunities for young people to see what's possible for their future. They might be adults who share a similar background to the students, and therefore can show the students that if they work for it, there aren't any limits to what can be achieved. For me, role models made me see that others had 'started from nothing' and got to places they hadn't imagined – that kind of gave me permission to dream.

Q: What's the connection between motivation, excitement and creativity?
If you are mission driven, and you are clear about what destination you have in mind, then it is an exciting journey – there are no setbacks, just learning opportunities, and it is exciting overcoming barriers. Sometimes you have to be creative in order to get around barriers, but if you are focused on achieving the goal, you’ll come up with the means by which you get there. Tenacity is everything. If you set out to ‘solve a problem worth solving’, you will be excited to make that impact and others will be happy to help you figure out how to do so. It's best to choose ‘big bad problems’. They are the best ones to solve.

Sherry Coutu CBE is founder and chair of UK service Founders4Schools and of the ScaleUp Institute. Free for schools to use, Founders4Schools finds top business leaders to share their insights with students to inspire and prepare them for the rapidly changing world of work. Earlier this year, Founders4Schools launched the pilot of Workfinder, a phone-based service guiding students in finding local work experience opportunities. Sherry is a non-executive director of the London Stock Exchange plc and Zoopla plc and has worked on the advisory board of Linkedin.com. She also serves on the Harvard Business School European Advisory Council and on the Science, Industry and Translation Committee of the Royal Society.
10 WAYS

to use questions to help your learners become more creative

Asking questions is a good way of sparking creativity. Try some of these techniques.

1. Ask your learners questions that have more than one possible answer
   **In science:** “How many ways can you find to empty a glass of water without touching it?”
   **In maths:** “How many ways can you find to make 24 using any mathematical operation?”
   **In any subject:**
   - “What else would you like to know?”
   - “How do you know that’s true?”
   - “Is there another way of doing this?”

2. Encourage your learners to invent their own questions
   You can do this for a topic students are very familiar with or for an object, image or piece of music related to that topic early on in their study. Start with a discussion of what makes a good question then try this question-storming technique:
   - **Generate questions:** “Think of and write down as many questions as you can.”
   - **Improve:** “Group your questions into different types – open, closed, one that challenges the imagination.”
   - “Change the questions from one type to another using question stems such as:
     - What would it be like if...?
     - What happens if you change...?
     - Suppose that...?”
   - **Prioritise:** “Select the three most interesting and stimulating questions – why did you choose these?”
   Students could go on to research the answers to the questions in class, or use them as the basis for creative writing.

3. Encourage learners to use empathy to think about what a character might be thinking
   **In English:** “Imagine you are Edmund Bertram from Jane Austen’s Mansfield Park. How would you be feeling in this scene from the novel?”
   Learners could write a monologue, create a video of themselves talking as their character, or write a diary extract.
   An activity like this would follow a careful analysis of the literature or facts, so that learners are basing their imaginative work on a firm understanding.

4. Creative comparisons
   **In science:** “If the element carbon were a person, what qualities do you think they would have and why?”
   The comparison could also be with other things – a musical instrument, plant, toy or city. The activity requires learners to have a good understanding of the object, process or idea being studied, so that they can connect it with other things they know about.

5. What was the question?
   **In any subject:** Give learners a word or number that could be the answer to many different questions in your subject.

Explore different perspectives
Connect seemingly unrelated ideas, words, processes or pictures
Think of as many unusual and interesting ideas as possible

CAMBRIDGE OUTLOOK ISSUE 25, 2017
8. Creative connections

This game helps learners write essays in exam conditions where the facts that they know may not link directly with the question.

In any subject: “Choose an essay title and a fact from separate piles. Work out a way of connecting the fact to the essay topic even if it may not seem to have an obvious connection.”

Mind mapping the fact may help to break it down and uncover themes and events that might be relevant to the essay title.

9. See/Wonder/Connect*

See
Show learners an artwork, photograph or object that relates to your subject.

Wonder
Brainstorm a list of three to five questions about it, using these question stems as starters:
“I wonder…”
“Why…”
“What are the reasons…”
“How would it be different if…”
“If I could interview the artist/maker, I’d ask…”

Connect
Tell learners to compare it to other artwork/photos/objects they’ve seen.
“How are they similar? How are they different?”

*Harvard Project Zero, Artful Thinking

6. Restate the question using antonyms/opposites

This technique can help learners to answer longer essay-type questions. Different words with slightly different meanings can spark off new ideas and ways of approaching an answer.

In geography: “Why do people move to the city?” could be reworded as:
“Why do people leave the countryside?”
“Why do people abandon villages?”
“What drives people out of rural areas?”

7. The creative hunt

It’s very important to notice the creativity all around us. This can help learners to understand things better, be inspired by past inventions and get used to observing and questioning the world around them.

Choose an object, system, idea or organisation that has been the result of human creativity and links to your subject – for example: the United Nations (pictured), a test tube, or a ballpoint pen. It should be something your learners are familiar with.

They should also know the function of it, how it works and who uses it. Then ask your learners the following questions:

In any subject:
“What is the goal/function or purpose of this object/idea?”
“How does it work? What are key elements or parts of it?”
“How can you rate how inventive these different parts are?”
“What is the audience for this thing?”

Summarise by collecting learners’ ideas, and ask them how well they think the object or idea meets its aims.

8. Build on existing inventions or systems

“In all affairs, it’s a healthy thing now and then to hang a question mark on the things you have long taken for granted.”

Bertrand Russell

Creative people question established systems, and are not afraid to improve on their own ideas or those of others. Use questions about systems, traditions and ideas in your own subject area, for example:

In science:
“How would you improve on the design of a light bulb?”
Start by asking: “What are its weaknesses?”

Elaborate or improve on existing ideas
Beyond the classroom

What makes creativity more than a ‘nice-to-have’ quality and crucial to a student’s future? We spoke to universities and an employer about how a creative mindset affects a student’s chances of success in higher education and beyond.

When we look at students’ applications, going beyond grades is important for us,” says Mary Tipton Woolley, Senior Associate Director in the Office of Undergraduate Admission at Georgia Institute of Technology (Georgia Tech), a leading technological university in Atlanta, USA. “Obviously performance in their chosen course is important, but it’s equally important for us to understand the courses that a student has chosen to take, too. Have they challenged themselves in the different types of curriculum available in their school?”

At Georgia Tech, the admissions process is done via an application form. Mary Tipton says that even the programmes a school leaver has chosen can tell her a lot about the student. She looks for a creative, inquiring mind in their areas of study. “If they’re just taking basic core curriculum – maths, science, English – that makes it hard to decipher where their passions lie. But so many schools now offer specialised programmes, for example in STEM [science, technology, engineering and mathematics], social justice or leadership. When you see pupils doing things like that or taking advantage of a special course on an interesting topic, you start to understand them a bit better.”

“People think of creativity in terms of the arts. They forget about the intersection of arts and technology, which is growing every day”

Course choice isn’t the only factor in the admissions process. “We’re also very interested in understanding a student’s contribution to the community, and we use that term ‘community’ broadly. We don’t just mean clubs they’re a part of in school. It can be far beyond that: work, research, family responsibilities. We see creativity in the activities that a student has been a part of,” she says.

Creativity is central to life at Georgia Tech. The university is known for its strength in technology, research and innovation, and 60 per cent of its students graduate with a degree in engineering. The university has a rich arts and music scene, plus a selective interdisciplinary programme called Grand Challenges, where first-year students spend a year deciding on and tackling a challenge the world is facing (in the past, groups have taken on tasks such as increasing recycling among students).

“People tend to think of creativity in terms of
We see creativity in the activities that a student has been a part of.

Left: In an interview situation, the ability to think creatively in the face of new information can be key.

Below left: Students must demonstrate they are creative in different ways when applying to universities via an online form.

Below: Liz Upton, Director of Communications, Raspberry Pi: giving people autonomy to be creative.

“We see creativity in the activities that a student has been a part of.”

Mary Tipton, says Mary Tipton. “Sometimes they forget about the intersection of arts and technology, which is growing more and more each day. We’ve just added a new major this year in music technology, which illustrates exactly that intersection. Any kind of research at university is a very creative process.”

At Georgia Tech, prospective students aren’t interviewed, so they must get across as much of their personality and creative mindset as they can in their application form. At the University of Cambridge, however, the interview is a key part of the admissions process. Dr Rosanna Omitowoju is Senior Language Teaching Officer, Fellow in Classics and Tutor at King’s College. One of the important things that she looks for in a student is their ability to think creatively in the face of new information: “When I throw an interviewee new facts, I want them to be able to think ‘I don’t know anything about that, but I do know about something which is parallel and the kinds of assumptions and questions I have about that. Would those work in this situation that is being thrown at me?’,” she says.

Rosanna acknowledges that this kind of quick, lateral thinking isn’t always easy for students coming straight out of a system where they have focused on grades and ‘getting things right in a particular way’. She also understands that schools are obliged to focus on getting the best grades for their students. But she does see more lateral thinking from students who have been to schools that also nurture a creative mindset. “Confidence is really significant here,” she says. “Sometimes they just need not to be thrown by the fact that they don’t know something.”

Rosanna thinks that a linear course structure where exams are taken at the end of the course, as with Cambridge International A Levels, can give students a bit of time for exploring areas they are naturally curious about without the pressure of regular examinations.

But what creative skills do employers want to see in new recruits? The Raspberry Pi Foundation, the Cambridge-based organisation behind the credit card-size computers designed to teach young people how to program, has grown from a small team of founders to more than 100 people in just seven years. Recruiting the right people is crucial.

Liz Upton, Director of Communications, is responsible for hiring video specialists, designers, editors and writers. “In some parts of our organisation it’s important to have a relevant degree,” she says, “but even then, it’s actually not as important as experience in the workplace and also experience that people have built in their spare time. Although we’re no longer a start-up, we do still have that culture of giving people as much autonomy as we can, because we think that makes happy employees. But you need a certain sort of person to work well in that environment.”

Liz points out that different personalities are needed in different work contexts, and cultural fit is important. Raspberry Pi is an innovative, fast growing employer: exactly the kind of organisation so many future STEM graduates will aspire to work for.

“In interviews, I ask questions that dig into how somebody will react and perform in the job role,” Liz says. “So I’ll ask them if there was a particularly stressful situation in their old job, how they diffused it for themselves and for their colleagues.”
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“Creativity is about having a mindset where you see beyond exams and perceived barriers – understanding there’s a different way of thinking.”

**Stephen Perse Foundation, UK**

At the Stephen Perse Foundation group of schools, creativity is so central to the educational ethos that one of the group’s core values is ‘excellence and creativity in teaching and learning’.

But the Foundation’s principal, Tricia Kelleher, thinks it’s all too easy to apply this solely to the arts and more obviously creative subjects. “Creativity is not just about that,” she says. “It’s actually about having a mindset where you see beyond exams and perceived barriers to creativity; where you make connections between subjects; where you understand there’s a different way of thinking.”

In practice, this means the schools do a lot of cross-curricular activities. For example, around Chinese New Year, the younger students took the rooster as a theme and explored different aspects of it in all their lessons. Junior school students recently embarked on a Maths Week, asking questions about numbers and relating maths to music and sport.

As fun and thought-provoking as these activities are, Tricia acknowledges that they must be balanced with a focus on academic excellence and good results. But for her, the two are complementary, not exclusive. “One of our core values is creativity, but another is developing thinking skills,” she says. “We use the framework of the examination structure to encourage that thinking.

“We have taken all the subjects we offer and distilled them into six broad areas – language and communication; social understanding; scientific understanding; mathematical understanding; creative and
performing arts; physical education and wellbeing. In each area, an understanding of ‘how we know’ is a common theme to our teaching. Alongside this we have a programme of non-examined teaching, driven by the interests of our teaching staff, which aims to instil a love of learning independent of the reward of a certificate at the end of the process.”

The environment is also crucial, she says. This is particularly evident in the junior school library. “When we were creating it, we reflected on what a library actually is and got input from colleagues and children. And we decided that there’s something about a space called a library: it represents imagination and storytelling. So we celebrate what it represents, rather than it being just a means to store books. It also signals to the children that this part of their life really matters. And it’s very popular with them.”

Where possible, Tricia likes to challenge educational assumptions, such as what the purpose of exams is, and what a library is for. “Sometimes the assumptions are right, such as the first principles behind a library. Renaissance libraries were glorious. But there’s something wonderful about being able to challenge something that we just accept, because sometimes we find a better way of doing it.”

Generation Schools, South Africa

“In our schools, we believe that education is enlightenment, a process of understanding,” says Jevron Epstein, founder of Generation Schools – a small group of private schools in South Africa. “So we’ve gone right back to the beginning and tried to understand what the purpose of a school is. We’ve defined three reasons for students to be at our school: to find employment, whatever that means for them; to fit into society and understand how society works; and to have fun while they do it.”

Jevron and his colleagues pride themselves on an unconventional, creative and questioning approach to education. Students are in multi-age classes, which in the early years follow the Montessori pedagogy, so they are largely free to decide what to study with guidance from teachers. Students of all ages each have a learner development plan, which outlines what they need to achieve in terms of South Africa’s national qualifications and the Cambridge curriculum. However, how the students get there is in part up to them. “It teaches a child to be responsible, but their progress is monitored every week and they are given direction if they need it,” Jevron says. This freedom of study directly feeds students’ imagination and creativity. “There are lots of ways to get to the same place, defined by Cambridge. Creativity for us means that each child goes on their own journey.”

In the senior years, students have the opportunity to become a ‘Generation Intern’ and spend two days a week working for a company while they study for Cambridge International A Levels.
We asked Krish Mehta, 15, a Cambridge IGCSE student at Jamnabai Narsee International School, in Mumbai, India

Q: What does the word ‘creativity’ mean to you?
A: Creativity is the process of taking an idea and applying it in real life. If we aren’t creative, we can’t think outside the box and question what we can do.

Q: Give us an example of a problem that you have solved creatively.
A: Last year on our school trip, we were divided into groups and given a task. Each of us was given a ball. We had to arrange ourselves in any order of our choice, and make three successful throws and catches to three different people. The balls had to be thrown at the same time, and we could not stand directly in front of each other. We had an hour to complete it. We tried multiple formations, but couldn’t make it work until I had the idea of making two straight lines and throwing the balls to the person diagonally opposite. Then one row shifted one place to the right, forming a completely new set of pairs. This was creativity in action – and it helped us win the game!

Q: How do your teachers encourage you to be creative?
A: Our teachers encourage us to ask questions and not to accept the standard answers without reasoning. Our school’s annual science fair, Iskra (which means ‘spark’), seeks to inspire creativity in every student. Our teachers encourage us to be creative and think of solutions for real-world problems. A robotic spy camera and disco lights which change to the beat of music are a couple of things that I have made during the past two years. Overall though, the freedom of being allowed to be ourselves is what brings out the best in our creativity.

“Internships take away the void that happens in life when you move from tertiary education to employment. We create the path all the way through,” he says.

Jevron teaches Cambridge Global Perspectives®, which he loves. “Cambridge Global Perspectives provides a great survival kit for leaving school,” he explains. “If you know how to use the web and have an understanding of maths and science, there’s nothing you can’t do.”

Students take Cambridge Global Perspectives only if they are motivated, want to do it and, crucially, understand its importance. This is in keeping with the school’s questioning philosophy, Jevron emphasises. “For example, if teaching maths, when doing trigonometry, we’ll bring a pilot in to explain why you need it. Every single thing we do has to be of a nature that we can explain to the children why they’re being asked to do it.”

“Every single thing we do has to be of a nature that we can explain to the children why they’re being asked to do it”
ENDORSED SCIENCE RESOURCES FOR EVERY LEVEL

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How often do you as a teacher feel that your students are way ahead of you in their knowledge of digital technology and their ability to be creative with it? Now they can expand their digital knowledge and creativity through a qualification, with the new Cambridge International AS & A Level in Digital Media & Design, available for first teaching in September 2018. The course responds to a need to give students an avenue of study that prepares them for a digital age.

“This is what students are already doing,” says Cathy Jones, who has been working as a development manager for the qualification. “They’re already making and editing sound files or videos on their phones.” The new qualification will allow them to take this further and push the limits of what they can create.

Assessing the creative journey
As part of the assessment, students choose from a selection of design briefs such as ‘Design a digital display for a museum’. They then develop that brief through digital media including photography, animation, games, apps and film. Their submission for assessment includes the final piece of work plus their supporting studies, which act as their reference material. Only a quarter of the marks relate to the ‘personal digital response’ they must produce as their final work: the rest are awarded for research, selection of ideas and development.

“It’s more about the creative path and less about the final outcome than in the Art & Design course,” says Anne Smith, Deputy Director, Qualifications Development and Support.

Many paths to innovation
The list of industry experts who helped to design the qualification extends from Google to app developers, game and graphic designers, with teachers from Cambridge schools worldwide and university experts also really helping shape the development. Craig Hansen, Head of Creative Arts & Technology at Springfield International School in Jakarta was one of the teachers who collaborated on the syllabus.

“It’s been a fantastic experience,” he says, “with different experts challenging my thoughts and expanding the learning outcomes I have suggested be in the syllabus. The creative process Cambridge has used is second to none.” Cambridge is now working on support materials, particularly important when teachers may be less familiar with digital technology than their students.

“We’re hoping it’s going to be motivational and exciting for learners, fun for teachers – something a bit different,” says Anne.
Leadership lessons in creativity

Innovation in the classroom and a creative mindset among students are ideals to which many schools aspire, but how do school leaders actually make these things happen?

For David Mansfield, Executive Headmaster-elect of YK Pao School, a Cambridge school in Shanghai, teaching is an obviously creative profession. “It’s an art as well as a science,” he says. “The more I do it, the more I think the way you help teachers become more creative is by giving them a wide repertoire of skills. So the more you train people in pedagogies that you know work, the more the individual teacher is going to be in a position to pull the right tools from the toolbag to use in a given context.”

Professional development – the chance for teachers to learn new techniques, practise them and reflect on them – is therefore a very important part of leadership when it comes to building a creative culture in a school, David believes. But that’s not all.

“This creative culture is also down to the character of the teacher,” he says. “They’re not set in their one idea, but they’re flexible enough to adapt their teaching methods. That openness of spirit is a really important teaching skill, and is generated by training and by encouraging that approach with children.”

This goes hand in hand with a ‘can-do’ culture in a school, he adds. “It’s not a blame culture, where teachers are accused of doing things wrongly, or a culture where there’s a very clear benchmark of how to prepare lessons. Some schools try to ratchet up their standards by imposing very tight rubrics on how to deliver in the classroom, and there is benefit in that in the sense that it does maintain a standard. But to really foster innovation and creativity, you’ve got to allow people to be free enough to take their own way through the journey. If someone says ‘Can I try this?’ the answer has got to be ‘Yes’.”

That’s not to say that individuals should be mavericks, doing whatever they want. A strong leadership structure is key. “Teachers are part of organised teams so that their creativity is inclusive. They discuss what they’re doing and peer-review. And if something works, they share it round,” he says.

That doesn’t happen simply by chance, though. It takes work to build this strong structure. “You’ve got to get basic things right: making sure that the teams are well trained and well managed,” says David. “There needs to be lots of good feedback going around the system, and there needs to be a good tracking system to identify underachieving children. Observation is also important, but it’s got to foster innovation and creativity, you’ve got to allow people to be free enough to take their own way through the journey. If someone says ‘Can I try this?’ the answer has got to be ‘Yes’”
A factor that can sometimes stifle students' creativity is taking too many qualifications at once. Tristian says: “As Howard Gardner says, ‘coverage is the enemy of understanding’; doing slightly fewer subjects creates space for thinking and creativity. Universities don’t select students with 15 Cambridge IGCSEs over those with eight. They’re more interested that the student is well rounded and has done interesting things and has got good grades. What are the other opportunities for students in your school? Are there student councils? Is there a broad range of activities outside the classroom which will challenge students in different ways to the academic challenge in the classroom?”

Finally, he points out that it’s not entirely about the mindsets of the school and its students. “Parents have to understand what you are trying to achieve too,” he says. “They are crucial to creating an environment where students don’t fear taking risks. “A climate where students are frightened to be creative because they could be laughed at or told off is the opposite to a culture of learning or creativity,” Tristian says. “Creativity must be in the DNA of the school and in the expectations of parents, teachers and students.”

Find out more...
Look out for more about Cambridge’s thinking on creativity and innovation in the forthcoming guide to Cambridge learner attributes. Find it in the ‘Teaching and learning’ section of our website later this year.

“We do not believe that any of our syllabuses, even in subjects like mathematics, should be taught the same way all around the world”
For many parents, an orientation meeting might be their first contact with Cambridge. Here are some tips to make sure your event is well organised, professional, relevant and enjoyable.

1. **Send out invitations as early as you can**
   Give busy parents lots of notice, so that they can get the date in the diary – and make sure you’re holding it at a time that’s likely to fit around work commitments.

2. **Choose your content wisely**
   We’ve created presentations, factsheets and more for parent meetings. Access them for free, including some translated versions, at www.cie.org.uk/toolkit.

3. **Think about your audience**
   Are you targeting parents of young children or older children? Make sure the content is aligned. Is the event at the end of a working day? If so, parents are tired and won’t want to sit too long.

4. **Book speakers**
   If your regional Cambridge representative is planning to visit your school, why not arrange a parents’ session with them? Find out more at www.cie.org.uk/about-us/our-regional-teams.

5. **Include videos**

6. **Include an interactive element**
   Make sure there’s time for parents to ask questions and explore more about Cambridge.

7. **Include former students**
   First-hand experience can be especially insightful – so why not consider inviting a former student to come and talk about how well Cambridge prepared them for university.

8. **Get online**
   Use social media to create a buzz about the event. Create an event on Facebook, and encourage your parents and learners to share and tag the event in relevant posts. Upload photos once the event is over.

9. **Enjoy it!**
   Consider asking students to perform part of a play they’ve been working on, sing a song or make refreshments. This also shows parents what learners at your school have been doing.

10. **Follow up immediately**
    Once the event is over, follow up any questions and give everyone a summary of the topics covered.
When Stafford International School in Sri Lanka was looking for a rigorous, practical science syllabus, Cambridge was there to fill the brief.

The school has around 950 students aged 3–18, most of whom are from Sri Lanka. Stafford became a Cambridge school in 2015, with Cambridge’s approach to science subjects a deciding factor in the switch.

“Cambridge qualifications are recognised worldwide, which is important as a lot of our students go to university abroad. We felt that its science syllabuses were more in-depth and geared to students’ higher education than others.”

Elements such as practical tests and multiple-choice questions are also important. “With multiple choice, you have to know the entire syllabus thoroughly and that, for us, is a positive,” says Amarasiri.

“Practicals give students much-needed skills in handling apparatus, which is very useful when they go on to higher studies.”

Making the whole-school switch to Cambridge was a big step for Stafford, Amarasiri says, but “the decision was taken by the school in the interest of our students. At the start, there was a little opposition from parents, but once we educated the children and parents on the positives of the switch, most of them were in favour.”

It also helped that the school had good outcomes from its first Cambridge exam entries: in June 2016 alone it had 20 Cambridge award winners, mostly in science subjects.

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Endorsed resources
At Cambridge, 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.

COLLINS CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE RESOURCE: Student’s Book, Workbook, Teacher’s Guide and online resource via Collins Connect
PUBLISHED BY: Collins
This coursebook combines authentic texts and topics with skills practice and exam preparation. Fully updated to match the syllabus 0510/0511 (for examination from 2019), this course engages students with a variety of texts and audio with a global focus. The write-in Workbook offers additional skills practice.

Visit: www.collins.co.uk/IGCSEESL
Email: collins.international@harpercollins.co.uk

HODDER CAMBRIDGE INTERNATIONAL AS & A LEVEL LAW RESOURCE: Student’s Book
PUBLISHED BY: Hodder Education
Simplifies teaching and learning, with all content ordered to match the syllabus, relevant up-to-date case studies from around the world and examination questions to prepare students and reinforce skills learned. This title is also available as a Student eTextbook via Hodder’s Dynamic learning online platform.

Visit: www.hoddereducation.co.uk/cambridgeinternationalexaminations
Email: international.sales@hoddereducation.co.uk

CAMBRIDGE IGCSE COMBINED AND CO-ORDINATED SCIENCES RESOURCE: Coursebook, Workbooks, Teacher’s Resource DVD-ROM
PUBLISHED BY: Cambridge University Press
An exciting new series covering three sciences in one Coursebook with accompanying Workbooks and Teacher’s Resource. Different syllabuses are clearly identified, with the focus being on problem-solving, interpreting and evaluating data and applying theory to practice. Engaging activities feature in every chapter to help students develop their practical and investigative skills.

Visit: cambridge.org/combined-coordinated
Email: educs@cambridge.org

What’s new
Here’s a selection of the latest resources available on Teacher Support at https://teachers.cie.org.uk

Guidance from principal examiners
This new resource is now available to support our Cambridge International AS & A Level English Language syllabus. It provides a simple summary of the Principal Examiner Report for Teachers, highlighting:
• the key messages about each of the papers in the series
• the issues candidates faced
• how candidates could improve.

Teacher guides
Look out for the new Cambridge teacher guides incorporating language learning support. Many of our candidates are either multi-lingual or possess English as a second language. By integrating language learning into lessons, teachers can ensure that learners have the opportunity to express themselves in English while acquiring knowledge and skills within the subject. The guides are currently available via the relevant syllabus pages for:
• Cambridge IGCSE: Accounting (0452), Biology (0610), Business Studies (0450), Chemistry (0620), Computer Science (0478), Economics (0455), Physics (0625), Sociology (0495), World Literature (0408)
• Cambridge O Level: Principles of Accounts (7110).

Support for Cambridge IGCSE Chinese
We have extended support for teachers of Cambridge IGCSE Chinese (0509, 0523, 0547) by introducing a new discussion forum on Teacher Support. Teachers can be assured of a warm welcome and support from the moderator, who is looking forward to reading all your posts and engaging in lively conversation. The forum can be accessed from the syllabus page of Teacher Support. To access all the discussion forums, log in to Teacher Support and visit the Community pages.
Since its introduction nearly 10 years ago, Cambridge Global Perspectives has become a syllabus favourite – and younger learners will soon be able to study it, too.

Cambridge Global Perspectives is our fastest-growing syllabus subject. The number of entries for Cambridge IGCSE Global Perspectives has grown by over 50 per cent over the past three years, and entries for Cambridge International A Level are up 65 per cent on last year.

Cross-curricular and skills-based, Cambridge Global Perspectives taps into the way learners of today enjoy learning, including team work, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. A unique benefit of Cambridge Global Perspectives is its dedicated online learning area – free to schools that offer the subject. It contains multimedia classroom activities, research tasks and suggested assignments. Connected resources also allow students to build their own reflective journals, support their research and develop their own ePortfolios. There are also online forums where schools from across the world can interact and discuss projects in a safe, controlled environment.

New courses coming soon
Research says that the earlier students start to develop and practise higher-order thinking skills, the greater the impact on their learning. So we’re delighted to tell you that we will introduce Cambridge Primary and Secondary 1 Global Perspectives later this year, for first teaching from June 2018. Look out for more details about the programme and its support resources, and about Cambridge Checkpoint tests in September 2017.

If you’d like to receive information about the new programmes when full details are released in September 2017, please register your email address at www.cie.org.uk/global-perspectives-form

Above
Cambridge Global Perspectives will be introduced for 5 to 14 year olds later this year

How Cambridge Global Perspectives has developed: a timeline

2009: Cambridge IGCSE Global Perspectives launched officially following trials
2012: Launch of Cambridge International AS & A Level Global Perspectives
2013: Launch of online learning area for students and teachers
2014: Launch of a full Cambridge International A Level in Global Perspectives & Research
2017: Cambridge Global Perspectives becomes a compulsory component of the Cambridge AICE Diploma
2018: Subject to be expanded to Cambridge Primary and Secondary 1 students
Training and events

News and resources to support your continued professional learning

Investing in our trainers
An essential part of our work is the support we provide for teachers and school leaders. We depend on syllabus and assessment specialists and people with expertise in approaches to learning and teaching to represent us as trainers. Over the past two years, we have been looking at our selection and quality assurance procedures for trainers, as well as how best to support them through professional development.

How we select trainers
Since April 2015, we have been encouraging teachers to work for us as trainers. We are recruiting trainers from various parts of the world; people who are interested complete a challenging application form, including questions about their experience and personal motivations, and may then be invited to attend a selection event.

The selection event is an intense but rewarding experience. We explain our work with schools, explore the aims of professional development, and discuss the best methods for engaging participants and ensuring they meet their objectives.

The best part is when we see the candidates in action. Each is asked to run a 10 to 15-minute showcase so that we can evaluate their talents, provide development feedback and decide whether they have the potential to be a Cambridge trainer. Candidates are then asked to shadow an experienced trainer and reflect on what they observe. They have further opportunities for development and mentoring, and they are then invited to run their first workshop. As long as we’re satisfied, the new trainer is then accredited.

How we develop our trainers
Our newest trainers are not the only ones being observed: we have begun a programme to review and officially accredit all of our trainers in the next three years. Through this we learn more about our trainers’ own professional needs as we seek to always improve what we do.

We have launched a new support site for trainers, where they can find materials and advice on running workshops. There are guides and worksheets, videos of trainers in action, a handbook on learning and teaching with adults, and an open forum for trainers to share comments and practice.

We have recruited 250 new trainers in the past two years, and have plans to recruit a lot more in the next few years. Our selection events have been successful, and even candidates who don’t go on to be trainers tell us that they have gained valuable professional development to take back to their schools.

We will continue to select carefully, develop and quality assure our trainers. Our goal is that schools can always trust us to provide a well-qualified trainer for a training event, wherever they are in the world.

Find training
We offer a large programme of online and face-to-face professional development. Our syllabus-specific workshops cover a wide range of subjects at all levels, and our Enrichment Workshops further support the development of teachers and learners. For more information on our upcoming training or to book a course, visit our training calendar at www.cie.org.uk/events.

Any questions?
To get in touch, go to our Help pages at www.cie.org.uk/help or email us at info@cie.org.uk.

Register your interest
We have recruited 250 trainers in the past two years and plan to recruit many more.

For more information and to register your interest to become a trainer, visit www.cie.org.uk/cambridge-for/trainers.

To find out when we are recruiting near you, ask your local Cambridge team, look out for flyers or follow us on social media (details on page 4).
Recognition where it’s due

Cambridge qualifications are accepted by universities and employers across the world – and it’s the job of people like Kevin Ebenezer, Recognitions Manager, UK and Ireland, to ensure that they stay that way.

My team’s job is to make sure that students taking Cambridge qualifications progress smoothly from one stage to the next. Usually we work with universities, but we also deal with a lot of other things. For example, in the UK, when apprenticeships were introduced, we worked with the government to get Cambridge IGCSEs included in the qualification specifications. Some employers aren’t familiar with Cambridge International A Level or Cambridge IGCSE. So if a student contacts us, we’ll talk to that employer to explain the qualifications. For example, in the UK, when apprenticeships were introduced, we worked with the government to get Cambridge IGCSEs included in the qualification specifications.

Some employers aren’t familiar with Cambridge International A Level or Cambridge IGCSE. So if a student contacts us, we’ll talk to the employer to explain the qualifications. I spend a lot of time with universities explaining updates, because our qualifications aren’t static. Any changes made by Cambridge will have some effect on recognition. We also have to explain new qualifications, like Cambridge International AS & A Level Global Perspectives & Research. Getting that qualification recognised by universities is a priority for me at the moment. I go to a lot of university events and do lots of presentations. I respond to queries from schools around the world. And in some ways, I also act as an advocate for UK and Irish universities. Many people overseas have heard of the London universities and of course Oxford and Cambridge, but we have a wide range and diverse selection of universities here, so I spend a lot of time updating our regional staff about these. With such a diverse set of qualifications as the ones we offer, there’s always work to do in helping institutions understand them.

“The two-day selection event was one of the most enriching events I have attended professionally”

Would you like to be an accredited Cambridge trainer? Visit www.cie.org.uk/trainerrecruitment to find out more about our trainer recruitment process.

Alka Pandey says: Teachers are the implementers of the curriculum and shape the culture of their classrooms to improve students’ learning. Trainers help improve teaching and learning practices and suggest new ideas. This made me want to become a trainer. I now have the opportunity to contribute what I have learnt over my 28 years in education, at the same time as helping to enhance the education system. It also means I have to keep abreast of the latest teaching methodologies and research, which is professionally and personally challenging and satisfying.

The two-day selection event to become a Cambridge trainer was one of the most enriching events I have attended professionally. The hardest part was showcasing our training skills in front of the expert observers. But the most positive thing was the inclusive and supportive environment. Throughout the selection procedure we were made to feel completely at ease.

As a Cambridge trainer, it gives me immense satisfaction to be a part of supportive and challenging professional development training programmes.

“With such a diverse set of qualifications as the ones we offer, there’s always work to do in helping institutions understand them”

1400 universities in the UK and over 500 in the US accept Cambridge International AS & A Levels.

All institutions are listed on Cambridge’s recognition database recognition.cie.org.uk

www.cie.org.uk
The ethos of the British School of Valencia is not just about getting results – it’s about preparing students for the future.

Neil Barnes (left), Headteacher, British School of Valencia, spoke to Nick Mazur, Cambridge’s Senior Manager for Iberia, Northern & Central Europe and the Baltic due to recently announced changes in the Spanish university entrance system, it is likely that this will decrease to four.

How does Cambridge fit in with your ethos as a school?
Our ethos is about preparing our students for the future: not just about getting results. Our Cambridge curriculum fits in with this. It gives students the opportunity to develop skills that they won’t get in other areas, which are expected when they go on to university, or in later life. Cambridge International A Levels prepare them well – a lot of the content they will study in their first year at university is often covered here, so they enter already having a high level of knowledge.

They are also well prepared and used to studying independently. It is not just about giving them the qualifications to get into university, it’s about giving them the skills to succeed once there.

Where do your students go when they leave your school? Do they stay for university in Spain or go elsewhere?
Initially, most of our students stayed in Spain, but this has been changing over the past few years. Now, around a quarter of our students go abroad when they finish with us – mainly to the UK, but some to other European countries or the USA.

What makes you proud about your school?
The atmosphere – it’s an exciting, warm and caring place to be. Our students get great results because they are involved in their learning. Also, our teachers know every child really well and get the best out of them.

Neil Barnes has lived in Spain since 1997 and has been Head of the British School of Valencia for 18 years. He has a BSc in Biological Science with Primary QTS and in his spare time he studies Ancient Mediterranean Archaeology. He also likes to collect Venetian marionettes and has a Sphynx hairless cat called Freyja.

What are your most popular subjects at Cambridge International A Level?
Languages, science and maths. Many of our students go into the fields of medicine or engineering, so they need to have a solid foundation. They also take economics, business, global perspectives and thinking skills. Our students generally take five Cambridge International A Levels but,
International Primary English as a Second Language

Written with international contexts in mind, this highly flexible, 6-level course provides coverage of the Cambridge Primary English as a Second Language curriculum framework.

- Inspire thought and conversation with a range of carefully selected fiction and non-fiction reading texts
- Activate learners’ imagination and provide opportunities to contribute their own ideas and opinions through the compelling illustrations and photographs
- Reinforce learners’ learning through listening to the reading texts and accompanying songs
- Workbooks provide additional activities and opportunities for further practice related to the key topics in the Student’s Books
- Teacher’s Books offer ready to teach and easy-to-use teacher and classroom resources

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

For more information visit www.collins.co.uk/internationalprimaryenglish
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Churchill College, University of Cambridge
Wednesday 20 September to Thursday 21 September 2017

‘I saw things from a fresh perspective during the conference, reflected on current practices in my school and took back new ways of activating knowledge and leading learning.’

Asma Aijaz Khan, Generation’s School, Pakistan

Find out more about Cambridge Schools Conferences and register your interest at www.cie.org.uk/conference