Cambridge Global Perspectives®
Introducing the new 5-14 programme

Cambridge Schools Conference
Churchill College

Paul Bullen-Smith
Group Manager, Humanities and Social Sciences, Development

September 2017
Cambridge Global Perspectives®
Introducing the new 5-14 programme

- What is Global Perspectives?
- Global Perspectives at Primary and Lower Secondary
  - The market research and development process
  - The structure of the programme
  - The delivery of the programme through our Online Learning Area
- The pilot programme
- The timelines for launch June 2018
- The pilot teachers experience: Carol, Eni and Ian
- Q&A
What is Global Perspectives?

- A programme to develop the skills our learners need for their life long learning
  - It has a cross-curricular, interdisciplinary focus
  - It builds transferrable skills
  - It develops ‘active’ learning and is taught through topics
  - It puts the application of these skills in a global context
- A suite of rigorous and academic qualifications from 14-19
  - O level, IGCSE, A Level….and now a 5-14 programme
Cambridge Global Perspectives will now be available from 5-19
Why a focus on skills?

“Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making.

It is also about ways of working, including communication and collaboration…..

And last but not least, education is about the capacity to live in a multi-faceted world as an active and engaged citizen.”

‘The case for 21st-century learning’ Andreas Schleicher, OECD Education Directorate

http://www.oecd.org/general/thecasefor21st-centurylearning.htm
"In other courses I use content to build skills. In Cambridge Global Perspectives, I use skills to deepen a student’s understanding of content."

Suffern High School,
New York, USA, Teacher
The Start

36 months ago

......but an ambition
Market Research: Co-Creation

Co-Creation Hub
- 200+ teachers
- 21 activities
- One month

32 months ago

Centre Consultation
- 81% would be ‘very interested’ or ‘interested’ in offering the GP programme only 1% ‘not at all interested’
- 35% thought the range of topics was right, while 47% thought it was slightly too broad.
- 41% would teach via one hour blocks, another 41% would use a combination of that and the ‘collapsed timetable’ approach
The 21st Century Classroom

What will the 21st century classroom look like?

A teacher view:
Some Feedback

THIS PROGRAMME IS ABOUT THE JOURNEY NOT THE END RESULT

21st Century skills cannot be quantified. We are not teaching any specific ‘content’, rather we are trying to affect a certain kind of sensibility, create awareness, re-orient thought process and attitudes.
Some Feedback

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MONITOR ATTITUDES OF STUDENTS
The overall learning that takes place among students will be reflected in their attitude and way they conduct their daily activities. Assessment is not required.
Some Feedback

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SELF-EVALUATION IS JUST AS IMPORTANT AS GETTING IT ‘RIGHT’

Some may fail in the team task, but if they can de-construct WHY they failed and make a critical, in-depth reasoning about what they would do differently, then they should pass.

MONITOR ATTITUDES OF STUDENTS

The overall learning that takes place among students will be reflected in their attitude and way they conduct their daily activities. Assessment is not required.

TEACHERS HAD MUCH BETTER IDEAS ABOUT HOW TO MONITOR THIS TYPE OF PROGRAMME
Teachers expect a 21st Century skills programme to be delivered in an interactive way that introduces students to new technology.

Opportunity:
The Global Perspectives programme can be differentiated by how it’s delivered.

Features suggested by the community:
- Activity-based delivery, such as role play, miming, interviews
- Live forums to keep topics alive
- Presentations should make use of multi-media, such as podcasts, blogs, websites, small documentaries

The priority must be moving beyond textbook. Children should present their learning by photographs, small documentary, dramatisation, street plays, posters and interview of people or open debate.
The majority of teachers, principals and Cambridge staff viewed the **six skills** highlighted by Global Perspectives as **important**.

**95%**

**90%**

Communication is very good, it means they can reach out to different people. It gives self-esteem knowing that they can express themselves.

*Primary Principal, Africa*

Collaboration at the age of 5-7 may not be prominent ….Communication and problem solving at a simple level is possible.

*Primary Teacher, Asia*

It gets kids to think on their own rather than being taught and regurgitating, they can actually apply their own knowledge and they know that it's worthwhile.

*Secondary teacher, Africa*

Creative thinking takes care of all the skills that we would hope Global Perspectives can deliver.

*Regional Director, Asia*

Communication is very good, it means they can reach out to different people. It gives self-esteem knowing that they can express themselves.

*Primary Principal, Africa*

24 months ago
Q1 How many teachers were involved in the co-creation study?

Q2 How long did the co-creation last?
Self-Assessment

Q1 How many teachers were involved in the co-creation study?  
200+

Q2 How long did the co-creation last?  
One month

Now please assess your listening and memory skills out of 5 (1 is the lowest)
Our Assessment Objectives

The Primary programme is split into three age groupings:
Ages 9-11  (UK equivalent: Key Stage 2)
Ages 7-9   (UK equivalent: Key Stage 1)
Ages 5-7   (UK equivalent: Key Stage 1)

<table>
<thead>
<tr>
<th>Primary Assessment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Synthesis</td>
</tr>
<tr>
<td>Analysis</td>
</tr>
<tr>
<td>- Planning</td>
</tr>
<tr>
<td>- Information Skills</td>
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<tr>
<td>- Questioning</td>
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</tr>
</tbody>
</table>

Thinking, Learning, and Creative Skills developed

Research - Problem Solving - Critical Thinking
Analysis - Memory Skills
Synthesis - Creative Thinking
Evaluation - Decision Making
Reflection - Global perspective - Empathy - Imagining
Communication - Written - Visual - Oral - IT - Aural (listening)
Collaboration - Teamwork - Goal setting - Innovating - Brainstorming

The Secondary 1 programme covers ages 11-14 (UK equivalent: Key Stage 3)

<table>
<thead>
<tr>
<th>Secondary 1 Assessment Objectives</th>
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<tr>
<td>AO1</td>
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The Programme Funnel

- Skills
- Topics
- Ages 5-14; 6 hours guided learning

Challenges
## Our Topics

### Primary topics

<table>
<thead>
<tr>
<th>Keeping healthy</th>
<th>Moving to a new country</th>
<th>Understanding belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping the peace</td>
<td>People – young and old</td>
<td>Reduce, reuse, recycle</td>
</tr>
<tr>
<td>Rich and poor</td>
<td>The world of work</td>
<td>Looking after planet Earth</td>
</tr>
<tr>
<td>Obeying the law</td>
<td>The right to learn</td>
<td>Sport and leisure</td>
</tr>
<tr>
<td>Values and beliefs</td>
<td>Using energy</td>
<td>Families</td>
</tr>
<tr>
<td>Water, food and farming</td>
<td>Worldwide companies</td>
<td>Living and working together</td>
</tr>
<tr>
<td>Working with other countries</td>
<td>Moving goods and people</td>
<td>Sharing planet earth</td>
</tr>
<tr>
<td>Keeping safe</td>
<td>Improving communication</td>
<td>Computers and technology</td>
</tr>
</tbody>
</table>

### Lower Secondary topics (the same as Cambridge IGCSE)

<table>
<thead>
<tr>
<th>Disease and health</th>
<th>Migration</th>
<th>Belief systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict and peace</td>
<td>Demographic change</td>
<td>Sustainability</td>
</tr>
<tr>
<td>Poverty and inequality</td>
<td>Employment</td>
<td>Biodiversity and ecosystem loss</td>
</tr>
<tr>
<td>Law and criminality</td>
<td>Education for all</td>
<td>Sport and recreation</td>
</tr>
<tr>
<td>Tradition, culture and identity</td>
<td>Fuel and energy</td>
<td>Family</td>
</tr>
<tr>
<td>Water, food and agriculture</td>
<td>Globalisation</td>
<td>Changing communities</td>
</tr>
<tr>
<td>Trade and aid</td>
<td>Transport and infrastructure</td>
<td>Humans and other species</td>
</tr>
<tr>
<td>Human rights</td>
<td>Language and communication</td>
<td>Digital world</td>
</tr>
</tbody>
</table>
Personal – Local – Global

The Personal Local Global Perspectives
Programme overview

- 50 Challenges across the programme
- 24 topics to choose from, at Primary and Lower Secondary
- 9 school years from ages 5-14
- 6 strands of skills (research, analysis, evaluation, reflection, communication and collaboration)
- 6 hours of guided learning for each Challenge
- 2 Cambridge Checkpoint moderated assessments
## Our Programme structure

<table>
<thead>
<tr>
<th>Age</th>
<th>Stage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Lower Secondary Checkpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14</td>
<td>9</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Primary Checkpoint</td>
</tr>
<tr>
<td>12-13</td>
<td>8</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
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<tr>
<td>11-12</td>
<td>7</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>10-11</td>
<td>6</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>9-10</td>
<td>5</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>8-9</td>
<td>4</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>7-8</td>
<td>3</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>6-7</td>
<td>2</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>5-6</td>
<td>1</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
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</table>
### Programme flexibility
Challenges are age appropriate; however all or some of them can be undertaken and they can be done in any order.
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection: Conflict and peace</td>
<td>Research: Disease and health</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 6</th>
<th>Primary Challenges</th>
<th>Checkpoint: Team Project (first Checkpoint test April 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analysis: Using energy</td>
<td>Reflection: Improving communication</td>
</tr>
<tr>
<td>Stage 5</td>
<td>Communication: The world of work</td>
<td>Collaboration: Keeping healthy</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Research: Rich and poor</td>
<td>Evaluation: Water, food and farming</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Reflection: Moving goods and people</td>
<td>Analysis: Keeping safe</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Communication: People - young and old</td>
<td>Analysis: Water, food and farming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Semester</td>
<td>Semester</td>
</tr>
</tbody>
</table>
## Our Learning Objectives: Research Exemplar

<table>
<thead>
<tr>
<th>Research</th>
<th>Cambridge Primary Global Perspectives</th>
<th>Cambridge Lower Secondary Global Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stage 1</td>
<td>Stage 2</td>
</tr>
<tr>
<td></td>
<td>Ask basic questions about a given topic</td>
<td>Ask focused questions about a given topic</td>
</tr>
<tr>
<td></td>
<td>Talk about information on a given topic in sources provided</td>
<td>Locate relevant information in sources provided</td>
</tr>
<tr>
<td></td>
<td>Begin to participate in simple investigations and ask basic questions to find information and opinions</td>
<td>Conduct simple investigations, using interviews or questionnaires to find information and opinions</td>
</tr>
<tr>
<td></td>
<td>Record information on a given topic in pictograms or simple graphic organisers</td>
<td>Record findings from research in pictograms, simple tables or graphic organisers</td>
</tr>
</tbody>
</table>

Cambridge Assessment International Education
How is the Programme delivered?

- Delivered through our existing Global Perspectives digital Online Learning Area
  - All Challenges stored and accessible
  - Device agnostic
  - Teacher and peer assessment
  - Both fixed and editable resources

- eLearning - used as a practical delivery solution for centres
Built in eSafety from the start

eSafety guidance based on COPPA policy (US)

Approach issues head on – unique position:

- Age appropriate activities
- ‘Scale’ access
  - 5-11 No learner login-teacher access only
  - 11-13 Restricted access-learners post and upload
  - 13+ More open access-collaboration opportunities

Everything controlled and approved via the Cambridge centre - no use of personal email at all
The Delivery Channel - the Online Learning Area

Cambridge Primary Global Perspectives

<table>
<thead>
<tr>
<th>Topic</th>
<th>Stage</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and water</td>
<td>1</td>
<td>Analysis</td>
</tr>
<tr>
<td>Learning new things</td>
<td>1</td>
<td>Reflection</td>
</tr>
<tr>
<td>Looking after our world</td>
<td>1</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Growing and growing up</td>
<td>1</td>
<td>Communication</td>
</tr>
<tr>
<td>Working and having a job</td>
<td>1</td>
<td>Research</td>
</tr>
<tr>
<td>Working together</td>
<td>1</td>
<td>Collaboration</td>
</tr>
<tr>
<td>When I’m sixty year</td>
<td>2</td>
<td>Reflection</td>
</tr>
<tr>
<td>A healthy body</td>
<td>2</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Where does our fruit come from?</td>
<td>2</td>
<td>Reflection</td>
</tr>
<tr>
<td>Helping wildlife</td>
<td>2</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Safety and get</td>
<td>2</td>
<td>Analysis</td>
</tr>
<tr>
<td>Family matters</td>
<td>2</td>
<td>Reflection</td>
</tr>
<tr>
<td>Looking at our school</td>
<td>3</td>
<td>Research</td>
</tr>
<tr>
<td>Can we share planet earth?</td>
<td>3</td>
<td>Reflection</td>
</tr>
</tbody>
</table>

Explore by:
- Topic
- Stage
- Skill
The Delivery Channel—the Online Learning Area
Two Checkpoint Assessments

- Teacher marked, Cambridge moderated assessments
- At Primary: Checkpoint - a Team Project
- At Lower Secondary: Checkpoint - a Research Report

A Gold, Silver, or Bronze, Statement of Achievement award
Checkpoint Global Perspectives at Primary

Primary Team Project

Teachers submit work and record assessment using the Online Learning Area.
Checkpoint Global Perspectives at Lower Secondary

Lower Secondary Research Report

Teachers submit work and record assessment using the Online Learning Area

Research Report

Learners were individually to write a Research Report on one of the Lower Secondary topics.

This Research Report must be between 800 and 1000 words.

Assessment of the Research Report:
- AO1 Research, analysis and evaluation (32 marks)
- AO2 Reflection (36 marks)
- AO3 Communication and Collaboration (4 marks)

With the support and guidance of their teachers, learners identify an issue related to one of the Secondary 1 topics for Global Perspectives and formulate a research question based on this issue. This research question is then researched through exploring a global perspective, giving examples from different countries where the issue is being faced and an national perspective (with examples from one country). The national perspective does not have to be the country where the learner lives, it might be a country that the learner is interested in and/ or has visited a lot. It is important that there is a close contrast between the global perspective and the national perspective chosen.

Learners should conduct research on the issue, using a range of sources and analyse the issue, identifying and discussing its causes and consequences. They should then propose an national or local course of action (for the country or nation that the national perspective was based on) and a global course of action (for the world). They can use the ideas they have been introduced to in the course to improve the lives of others.

Learners should select one of the options that they have been introduced to in the course and conduct research on the issue to develop and plan their response. They should include a clear and logical analysis of the issue and its consequences, and evaluate the feasibility and effectiveness of different courses of action, including their potential impact on different groups of people.

Submit your work

Secondary 1 Checkpoint Research Report

Available until 30th September 2019
Pilot Launch and Cambridge Training

- 42 centres
- From A to Z
- A long term collaboration
- A co-creation approach
- Started April 2016
- Ends spring 2018
Pilot Cambridge Centres

Pilot school locations

74 lead teachers
42 centres
20 countries

June 2016 – June 2018

Cambridge Primary and Lower Secondary Global Perspectives
Our Timeline

2014
- June: Company Ambition
- Aug: Gap Analysis
- Oct: Co-creation

2015
- June: Draft 5-14 programme
- Sept: Global Market Research

2016
- April: Final 5-14 Development process
- June: Pilot launch and Cambridge Training

2017
- June: Feedback from 5-14 Pilot

2018
- June: Worldwide Launch
Support Resources and Timeline

Information from February 2017
- February ‘What’s New’

Cambridge Schools Conference September 2017
- Public launch with live material and GP Expo

Published in January 2018
- Teacher Guide
- Curriculum Framework
- Checkpoint Administration Guide

Training from February 2018
- F2F Training
Support Resources Training

http://www.cambridgeinternational.org/cambridge-professional-development/events-and-training-calendar/
The Pilot Programme Experience

We are pleased to have three teachers from our pilot centres to share their experiences:

- Carol Hinde
- Chisipite Senior School, Harare, Zimbabwe

- Eni Nemeti
- The International School Eerde, Ommen, Netherlands

- Ian Mills
- Leipzig International School, Germany
Pilot Programme Experience: Key Areas

- In the Classroom - the educational impact
- Stakeholders and Implementation
- Timetabling and Planning
Thank you
Any questions?

...and the pilot teachers and development team are at the ‘GP in the Classroom’ all conference in the marquee