Cambridge Global Perspectives®
Introducing the new 5-14 programme

Cambridge Schools Conference
Dubai

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December 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
- 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 transferable skills
  - It puts the application of these skills in a global context
  - It encourages ‘active’ learning and is taught through topics
- 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
The Global Perspectives skills

“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
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
What will the late 21\textsuperscript{st} century classroom look like?

A teacher view:
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.
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.

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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 deconstruct why they failed and make a critical, in-depth reasoning about what they would do differently, then they should pass.

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.

Teachers had much better ideas about how to monitor this type of programme.

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 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 or an interview of people or open debate.
The majority of teachers, principals and Cambridge staff viewed the six skills highlighted by Global Perspectives as important.

- **Communication**: 95% importance. 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
- **Critical thinking and problem solving**: 92% importance. 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
- **Collaboration**: 94% importance. Collaboration at the age of 5-7 may not be prominent ....Communication and problem solving at a simple level is possible. - Primary Teacher, Asia
- **Innovation and creative thinking**: 94% importance. Creative thinking takes care of all the skills that we would hope Global Perspectives can deliver. - Regional Director, Asia
- **Reflection**: 94% importance.
- **Communication**: 95% importance. 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
- **Independent research**: 90% importance.
## 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

Diagram showing the relationships between Personal, Local/National, and 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
<table>
<thead>
<tr>
<th>Age 13-14</th>
<th>Stage 9</th>
<th>Challenge</th>
<th>Challenge</th>
<th>Challenge</th>
<th>Challenge</th>
<th>Lower Secondary Checkpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 12-13</td>
<td>Stage 8</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>Age 11-12</td>
<td>Stage 7</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>Age 10-11</td>
<td>Stage 6</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>Age 9-10</td>
<td>Stage 5</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>Age 8-9</td>
<td>Stage 4</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>Age 7-8</td>
<td>Stage 3</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>Age 6-7</td>
<td>Stage 2</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
<tr>
<td>Age 5-6</td>
<td>Stage 1</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
<td>Challenge</td>
</tr>
</tbody>
</table>

Term | Term | Term
--- | --- | ---
Semester | Semester | Semester
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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## 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>Stage 1</td>
<td>Ask basic questions about a given topic</td>
<td>Conduct own questions to aid understanding of a topic</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Ask focused questions about a given topic</td>
<td>Begin to construct research questions with support</td>
</tr>
<tr>
<td>Stage 3 to 4</td>
<td>Construct relevant research questions</td>
<td>Construct a range of relevant research questions and identify the most appropriate one to follow up</td>
</tr>
<tr>
<td>Stage 5 to 6</td>
<td>Identify sources and locate relevant information and answers to questions within them</td>
<td>Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions</td>
</tr>
<tr>
<td>Stage 7 to 8</td>
<td>Identify and accurately reference a wide range of print and multimedia sources and use them to locate relevant information and answer research questions</td>
<td>Identify an appropriate method and conduct research to test predictions and begin to answer a research question</td>
</tr>
<tr>
<td>Stage 9</td>
<td>Select most suitable methods and conduct research to test predictions and answer a research question</td>
<td>Select, organize and effectively record relevant information from a wide range of sources and findings from research, justifying the method chosen</td>
</tr>
</tbody>
</table>

**Research**
- Talk about information on a given topic in sources provided
- Locate relevant information in sources provided
- Conduct investigations, using interviews or questionnaires, making observations, and taking measurements
- Select information on a given topic in pictograms or simple graphic organizers
- Record findings from research in pictograms, simple tables, or graphic organizers
- Select, organize, and record information from sources and findings from research in simple charts or diagrams
- Select, organize, and record relevant information from a range of sources and findings from research, using an appropriate method
- Select, organize, and record relevant information from a wide range of sources and findings from research, justifying the method chosen
Our Assessment Objectives

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

<table>
<thead>
<tr>
<th>Primary Assessment Objectives</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td>Reflection (Metacognition)</td>
<td>Communication &amp; Collaboration</td>
</tr>
<tr>
<td>Thinking, Learning, and Creative Skills developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research - Planning</td>
<td>Analysis - Problem Solving</td>
<td>Synthesis - Memory Skills</td>
<td>Evaluation - Decision Making - Creative Thinking</td>
</tr>
<tr>
<td>- Information Skills</td>
<td>- Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Questioning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Secondary 1 Assessment Objectives</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
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</tbody>
</table>
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
eSafety

- 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
The Delivery Channel: the Online Learning Area
The Challenges

- Overview
- Resources
- Assessment

### If I was a world leader

**A Cambridge Global Perspectives® Challenge**

**Skill Focus:** Evaluation  
**Stage:** 6  
**Age:** 10–11  
**Topic:** Values and beliefs

#### Learning objectives

**Evaluation**
- Discuss a source, considering the author’s purpose, and comment on its strengths and limitations

**Analysis**
- Find and interpret simple patterns in graphical or numerical data

#### Success criteria

- Learners can talk about the reliability of their source(s) when they carry out their research.
- Learners can explain the purpose of a source and whether it might be written from a particular point of view.
- Learners are able to identify potential areas of bias in a source.
- Learners can describe the authority of a source in terms of experience and qualifications.
- Learners start to make judgments about the validity of a source, comparing one source with another and stating which they think might be better.
- Learners collect information about a particular educational issue, checking their data in more than one source to help ensure its validity.
- Learners report statistics back to the rest of the class, sharing clear understanding of the data.
- Learners can find and describe patterns in data and make comparisons with their own context.
- Learners can make connections between data relating to one global issue and data relating to another, e.g. comparing data related to school attendance and measures of national economic wealth or progress.

#### Challenge summary

By the end of this Challenge, learners will have developed their evaluation skills by assessing the reliability of information from different sources. They will learn about the educational rights of children worldwide, the problems with school attendance in some countries, what organisations are doing, as well as possible actions they could undertake as individuals to help the situation.

#### Resources

- **Teacher Resource – If I was a World Leader TLE 1:** [Link](http://proj ecttrust.org.uk/wp-content/uploads/2016/12/If-I-was-a-World-Leader-TLE-1.pdf)
- **Learner Resource – If I was a World Leader LLE 1:** [Link](http://projecttrust.org.uk/wp-content/uploads/2016/12/If-I-was-a-World-Leader-LLE-1.pdf)
- **Teacher Resource – If I was a World Leader TLE 2:** [Link](http://projecttrust.org.uk/wp-content/uploads/2016/12/If-I-was-a-World-Leader-TLE-2.pdf)
- **Learner Resource – If I was a World Leader LLE 2:** [Link](http://projecttrust.org.uk/wp-content/uploads/2016/12/If-I-was-a-World-Leader-LLE-2.pdf)

#### Activities (sequence)

**What are your values? Where do they come from?**

Start a whole class discussion using the Teacher Resource – If I was a World Leader. You may need to prompt learners by suggesting families, school, the law etc.

This will lead learners naturally into thinking more about the things that are most important to them. Learners will share their work within groups or with the whole class.

Now ask learners to answer the question ‘How important is education to you?’

Learners can complete a matrix of their own values chart (Learner Resource).

**What are the children’s and young people’s human rights?**

At the end of the PowerPoint, learners undertake the Unicef [questions](http://projecttrust.org.uk/wp-content/uploads/2016/12/If-I-was-a-World-Leader-TLE-1.pdf) in protecting the rights of the child. According to learners, this can be undertaken in pairs or small groups as appropriate.


Use these to introduce the concept of educational rights of highlighted sections can be deleted if preferred.

**What could you do to help?**

As a final activity, individual learners think about what they could do next personally. Give learners more help suggestions such as: start a charity campaign for one of the organisations they have researched; lobby their government through their local representatives; if appropriate, start to think about ways that they could encourage their own school to partner a school in need elsewhere in the world.

Learners write down their ideas and hand in to the teacher and/or read out to the rest of the class.

Possible extension activity: learners undertake some of their suggestions.
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
Primary Team Project

Teachers submit work and record assessment using the Online Learning Area.

The Team Project involves three pieces of work:
- Evidence of Action (40 marks) submitted as a team
- Team Report (8 marks) submitted as a team
- Personal Reflection on Action (12 marks) submitted by each learner

In addition, learners will be assessed on their collaboration through teacher observation. Teachers award marks for the team as a whole and for the contribution of each individual to the team.

Team Observation (8 marks) for whole team

Individual Observation (4 marks) for each learner

Submit your work

Primary Checkpoint: Team Project
Available until end of 9 October 2017

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Teachers submit work and record assessment using the Online Learning Area.
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

Cambridge Primary and Lower Secondary Global Perspectives

74 lead teachers
42 centres
20 countries
June 2016 – June 2018
Our Timeline

2014
- June: Company Ambition
- Aug: Gap Analysis

2015
- Oct: Draft 5-14 programme
- June: Final 5-14 Development process
- Sept: Co-creation
- Global Market Research

2016
- April: Pilot launch and Cambridge Training
- June: Feedback from 5-14 Pilot

2017
- Worldwide Launch

2018
- June
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

- Lorraine Hill, Headmistress
  Chisipite Senior School, Harare, Zimbabwe

- Praveen Khatar, Head – Curriculum and Cambridge Coordinator
  Nahar International School, India
Thank you
Any questions?
Check out the GP stand for sample materials