In Focus

Developing potential

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

**Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the transferable skills they need for life, so they can achieve at school, university and work.**

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**Cambridge Professional Development** for teachers and school leaders

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Learn more! For more details about the Cambridge Pathway go to www.cambridgeinternational.org

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*Age ranges are for guidance only.
Welcome

ISSUE 27, JANUARY 2018

It’s really important to us that all learners have the opportunity to realise their potential. That’s why we chose to explore the theme of ‘Learning and achievement for all’ at all three of our 2017–18 Cambridge Schools Conferences, the next of which takes place in Miami this June. It will be the first Cambridge Schools Conference to take place in the US.

Developing potential is also the focus of this issue’s Cambridge Outlook and we hope that you’ll be inspired by the research experts, trainers and teachers who offer their insight and who, like you, are working hard to break down barriers to learning.

As always, we also want to take this opportunity to bring you up to date with all the latest resources and support we can offer to help make 2018 as successful as possible for you and your students.

I hope you enjoy the issue – thank you to all the schools around the world that contributed to it. If you have any questions for us, please email outlook@cambridgeinternational.org

Michael O’Sullivan
Chief Executive,
Cambridge Assessment International Education

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

Any feedback on this issue? Anything you would like to read about in the next issue? Contact us at:
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26 Uruguay
For the first time, a Cambridge Schools Conference is to take place this year in the United States. The conference, in Miami, Florida will be held from Friday 22 to Saturday 23 June. There will also be a college forum – where delegates can talk to representatives from colleges – on the afternoon of 21 June.

“I’m very excited that we are holding a conference here to bring schools together, and give teachers an opportunity to share knowledge and best practices with teachers in other countries,” said Mark Cavone, Cambridge Regional Director, North America. “Cambridge International is proud to serve and provide excellence in education to schools and districts in 31 states and the District of Columbia, giving more students the chance to follow a Cambridge pathway through school.”

The theme of the conference is ‘Learning and achievement for all’. To register your place and see the agenda from previous conferences on this theme, go to www.cambridgeinternational.org/conference

International Chief Executive, Michael O’Sullivan, to give his first keynote speech since our organisation changed its name.

Describing himself as “the leader of an education organisation that has spent the last year or so redefining our approach”, Michael went on to talk about the philosophy behind a Cambridge education.

“At Cambridge International, we believe that an education works best when the written and taught curriculum, the associated teaching and assessment practices, and the resulting intended learning outcomes, are closely aligned,” he said. He explained Cambridge International’s key principles in each of these areas.

During his trip to India, Michael also officially opened our new Mumbai office (pictured) and met with principals from Cambridge schools.

Where do your students go to university?

Knowing where Cambridge students apply to university helps our global recognitions team make sure that universities in popular study destinations understand and accept Cambridge qualifications.

Every year, we send schools an online Student Destination Survey asking you to tell us where your students have applied to study, which subjects they have chosen, and any changes you have seen, so that we can identify new trends. For example, perhaps you are seeing more students apply to universities in their home country.

In our most recent survey (2016 student cohort), the UK and the US remain by far the most popular countries for attending university (including domestic students), but Australia and Canada are becoming more popular, and diversity of student destinations is increasing.

The 2018 survey is available now at www.cambridgeinternational.org/destinationssurvey

Thank you for completing it.
Global insight
Two stories from the world of international education

Overcoming challenges in early years of cross-cultural teaching
Teachers who teach in cross-cultural settings play a vital role in nurturing students’ appreciation of cultural diversity but tend to experience tremendous challenges in their early years of teaching, according to a study1. The study of Chinese language teachers teaching in US public schools found a high number of challenges were in the area of instructional strategy and classroom management. Cultural difference, school context, and the teacher’s background and ongoing learning collectively contributed to the challenges. With growing numbers of teachers crossing their national borders to teach, the study has practical implications for teacher professional development.

Subject choice needs more attention
Fewer adults hold degrees in science-related subjects despite these fields offering higher employment rates, according to an OECD report2. The report found that business, administration or law are the most popular tertiary degrees in most OECD countries, with one in four adults holding a degree in one of these subjects. This compares to 17 per cent holding a degree in engineering, construction or manufacturing, and 4 per cent in information and communication technologies, despite graduates in these subjects having the highest employment rate on average across OECD countries. The report also found adults with a tertiary degree are 10 per cent more likely to be employed, and on average earn 56 per cent more than adults who only complete upper secondary education. “Tertiary education promises huge rewards but education systems need to do a better job of explaining to young people what studies offer the greatest opportunities in life,” said OECD Secretary-General Angel Gurría.

Academic turnaround for Fairdale High
A US high school that introduced Cambridge programmes to raise standards has sent its first student to an Ivy League university.

In 2011, just 20 per cent of students were deemed college- or career-ready at Fairdale High School in Louisville, Kentucky. The school needed a new approach to help students engage with their learning, and chose the Cambridge curriculum. Brad Weston, Assistant Superintendent of school district Jefferson County Public Schools in Kentucky, said: “Raising our standards and adopting a rigorous, internationally benchmarked curriculum has had an incredible impact on all our students and the school’s academic culture. Our students see their peers reaching higher than ever before, achieving bigger and better things each year. They see that they, too, can achieve at high levels. They see possibilities.”

Every one of Fairdale’s Cambridge students from the classes of 2016 and 2017 graduated college-ready and transitioned successfully to post-secondary institutions.

In brief
A new home for Cambridge International

Our new building – the Triangle – will bring together all Cambridge Assessment’s Cambridge-based staff, currently based in 11 different offices across the city, under one roof. It will make it easier for staff across the Group to collaborate on education initiatives and share expertise and research in assessment, in order to bring benefits to schools and future generations of students worldwide.

Cambridge International expects to move to the Triangle in March 2018.

Changes to GCSE grading for schools in England
In 2013, 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 is being phased in, with students getting 9–1 results for English and Maths 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 students will not be disadvantaged by the type of grade that they have, can be found at www.cambridgeinternational.org/igcserecognition
Developing potential

Lee Davis, Cambridge International’s Deputy Director, Education, introduces our special section that explores making learning accessible for all

A lot of our work here at Cambridge International focuses on what makes an effective school. We define effective schools as “those that successfully progress the learning and development of all of their students, regardless of intake characteristics, beyond the normal development curve”. It means good schools have demonstrably high expectations of all their students – not just of the ‘best’ or ‘brightest’.

However, as every teacher knows, this is a lot easier said than done. There is always an example of a student who ‘just doesn’t get it’, despite the teacher’s best intentions. How often do we hear in the staffroom, “I’ve tried everything, but I’m just not getting through!”?

This edition of Cambridge Outlook, therefore, explores this issue in detail and provides insight into how teachers can make learning accessible for all – what we refer to as inclusive education. We believe that this is an unending process of increasing learning and participation for every student.

Booth and Ainscow (2002), from the Centre for Studies on Inclusive Education in the UK, describe the concept as “an ideal to which schools can aspire but which is never fully reached. But inclusion happens as soon as the process of increasing participation is started. An inclusive school is one that is on the move.”

In the pages that follow, you will find examples of schools ‘on the move’ and how you, in turn, can welcome all students and find ways to understand and accommodate the individuality in each. An inclusive teacher identifies barriers that limit access to learning, then finds strategies and solutions to remove or reduce those barriers.

I encourage you to look carefully at the articles on the relationship between memory and learning, written in conjunction with our colleagues Dr Andrea Greve and Dr Duncan Astle at Cambridge University’s Cognition and Brain Sciences Unit. Andrea explores the way in which the brain encodes, stores and then retrieves information for long-term memory – critical to the understanding of the learning process. Duncan, on the other hand, outlines the role of working memory in the learning process and how this is highly variable in young people – even children of the same age. He cautions against the use...
of software programs that aim to improve working memory in order to raise attainment at school – the research to support this approach just doesn’t exist.

Barriers to inclusion might be a lack of educational resources available to teachers or an inflexible curriculum that does not take into account the learning differences that exist across all learners, across all ages. How Bangkok International Preparatory & Secondary School (Bangkok Prep) has addressed these issues is highlighted in the article ‘Barriers to Learning’ on page 12. Dominic Proctor, their Head of Learning Support, emphasises the need to work closely with everyone involved in a child’s development to provide students with the targeted support they need.

While engaging with the ideas and strategies presented here, we must take care not to ‘label’ a student and create further barriers – particularly if we are not qualified to make a formal diagnosis. Each child is unique, so it is ultimately the management of their learning environment that will decide the magnitude of any barrier and the extent to which it becomes a factor in the learning process. We need to have high expectations for all and identify the support each child needs in order to reach them, rather than worry too much about trying to categorise or pigeon-hole each child.

**Supporting teachers**

Every one of our Cambridge Professional Development Qualifications (PDQs) has been designed to support ‘learning and achievement for all’. When we quality-assure programmes and examine candidate portfolios, we look for evidence that this is happening.

In the Certificate and Diploma in Teaching and Learning, for example, teachers:

- explore what is meant by ‘inclusive education’
- plan and teach lessons to be inclusive
- evaluate how successful these have been for students
- gain from feedback and advice from their mentors
- plan ahead on the basis of what they have learnt from their reflective practice.

Cambridge PDQs help teachers and leaders understand the individual learner and specific context, and take the most appropriate approach to improve learning. Amna Waqas, who has taken the Certificate in Teaching with Digital Technologies, shares a critical moment in her experience in Beaconhouse School, Pakistan: “There is a child in my class with a speech impediment which means he is reluctant to speak up or participate in class activities. I realised through the programme that I could use technology to help him have a voice in class discussions. I discussed this with my mentor, planned in the use of voice recorders and successfully engaged the student in the activity. It was wonderful. He felt emotionally safe.”

Cambridge PDQs also encourage collaboration so that barriers can be removed. At a PDQ workshop at Bilkent Laboratory and International School, Turkey, a kindergarten teacher discussed teaching strategies with her high school colleague. They realised the potential for connecting learning between their students. The high school students adapted fairy tales to a modern brief, and delivered a lesson to the kindergarten students. The teachers found that cross-phase teaching can meet academic learning outcomes.

Visit [www.cambridgeinternational.org/pdq](http://www.cambridgeinternational.org/pdq)
What’s the relationship between learning and memory? We asked Dr Andrea Greve, an Investigator Scientist at the MRC Cognition and Brain Sciences Unit in Cambridge.

Learning to me is the process of getting information into the memory system – of perceiving information, encoding it and storing it. At the other end, is the retrieval of that information – demonstrating that learning. Memory is the umbrella term for the system as a whole,” says Andrea Greve.

Andrea’s research focuses on examining the theories of learning and memory by using behavioural and functional brain imaging techniques (MRI and EEG/MEG) to understand the cognitive and neural mechanisms that support long-term memory in humans.

“You might be very good at learning but if you are never able to access that information again, you might not know you’ve learnt it,” she explains. But, says Andrea, there is evidence to support the idea that learning can happen even if the learner isn’t able to access the information.

“People might say ‘I can’t remember – I haven’t learnt that’, but give them three choices and say, ‘Just guess’ and in some cases you see a systematic bias towards the right answer. Even if people aren’t explicitly able to report back what they’ve learnt, they might have some prior exposure that allows them – even if they feel it’s random – to be more likely right than wrong.”

Often people think about long-term memory as having limited capacity, and that you can increase capacity. But, says Andrea: “I don’t think there is limited capacity per se because you can remember an awful lot of information during your lifetime. So, when I say you can improve long-term memory, I mean you can improve the quality and efficiency with which you learn and retrieve information.”

One factor that increases the likelihood of absorbing and storing information is having already learnt similar things. “What you already know will help you become more efficient in learning new information,” says Andrea. This is the basis on which expertise works. “If you’re an expert in birds, you find learning new information about birds much easier than if you’re not an expert.”

So learning strategies might include searching for knowledge you already have that is linked to what you’re trying to learn. “And making sure that you’re giving yourself the opportunity to come back to it over and over again so you’re going through the process of storing it, consolidating it and retrieving it and consolidating it again. That eventually allows you to lay down a solid memory trace,” says Andrea.

“What you already know will help you become more efficient in learning new information,” says Andrea.
In a school setting this might translate to homework, for example. “That can be a good way of going over it again, or being reminded in different scenarios what you’ve learnt and having to go back and retrieve it.”

While working and long-term memory might be considered discrete fields of study academically (see panel), they are closely linked: “One of the most important things is the ability to pay attention, connect information and to have a good working memory,” Andrea says. “If you don’t have this, you don’t really get the information in.”

She is aware that a lot of people will say they have a bad memory: “That’s kind of normal,” says Andrea. “Unfortunately, I suffer from the same problems as most people when it comes to memory. You get introduced to someone at a party and you’ve immediately forgotten their name! But it would be quite costly to the whole memory system if you had to remember everything all of the time – our system hasn’t evolved to do that. So it’s actually quite good to forget things – we want to forget whether a cup we were drinking tea out of was blue or green.”

Boosting children’s working memory skills

In a joint-keynote with Dr Andrea Greve at the Cambridge Schools Conference in the UK, Dr Duncan Astle discussed his research programme at the MRC Cognition and Brain Sciences Unit exploring working memory in children:

“We use a type of memory as we tackle new tasks and try to solve problems. This is ‘working memory’ – the ability to hold in the mind and manipulate small amounts of information for brief periods. Imagine long-term memory as a set of files that you can access. Working memory is more like the desktop on your computer – it’s what you’ve got active at the moment. It is capacity-limited, just like you can’t have too many windows active on your desktop at once.

“From the age of four, children’s working memory will gradually get better and by 14, on average they have adult levels of capacity. “Their capacity is an excellent predictor of how well they learn, but it is highly variable, even among children of the same age. These differences are associated with different brain physiology.

“There are lots of apps and programs that claim to boost children’s working memory skills and we think it’s important to look for scientific evidence on whether they work. Results show that training does improve working memory skills. However, the results show no improvements in maths and reading even after one or two years. A better approach is to structure learning to reduce needless memory demands. So can you deliver the same learning without long lists of instructions or asking children to copy large amounts of text from the board? That’s more likely to help children to access the content.”

To find out more about learning strategies that support the encoding, storing and retrieval of information – such as ‘spacing’ and ‘interleaving’ – go to www.cambridgeinternational.org/blog

Andrea Greve was born in Germany and started her academic training in Psychology and Neuroscience at Saarland University. In 2001, she moved to the UK to complete a Master’s degree in Cognitive Science and receive a PhD in Neuroinformatics from the University of Edinburgh. In 2007, she took up a fellowship in Cognitive Neuroscience at Cardiff University, Wales, before joining the MRC Cognition and Brain Sciences Unit in Cambridge in 2011.

She has been awarded a fellowship at Wolfson College, University of Cambridge, and is a guest lecturer at the University of Cambridge’s Institute of Continuing Education.
Differentiation can actually be really simple,” says Sarah Turner, Education Officer in the Cambridge Professional Development Qualifications team at Cambridge International. “We are all doing it much more than we think. We’re very sensitive as practitioners, thinking about how students learn. It’s about identifying their specific way of accessing the learning in your classroom.” But, she adds: “A lot of that knowledge comes from getting to know your students.”

Paul Ellis, Cambridge International’s Head of Teaching & Learning, says that when teachers differentiate, they need to identify their students’ specific barriers to learning, which generally fall into four broad categories:

1. **Cognition and learning**
   “This is about how people build structures in their brain to organise their learning,” he says. “Students with difficulties in this area might, for example, struggle to hold a number of tasks in their mind at once. Memory plays a large part in this.” (See our expert interview on page 8).

2. **Language and communication**
   “Teachers need to judge very carefully what they say to students, but also the students need to learn the right kind of language to use at the right times,” says Paul. “Students with difficulties in language, or who find it challenging to present in front of others come under this umbrella.”

3. **Physical and sensory**
   “Sometimes these difficulties can prevent students from doing certain activities,” says Paul, “but teachers need to seek opportunities to allow all students to participate rather than find excuses for them not to.”

4. **Social, emotional and mental health**
   “Students might have mental health issues, which may be as a result of difficulties at home or with friends in their daily life,” says Paul. “This can affect students a great deal and some of the problems might not be visible.”

Paul outlines four key ways of differentiating:

1. **By outcome**
   Allow students to choose the way they complete a task rather than, for example, insisting every project has the same number of pages.

2. **By resource**
   Present materials in different ways, for example by using different-coloured paper, different-sized text and different examples of the same thing.
3. By process
As teachers get to know students, they’ll know that some prefer learning in some ways more than others. “One child may, for example, process information differently to another,” says Paul. But beware of falling into the ‘learning styles’ trap: “Encourage students to try out other methods that may initially be more challenging – to give them something else in their repertoire and prepare them better for the world of work.”

4. By personal support
Individual coaching can be helpful for some students if time and resources allow. Students can also help each other through peer tutoring.

“The teacher-differentiator wants everyone in the class to make progress according to their stage of development,” says Paul. “So ideally the teacher designs their lesson using a variety of strategies and activities to build on strengths and accommodate differences,” he adds. “Sometimes it can just take a small change in what you’re doing to make all that difference, to involve that student in the lesson. A teacher who differentiates welcomes all students and finds ways to accept and accommodate each individual learner. Students shouldn’t be seen as a challenge – just as different.”

From the classroom
Three teachers from around the world give some insight into differentiation at their schools.

Raluca Stoenoiu, Romania
“Depending on the situation and the students in the room, a variety of approaches may be needed,” says Raluca Stoenoiu, Head of Humanities at Transylvania College in Cluj-Napoca, Romania. “It is most important, whatever approach is chosen, that the teacher is discreet. The students should not be able to say: ‘Oh, he is doing that task and I am doing a harder one. I must be clever and he must be stupid.’ This is the hardest thing to achieve and depends on the culture of the school being one of learning rather than competition. Our school is working towards this aim: encouraging all to have a growth mindset, praising efforts rather than results and having learning support available for high achievers as well as lower attainers.”

Kwadwo Yeboah Konadu, Ghana
At International Community School in Kumasi, Ghana, the start of the academic year is a key time for identifying students’ habits, preferences and abilities, says Kwadwo Yeboah Konadu, Head of Primary and Middle School. “We do this through diagnostic assessment and through discussion with students’ previous teachers. Teachers also use their introductions during teaching to further explore students’ relevant previous knowledge and strategies. Differentiation by personal support is the main method the school uses to address differing needs. “Teachers either allow students to work in groups or pairs, or assist them through questioning, or provide targeted support during independent task time,” Kwadwo says. “Teachers are encouraged to indicate clearly on their lesson plans the differentiation strategies they intend to use. There are also opportunities in the planning for teachers to reflect on the effectiveness of their strategies.”

Farhat Deeba, Pakistan
As Biology teacher at Defence Authority Public School, Karachi, Pakistan, Farhat differentiated her students by giving them various roles during peer tutoring. “I gave responsibility to four bright and hardworking students in the Cambridge International A Level Biology group,” she says. Farhat divided students into small groups of four or five and gave them worksheets and tasks to complete during a time when she was absent. She differentiated students according to their capability and interest. “Students took the help of more senior students where they were not sure if their answers were correct. Small groups made sure they could all get individual attention. The four responsible students recorded attendance and reported to me about the work. After I returned, all the work was discussed in class to gauge their learning – proper follow-up was important,” she says. “The students were serious about the work because they knew they were answerable.”
Barriers to learning

Three schools tell us their own views and their own approaches to overcoming barriers to learning for their students

COLLABORATION IS KEY

“To meet the learning, emotional and mental health needs of our learning support students, we adopt an ecological – whole child – model,” says Dominic Proctor, Head of Learning Support at Bangkok International Preparatory & Secondary School (Bangkok Prep), Thailand, which offers the Cambridge Upper Secondary and Cambridge Advanced stages of the Cambridge Pathway. The school has two full-time learning support specialists, one dedicated higher teacher assistant and three part-time qualified teachers. The staff are supported by what Dominic says is “an excellent professional development programme”. The school also has a dedicated electronic platform and a very simple and swift referral process: “The platform includes key information on the full range of learning issues along with specific subject advice on the most effective way to deliver the curriculum to a student with a specific developmental condition.”

Collaboration also plays an important part: “The Learning Support department works closely with pastoral leaders, teachers, teaching assistants and other specialists, such as communication, speech and language pathologists, occupational therapists, the school counsellor and educational psychologists. These professionals, together with the students themselves and parents, ensure we are providing a high-quality education and our students have the most effective, targeted support they need.”

Dominic says that students’ parents and carers are continually involved in all decisions. “We share and interpret all standardised assessment results and they are fully involved with their child when creating a ‘Learning Support Pupil Passport’.”

All students are taught in mainstream classes with the exception of a small proportion, where targeted provision is delivered.

The school has the highest expectations for its students, believing that this leads to an increase in performance. Dominic says: “We believe that many of our students have had their lives changed in a positive way at Bangkok Prep.”
SUPPORTING FEMALE LEADERS OF THE FUTURE

Avasara Academy in Maharashtra, India was conceptualised by economist Roopa Purushothaman, who has a long-term interest in women in leadership. The school opened in 2015 and currently has 205 female students aged 11 to 16.

Day-to-day running of the school is managed by co-founder and Head of School, Joseph Cubas: “If India is going to play an even bigger role in the global economy, one of the key drivers behind its success can, and should, be increased women’s employment. We want girls to understand that there are many opportunities for them; particularly young women from lower socio-economic backgrounds who might not have women leaders as role models in their day-to-day lives. We serve bright young students who we will help perform well academically and work with them in the leadership/entrepreneurship space so that they can become role models in their own communities.”

The school chose the Cambridge curriculum because it was the right academic fit: “As well as the academic content, it asks students to demonstrate those broader skills that we think are necessary for when students move into the workforce and hopefully into leadership roles.”

To complement the academic programme, Joseph says: “We needed a robust system for supporting students through the social and emotional challenges they are inevitably going to face – so we also have an advisory programme. We have counsellors on staff and regular counselling classes. And we have a weekly seminar for students of the same grade level and an all-school assembly. These forums enable students to partner with adults to understand how one thinks about the person they want to be, how you want to live your life, and what you want to do in the future.”

The school enrolls a socio-economically diverse group of students. “When students leave school, they go to colleges with an extremely diverse set of peers, and when they enter the workforce, they may work with colleagues from around the world. By having a diverse student population, we can help them prepare for the different intercultural contexts they will be a part of in the future. All students benefit not just from exposure, but from working hand-in-hand with others who are ‘different’.

“Parents, some of whom may have been sceptical of our approach at first, have really come on board, largely because they see and witness the changes that their daughters are going through.”
AN INCLUSIVE EDUCATION


The school started with 254 students, including four with special needs and disabilities. Julia Jefferson, Executive Principal, says: “From the outset, MNS-R adopted a philosophy based on the principles of inclusion and thus the school’s identity was established.”

Today, it has over 1600 students from over 80 countries and two dedicated departments for students with special needs.

“The Learning Support (LS) Department caters for students with mild to moderate learning difficulties and those with gaps due to disruptions in their education,” says Julia. “The Special Educational Needs (SEN) Department caters for students who have severe or profound special needs and disabilities and require more specialised programmes.”

Currently, the LS Department has 100 students supported by six LS teachers and 45 LS assistants. “The department provides LS students with individual and group support either in one of six Learning Support rooms or in mainstream classrooms and, in some cases, a combination,” says Julia.

The SEN Department has 23 students, who follow Individualised Educational Programmes (IEPs), drawn up after an assessment that takes place when students are first referred. The department has three classrooms and a large activity room, which opens out to a dedicated outdoor play area.

There is a head of department, a senior SEN teacher, three SEN teachers and 20 SEN assistants. Julia says: “Students with these conditions experience difficulties with academic development, motivation, emotional and attention difficulties and sometimes behavioural challenges. A dedicated unit allows them to learn essential skills while developing academically, behaviourally and socially, enabling them to integrate into their communities. Wherever possible, SEN students are integrated into mainstream classes and have the opportunity to apply the functional skills taught in the SEN classroom in a mainstream setting.”

The school takes a joined-up approach: “The departments network with health professionals and with other allied professionals. All reports and suggestions for support are thoroughly discussed with parents, and parents are constantly updated about their child’s performance.

“The school also encourages meetings with other support structures such as psychologists and occupational therapists (together with the parents), to ensure that a collaborative and supportive approach is maintained.”
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What lies at the heart of an international education?

This article presents some thoughts on the ‘international’ dimension of an international education in your school and explains some of the principles that lie at the heart of the Cambridge approach.

International education is often described in practical terms: the education young people need to be effective and successful in the modern world. Students need to develop the skills and learning habits needed to be lifelong learners, adaptable in a world of increasing uncertainty. These skills include what are often described as 21st century competencies, including creativity, critical thinking, communication, collaboration, information literacy, multilingualism, and being able to understand and work with different cultures.

A closely related idea is that international education is a passport to international opportunities, giving students the choice of studying and working at home and abroad.

Other interpretations of international education emphasise universal human values and the critical role education can play in developing international understanding, and economic and environmental sustainability.

All these interpretations point to the fact that international education reaches well beyond an expatriate or international student body. National schools often provide an excellent international education experience.

Rooted in local context
International education carries a sense of building a school around international standards, global approaches and best practice. But we need to interpret this sensitively. Effective internationally minded schools understand that the education they provide should be deeply rooted in local context and culture. No two schools are the same, and what works in one context may not work in another.

Celebrating diversity
Schools that promote international education responsibly encourage students to develop their sense of identity as the basis from which to explore similarity as well as to understand and celebrate diversity.

Students in schools where English is the language of instruction, who are not first language English speakers, are supported in developing their first language. First language English speakers are encouraged to become proficient in at least one more language. The school recognises local beliefs and value systems and builds on these.
At Cambridge International, we believe our role is to help schools design and implement an international educational experience that is most appropriate for their own needs. We also believe that education is most effective when curriculum, teaching, learning and assessment are closely aligned. With this in mind, the five elements outlined below lie at the heart of our approach to education.

1. International curriculum
We want students to develop three things: deep subject knowledge, conceptual understanding and higher order thinking skills.

   Deep subject knowledge is a vital part of developing the ability to solve problems, apply understanding to new situations and enable learners to progress to the next stage.

Consulting with top universities (including Harvard, Stanford and Cambridge) has informed our work on key concepts: essential ideas that help learners develop a deep understanding of their subjects and make links between different aspects. And as well as encouraging students to develop higher order thinking skills within subject disciplines – problem solving, critical thinking, independent research, collaboration, presenting arguments – we believe students need to work effectively across disciplines. This ability is important not only for getting in to university, but also for getting on in life. Interdisciplinary programmes like Cambridge Global Perspectives reinforce students’ understanding and skills within subject disciplines.

   We see our role as helping schools develop a curriculum that suits their context, culture and ethos. Our curriculum also supports students who have English as a second language, as well as students learning other languages, with over 30 languages available.

2. Teaching and learning
Developing effective approaches to learning is central to preparing students to become life-long learners. Research shows that engaging students in their own learning – for example, via metacognition or active learning – improves outcomes. Our Cambridge learner attributes – confident, responsible, reflective, innovative and engaged – support the development of five powerful learning habits. The Developing the Cambridge Learner Attributes guide (www.cambridgeinternational.org/learning) provides insights for school leaders and teachers into how to nurture the learner attributes as well as develop an excellent international education programme. Our professional development courses and resources help teachers and school leaders to design approaches to teaching and learning that incorporate evidence-based best practice.

3. Assessment
Good assessment is at the heart of a good education. We design our assessments with the aim of helping students develop deep subject knowledge, conceptual understanding and higher order thinking skills. We also make them accessible to students with English as a second or foreign language – both in terms of clear language and cultural references.

4. International recognition
We are continually building relationships with universities and other higher education institutions so that we build recognition of our programmes and create yet more opportunities for students. Around the world over 1400 universities recognise Cambridge qualifications.

5. Global community
The Cambridge community provides opportunities for schools, teachers and learners to make connections with others around the world through online forums, events and conferences. We actively support the growth of this network.
Bringing Brighter Thinking from around the world into the classroom to support Better Learning

Cambridge University Press works with Cambridge Assessment International Education and experienced authors, to produce high-quality endorsed textbooks and digital resources that support Cambridge teachers and encourage Cambridge learners worldwide.

Imagine setting aside assessment objectives and grading for a while, and instead looking in depth at how you teach your chosen subject, and how you motivate and engage with your students. That’s what the series editors hope teachers will do when they read the new Approaches to Learning and Teaching guides, which summarise tried and tested approaches to learning and teaching.

The books are the result of close collaboration between Cambridge University Press and Cambridge Assessment International Education. They offer teachers digestible texts on practical pedagogy they can either read cover to cover or dip into. Although subject- rather than syllabus- specific, most of the 12 titles are pitched at Cambridge IGCSE level, apart from one that is aimed at Cambridge Primary teachers.

Chapters cover assessment for learning, metacognition, inclusive education, language awareness, teaching with digital technologies, and global thinking. There are also sections on how teachers can reflect on their own practice and how to recognise – and to some extent quantify – the impact of their teaching on students.

Among the expert writers are Dr Mark Winterbottom and James de Winter, co-authors of Approaches to Learning and Teaching Science.

“We are both tutors on the Secondary PGCE initial teacher education course at the University of Cambridge – Mark is the biology specialist and I’m the physics specialist. The work we do in teacher education is reflected in the chapters of the book,” says James. “We’ve tried to articulate what the core of good science teaching looks like and what we know about how to make it happen. We’ve tried to write it so it’s helpful whether you’re a novice or an experienced teacher.

“We also tried to write the chapter on digital technologies so it’s useful regardless of how much technology you’ve got in your school. It’s focused on the learning rather than the technology.

“There is advice and guidance on group work and asking good questions,” says James.

While the book has some heavyweight thinking behind it, like all the others in the series, it uses a conversational style: “It’s research-informed but it’s not academic in tone. It’s written as if we were someone in the department sharing those ideas with colleagues.”

One example James cites is in the chapter on metacognition: “There’s been a huge body of work on how to make practical work effective. We’ve provided a summary of that research in a very simple flowchart. It’s an example of taking research and making it accessible.”
CG Strathallan has offered the Cambridge programme since it first opened in 2001, and offers all stages of the Cambridge Pathway. It is one of five ACG schools based in New Zealand, all of which are now offering the Duke of Edinburgh’s International Award.

Deputy Principal Robyn Pryor, says: “We initially introduced the Award in 2003 to provide students with an opportunity to develop a number of core skills such as leadership, teamwork and confidence. It supports our aim of providing students with a holistic education which complements the academic Cambridge programmes we offer. We find that international students in particular gain a great deal from their participation. Many create new friendships and experience new things.”

Students can take part in the Award from the age of 14. It is comprised of three levels – Bronze, Silver and Gold. To achieve each Award, participants must complete four sections: Service, Skills, Physical Recreation and Adventurous Journey. The Gold level also includes a residential project.

Robyn describes the benefits of the Award programme as “tremendous”: “It is a great way for students to develop their skills and ability in a number of areas,” she says. “The scheme develops leadership skills through encouraging self-reliance, perseverance and a sense of responsibility to others. The various components of the Award give students a safe environment to push themselves outside their comfort zone and build confidence and self-esteem. It also encourages a lot of self-reflection, and all of these are life-long skills which help students become the best version of themselves.”

Students who take part in the programme often go on to take up leadership positions within the school, or seem to be more likely to get involved in a range of other school activities.

Robyn says the Award is very student-driven, starting with students having to decide on the skill or service they will do. Once the student selects...
Deputy Principal Robyn Pryor describes the Gold level of the Duke of Edinburgh’s International Award as “a more challenging award that requires a more intensive time commitment”, but as these former students testify, it is well worth the effort:

**Sarah Balchin:**
Throughout the experience, I gained lifelong skills in perseverance, commitment and teamwork. The Award has been brought up in job interviews and has been a great point of discussion for the interviewer to get to know me better. It motivated me to study and work within the environmental sector and I now have a degree in Environmental Science. I believe it equipped me with the skills, knowledge and confidence to get to where I am today.

**Sarah Summerscales:**
Completing the Duke of Edinburgh’s Award programme gives you a point of difference when applying for university and scholarships and when looking for jobs. The programme teaches so many life skills that are invaluable to many aspects of life. Looking back five years after completing my Gold Award, it was one of the best things I could have done.

“Students who have a good level of physical fitness can be challenged by having to work as a team and by having to support slower walkers or those less comfortable with the activity, whereas students who have never hiked before can find the experience physically challenging.”

Robyn sees a close link between the skills students develop through the Duke of Edinburgh programme and the Cambridge learner attributes: “The learner attributes emphasise the importance for schools to consider what goes on beyond formal classroom instruction.”

Cambridge International is now working with the Duke of Edinburgh’s International Award Foundation to help create more opportunities for Cambridge schools to offer the Award. We will be monitoring interest in the Award when schools register with us and talking to existing schools. If you are interested in offering the Award, talk to your local Cambridge representative. You can also read our blog post at blog.cambridgeinternational.org/doe-award
Exams officers play a vital role in running exams successfully. Here’s some of the support we offer:

**Getting to Know the Cambridge Exams Cycle**
This online course is a great one-stop shop for new and experienced exams officers alike. Featuring quizzes and forums, exams officers can now access small, specific modules of learning in their own time, and ask us direct questions about the training without having to call Customer Services. Access the course in the Professional Development Learning Community ([www.cambridgeinternational.org/learningarea](http://www.cambridgeinternational.org/learningarea)). The course is open to both Cambridge Associates and Cambridge Associate Schools.

**Cambridge Handbook**
The Cambridge Handbook provides guidance on all the administrative tasks that need to be carried out during each exam series. It also sets out the regulations for running our exams and assessments. It gives details of the responsibilities of centres and Cambridge Associates, and forms part of the legal contract between us and the centre/Cambridge Associate. The Cambridge Handbook 2018 also incorporates the Cambridge Primary and Lower Secondary Checkpoint Administrative Guide. You should have received a hard copy for your school but it is also now available as an electronic copy in the ‘Exams officers’ section of our website at [www.cambridgeinternational.org/examofficers](http://www.cambridgeinternational.org/examofficers).

**New Cambridge International AS Level English General Paper (8021)**
This new qualification replaces Cambridge International AS Level General Paper (8001) and Cambridge International AS Level General Paper (8004) from 2019 onwards. The new syllabus encourages students to engage with a variety of topics, giving them a chance to use the knowledge and understanding they’ve gained from studying other subjects. They learn to become confident in analysing opinion from a number of different sources, to build arguments and to communicate through written English. The skills they develop will be very useful for both further study and employment. We are providing the usual wide range of support for teachers of the new qualification – a scheme of work is available on Teacher Support ([www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)), and specimen paper answers, Example Candidate Responses and a learner guide are coming soon. Cambridge University Press is developing an endorsed resource for the qualification ([www.cambridgeinternational.org/endorsedresources](http://www.cambridgeinternational.org/endorsedresources)).

**Update on resources for exams officers**

**Discussion forum for law teachers**
We’ve launched a new discussion forum for teachers of Cambridge International AS & A Level Law to share their experiences and ideas. You can find it on Teacher Support at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support).

**Get ready for the School Support Hub**
We are developing a new School Support Hub to replace the Teacher Support site. The new design and improved search facility will make it easier for you to find the assessment and teaching support materials you need to deliver Cambridge programmes. Before we launch the School Support Hub, we are asking all Teacher Support users to confirm or update the email addresses attached to the accounts they manage or own. To do this, simply log in to Teacher Support at [https://teachers.cambridgeinternational.org](https://teachers.cambridgeinternational.org).
Endorsed resources

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

**CAMBRIDGE INTERNATIONAL AS & A LEVEL MATHEMATICS* AND AS & A LEVEL FURTHER MATHEMATICS***

**RESOURCE:** Coursebooks, Teacher’s Resource, Practice Books, Further Mathematics Coursebook

**PUBLISHED BY:** Cambridge University Press

These new resources promote a deeper understanding of mathematical concepts, helping students develop critical thinking skills that go beyond the scope of the examination. Coursebooks include recap sections, detailed explanations, worked examples, cross-topic review exercises and ‘Explore’ tasks that encourage deeper thinking around mathematical concepts.

Visit: cambridge.org/asalmaths
Email: educs@cambridge.org

**CAMBRIDGE IGCSE AND O LEVEL ACCOUNTING***

**RESOURCE:** Student’s Books, Student eTextbooks, Workbooks, Online Teacher’s Guides

**PUBLISHED BY:** Hodder Education

Develop accounting skills and apply knowledge to relevant business-related contexts, with a Student’s Book providing in-depth coverage of the Cambridge IGCSE and Cambridge O Level Accounting syllabuses (0452/7707) for examination from 2020.

Visit: hoddereducation.co.uk/cambridgeigcseaccounting
Email: international.sales@hoddereducation.co.uk

**CAMBRIDGE PRIMARY AND LOWER SECONDARY GLOBAL PERSPECTIVES**

Cambridge Global Perspectives will be available for first teaching in June 2018 as part of our Cambridge Primary and Cambridge Lower Secondary programmes. Animated videos explain how it is taught and how it can benefit students at these stages of the Cambridge Pathway. Teaching materials will be on the Cambridge Primary and Lower Secondary support sites from early 2018. Face-to-face training will be available from March 2018, and online training from June 2018. For more on these new programmes and to watch the animated videos, go to www.cambridgeinternational.org/globalperspectives

**SYLLABUS CHANGES FOR CAMBRIDGE SCHOOLS**

Every September we publish a guide to syllabus changes to keep you up to date with our new and revised qualifications. The annual update gives advance notification of all syllabus changes across all the stages of the Cambridge Pathway. This includes information about new syllabuses, revisions, changes to availability, notices of withdrawal of qualifications and details of publishers’ endorsed resources. To see the latest edition of Syllabus Changes, go to www.cambridgeinternational.org/new

**COLLINS CAMBRIDGE IGCSE ENGLISH***

**RESOURCE:** Student’s Book, Workbook and Teacher’s Guide

**PUBLISHED BY:** Collins

Show your students how to progress with a structure that moves from building key reading, writing and technical skills, to applying these skills to specific question types and coursework tasks. The course supports the new syllabuses for examination from 2020. Collins is working with Cambridge International towards endorsement of this title.

Visit: collins.co.uk/cambridge
Email: collins.international@harpercollins.co.uk

*THE PUBLISHERS ARE WORKING WITH CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION TOWARDS ENDORESEMENT OF THESE TITLES*
Training and events

News and resources to support your continued professional learning

Enriching the classroom experience

What are Enrichment Workshops?
Enrichment Workshops help teachers at Cambridge schools to transform classroom practice and raise the quality of teaching and learning. Some focus on supporting teachers in their work in the classroom, while others help school leaders to transform teaching at a faculty or whole-school level.

The Enrichment Workshops, led by experienced and knowledgeable teachers and trainers, are currently offered in the following areas:

• Active Learning and Assessment for Learning
• The inclusive classroom
• Metacognition and effective classroom talk
• Language awareness
• Developing your leadership with Cambridge
• Measuring the impact of classroom practice

Why should you attend?
Being an effective Cambridge teacher is about more than knowing the contents of your syllabus. It’s about knowing how to get the best out of your students and staff, so that learning is as good as it can be. The workshops help you to develop these skills. Delegates get plenty of practical ideas to try out back at their schools, and learn about the theoretical underpinning of the methods we explore. A highlight for many delegates is the ability to network and share good practice with practitioners from other schools.

How do we design new courses?
“We decide what new workshops are needed based on what we’ve learnt from previous delegates, from our discussions with schools, and from our regional teams,” says Anna Smith, Education Manager at Cambridge International. “Once we’ve decided on a theme and title, we work together on a draft brief for our workshop designers – these are normally the trainers who would lead the first pilot.

“On the basis of the brief, we ask them to write an outline for the workshop, with details of the topics and activities for each session. Once we’ve agreed the outline, we can start to plan the workshop details. The workshop then enters a pilot period. During this phase, we often ask delegates for a bit more feedback than usual, and we meet with trainers and writers to talk through our experience of the pilot and what we want to keep or change.

“When the pilots have finished, I sign off the workshops and they go on ‘general release’. However, we continue to monitor by collecting feedback from delegates and trainers on every workshop we run. This all feeds into our formal reviews, which take place on a rolling basis.

“We want the quality to be as high as possible as we know just how much colleagues in schools value the workshops.”

What delegates say
“I look forward to implementing all these experiences in my school.”

“The content and tone of the training sailed beautifully over the training period.”

“The trainers were professional in handling such a diverse group of leaders. Excellent.”

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 leaders. For more information on our upcoming training or to book a course, visit our training calendar at www.cambridgeinternational.org/events

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

Cambridge Assessment Group archivist Gillian Cooke has been working in the Group Archive for 20 years. The archive will soon be moving to the new Triangle building – the only department to ask for a north-facing location without windows.

Cambridge Assessment’s examination publications are at the heart of the Group’s archive – regulations, syllabuses, question papers, marking schemes and examiners’ reports. The collection dates back to the 1870s and is still growing today.

It’s still mostly in paper form but we are developing a ‘born-digital’ archive, where we capture and manage documents in their original digital form, while following archival standards for long-term preservation.

“The archive covers all aspects of life through the prism of school education.”

This is quite a challenge. We cover the whole of Cambridge Assessment, so we also hold a whole range of documentation including governance documents, subject development papers and property deeds.

The examination papers are a great source of social history and include questions on many different subjects such as dental health, the British love of the seaside and the state of the railways. You could say that the archive, far from being a specialist archive in a particular field, covers all aspects of life through the prism of school education.

The Archive Service has existed for 20 years and has grown to a staff of five. The archive reading room has occupied three different locations and the archives themselves have already moved once. Soon, we’ll be moving to the ground floor of the new Triangle building. I was probably the only person to ask for a north-facing location without windows.

Specific storage requirements are essential in archive management. I start every day taking environmental readings to check the temperature and relative humidity. Thereafter, my day can be filled with a range of different things such as facilitating access, dealing with specific enquiries, arranging new transfers or deposits and promoting archive research.

If all the boxes were placed end to end, the archives would stretch for four kilometres. That represents a rich heritage that I manage along with my archive colleagues.

For further details of the archives, go to cambridgeassessment.org.uk/our-research/archives-service
A view from... Uruguay

Susan Griffin (left), Head of Woodside Secondary School in Uruguay, spoke to Cambridge International Senior Manager, Latin America, Lucila Marquez

LM: How long has Woodside been a Cambridge school?
SG: Woodside School was founded in 1998 and has been a Cambridge school since 2008. We provide the whole Cambridge Pathway – including Cambridge Primary, Cambridge Lower Secondary, Cambridge IGCSE, Cambridge International AS & A Level and the Cambridge AICE Diploma.

What Cambridge International A Levels do you offer?
We offer English Language, Global Perspectives & Research, Mathematics, Marine Science, Art & Design, Economics, Accounting and, from March 2018, Physics.

Why have you chosen to offer Marine Science?
Our unique environment, based in the coastal town of Punta del Este, made our choice more relevant and meaningful for our students who are immersed in a marine environment. We have on our staff an oceanographer, Pablo Miggone, as Head of the Marine Science Department, and marine biologist Ana Elisa Rohrdanz, a former teacher who now leads the course.

How do you think a Cambridge international education helps prepare your students for the future?
It provides students with an outstanding education and helps them become respectful and tolerant human beings. It promotes critical thinking, creativity and a global view in our students.

How does Cambridge International support you?
It is thanks to the support of Mónica León, International Examinations Manager at the Dickens Institute (a Cambridge Associate), Richard Gilby, Cambridge Regional Director for Latin America, and yourself that we are now proudly able to offer such a remarkable and demanding curriculum in our community.

What’s unique about Woodside?
The school’s special ‘aura’. We are always seeking new challenges to motivate and encourage our students to experience new approaches to enhance their learning process. Students, teachers and heads collaborate with each other, and believe they can make a difference every day.

In a marine environment
Woodside School in the town of Punta del Este

Susan Griffin
started her teaching career 25 years ago. She has been Head of Woodside Secondary School since 2010 and is one of the school’s co-founders. When not at school, she enjoys dance lessons, and she loves to travel and learn about new cultures. Last December, she visited the University of Canberra where her daughter is studying, to create some bonds for Woodside School students and for teachers’ work experience exchanges.

Would you like to be featured in this article? Talk to your local Cambridge representative, then email us at outlook@cambridgeinternational.org
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“I feel empowered as a teacher. I believe that all the input that I have gained from the conference has opened a new door for me. I will lead my colleagues towards the same ideology and aspirations that Cambridge has presented to me at the conference.”

Siti Zaleha Maulad Abdul Hamid, HELP International School, Kuala Lumpur, Malaysia

To register your interest, go to cambridgeinternational.org/conference