

# Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

Issue 37, June 2021



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Using Covid-19 as a lens for teaching



**Expert interview**  
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The future of remote teaching and learning



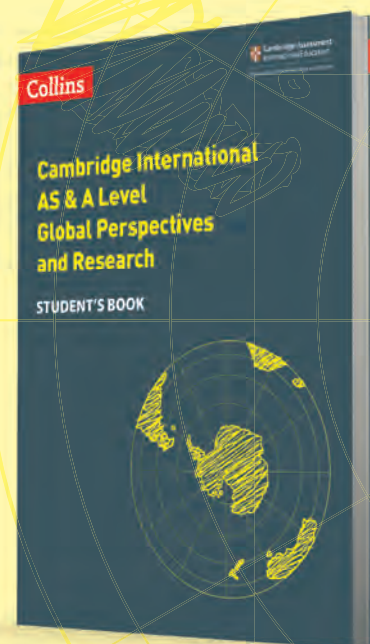
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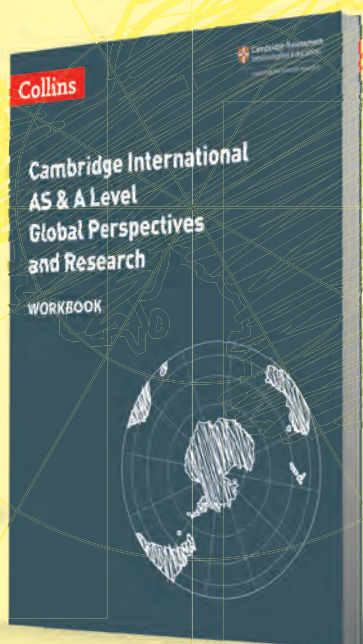
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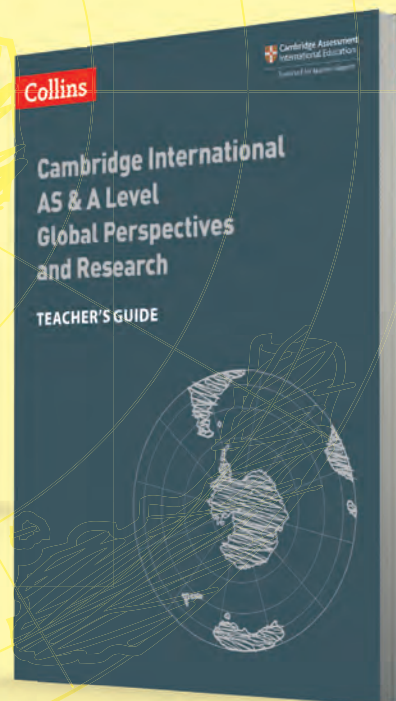
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# Welcome

ISSUE 37, JUNE 2021

**“** I am sure that most of us did not expect to be talking about Covid-19 more than a year after it first started disrupting our lives, or foresee the long-term challenges that the pandemic has confronted us with in education. As different schools and countries continue to face those challenges in very different ways, we all find ourselves sharing a unique set of opportunities for teaching and learning in a changed world.

Much has already been written about the negative impact of the past year on learning – and we are continuing to prioritise our support for schools – but it is also important that we focus on the positives as we start to look at embracing change. As Rhonda Bondie so perfectly puts it in her Expert Interview on page 6, “we have the opportunity to begin again”, which is a sentiment we can hopefully all share as we read these pages on the lessons learned from the pandemic.

Whether thinking more critically about student communication, refocusing our attention on the importance of wellbeing, adapting our relationships with technologies or even directly using our shared experience of Covid-19 as a lens for teaching, it is clear that there is plenty of reason to remain optimistic about the future. Teaching and learning may never be quite the same again – and that is an exciting opportunity for us all.

Thank you to everyone who has contributed to this issue, and shared their experiences. If you have a story to share, please get in touch at **outlook@cambridgeinternational.org**.



**Christine Özden**  
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.

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# IN FOCUS

## Education in a changing world: *Remote teaching and learning*



**Melissa Patterson, Principal** of John I. Leonard High School in Florida, US, and member of our International Education Advisory Board, introduces this issue's 'In Focus', which reflects on the lessons we've all learned from the last year

**A**t 14:45, on 13 March 2020, John I. Leonard High School dismissed 3500 students and 300 staff and faculty members. From that moment on, we all became acquainted with terms such as asynchronous, synchronous, distance learning and virtual meetings. Among so many unknowns, one change became clear: that online teaching and learning would become our new norm. Personally, I am excited for the opportunities, both known and unknown, that this past year has represented for education.

Up to this point, online teaching has been a choice, but never an essential component of teaching and learning. Certainly, online teaching has its advantages. Among these, online teaching provides students and staff with a choice of location. Even though there is no substitute for face-to-face instruction, online teaching also offers a level of flexibility that provides students with access to synchronous and asynchronous learning.

Now that we are starting to return to classrooms full time we have the unique opportunity to rethink how we intentionally engage students online and monitor academic learning. In my opinion, online teaching, and the innovation of educational technology, places new interactive tools at the fingertips of our educators and



"I am excited for the opportunities, both known and unknown, that this past year has represented for education"



students that can't be ignored. These tools help us all to engage different types of learners and their different personalities. One feedback shared by my teachers is that online engagement tools provide students with a safe way to interact, and this is especially true if the student is shy, introverted, or prefers not to be in the spotlight. As a result, there is great potential to evolve our communication skills with the wider school community, as Rhonda Bondie discusses on page 6.

In addition, we have the opportunity to document teaching and learning, and as a result provide students with a resource of lessons throughout the school year. Another advantage has been the expansion of our proficiency with technology and the opportunity for educators to meet and share information and best practices, regardless of location. For instance, my teachers are able to collaborate with each other, as well as teachers from other schools, using new technology – and some have even found helpful ways to use our shared experience of the pandemic in lessons, as Dr Karen Angus-Cole investigates on page 10.

If we embrace these advantages, it is my hope that we, as educators, may provide all students, regardless of personality, background or dominant language, with access to the best education, based on individual strengths.

ILLUSTRATION: KIKI LJUNG



While we look to take advantage of these great new opportunities we should also recognise that online teaching has presented challenges that have led to disadvantages. In some cases, online teaching may limit student interactions with teachers and other students. These limitations can negatively impact the ability of students to access and process information, and it hinders student acquisition of social skills, collaborative skills and critical thinking skills, as well as affecting wellbeing – which is something Ros McLellan explores on page 8.

The online learning environment also highlights the significance and need for teachers to observe body language that accompanies learning and thinking, and teachers should be able to use those cues to redirect as needed or adjust pedagogical strategies. This is especially true when students are acquiring language or need additional services and accommodations. These challenges are compounded by the isolation of students from participation in in-person social and emotional learning.

We need to acknowledge that virtual social emotional learning is not a substitute for in-person interactions and relationship building.

Online teaching and learning have a future in education. I believe that online learning aligns with how our younger generation decodes their environment. I also believe in the effectiveness of online teaching and learning when used in conjunction with face-to-face learning methods.

### In this section

- 6** Rhonda Bondie gives her thoughts on the skills needed to be an excellent online teacher
- 8** Ros McLellan discusses the renewed importance of monitoring student and teacher wellbeing
- 10** Dr Karen Angus-Cole shares her strategies on using Covid-19 as a lens for teaching science



# The lessons learned from online teaching

**RHONDA BONDIE**, DIRECTOR OF PROFESSIONAL LEARNING AND LECTURER AT THE HARVARD GRADUATE SCHOOL OF EDUCATION (HGSE), SHARES HER THOUGHTS ON THE FUTURE OF REMOTE LEARNING



**Your keynote speech at the Cambridge Schools Conference Online in April was titled ‘What makes an excellent online teacher?’. How difficult is that to answer?**

Teaching is complex, but online teaching is maybe even more so. I think that people are sometimes too focused on this idea of online teaching being just understanding a few new tools and knowing how to work the technology. I think that’s the bare minimum, and it actually has nothing to do with teaching. If teachers have one or two tools, that’s plenty. And if they know how to follow directions to get tech help, that’s great too. But that’s not going to make them an excellent online teacher.

**What are some of the most important skills that often get overlooked?**

Two aspects that I’d like to see given more attention are a focus on getting to know your students, and more open communication with families – learning to understand the community that’s supporting every child, and really getting to know the network of relationships around them. When you’re teaching online, even if you’re a skilled teacher, you’re not going to be very effective if you ignore this focus on your relationships and interactions with your students.

**Why is family communication so vital?**

I think one key thing that came out of the pandemic was this realisation that schools didn’t actually have a lot of the information they needed – they didn’t know if students had a computer, if their phone had Wi-Fi, or how families were

set up to help. This was all really surprising to me. When I was a classroom teacher in the late ’80s, before cell phones and the internet, we had to know everything about our families and our communities, and we communicated in every possible medium. I created my own cable TV show with my students and it was a great way to let families know the kinds of things the students were learning at school. But when the internet came along, and as technology became more ubiquitous, that focus on communication somehow became less important.

**What makes an ineffective online teacher?**

I think the greatest tragedy is thinking that online teaching isn’t any different from in-person teaching. It’s a different environment, and it provides completely different features, but an excellent teacher is going to recognise those opportunities and leverage them for learning. So I think an ineffective teacher would maybe just rely on in-person teaching strategies and expectations instead of having their eyes open to what else they might be able to do.

**What positive lessons can teachers take from their experience with remote learning?**

I hope it helped teachers to really value seeing their students. The camera leads to an indication of behavioural engagement, but that doesn’t mean they understand, and it doesn’t mean they’re learning. So, in a lot of ways, the online environment has forced teachers to use formative assessment to really engage students – through polls, through interactive activities, through recording themselves – through all these means that reveal misconceptions and offer opportunities for students to engage.

**What specific skills should teachers be bringing back into classrooms from the online environment?**

I think differentiated learning is going to be at the top of everyone’s mind. Interestingly, I think that’s one of the easiest things to do online, because there are so many resources to draw on, and it’s easy to focus on different students without making a lot of photocopies. So I’m hoping teachers develop that skill, and that they transition that into in-person teaching going forward – really making sure that students know they’ve been seen and are valued.

**What new skills will students be able to draw on?**

I think students will definitely have developed their self-regulated learning skills. It’s interesting – some high school students have told me how even in a small apartment in New York City with a large extended family, with their grandma shouting, dad working online, and dinner being made, it’s so much easier to focus than it is at school. One student told me she hated having to go back into a classroom because she spent so much time worrying about the pressure. We’ve all been talking about how much students miss their peers but it’s more complex than that. For some, remote learning has been a nightmare. They miss their friends. They’ve had terrible connections and it’s all been very frustrating. But for others this has been the best learning experience they’ve ever had. We really need to think about these dimensions, because as we move forward as teachers we need to embrace all of these different ideas and think about how we continue to use the online learning environment for some individualised instruction. In that way, hopefully, we can expand the ways that we’ve been serving students by leveraging all the things that we’ve developed and learned this past year.

**What’s the future of online teaching?**

The systems that we were teaching before were inequitable. Not all students thrived in every lesson – and we have all kinds of achievement data to prove this. So I think one of the most important things now is to recognise this moment as an incredible opportunity to create change in schools. The entire system has been disrupted, not only in our local community, but around the world, and with this disruption comes this great opportunity to imagine the kind of environment you want to teach in, the way you want your students to build a community with each other, to think more carefully about how we interact with each other, and to build a kinder world. We have the opportunity to begin again.

**You can watch a recording of Rhonda Bondie’s keynote speech at [www.cambridgeinternational.org/csc-april-2021](http://www.cambridgeinternational.org/csc-april-2021)**

## One year on

**Students at North London Collegiate School Jeju in South Korea (NLCS Jeju) share their thoughts on going back to school after a period of remote learning. Read the full NLCS Jeju student reflections on our blog, at [www.cambridgeinternational.org/blog](http://www.cambridgeinternational.org/blog)**

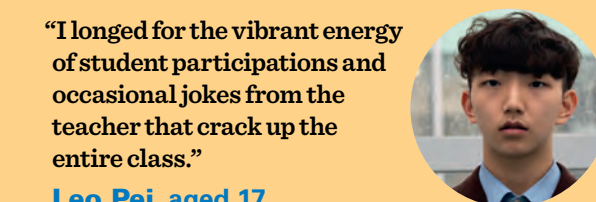
“The worst thing about online learning was that I couldn’t do enough exercise... my eyes and back hurt a lot. I strongly prefer being in the classroom full time because it is much livelier and more energetic.”

**Julia Back, aged 17**



“Although we now go to school on a daily basis, I still miss the [online] check-ups that my tutor did after school... online learning shed light on the people who were constantly there to support me no matter how small the issues were.”

**Dongwook Warrick Kwon, aged 15**



“I longed for the vibrant energy of student participations and occasional jokes from the teacher that crack up the entire class.”

**Leo Pei, aged 17**



“Since I was able to have more time for myself I wanted to make the most of it. It gave me an opportunity to plan and create our school’s podcast... This was definitely a period of time that will be remembered throughout my life.”

**Shona Park, aged 16**





# prioritising wellbeing

**ROS MCLELLAN**, LECTURER IN TEACHER EDUCATION AND DEVELOPMENT AT THE UNIVERSITY OF CAMBRIDGE, TELLS US WHY A RENEWED FOCUS ON STUDENT WELLBEING NEEDS TO INVOLVE EVERYONE



**“Learning losses that might have been sustained over the pandemic are undoubtedly really important, but in my view if we don’t tackle**

**wellbeing issues this generation is never going to catch up,” says Ros McLellan. “You have to be functioning well in order to engage with learning. Without wellbeing, we really have nothing.”**



“Wellbeing is not the same as mental health”

**R**os McLellan taught secondary school psychology and maths before joining the Faculty of Education at the University of Cambridge. She worked on research projects concerned with anxiety, creativity and psychology before collaborating with a network of schools in Kazakhstan to focus on professional development and student wellbeing.

“What do we mean by wellbeing?” she asks, repeating a question many teachers are now asking themselves as they renew their focus on some of the important issues that were difficult to address during the pandemic. “It’s not the same as mental health,

and I think that’s an important distinction to make. While it is clearly very important to support young people with clinically diagnosable mental health problems, it is also crucial to look at wellbeing too.”

Breaking down the definition of wellbeing into two distinct halves, McLellan explains that “feeling well” and “functioning well” need to be addressed together for any efforts to make a difference. While a lot of early research was focused on the simple link between happy pupils making happy learners, a deeper understanding of the functional aspects of wellbeing is needed to support a broader spectrum of issues – the idea of having a sense of competence, mastery, meaning and purpose in life. In short, schools need to do more than just make sure students feel good; they also have to consider how well those positive attitudes are being reflected in other areas of their life.

“Everything we know about human development is about ecological systems interrelating,” says McLellan. “The student is in a school, but they are also part of other communities, so that’s the classroom, a friendship group, a home, a family, a local environment, church or youth organisations, or anything else – all of these things interact in a young person’s life. It’s the butterfly effect – if you make a little change in one, it can actually have serious repercussions.”

McLellan has investigated several subject-specific routes into the issue of wellbeing, and has recently published a study on the potential links between wellbeing and performing arts subjects. However, she is keen to stress that wellbeing needs to involve everyone in a school. Pointing to the resources and documentation available online as part of the World Health Organization’s Health Promoting Schools initiative (available at [www.who.int/health-topics/health-promoting-schools](http://www.who.int/health-topics/health-promoting-schools)), McLellan suggests that a broad reassessment of values, knowledge, attitudes and support is far more valuable than any individual effort – and that the whole school community needs to embrace the change.

“We absolutely need to take a whole-school approach to wellbeing,” she explains. “This doesn’t mean that individual approaches don’t work, but they can’t just be a bolt-on or a small activity – it needs to be something that’s ingrained into the values and operation of the whole school.

“My own background is teaching in secondary school and I think secondary teachers tend to come from a subject specialism and probably fundamentally see themselves as geographers or physicists or whatever they teach. So apart from the form tutor, there’s usually no one really



“Wellbeing needs to be ingrained in the culture of the whole school”

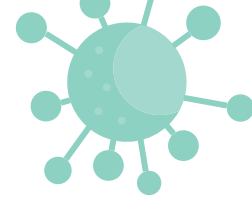
with an overall oversight of each student, and that can be problematic. We’ve got to understand that wellbeing underpins everything else. If you get that right, it is going to help everyone. Schools have to live and breathe it, and it has to be every person in that context, not just the teachers. It has to be the kitchen staff serving up the lunches, the supervisors in the playground. We all have to buy into this and understand what we’re trying to achieve. It’s just too important to ignore.”



## Wellbeing resources

You can find resources to support mental health and wellbeing on our website, including guides and webinars, at [www.cambridgeinternational.org/mental-health-and-wellbeing](http://www.cambridgeinternational.org/mental-health-and-wellbeing). We have also published an Education Brief on learner wellbeing – find it at [www.cambridgeinternational.org/education-briefs](http://www.cambridgeinternational.org/education-briefs)





# Using Covid-19 as a lens for teaching and learning science



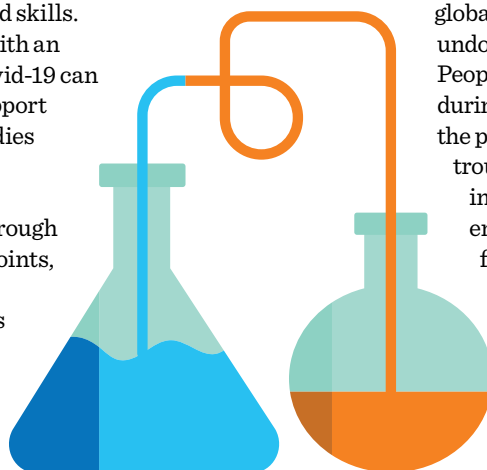
**Dr Karen Angus-Cole, lecturer in Science Education, University of Bath, UK, tells us how schools can look to the lessons learned from the pandemic to help shape their teaching**

Over a year on, the Covid-19 pandemic remains a big part of all of our lives in one way or another. It continues to impact our world socially, emotionally, environmentally and economically. Although we are still in the throes of the pandemic, it is important to note that progress has been made in the fight against this strain of coronavirus. In particular, scientists across the globe have played a vital role in making unprecedented advances in our knowledge and understanding of Covid-19 in a very short time frame. Naturally, this is of particular interest for science teachers, though of course teachers of other disciplines are rightly fascinated by the ‘story’ of Covid-19 too!

Last year I worked with Cambridge International to record a webinar to illustrate how Covid-19 could be used as a lens for developing students’ scientific knowledge and skills. The webinar provides teachers with an opportunity to reflect on how Covid-19 can be brought into classrooms to support students with their scientific studies and help them to recognise the relevance of science to their lives and for tackling global issues. Through the identification of three main points, the webinar supports teachers to recognise potential opportunities to embed Covid-19 into their science lessons:



“It is important to reflect on why teachers might consider bringing Covid-19 into their teaching”



## 1 Teaching the curriculum:

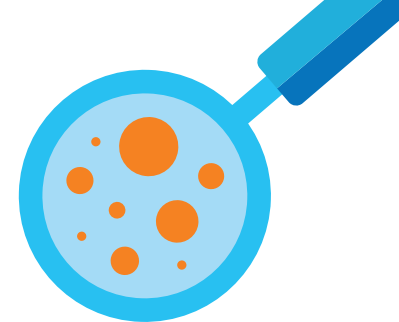
It is important for teachers to consider the potential of Covid-19 as a ‘hook’ – something that is relevant, motivating and inclusive for students. Consider the extensive links between Covid-19 and Cambridge science curricula content, such as vaccination and the respiratory system.

## 2 Developing students’ scientific literacy:

Another important consideration is how Covid-19 could be used to support students to develop key scientific (and also lifelong learning) skills, such as criticality. The pandemic has led to us being bombarded with a wealth of new scientific information which may not come from reputable sources or in fact be accurate. Addressing this head on in science lessons, through the lens of Covid-19, provides teachers with a fantastic opportunity to develop students’ scientific literacy and ensure they are equipped to remain critical of scientific information in the media – now and in the future.

## 3 Empowering student agency through storytelling:

The Covid-19 pandemic has been a huge moment globally – it is a historic time and we will undoubtedly be referring to it for years to come. People are going to ask us “What did you do during the pandemic? What did you learn?”. But the pandemic has also been, and still is, a troubling time for many. It is therefore important that teachers think about ways of empowering students to tell their own story from a scientific perspective. Think of how to engage students in various methods of storytelling to support the development of social connections and as a potential way to process the sheer



magnitude of this event, while at the same time developing scientific language and communication skills that can be taken beyond the classroom.

## Effective use of lenses in the classroom

It is, of course, fantastic when I hear that teachers are keen to integrate a specific lens, or frame of reference, into their lessons to provide context for their teaching – especially when it helps students to find a relevant route into the subject. However, without a clear purpose for including this lens, it can sometimes become meaningless, with students unable to see why it was chosen. In some cases, using a lens distracts students from the intended learning, rather than enhancing it. Therefore, it is key that teachers consider ways to effectively use Covid-19 for teaching and learning in a way that remains meaningful for students and helps them to develop knowledge and skills as successful Cambridge learners.

Of course, Covid-19 as a lens in science lessons is just one way in which teachers can plan to enhance teaching and learning through the use of lenses. There are many other issues relating to science that are relevant right now, such as climate change, food poverty, drought and disease burden. Choosing lenses that are meaningful and relevant for your students in your context is of the utmost importance for ensuring successful use of a lens in teaching. These strategies could easily be considered and adapted for beyond Covid-19. Furthermore, the strategies are relevant across a range of contexts – primary and secondary schools, different

## SCIENCE AND THE PANDEMIC

countries – and, although our shared experience of Covid-19 perhaps lends itself more easily to science, many of the same ideas and approaches are transferable to other disciplines too.

## Covid-19 webinar series

We know that scientists have played a key role in the pandemic, but we also know that many other disciplines have contributed too, such as psychologists, economists and statisticians. This means teachers of many other subjects – including English, geography and maths – can harness the potential of using Covid-19 as a lens for student learning. Cambridge International teamed up with The PTI (formerly The Prince’s Teaching Institute) to enhance the science Covid-19 webinar by incorporating teacher question and answer sessions throughout. Following on from the success of the science webinar, The PTI developed more subject-specific webinars in partnership with Cambridge International leading to the creation of the ‘Subjects through the lens of Covid-19’ webinar series.

**To access the webinars and find out more about the series, visit [www.ptieducation.org/webinars](http://www.ptieducation.org/webinars)**



## Teaching science during lockdown

Zarina Suleimenova, Cambridge International School Coordinator at Vilnius International Meridian School, Lithuania, tells us how her school adapted their science lessons to remote learning

“At the beginning of the lockdown period we found it difficult to carry out practical and laboratory work via distance learning. Nevertheless, over time, both teaching staff and students have adapted.

Since Covid-19 has made disinfectants so relevant, one approach we took was to teach children how to make their own hand sanitisers. To do this, we made an integrated lesson for biology and chemistry students in Grade 5 and taught them how to make the recipe at home as well as explaining how the solution worked.

At our school we hold a STEAM day twice a year, where students conduct experiments. This year, we were able to reformat the day to a remote platform. The challenge for teachers was to select materials that could be gathered at home (all had to be easily accessible and safe), before writing a short step-by-step guide for each experiment. The students had to choose no more than three experiments, conduct them at home, take photos of each step and produce a report in the form of a presentation.

Nothing is impossible. The main thing is to have the desire and a little courage, because, as we readily found out, all people make a lot of mistakes the first time around. The main thing is to learn and grow from such mistakes and continue to work and gain experience.”



Learn from the Vilnius International Meridian School, Lithuania



# DEVELOPING A LANGUAGE *policy for your school*

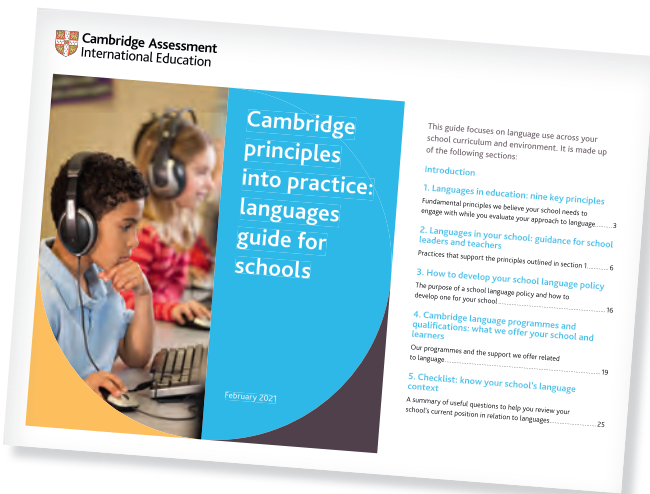
**Language is used in all aspects of school life, so the choices your school makes about language use will impact on the educational experience of every one of your learners.**

**L**ike many schools, you may have learners with different language backgrounds. Many of them may share a first language, but this language might not be the medium of instruction. You may have groups of learners in your school who form a significant language minority. Or you may have individual learners who do not share a language with others. It is important to be aware of and respect your learners' language background as it will impact on their learning, their identity and their social integration.

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experience of English needed another pathway, and so the new syllabus is designed to help those students progress. It is available for first teaching from September 2021.

All our English as a second/additional language qualifications reference language attainment against the Common European Framework of Reference for Languages (CEFR). The CEFR describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy to see and compare the level of different qualifications.

You can view all our English syllabuses at [www.cambridgeinternational.org/english](http://www.cambridgeinternational.org/english) – including a guide to help you decide which syllabus is right for your students.



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Brighter Thinking

Better Learning



# ACCELERATING STUDENT *achievement*

A school in China explains how Cambridge CEM assessments can be used to support bilingual students

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The curriculum at Beijing International Bilingual Academy (BIBA) in China reflects its diverse student community, which is made up of local and international students. The school

offers the Chinese National Curriculum alongside international programmes, including Cambridge IGCSE. In the middle and high schools, students also take Cambridge CEM assessments to monitor their progress and measure potential. It's part of a commitment to use data more, and in different ways, so that decisions about teaching are based on evidence. We spoke to Mr Parras Majithia, Head of Pedagogy and School Accreditation, to find out more.

## How does the Cambridge CEM data help you individualise the support you give to students?

Cambridge CEM assessments have been helpful for us in looking at our student profiles. Now we have more of an evidence base enabling our teachers to have further detailed understanding about the students in front of them. Once we have downloaded the CEM data, we start by reviewing it against other datasets we have, identifying any patterns and seeing what questions are raised. We share the appropriate data with different stakeholders and then we can start to ask more questions and drill down a little further.

For example, at cohort level we have been comparing the different outcomes of boys and

girls, and the difference in scores in each of the Vocabulary, Mathematics and Non-Verbal sections of the assessments.

We know that typically in bilingual schools, the English vocabulary of a student profile is often a weaker area, because most students are operating their second or third language. However, some of the CEM data, particularly on individual students and individual scores, did show us some surprises. This was good to see, because it gave us the chance to ask more questions and then to investigate other areas of the curriculum within the school.



## How do students feel about the assessments?

The student feedback on the assessments has been positive. One of the key reasons they have said that they preferred Cambridge CEM to some of the other tests they have experienced is that it is one short test: 50 minutes to an hour maximum, and it covers a range of questions. Our Cambridge IGCSE students take the Yellis test, which is designed for 14 to 16 year olds.

Having the CEM data helps us to have learning conversations with the students, and it is designed to help both

teachers and students with their learning. CEM data has been a real win for the students, and a win for us as well, in terms of logistics and organisation, because its set-up is also relatively easy.

We feel the CEM data has real potential to have positive impacts on student experience and progress.



Read the full case study at [www.cem.org/BIBA](http://www.cem.org/BIBA)

To find out more about Cambridge CEM and how the assessments can be used if students are learning remotely, talk to your local Cambridge representative.



# Developing your career

SUPPORTING  
YOUR CONTINUED  
PROFESSIONAL  
LEARNING



## Teacher Development Journey from Cambridge International and Anglia Ruskin University

 Cambridge Professional Development Qualifications (PDQs) have been a key element of Cambridge professional development for the last 20 years. Across the world, over 10 000 teachers and school leaders hold a Cambridge PDQ at either Certificate or Diploma level. We are excited to announce that we are working with Anglia Ruskin University (ARU), in the East of England, to offer you more opportunities to achieve your professional development goals.

You can now use your Cambridge PDQs to gain credit towards higher education courses from ARU, including a PGCE, MA or MBA, helping you to achieve the next step in your career as quickly and cost-effectively as possible. ARU's distance learning provision uses a world-class online Learning Management System, with access to expert lecturers and supportive tutors. With a broad range of courses, there are plenty of options to choose from, including:



“Across the world, over 10 000 teachers and school leaders hold a Cambridge PDQ”




**a.r.u.** | Anglia Ruskin University

- Undergraduate degrees
- Postgraduate Certificate in Education (PGCE)
- MA Education with Early Childhood
- MA Education with Leadership and Management
- MA Education with Special Educational Needs and Disability

## How does the Teacher Development Journey work?

By completing a Cambridge PDQ Diploma, you will gain credit that counts towards the entry requirements of certain courses offered by ARU. For all the details, and to find out about forthcoming webinars with representatives from ARU and Cambridge International, go to **[www.cambridgeinternational.org/teacher-development-journey-ar](http://www.cambridgeinternational.org/teacher-development-journey-ar)**

## More choice of online training

 e're continuing to expand our range of online learning to support school leaders and teachers worldwide.

Collaboration and reflection are key to effective learning. During the courses, participants work closely with each other to develop their understanding and share ideas and experiences. All our online courses are guided by tutors whose role is to help participants to complete the course, providing support, teaching advice, and feedback on their work.

In 2020/21, we will be holding 720 online courses – up from 400 last year. As well as extending our existing range of Introductory, Extension and Enrichment courses, we have developed two new series:

- **Marking workshops:**

In these practical workshops, teachers mark candidate responses, share their marks with other teachers and compare their marks with those awarded by Cambridge International. The aim is to build confidence in assessment criteria.


- **Improving speaking performance in the classroom:** These courses are for teachers who want to help their students improve their ability and confidence in speaking a foreign language.

You can take part in our online courses whenever and wherever you want, using any type of technological device. The courses are taught in English, using a level of language that is accessible to as many participants as possible.

To find more information about our professional development courses, go to **[www.cambridgeinternational.org/professionaldevelopment](http://www.cambridgeinternational.org/professionaldevelopment)**

**13 000 educators globally  
will take part in Cambridge  
online training in 2020/21,  
representing over 200 000  
hours of learning**

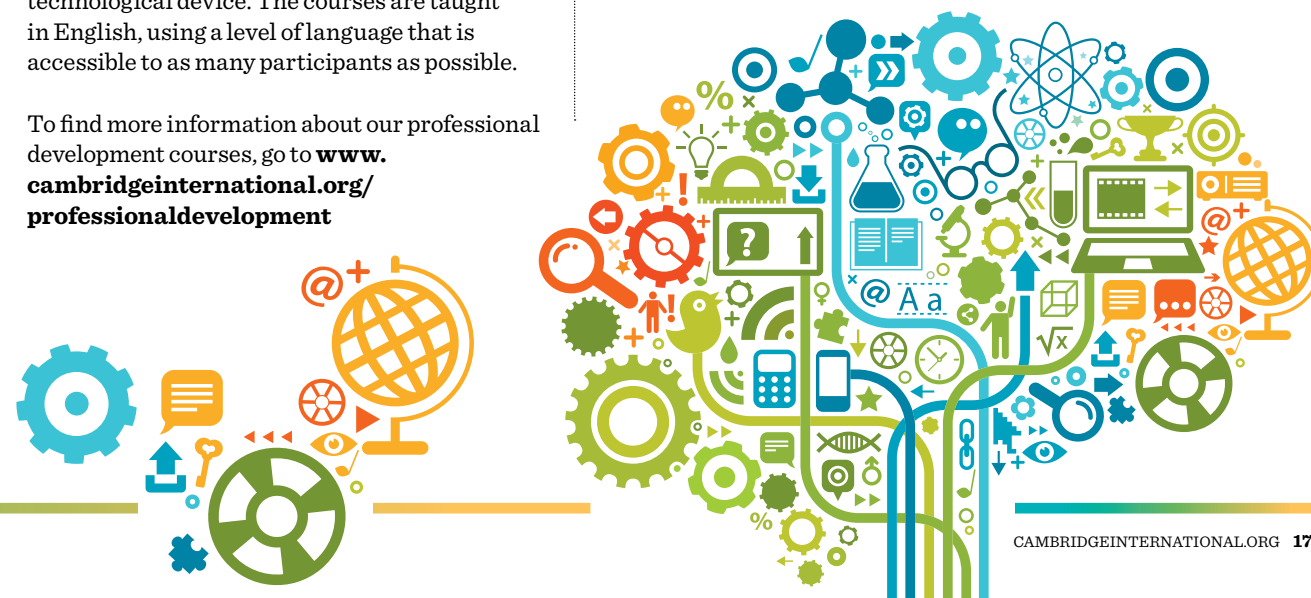
**Do you want to learn more  
about assessment?**

 Understanding Assessment – A Practical Course for Teachers is a new self-study online course for teachers who want to learn more about designing and delivering classroom-based assessments.

We've developed the course with Cambridge Assessment Network to help teachers make the best assessment-related judgements and decisions for students. It will equip you with practical strategies for using assessment, and will support you to feel confident that your approach to assessment is fair, accessible and a positive experience for students.

The Understanding Assessment course is made up of six modules, four of which are optional, and you can expect to spend around three hours learning on each one. You can take the modules in any order and fit your study around your work.

**To book your place, go to**  
**[www.cambridgeassessment.org.uk/](http://www.cambridgeassessment.org.uk/the-network/understanding-assessment)**  
**[the-network/understanding-assessment](http://www.cambridgeassessment.org.uk/the-network/understanding-assessment)**







# Support for schools

THE LATEST RESOURCES AND DEVELOPMENTS TO SUPPORT YOU AND YOUR LEARNERS



## Teaching and learning during Covid-19

As Covid-19 continues to impact teaching across the world, we are committed to helping you and your learners. Whether you are back in the classroom, teaching from home or adopting a blended approach, we have tools and resources available on our website to help you maximise your impact.

You can also find a range of guidance and support, including webinars, guides and podcasts for practical tips on teaching, learning and wellbeing.

We are also offering Test Maker and Resource Plus free of charge until December 2021. These resources provide great support for teaching and exam preparation.

Go to [www.cambridgeinternational.org/support-for-schools-covid-19](http://www.cambridgeinternational.org/support-for-schools-covid-19)



## Get ready for first teaching of new curricula

Teachers of Cambridge Primary and Lower Secondary can begin teaching the new curricula for English, English as a Second Language, Mathematics and Science from September 2021.

We've revised these subjects to help learners progress seamlessly to the next stage of education. The curriculum frameworks have also been brought up to date with fresh thinking, such as the new 'Thinking and Working Mathematically'

element of our Maths course which develops skills in problem solving.

As well as revising the curricula, we have also made improvements to the Cambridge Progression Tests and Checkpoint, helping teachers to identify students' strengths and weaknesses and monitor performance.

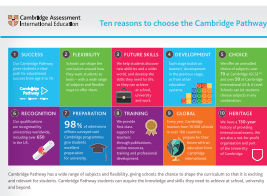
For full details about the changes, and when to start teaching the new curricula, go to [www.cambridgeinternational.org/primary-lower-secondary-changes](http://www.cambridgeinternational.org/primary-lower-secondary-changes)

## Looking for resources for parents?

You can download free resources from our Communications Toolkit to support your communications to parents and students about the Cambridge Pathway. Many of the factsheets about our programmes are available in different languages, and



there are also presentations, posters, logos and images. Go to [www.cambridgeinternational.org/toolkit](http://www.cambridgeinternational.org/toolkit)



## Helping students progress to US universities

Recognition of Cambridge programmes by Higher Education in the US is increasing thanks to the work of our Global Recognitions team, with more universities awarding college credit for passing grades on Cambridge International AS & A Level qualifications.

College credit recognises that a student has already covered some of the content of their degree at school. This means that students who receive college credit can graduate in less time, and reduce the cost of their studies.

Indiana, North Carolina, South Carolina and Virginia are the latest states to announce new credit policies for Cambridge applicants.

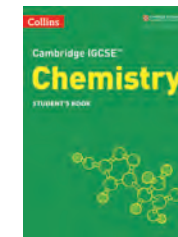
Around 850 US universities have given formal recognition of Cambridge programmes. You can read their statements and credit policies in our recognition database. Many more US universities accept Cambridge students on application.

To search our recognition database, go to [www.cambridgeinternational.org/recognition-search](http://www.cambridgeinternational.org/recognition-search)



## 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.



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