Discovering Cambridge

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Discovering Cambridge

Structure of session

- Are you aware of everything that Cambridge offers teachers?
- How would you use these in your school setting?
- What other areas of support would you like?
- Coming soon
What do you know about the support Cambridge offers to teachers of the Cambridge Pathway?

Write down two things:

- Something that you or your teaching colleagues really value to support your teaching of the Cambridge Pathway.

- Something that you would like to help with the teaching of the Cambridge Pathway at your school.
Supporting you every step of the way

We provide a wide range of high-quality support for everyone in the global Cambridge community.

- Teachers
  - Introduction materials for teachers
  - Teaching support
  - Exam support
  - Global community
  - Professional development

- School leaders
  - Leadership support
  - Communication materials
  - Global community
  - Professional development

- Exams officers
  - Guidance and updates for exams officers
  - Regulations
  - Tools and systems
  - Training

- Parents
  - Get to know Cambridge International
  - Guidance for parents
  - Global community

- Students
  - Get to know Cambridge International
  - Guidance for students
  - Learning and exam support
Support for teachers

Support for teachers

Discover resources and training for every stage of your teaching journey.

- **Get to know us**: Learn more about Cambridge International and the Cambridge Pathway.
- **Teaching support**: Understand the syllabus, build a course and plan lessons.
- **Exam support**: Prepare your students for their exams.
- **Global community**: Share ideas and resources with our global community and keep up to date with the latest news from Cambridge International.
- **Professional development**: Find the next stage on your professional development journey, whatever your level of experience.
Support for teachers - Get to know us

Learn about Cambridge International and the Cambridge Pathway

- **Welcome pack** – find out how to access our support and connect with other Cambridge teachers.

- **Support for Cambridge Schools brochure** – find out about the resources and guidance we offer for teachers.

- **Implementing the curriculum with Cambridge** – find guidance to help you build the Cambridge Pathway into your school curriculum.

- **Developing the Cambridge Learner Attributes**

- **‘Getting started with...’ guides** – explore key areas of teaching and learning practice, such as evaluating impact, peer observation and mentoring.

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Support for teachers – Focus on ‘Getting started with…’

- ‘Getting started with…’ guides – explore key areas of teaching and learning practice, such as evaluating impact, peer observation and mentoring.
Support for teachers - School Support Hub

- **Secure online site** for teachers at Cambridge schools
- All the **support** you need to teach our programmes in **one easy place**
- A great way to **keep up to date with your subject** and the global Cambridge community

www.cambridgeinternational.org/support
Teaching support

Understand your syllabus and get help planning your lessons.

Available for most subjects:

- **Curriculum framework/Syllabus** – understand what students need to know, and how content is structured
- **Schemes of work** – medium-term course plans with suggested classroom activities.
- **Teacher guides** – get support with your planning and language-learning strategies.
- **Syllabus update emails** – stay up to date with changes to your syllabus.

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Teaching support

Endorsed resources

- find high-quality resources and textbooks to support your syllabus
- for many qualifications, you can choose from a range of endorsed materials
- Find out more on our website, or the School Support Hub
Teaching support

Available for *selected* subjects:

- **Cambridge Upper Secondary Science Competition** – give your students the opportunity to develop their passion for science.

- **Resource Plus** – explain challenging topics and skills to your learners with high quality videos, ready-made lesson plans and teaching materials.
Prepare your students for their exams
Available for most subjects:

- **Example Candidate Responses** – understand the level of performance needed to achieve key grades and what examiners are looking for.

- **Past papers and specimen papers** – familiarise your students with exam requirements and command words in questions.

- **Mark schemes** – understand the marking principles and how marks are allocated for each question.

- **Principal Examiner Reports** – get insight into candidates' overall performance on each exam question and learn about common mistakes.
Support for teachers - Exam support

Available for selected subjects:

- **Results Analysis** – understand how students have performed in each area of the syllabus with detailed results data.

- **Support for science practical exams** – find guidance on managing practical components for science syllabuses.

- **Speaking test support** – understand how to run and mark our speaking tests with online guides and self study modules.

- **Coursework support** – find guidance on administering, planning, delivering and marking coursework components.

- **Test Maker** – create high-quality, customised practice test papers for your learners.
Support for teachers - Global community

Share ideas and resources with our global community and keep up to date with the latest news from Cambridge International.

- **Contact us** – speak to your local Cambridge International representative or our Customer Services team

- **Social media** – follow us on Facebook, Instagram, LinkedIn, Twitter or WeChat.

- **Cambridge Schools Conferences and events** – meet with other Cambridge schools to learn about current educational practice, share knowledge and discuss common challenges.

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Support for teachers - Keep in touch!

Sign up for our regular updates

- **Outlook eNews** – get all the latest news from Cambridge International each month.
  
  ![www.cambridgeinternational.org/newsletters](www.cambridgeinternational.org/newsletters)

- **Syllabus updates** – get email notifications about changes to the subjects you teach.
  
  ![www.cambridgeinternational.org/syllabusupdates](www.cambridgeinternational.org/syllabusupdates)

- **Exams officer eNews** – get key dates and important reminders to help you deliver our exams.

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Support for teachers – Professional development

**Introductory Training**
An introduction to Cambridge programmes and qualifications.

**Extension Training**
Developing an understanding of Cambridge programmes and qualifications.

**Enrichment Professional Development**
Transforming classroom practice and raising the quality of teaching and learning.

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Support for teachers – Professional development

- **Education briefs** – explore important themes in education, like active learning, bilingual education and metacognition, and get practical tips to include them in your teaching.

- **Teacher and School Leader Standards** – use our standards as a benchmark of effective teaching to help you assess your current position, identify training needs and measure the impact of your development.

- **Cambridge Professional Development Qualifications (PDQs)** – practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.
Support for teachers – Education Briefs

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Active learning

Active learning is an approach where learners participate in the knowledge and understanding. In schools they will usually do this through opportunities designed by their teacher.

What does active learning mean?

For learners to make sense of new information and ideas, they need to make links with existing knowledge, so that they can process and understand new material. This sense making is an active process which can take place during a wide range of learning activities. It can be contrasted with a passive approach to learning in which the teacher presents ‘facts’ and students simply absorb what they are told.

Active learning requires students to think hard and practice using new knowledge and skills in order to develop long-term and a deeper understanding. This deeper understanding will also enable learners to connect different ideas together and to think creatively, once the initial knowledge base is secure.

What is the theory behind active learning?

• Active learning is based on theory of learning called constructivism, which emphasizes the idea that learners construct or build their understanding.

• Piaget (1968-1982), a psychologist and founder of constructivism, posited that knowledge comes from the learner's own experiences and that information is not transferred from teacher to learner, but constructed together.

• These ideas are supported by research showing that students who are actively involved in the learning process are more likely to retain and apply the information they have learned.

Bilingual learners and bilingual education

A Cambridge Assessment International Education [Cambridge], we use the term ‘bilingual’ or ‘bilinguals’ to refer to individuals or groups who routinely use two or more languages for communication in varying contexts. However, there are many definitions and understandings of the term ‘bilingual’, for example, a degree of competence in two languages.

What is a bilingual learner?

A bilingual learner is in his broad sense (and in this document), a student who uses the first language (L1) at home and the second language (L2), for example English, is school. Then learning may take place in a variety of educational contexts. They may be learning all subjects through L2, or they are learning languages.

Scaffolding in the context of student learning

The idea of self-directed learning as a construct of cultural construction or meaning is a goal which was elaborated, which in turn, is the goal of self-directed learning with deeper levels of understanding.

Learning happens as knowledge is passed from hum to long-term memory and is incorporated into progressively more developed and coordinated mental models called schemata or schemata. Schemata can be thought of as categories we use to classify meaning.

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Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.

What does metacognition mean?

The term metacognition is described as being about ‘thinking about thinking’. It involves being aware of one’s own thinking processes and being able to control and monitor them. It refers to the ability to regulate one’s own learning by planning, monitoring, evaluating and adjusting one’s thinking and learning strategies.

Monitoring e.g., thinking about how much I am doing... and adjusting e.g., increasing or decreasing the number of questions.

Controlling e.g., the planning and regulating of learning strategies.
For discussion – group discussion

- How many of these resources were you aware of?
- Is there a way of making these more useful?
- What other areas of support would like with teaching the Cambridge Pathway?
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Coming soon

- Cambridge Early Years
- Digital Assessment
- Cambridge Primary and Lower Secondary Wellbeing curriculum

How do we keep in touch?

- What’s New updates
- Subject alert emails
Thank you
Enjoy the rest of the Conference!
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Your feedback

- Please let us know your views on this session
- Scan the QR code and share your feedback with us
Learn more!
Getting in touch with Cambridge is easy

Email info@cambridgeinternational.org
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