



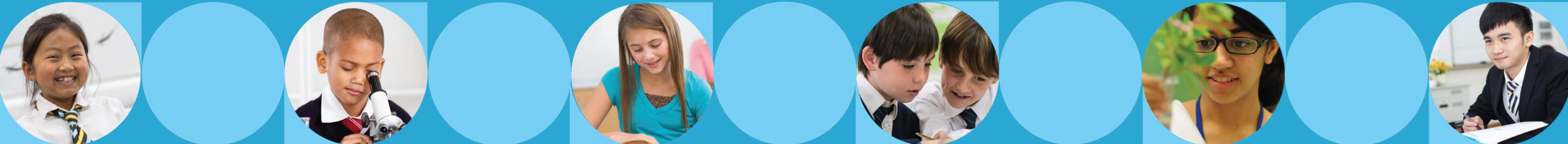
Cambridge Assessment
International Education

Cambridge Schools Conference, Orlando
23-24 June 2023
#camschoolsconf

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



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Support for teachers



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Support for teachers - Get to know us



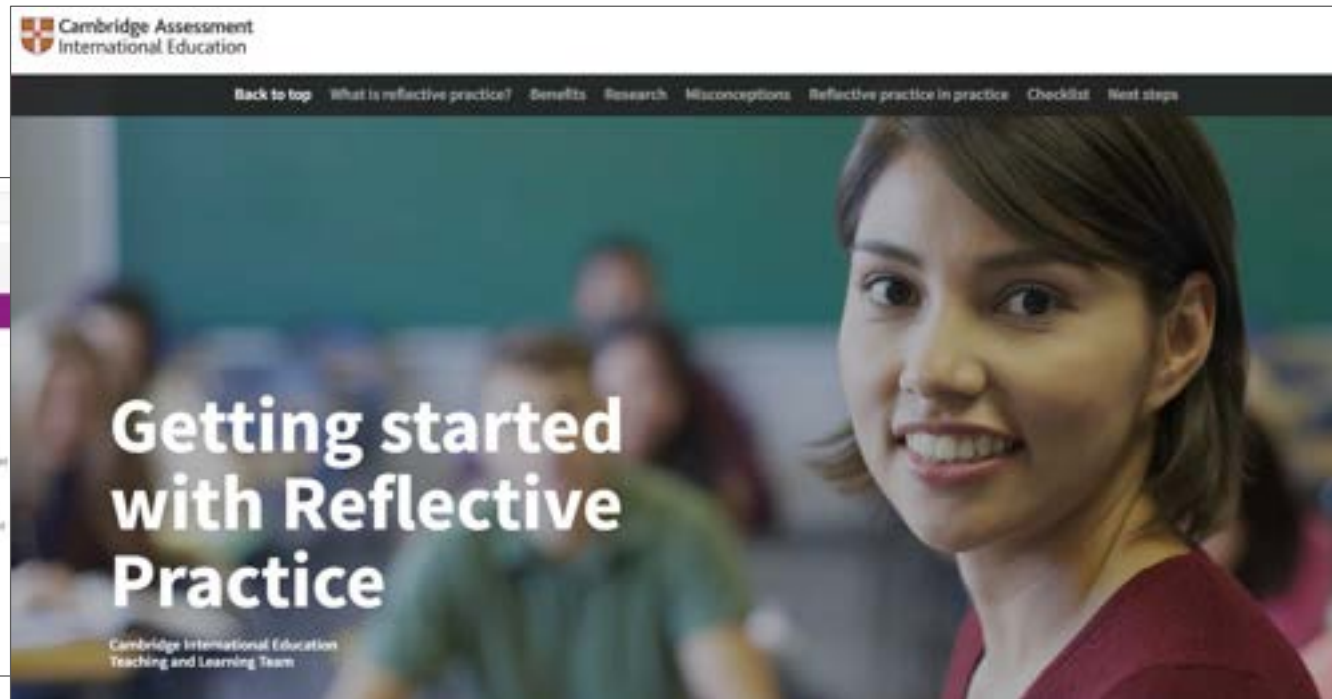
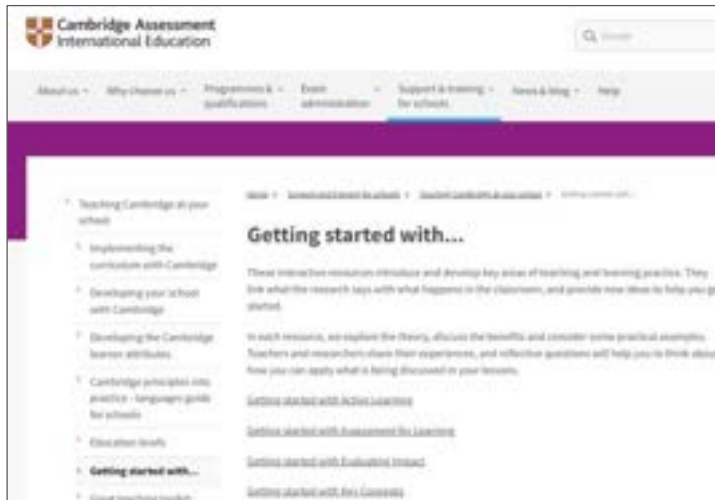
Learn about Cambridge International and the Cambridge Pathway

- ▶ **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.

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.



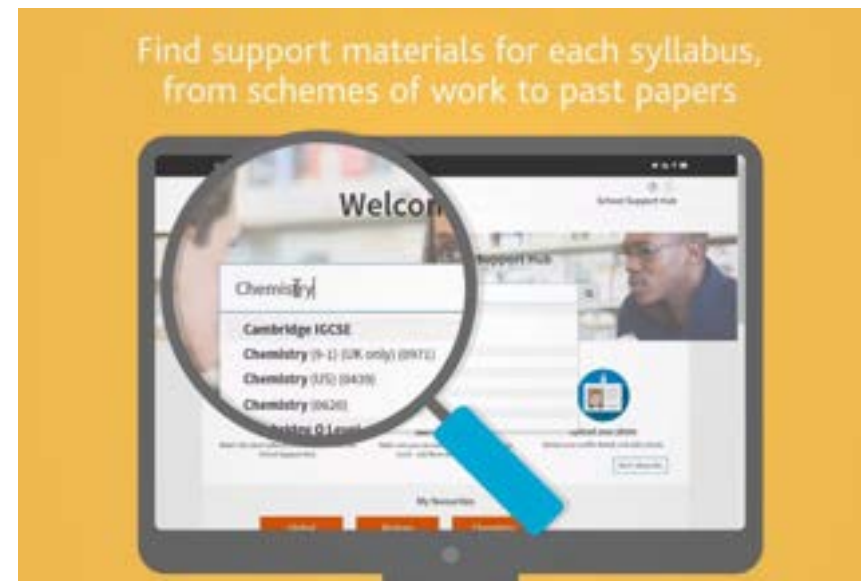
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Support for teachers - School Support Hub

- ▶ **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.

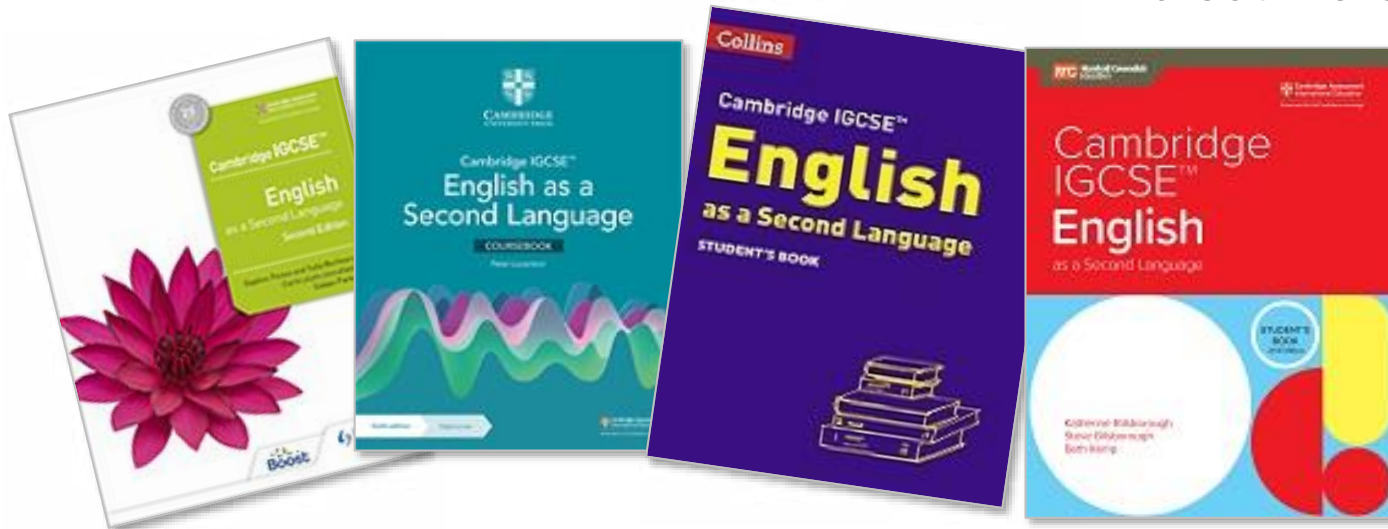


Teaching support



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



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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.



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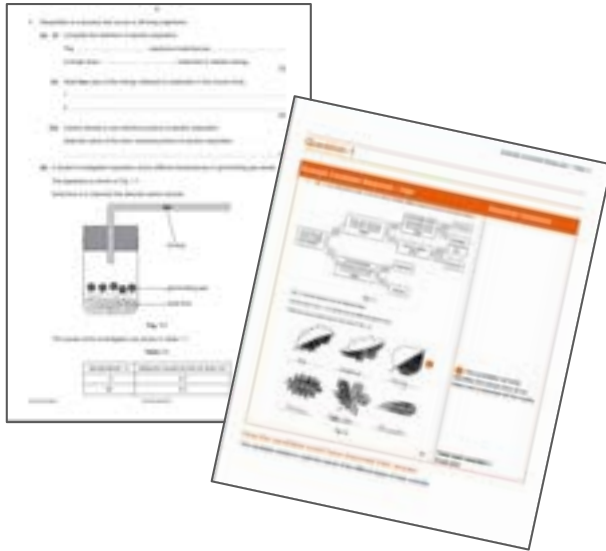
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Support for teachers - Exam support

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.

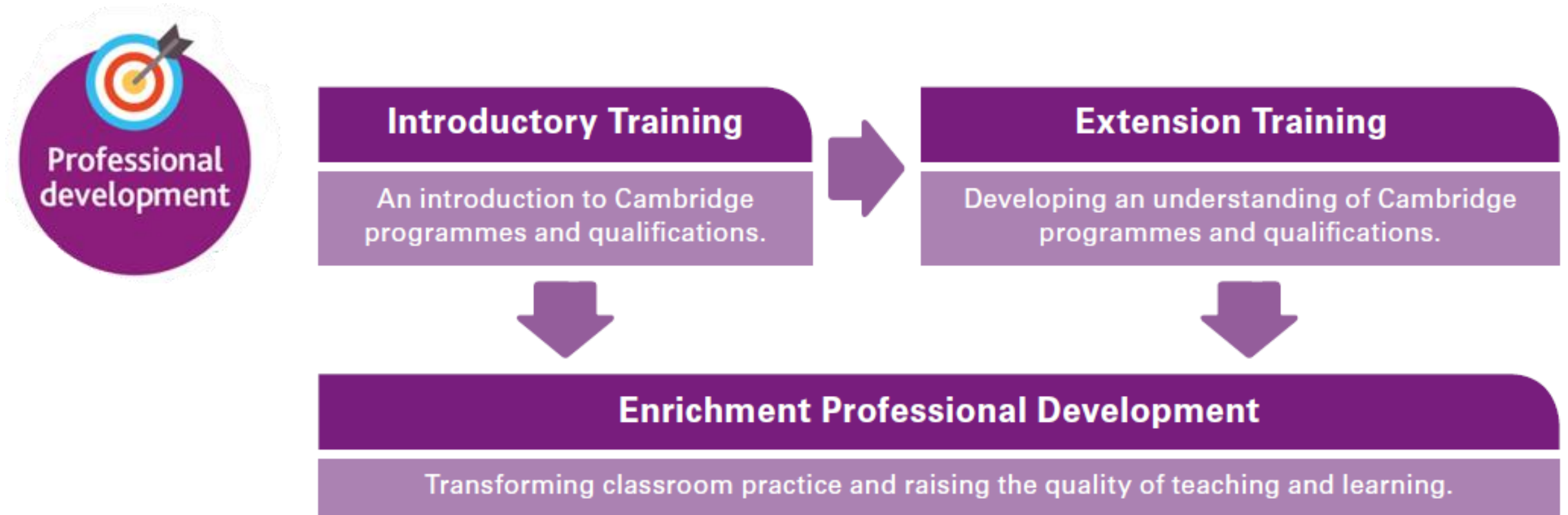
 www.cambridgeinternational.org/newsletters

- ▶ **Syllabus updates** – get email notifications about changes to the subjects you teach.

 www.cambridgeinternational.org/syllabusupdates

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

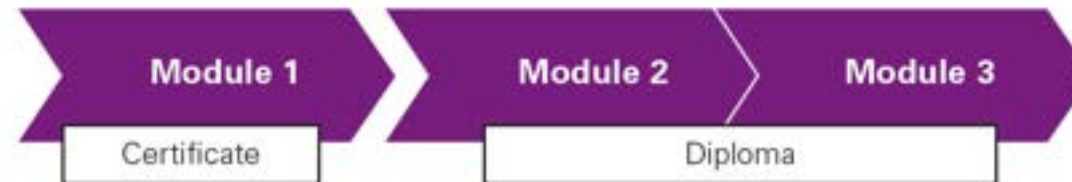
Support for teachers – Professional development



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



Cambridge Assessment International Education

Active learning

Active learning is an approach where learners participate in the knowledge and understanding. In schools they will usually do the 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 then 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 primarily talks 'at' students and simply assumes they will make sense of what is said without needing to check.

Active learning requires students to think hard and to practice using new knowledge and skills in order to develop long-term recall 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 a theory of learning called **constructivism**, which emphasizes the fact that learners construct or build their understanding. Jean Piaget (1896-1980), a psychologist and founder of constructivism, researched the cognitive development of children, observing that their knowledge was individually built up, bit by bit, in the process of making meaning; children replace or adapt their existing knowledge and understanding with deeper levels of understanding.
- Learning happens as knowledge moves from short- to long-term memory and is incorporated into progressively more detailed and sophisticated mental models called **schemas** or **schemata**. Schemata can be thought of as categories we use to classify incoming information.
- Scaffolding** (the idea of scaffolding) is important to support when appropriate independence.
- The revised **...**



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Bilingual learners and bilingual education

At Cambridge Assessment International Education (Cambridge), we use the term 'bilingual' or 'bilinguals' 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.

A 'bilingual learner' is, in its broad sense (and in this document), a student who uses their first language (L1) at home/in the community and is learning through a second language (L2), for example English, at school. Their learning may take place in a variety of educational contexts. They may be learning all subjects through the L2, or, if they are in a 'bilingual education' programme, they may be learning some subjects through the L2. Many people therefore refer to individuals as 'bilingual learners' instead of 'second/additional language learners' to highlight the value of two languages. However, others use 'bilingual learner' to refer only to students in bilingual education programmes.

What is bilingual education?

- Cambridge uses 'bilingual education' to refer to the use of two or more languages as mediums of instruction for 'content' subjects such as science or history.
- For Cambridge, bilingual education typically means that learners study:
 - some non-language subjects – e.g. geography and history – through their first language (L1)
 - AND
 - some non-language subjects – e.g. science and maths – through a second / additional language (L2)
- Alternatively, they might study the same subject through two languages.

• If we want to emphasise multiple languages, then we use terms such as 'trilingual' (education) or 'multilingual' (contexts) or 'plurilingual' (competence, with different degrees of proficiency).

• Current subjects and language are inextricably linked. Learners cannot develop academic knowledge and skills without access to the language in which that knowledge and skills are being developed.

• Research (e.g. Genesee in Melkote, 2002, pp.18-20) into bilingual education (for learners who are members of the majority language and culture group of the larger national community) indicates that learners who are learning subjects through the L2 can, in well implemented programmes, ...

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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 prefix 'meta' means 'about' the thing itself. So, metacognition is 'cognition about cognition', or 'thinking about one's thinking'. It is often considered to have two dimensions: metacognitive knowledge and metacognitive regulation.

- Metacognitive knowledge includes the learner's knowledge of their own cognitive abilities (e.g. I have trouble remembering dates), the learner's knowledge of the nature of particular tasks (e.g. the ideas in this article are complex), and the learner's knowledge of different strategies including when to use these strategies (e.g. if I read telephone numbers into chunks I will remember them) (Brown, 1987; Flavell, 1979).
- Metacognitive regulation describes how learners monitor and control their cognitive processes. For example, realising that the strategy they are using to solve a mathematical problem is not working and trying another approach (Nelson & Narens, 1990). Monitoring and control are described in more detail in the following section.

What is the theory behind metacognition?

A theory of metacognitive regulation that is widely cited in the research literature is Nelson and Narens' (1990) model of metacognition. This consists of two levels: the **object level** and the **meta level** (see Figure 1 below).

- The **object level** is where cognitive processes or 'level's thinking' occurs. One example is deciding text when reading. At the object level, cognitive strategies (e.g. deciding) are used to help the learner achieve a particular goal (understanding the meaning of the text). This is **cognition**.
- The **meta level** is where 'thinking about thinking' takes place. At this higher-order level, metacognitive strategies are used to make sure the learner reaches the goal they have set. To continue with the reading example, this would begin with the learner thinking about how well they have understood the paragraph they have just read. This is termed **monitoring**. If they are happy with their comprehension level they will continue reading. If not, they will perhaps re-read the paragraph, or decide to use a dictionary to help their understanding. These actions are called **control processes**, as they are changing the



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?

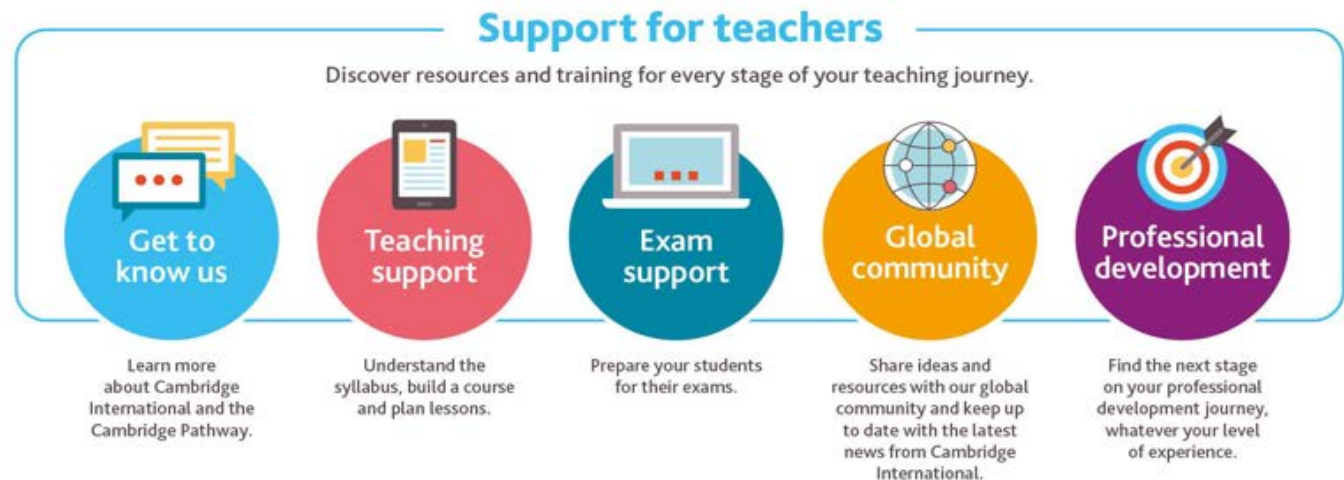


Coming soon

- ▶ 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



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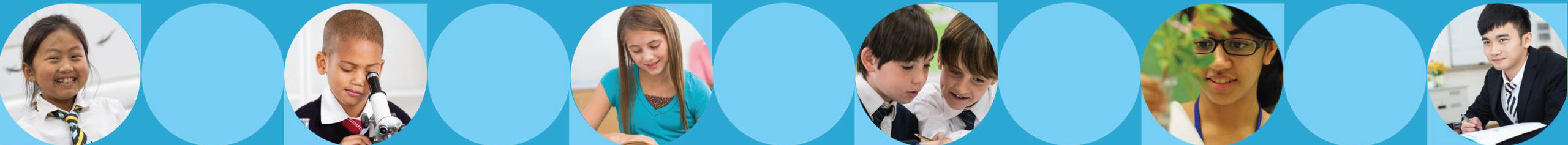
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Thank you
Enjoy the rest of the Conference!



Your feedback

- ▶ Please let us know your views on this session
- ▶ Scan the QR code and share your feedback with us





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Getting in touch with Cambridge is easy

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or telephone +44 1223 553554

