How can we use the Cambridge approaches to teaching and learning to help students make the most of their educational opportunities?

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Fleming Island High School, Fleming Island, Florida

Cambridge Assessment International Education
What are the characteristics of a successful student?

Top Students

Average Students

Struggling Students

Problem Students
Top students, Average students, Struggling students, Problem students

Absorber - takes things in, but less questioning
Thinks and arranges things in a systematic way
Takes on board criticism and self-aware of their progress
Can become a solitary learner
Cannot take feedback
Critical and questioning
Lacks a sense of responsibility

Wants to know what they have to do to get a good degree

Intellectual Magpie

Linear thinking - over-focused on a single answer
Can work harder and harder, rather than smarter
Lacks insight and can be over-confident
Can reflect on learning experiences and how they are doing
<table>
<thead>
<tr>
<th>Categories of students</th>
<th>Top</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Magpie</td>
<td>Engaged with the subject</td>
<td>Absorber, takes things in, but less questioning</td>
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<tr>
<td>Critical and questioning</td>
<td>Integrates material</td>
<td>Step-by-step approach to learning</td>
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<tr>
<td>Thinks and arranges things in</td>
<td>Proactive, finds out what’s needed</td>
<td>Wants to know what they must do to get a good degree</td>
</tr>
<tr>
<td>a systematic way</td>
<td>Self-directing</td>
<td>Planned approach to work</td>
</tr>
<tr>
<td>Can reflect on how they are</td>
<td></td>
<td>Takes on board criticism and self-aware of their progress</td>
</tr>
<tr>
<td>doing and learning experiences</td>
<td></td>
<td>May need pointing in the right direction</td>
</tr>
<tr>
<td><strong>Struggling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear thinking, over-focused</td>
<td>Waiting for you to help them</td>
<td>Always has extenuating circumstances</td>
</tr>
<tr>
<td>on a single answer</td>
<td></td>
<td>Lacks a sense of responsibility</td>
</tr>
<tr>
<td>Can work harder and harder,</td>
<td>Easily discouraged</td>
<td>Poor work ethic</td>
</tr>
<tr>
<td>rather than smarter</td>
<td></td>
<td>Lacks insight and can be over-confident</td>
</tr>
<tr>
<td>Can become a solitary learner</td>
<td>Passive, does not ask questions or otherwise participate</td>
<td>Not a team player</td>
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<td></td>
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<td>Cannot take feedback</td>
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<td></td>
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<td>Easily frustrated</td>
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</table>
Cambridge Learner Attributes

• Confident in working with information and ideas – their own and those of others
• Responsible for themselves, responsive to and respectful of others
• Reflective as learners, developing their ability to learn
• Innovative and equipped for new and future challenges
• Engaged intellectually and socially, ready to make a difference
Global Perspectives

AO1:
- analyze arguments to understand how they are structured and on what they are based
- analyze perspectives and understand the different claims, reasons, arguments, views and evidence they contain
- synthesize relevant and credible research in support of judgements about arguments and perspectives

AO2:
- research and consider alternative perspectives objectively and with empathy
- consider the ways in which personal standpoints may have been affected by the research process
- evaluate the impact of alternative perspectives and conclusions on personal standpoint

AO3:
- work effectively in a group to identify an appropriate local problem with global relevance and consider a range of possible solutions
- select and present relevant information in an engaging, coherent and well-structured way to a non-specialist audience
- present complex global concepts, perspectives and arguments effectively using multimedia (audio and/or visual) appropriate to the presentation
Cambridge Assessment Objectives

Accounting

AO1:
- Demonstrate knowledge and understanding of facts, terms, concepts, policies, procedures and techniques relating to financial accounting and cost and management accounting.
- Apply this knowledge and understanding to a variety of accounting situations and problems, and present outcomes in the most appropriate form.

AO2:
- Analyze financial accounting information and cost and management accounting information.
- Select, calculate and interpret relevant data and information.
- Communicate outcomes in the most appropriate form.

AO3:
- Evaluate financial accounting information and cost and management accounting information to make informed recommendations and decisions.
- Make judgements and draw conclusions based on financial and non-financial data.
Cambridge Assessment Objectives

Travel and Tourism

AO1: Demonstrate knowledge and understanding of the travel and tourism industry.

AO2: Apply knowledge and understanding to familiar and unfamiliar contexts in travel and tourism.

AO3: Analyze travel and tourism-related issues and problems and use appropriate research techniques.

AO4: Evaluate information to make judgements, draw conclusions and make recommendations about travel and tourism-related problems.
What is rigor?

- Turn and talk
Defining Rigor

Rigorous instruction asks students to create their own meaning, integrate skills into processes, and use what they have learned to solve real-world problems, even when the ‘correct’ answer is unclear and they are faced with perplexing unknowns.

Robyn Jackson
How to Plan Rigorous Instruction
Diligent and deliberate practice

• Students need goal-oriented deliberate practice
  • to develop and embed skills
  • to improve their understanding and apply their knowledge
  • to focus on specific areas of weakness or misunderstanding
Diligent and deliberate practice in action: Develop and embed skills

Thunks

• Questions with no “right or wrong” answer. Instead, they focus on thinking, explanation of thoughts, and understanding of concepts

• If *Romeo and Juliet* were a dinner entrée, what would it be?

• What color is climate change?

• If air travel were professors at Hogwarts, which professors would it be?

• What kind of pet is the Pythagorean Theorem?
Reciprocal Teaching

- An activity allowing group discussion surrounding a text or image. Its aim is to help engage with the meaning of a source.

- Group Roles: Questioner, Clarifier, Predictor, Summarizer
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioner</td>
<td>asks questions to help the group understand the source: <em>Who? How? Would the author agree with …?</em></td>
</tr>
<tr>
<td>Clarifier</td>
<td>asks questions to highlight parts of the source that are unclear: <em>Does anyone know what? Why do you think that?</em></td>
</tr>
<tr>
<td>Predictor</td>
<td>asks questions about the future content of the source: <em>What do you think will happen if….?</em></td>
</tr>
<tr>
<td>Summarizer</td>
<td>talks about most important parts of the source in their own words: <em>The key argument is…</em></td>
</tr>
</tbody>
</table>
Reflective learners:

• are aware of their own skills, both strengths and limitations.

• think of a range of strategies to use in response to a problem or question.

• monitor their work, being flexible to change approaches if/when necessary.
The reflective learner in action

This is a metaphor.

For what is it a metaphor?

How could you explain this metaphor to someone?
The reflective learner in action

Cognitive Wrapper

- How did you determine what the metaphor is?
- What challenges did you face in figuring out the metaphor?
  - How did you address those challenges?
- When explaining the metaphor to someone else, where might you have trouble communicating your understanding of the metaphor?
  - What strategies can you utilize to address those difficulties?
Reflection

Top Students

- Intellectual Magpie
- Critical and questioning
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The Cambridge Learner

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Thank you
Any questions?