Preparing learners for the future; Teaching and learning supported by Cambridge

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What does the future look like?
Preparing Learners for the Future

• The changing nature of education and futurecasting
• Focus on three drivers of change
• How Cambridge International is preparing learners for the future
Core foundations for Education in 2030

- **cognitive foundations**, which include literacy and numeracy, upon which digital literacy and data literacy can be built
- **health foundations**, including physical and mental health, and well-being
- **social and emotional foundations**, including moral and ethics

Organisation for Economic Cooperation and Development
https://www.oecd.org/education/2030-project/
Transformative competencies

• Creating new value: Innovation is at the core of inclusive growth and sustainable development
• Reconciling tensions and dilemmas: Balancing competing, contradictory or incompatible demands
• Taking responsibility: Considering the ethics of action

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Preparing learners for the future

- **new ways of thinking**: including creativity, critical thinking, problem-solving and decision-making;
- **new ways of working**: including new forms of collaboration and communication;
- **using new tools for working**: including the capacity to harness the potential of new technologies.

“Success will go to those individuals and countries that are swift to adapt, slow to resist and open to change. The task of educators and policymakers is to help countries rise to this challenge.”

[Andreas Schleicher, Organisation for Economic Cooperation and Development, Education Director]
Active learning theory

Learners → Making meaning → Developing knowledge and skills → Achieving higher order thinking skills
How will education look and feel the same/ different?

- Human centric
- Collaborative
- Advanced technological support
- Expectation of learning for and throughout life
- Emphasis on learners as producers (rather than consumers)
What does this mean for the future of assessment?
Cambridge University Press and Assessment Research

Focus on three drivers of change
Climate Change and Environmental Sustainability
Technology
Globalisation and the need for cultural competence
How do we develop our qualifications to prepare learners for the future?
Qualification Development Team

- Analysis of student data and performance
- Consultation with Stakeholders
- Research
- Plan development and digital engagement
- Progression
Qualifications currently in development

- **NEW** IGCSE Japanese
- **NEW** IGCSE Psychology
- **NEW** IGCSE Statistics
- IGCSE Business and Economics
- IGCSE Environmental Management
- IGCSE Geography

- AS/A Level Geography
- AS/A Level Mathematics
- AS/A level Further Mathematics
Preparing learners for the future

Knowledge
Skills
Understanding

Cambridge Learner Attributes
Active and self directed learning
9 Electrical power is generated from different resources. Some of these resources are listed.

- chemical energy stored in biofuels
- chemical energy stored in fossil fuels
- energy stored in tides
- geothermal resources
- hydroelectric resources
- light from the Sun
- nuclear fuel

How many of the resources listed are classified as renewable?

A 3  B 4  C 5  D 6
A Level Economics

(a) Explain the meaning of 'negative economic growth'. [2]

(b) Which country shown in Fig. 1.1 experienced the most severe recession in 2020? Justify your answer. [2]

(c) State two likely economic reasons why China experienced strong economic growth starting in the second quarter of 2020 and consider which of these is likely to have generated the greater rate of growth. [4]

(d) Assess how economic recovery is likely to have affected employment and price stability in China. [6]

(e) Assess whether monetary policies are the best way for high-income countries such as the US and the UK to produce an economic recovery. [6]
Fig. 6.1 shows a drinking cup that has been modified to avoid spillage when used by people with unsteady hand movements.

![Cup with a weighted base](image)

**Fig. 6.1**

Use sketches and notes to describe how the design of one other product could be modified to be more inclusive, allowing it to be used by a wider range of users.

Your answer should:

- identify the product you propose to modify
- use sketches and notes, including appropriate conventions and specialist vocabulary, to show how you propose to modify the product to be more inclusive
- include an analysis of how the modification meets the needs of a wider range of users.
Science Competition

- IGCSE learners – teams of 3-6
- Work collaboratively on a project for 20-25 hours
- Select a topic and formulate a research problem
- Plan and implement practical work
- Analyse and interpret results
- Evaluate outcomes.
- Focus on area with community relevance to the school and the students.
- Students are asked to consider sustainability in their planning, either in the focus of their investigation or in their use of resources.
- Projects may involve laboratory work or other scientific investigation.
Spinner
Add names or activities to appear on a spinning selection wheel.
Explore

Activity generator
Create your own collection of activities and press to watch one being selected.
Explore

Diamond 9s
Evaluate and prioritise nine ideas, opinions or pieces of information.
Explore

Drag and drop
Upload an image, add labels, create an immediate drag and drop activity.
Explore

Spotlight
Shine a light on an image
Explore

Drag and match
Drag answers into a question
Explore
Cambridge teacher resources and training
Thank you!