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Empowering future-ready learners: Navigating paths to success

East Asia Schools Conference 2025

12 to 13 April 2024



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How Can Global Perspectives Nurture Global Awareness and Responsibility?

IGCSE Global Perspectives as Stage 1 of a Passion Project

Dan Lovitt

12 April 2025

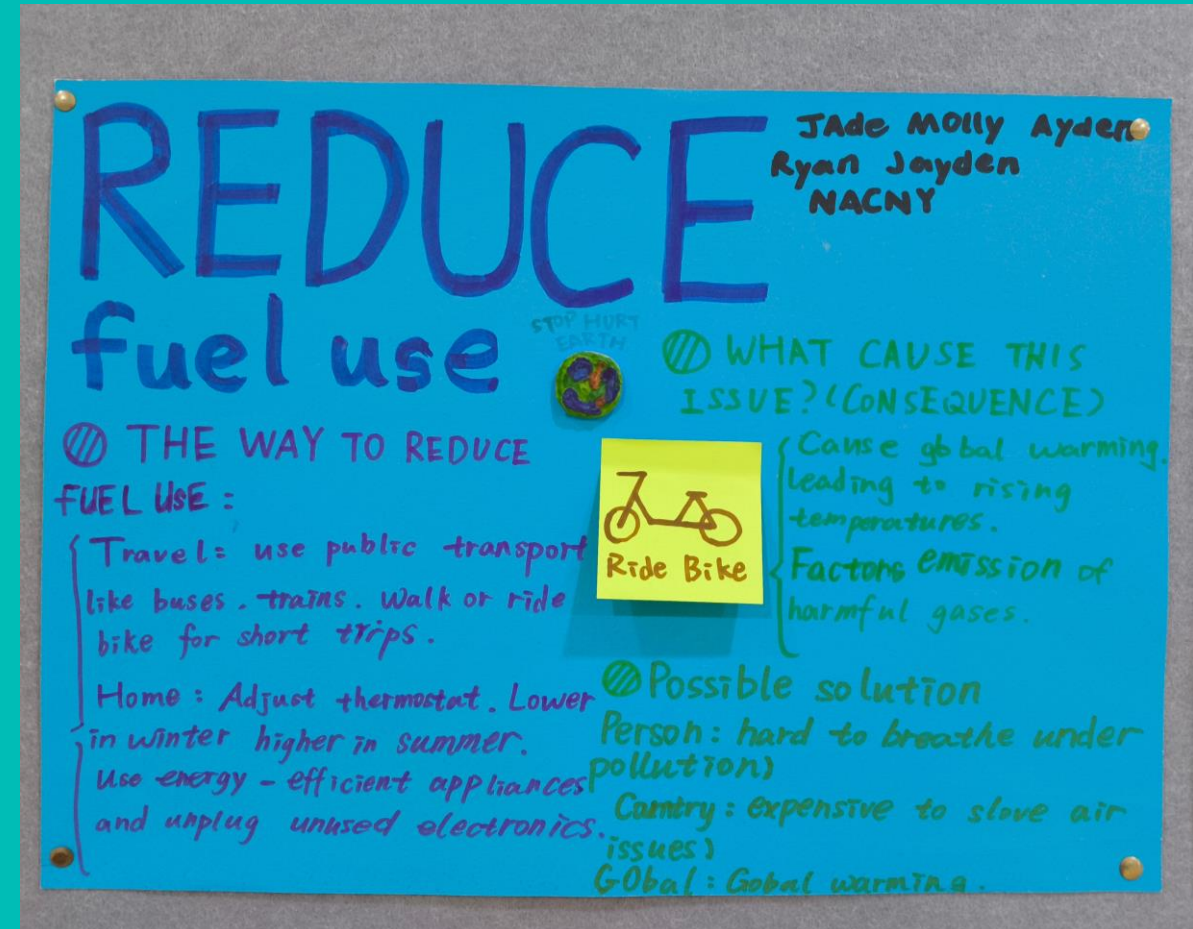
Content

- Key Definitions: Global Perspectives, Global Awareness, Responsibility and This Thing Called a Passion Project
- Key Takeaways
- Inserting the Author: Who Am I? What Does Teaching and Learning at Changsha WES Academy Look Like? And Why Does This Matter?
- Global Perspectives and Passion Projects
- Concluding Remarks

How can Global Perspectives nurture global awareness and responsibility? IGCSE Global Perspectives as Stage 1 of a Passion Project

Key Definitions

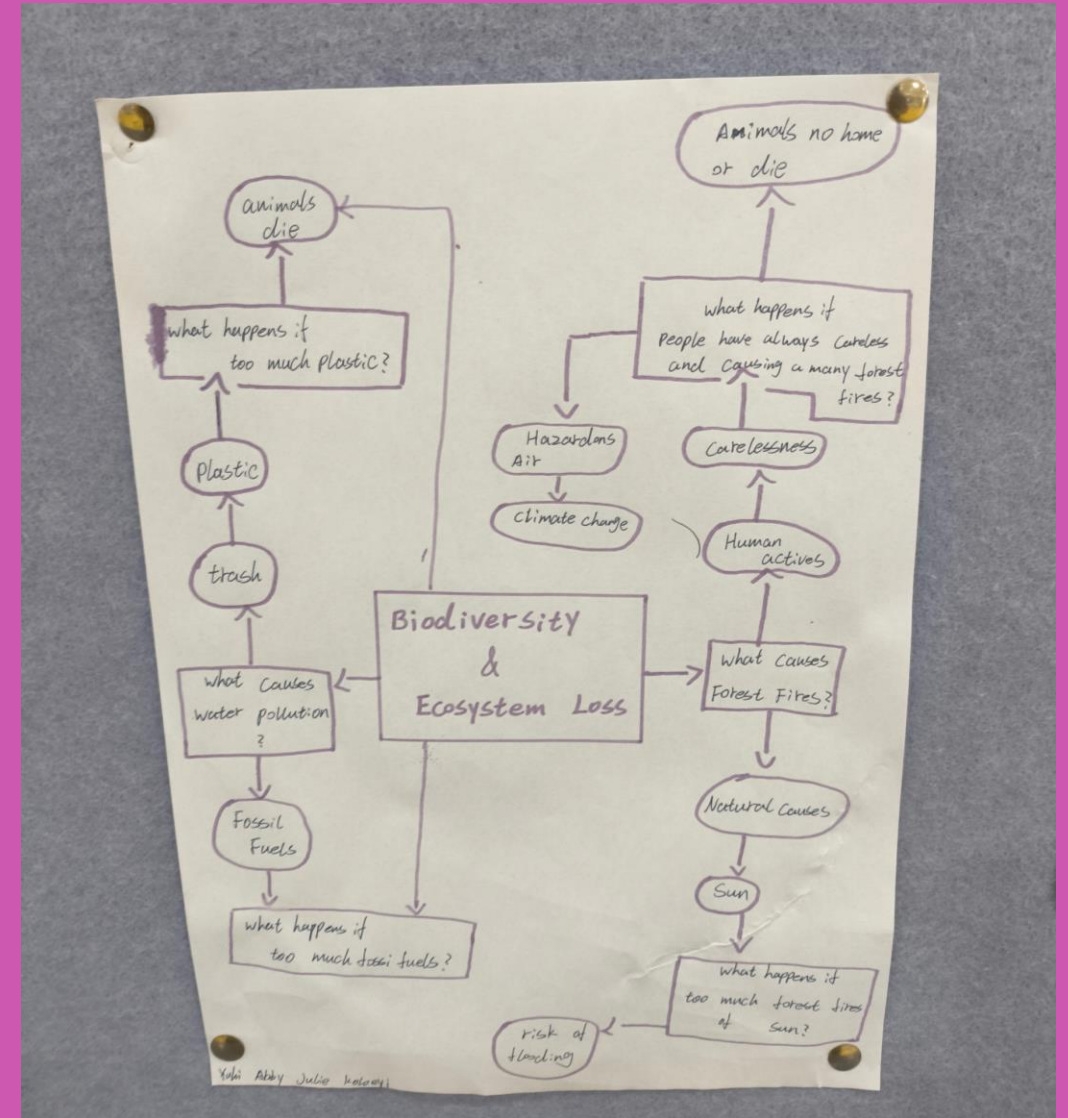
- Global Perspectives
- Global Awareness
- Responsibility
- This Thing Called a Passion Project



Key Takeaways

Key Definitions

- Global Perspectives
- Global Awareness
- Responsibility
- This Thing Called a Passion Project



This Thing Called A Passion Project

- Many university counsellors recommend that students applying to universities develop and enact a Passion Project on a social issue and from speaking to a number of a students at our school,
- Stage 1 / Grade 10: During our students' IGCSE Global Perspectives' team presentation they develop and solidify an interest in a social issue that has a local element.
- Stage 2 / Summer between Grade 10 and Grade 11: Students develop a proposal for a Passion Project. Students' Passion Projects proposals are reviewed by both our Global Perspectives Co-Ordinator and one of our university counsellors for the following criteria: actionability; impact; and, social issues' significance.
- Stage 3 / Grade 11: Students are assigned a tutor from the teaching faculty who oversee the Passion Project. Students complete the Passion Project. Students are required to also complete regular reflections that use the 4 Fs model: facts; findings; feelings; and future.

Global Goal
No. 5.

Gender equality.

- 1). It means every genders have same opportunities.
- 2). It is because there should be no discrimination because of gender.
- 3). We can achieve this problem by educating how important this is at the school.
- 4).



Inserting the Author: Who Am I? What Does Teaching and Learning at Changsha WES Academy Look Like? And Why Does This Matter?

Inserting The Author

- Who Am I?
- What Does Teaching and Learning at Changsha WES Academy Look Like?
- And Why Does This Matter?



Global Perspectives and Passion Projects

Global Perspectives and the Passion Project

- Three informative case-studies.
- These case-studies illustrate the strength of our passion projects and their relevance to university applications.
- We are trying to track these students' progress at university.



Concluding Remarks

Concluding Remarks

- Using Global Perspectives as a passion project helps to develop interests that go beyond that of the course.
- At Changsha WES Academy we put emphasis on developing international mindedness in all of our course and Global Perspectives is a key element of this.



**Ready
for the
world**

Any questions?



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Embedding Service Learning in the Curriculum

Enhancing Academic and Holistic/Global Competencies

Jiri 'George' Kaspar

12th April 2025



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Jiri 'George' Kaspar

Curriculum Coordinator, Head of Economics

Dingwen Academy Hangzhou

Currently

9th year in education

7th year in leadership

MA Educational Leadership in Practice UoM



Past

MA English Philology UP

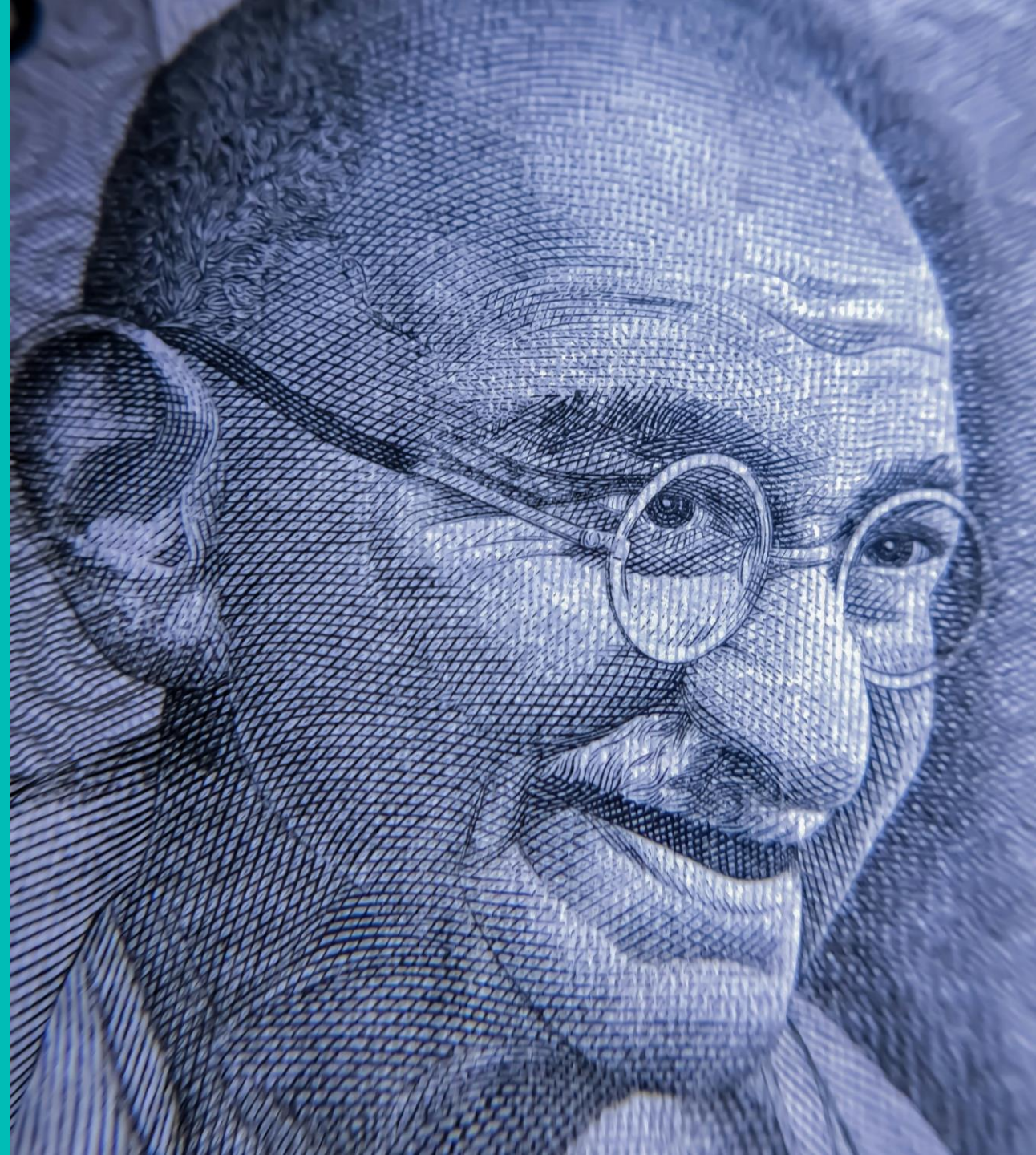
BA English and Applied Economics UP

IB Certificate in Leadership Practice

Harvard CSML

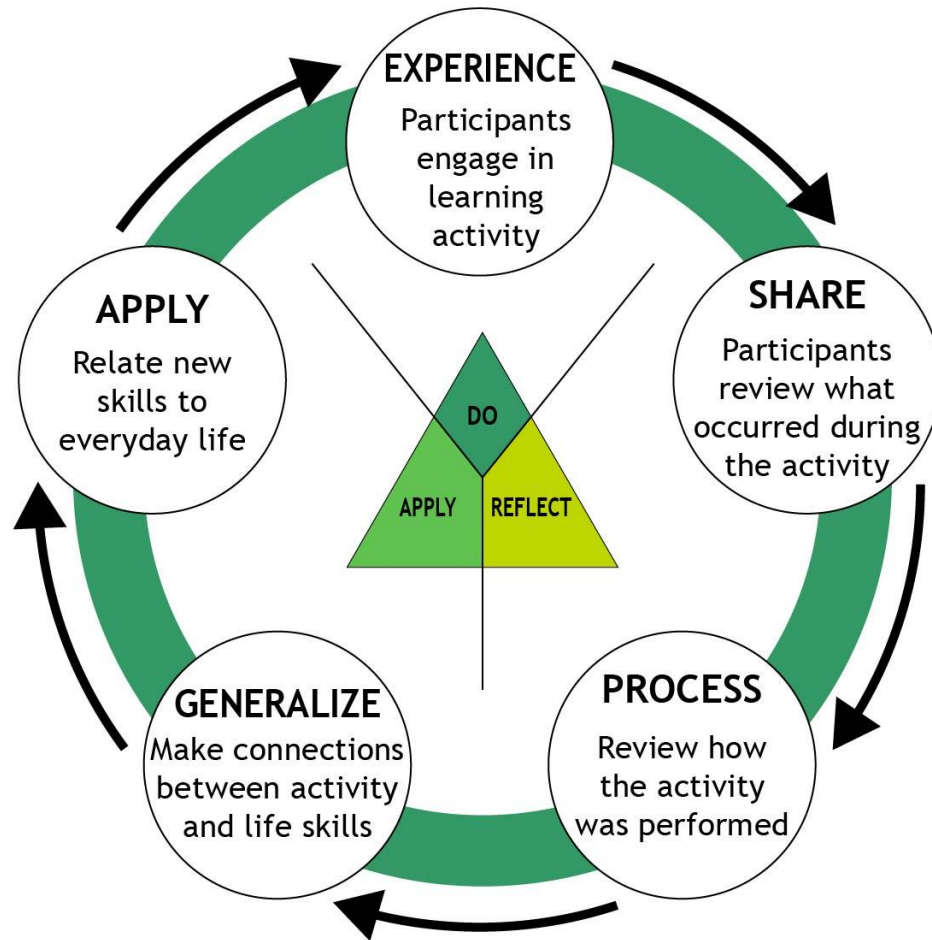
2x Excellent Class Awardee

*"The best way to find yourself
is to lose yourself in the
service of others."*



Service

Origins



Chinese Roots



仁礼



格物

Service-minded Cambridge Learner Profile

Individuals who are responsible, reflective, innovative, engaged, and confident in their ability to apply their learning in ways that benefit their communities.



Learning

Calculating Average Cost,
Revenue, Profit to identify the
Break-even point

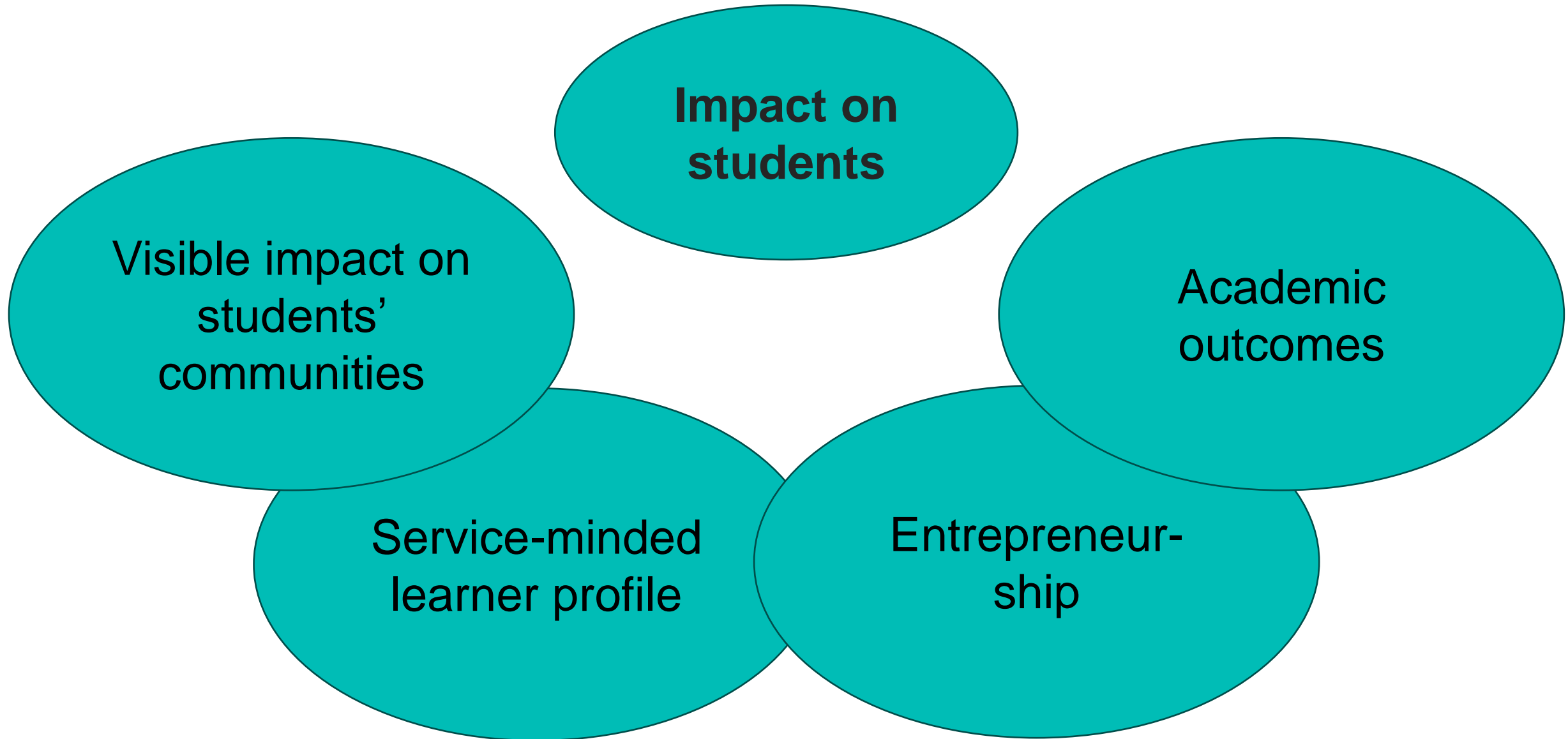
Utilizing Price Elasticity of
Demand to set the Price

Taking advantage of Division of
Labour to divide responsibilities

Implementing Monetary Policy by
designing a currency/tokens and
determining a conversion rate

Curriculum

Links



Making it Happen

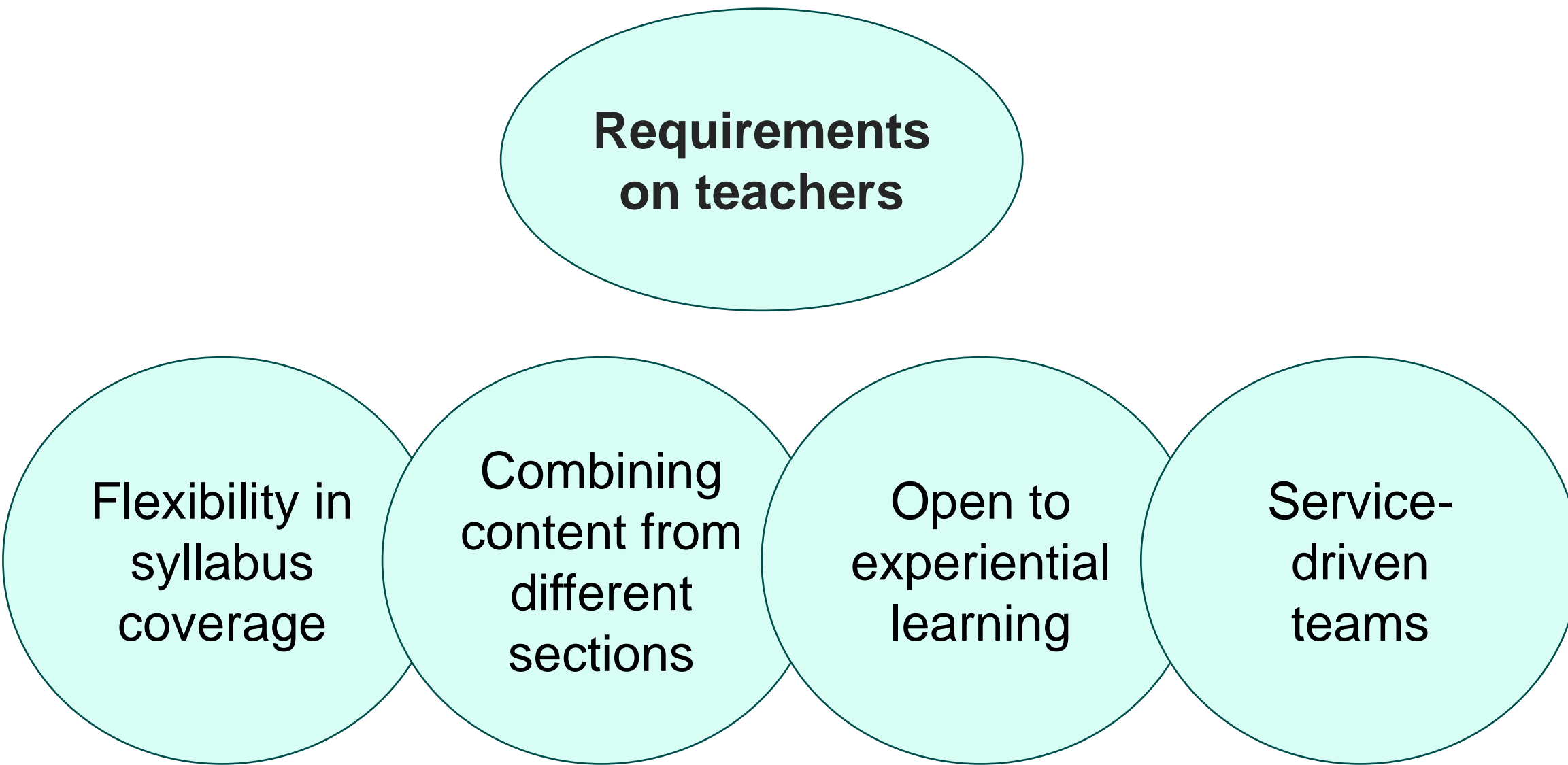
Assessment by
Design principles
in Formative
Assessments

Embedding
Service Learning
in the Curriculum

Making it happen

Connecting the
Projects with
Students'
respective
communities

Students' Holistic
Learning



**Requirements
on teachers**

A diagram consisting of five light blue shapes. At the top is a horizontal oval. Below it are four circles arranged in a horizontal row, each overlapping the circle to its left and right. The oval is centered above the space between the first and second circles. All shapes have a thin dark teal outline.

**Flexibility in
syllabus
coverage**

**Combining
content from
different
sections**

**Open to
experiential
learning**

**Service-
driven
teams**

Q&A?



<https://dot.cards/jirikaspar>

Thank you!