CAMBRIDGE

Shenzhen Hong Kong Pui Kiu College
Longhua Xinyi School
18 to 19 April 2026

East Asia Schools Conference

Knowledge and skills: shaping future-ready learners

Ready for the world

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2026

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Important information

Please note: Photographs will be taken at this event for use in our publicity materials. If you do not wish your photo to be used, please tell the photographer.

Welcome from our Regional Director



Jing Zhao

Regional Director, East Asia,
International Education,
Cambridge University
Press & Assessment

Welcome to the East Asia Schools Conference.

It is our great pleasure to welcome you to this annual gathering of Cambridge schools from across the region. Each year, this conference brings our community together to reconnect, exchange ideas, and reflect on what matters most in international education. We do so around a shared theme that speaks to our collective aspirations and the evolving needs of learners and schools.

This year, our focus is **Knowledge and skills: Shaping future-ready learners**. The theme is inspired by Cambridge's report, Navigating the Future: Preparing Learners to Thrive in a Changing World. Bringing together the voices of thousands of educators and students worldwide, the report underscores the vital role that schools and teachers play at a time of ongoing global change.

Over the two-day conference, you will hear from a wide range of inspiring voices in international education, sharing insights, best practices, practical strategies, and real-world examples of innovation from across our region and beyond. Just as importantly, the conference offers time and space to connect with one another, exchange experiences, and strengthen relationships that sustain our vibrant Cambridge school community.

We would like to extend our heartfelt thanks to Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School. Our special thanks go to the school's leadership team and teachers for their strong support for the conference and their warm hospitality in hosting this event.

Once again, welcome to the East Asia Schools Conference 2026. We hope you find these two days engaging, enriching, and inspiring, as we embark on this exciting journey together.

Conference programme

Saturday 18 April

Time	Title	Venue
8:00—9:00	Registration	East Gate 1
9:00—9:10	Performance	Grand Theatre
9:10—9:25	**Opening remarks** by Jing Zhao	
9:25—9:30	**Welcome speech** by Wong Tang Tat Tommy	
9:30—10:10	**International transitions: Beyond academics** by Jane Larsson	
10:10—10:40	Tea break	Grand Hall
10:40—11:20	**Rich in knowledge and skills: How Cambridge International A Levels provide excellent preparation for learners to thrive** by Abigail Barnett	Grand Theatre
11:20—12:00	**Student panel**	
12:00—13:30	Lunch break	Student Canteen (3F)
13:30—15:10	**Inspiring leaders**	Grand Theatre
15:10—15:40	Tea break	Grand Hall
15:40—17:10	**Parallel breakout sessions and workshops**	
	1. Leading AI change in teaching and learning	712
	2. Skills development	713
	3. 学校管理 1 （中文/Chinese）	714
	4. 学校管理 2 （中文/Chinese）	715
	5. School leadership	716
	6. Student management	709
	7. Curriculum development and innovation	710
	8. 跨学科课程融合与创新 （中文/Chinese）	711
	9. Project-based learning	813
	10. Empowering teachers with Cambridge PDQs	814
	11. University and career guidance	815
	12. What success looks like - Assessment for learning (Workshop)	819
	13. Socially responsible leadership: What does it take? (Workshop)	Lecture Hall 1
	14. How assessment for learning methods can improve summative outcomes for learners (Workshop)	Lecture Hall 2
	15. 剑桥迎新工作坊 （中文/Chinese）	816
17:10—18:00	**Cambridge schools in the spotlight**	Grand Hall
18:00—19:30	**Reception**	

*You can click on each breakout session and/or workshop in the programme to access the corresponding page for more details.

Sunday 19 April

Time	Title	Venue
9:00—10:00	**Parallel breakout sessions and workshops**	
	1. AI-empowered professional development	712
	2. 核心能力的培养（中文/Chinese）	713
	3. Bilingual skills and learner attributes	709
	4. Teaching with Cambridge 1	710
	5. Teaching with Cambridge 2	711
	6. English language skills development	813
	7. Teacher professional development ecosystem building	814
	8. Teacher professional development strategies	815
	9. Bridge the gap between teacher professional development and teaching	819
	10. The responsive classroom: Using data to personalise learning (Workshop)	Lecture Hall 1
	11. Leaders' enrichment training - focus on measuring the impact of effective principals (Workshop)	Lecture Hall 2
	12. Cambridge new school induction (Workshop)	816
10:00—10:30	Tea break and transfer to main hall	Grand Hall
10:30—11:10	**Assessment leadership as a school superpower to support future - ready learners** by Simon Child	Grand Theatre
11:10—11:40	**Learners are our future: Unlocking the power of education and environment** by Ikuko Tsuboya	
11:40—12:00	Awards presentation	
12:00—13:30	Lunch break	Student Canteen (3F)
14:30—17:00	**Cambridge school tour** (Bus departure from conference venue at 14:00)	East Gate 1

***You can click on each breakout session and/or workshop in the programme to access the corresponding page for more details.**

Keynote speakers

(in the order of speaking)



Keynote speaker: Jane Larsson

Executive Director of the Council of International Schools (CIS)

Topic: International transitions: Beyond academics

Jane Larsson has led the Council of International Schools (CIS) as Executive Director since her appointment in 2010. Over the past 25 years, Jane has led the international education community with a focus on the development of collaborative partnerships to enable and support educational exchange and the development of international and intercultural perspective. Prior to her appointment at CIS, Jane was Director of International Partnerships with the Visiting International Faculty Program (VIF) in Chapel Hill, North Carolina, where she led outreach to promote international educational exchange, establishing relationships with ministries of education, universities, international schools and educational associations. She began her career in international education as the Director of Educational Staffing and Publications for International Schools Services (ISS) providing recruitment services and resources to international schools.

Jane lends her voice to key topics shaping the future of international education, those which enable school and university communities to provide socially responsible leadership as they continually develop their programmes. She currently serves as Chair of the International Taskforce on Child Protection and on the Board of Directors of the International Council Advancing Independent School Accreditation (ICAISA).



Keynote speaker: Abigail Barnett

Director of Cambridge 3 - 19 Curriculum, Products & Services, International Education, Cambridge University Press & Assessment

Topic: Rich in knowledge and skills: How Cambridge International A Levels provide excellent preparation for learners to thrive

Abigail Barnett is Director of the Cambridge 3 - 19 Curriculum. She has worked in various curriculum roles for Cambridge for 15 years, leading the development of the Early Years programme and expanding and revising both Primary and Lower Secondary programmes. She is also a strategic lead on curriculum reform work with ministry and government partners and has been involved in a wide range of curriculum review and development programmes internationally. She has co-developed an approach to education system evaluation based on the theory of curriculum coherence and has carried out evaluation work in the US, Bermuda, Kuwait, India and Ethiopia.

Before joining Cambridge, Abbi worked as a local authority education consultant, focused on school improvement in secondary schools, particularly working with English departments and on whole school literacy. She started her career teaching secondary English in the UK and from 2002 to 2007 taught at a British international school in Bangkok, Thailand.



Keynote speaker: Simon Child

Head of Assessment Training, Cambridge Assessment Network, International Education, Cambridge University Press & Assessment

Topic: Assessment leadership as a school superpower to support future - ready learners

Dr Simon Child is Head of Assessment Training at The Assessment Network at Cambridge, part of Cambridge University Press & Assessment. He is also the co-course director for the Postgraduate Advanced Certificate in Educational Studies: Educational Assessment at the University of Cambridge. He works with schools, universities, ministries and professional bodies on developing assessment practices for the benefit of learners. In 2021, he co-authored **The What, Why and How of Assessment: A Guide for Teachers and School Leaders** with Paul Ellis.

Previously, Simon was Senior Research Officer in the Assessment Research and Development Division of Cambridge University Press & Assessment. His research interests include assessment 'literacy', formative assessment practices and professional development methodologies. His background is in developmental psychology. In 2011, he received his PhD. from the University of Manchester, which focused on the development of symbolic cognition in pre-school children.



Keynote speaker: Ikuko Tsuboya

Chairperson,
Tokyo International School

Topic: Learners are our future: Unlocking the power of education and environment

Ikuko Tsuboya was born in Chigasaki, Kanagawa, Japan. She graduated from Waseda University (BA), and earned a Master's degree in Public Policy at the University of Tokyo.

In 1985, Ikuko founded Tokyo International School Group and served as Representative Director (currently Honorary Advisor). In 1994, she founded Tokyo International School and became its Chairperson. Ikuko then founded the NPO Tokyo International Progressive School and became its Chairperson.

Ikuko has served as a Specially Appointed Fellow for International Policy under the MEXT Minister's Secretariat. Furthermore, drawing on her extensive experience in global education, she has served on numerous committees related to global education for local governments and universities. She has also been a member of the 9th Proposal Plenary Session of the Cabinet Office's Education Revitalization Implementation Council and the 11th Proposal Working Group (later serving as an Education Revitalization Implementation Advisor), contributing to various educational policy initiatives.

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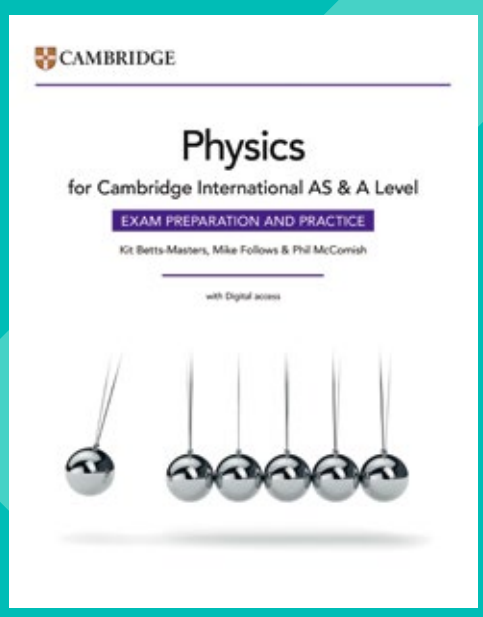


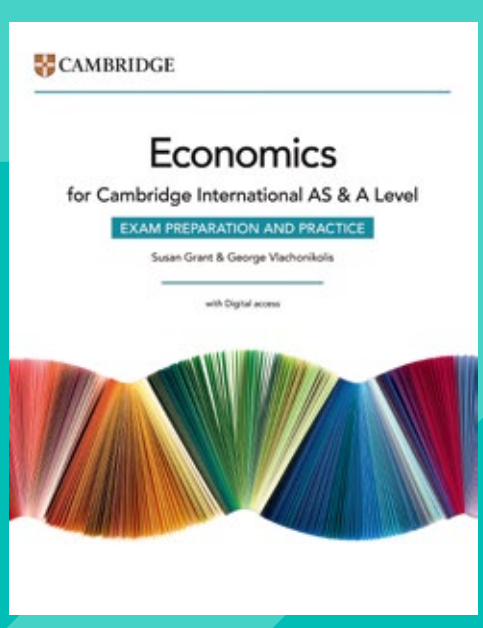
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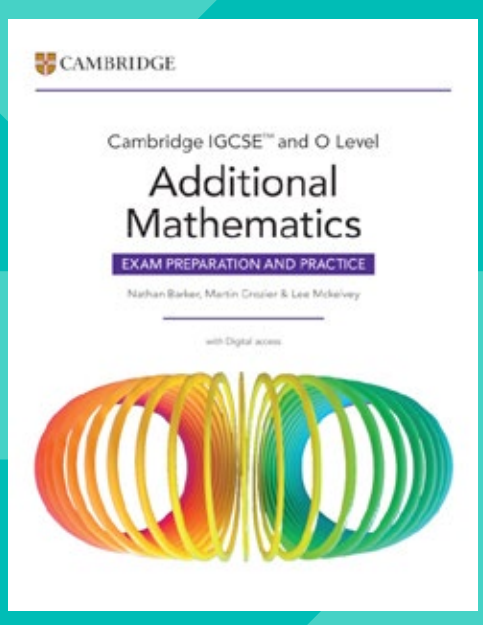
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Inspiring leaders

(in the order of speaking)

In this session, experienced leaders will share their perspectives and practices on preparing future-ready learners.



Mandy Ma (Session chair)

Executive Deputy Principal,
Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School



Iris Cheung

Associate Director of Education,
AISL Harrow Schools

Topic: Success by design: Is student thriving in a changing world an intentional achitecture or a matter of luck?



Parras Majithia

Head of Academics, Yew Wah International Education School of Zhejiang Tongxiang

Topic: "Yes, of course you can choose!" Leveraging the power of student and teacher agency to develop skills, knowledge and outcomes



Cong Hui

Executive Principal,
Shanghai Vanke Bilingual High School

Topic: Future-ready teachers, future-ready learners: Building a teacher development ecosystem with AI empowerment



Emmanuel N Barthalomew

Director of School Improvement,
Hangzhou Dipont School of Arts and Science

Topic: Why GPK matters: Building future-ready learners through great teaching



Felix Ogando

Deputy Head of Senior School (Academic),
Wellington College International Tianjin

Topic: Cultivating critical thinkers, self-directed learners and future - ready minds in the AI era

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Conference breakout sessions and workshops on day 1, Saturday 18 April

The conference breakout sessions offer you the opportunity to explore new ideas, share best practice and ask questions.

1. Leading AI change in teaching and learning

Venue: 712



Chris Nash

Topic: Now every teacher (and learner) can have an AI co-bot



William Wei (Co-presenter)

Head of Digital Learning,
DaCheng Future Academy

Expected outcomes of the presentation:
In this presentation we will share with colleagues the very practical innovations we have made in using AI as an assistant to improve our everyday practice in designing and delivering Cambridge IGCSE and International A Level courses. We will share with you how once you are confident in using the right prompts, AI can create outstanding learning resources and free up your time to focus on the relationships at the heart of great teaching.



Yufei Zhu

Head of Economics and Business Department, Wuxi United International School

Topic: From tool to partner: Co-designing future-ready economics learning with AI

Expected outcomes of the presentation:
Participants will gain a practical framework for using AI as a collaborative curriculum design partner, moving beyond basic content generation. They will learn prompt-engineering strategies to develop interdisciplinary, skills-focused units, with a clear understanding of the teacher's guiding role in the AI-enhanced design process. The sharing will equip educators with actionable methods to enhance creativity, efficiency and real-world application in their teaching.



Peter Cross

Head of Faculty, Humanities and Social Sciences, Shenzhen College of International Education

Topic: Teaching and learning with technology: Artificial intelligence

Expected outcomes of the presentation:
The presentation will outline the useful applications of AI in the classroom. We will examine some sample parts of AI policies from schools and examine what factors are supportive and identify potential barriers. Delegates will look at what has helped schools successfully implement AI into their classrooms. We will examine some short case studies from schools on the practical implementations of AI and how they have supported classroom learning. We will focus on examples such as research assistance, topic bot training, automating student assessment and feedback, and improving students' criticality through interaction.

2. Skills development

Venue: 713



Eric Fisher

Head of Year,
Nanjing Hankai Academy

Topic: Beyond the classroom: Developing future-ready Cambridge learners through a school-led Cambodia outreach programme



Gerard Pillay (Co-presenter)

Head of Department,
Nanjing Hankai Academy

Expected outcomes of the presentation:
We hope to educate and inspire teachers on the benefit of learning outside the classroom. Participants will gain a practical and replicable framework for embedding service learning within Cambridge schools, strategies for developing future-ready skills without curriculum overload, and insights into safeguarding and wellbeing within international outreach programmes.

Additionally, we hope to encourage teachers to initiate their own programmes or join us to further support the people of Cambodia. Exposing students to the world, building global citizens is the goal we should all strive towards.



Deborah Downing

Senior ESL Teacher and Teacher Trainer, Beijing New Talent Academy

Topic: Helping students navigate the future as autonomous learners-A case study from the English department of Beijing New Talent Academy

Expected outcomes of the presentation:

Attendees will have practical examples from a real-life case study of how lesson design can help their students become more autonomous learners, key for helping them navigate the future. They will see how facilitating more student-led learning in terms of topic selection, activating students as resources for one another, and providing self-reflection opportunities can help to develop students' growth mindsets in an engaging and meaningful way. Likewise, there will be ideas for the content of collaborative professional development sessions and lesson observations to encourage the development of teachers' growth mindsets and self-reflective practice.



Zelda Zhao

HFLS Cambridge A-Level Centre Academic Supervisor and Lead Teacher for Global Understanding Course, Hangzhou Foreign Languages School

Topic: From virtual dialogue to global competence: How the global understanding course at HFLS prepares students for a connected world



Alex Yu

Teaching Assistant of Global Understanding Course, Hangzhou Foreign Languages School

Expected outcomes of the presentation:

The audience will fully grasp how the HFLS Global Understanding Course, via virtual-real integration and China-US student collaboration, effectively cultivates cross-cultural communication, critical thinking and adaptability - key global competences.

3. 学校管理 1 (中文/Chinese)

地点：714



龚德辉

上海华旭双语学校 总校长

主题： 超越联结，主动创生——打造“人本位”学习型社区的构想和路径

预期收获：
分享内容旨在基于上海华旭双语学校的实践，为参会嘉宾提供一个社区枢纽（community hub）的示范。希望参会嘉宾能够以此为启发，识别出可操作的路径，在本校的情境中启动小规模的试点项目。



张清

杭州英特外国语学校 剑桥A-Level课程主任、升学与生涯规划中心主任

主题： 融合与创新——传统民办学校国际课程的特色发展与管理之道

预期收获：
分享内容将围绕本校在融合剑桥课程与中国传统教育方面长达十年的探索之路，希望能够为那些面临类似挑战的国际化学校带来启发。通过呈现我们从团队建设到学生个性化支持的实践性“融合与创新”模式，激发同行之间关于如何在学术严谨性与全人发展之间取得平衡的深度对话。最终，期望我们的经验能够为各校在全球标准与本土语境之间寻找自身路径时提供可操作的思路。



杜明磊

北京外国语大学国际课程中心 学术校长

主题： 高效沟通：学校高效运行的关键

预期收获：
此次分享的核心目标，是基于自己从一线学科教师到学术校长等多种角色的实践经验，系统阐释校园情境中高效沟通的基本原则与可操作方法，以赋能教育工作者、凝聚各方力量，推动剑桥社区教育事业的高质量发展。

4. 学校管理2 (中文/Chinese)

地点：715



黄永涛

常州外国语附属双语学校 高中部校长

主题： 从优秀到卓越的探索——CBS以“融合创新”回应未来的实践与思考

预期收获：
参会嘉宾将深入了解学校如何在快速变化的教育环境中，从“优秀”战略性迈向“卓越”。本次分享将重点呈现可落地的实践路径——如课程融合、适应型领导力，以及构建真实世界连接——以帮助培养面向未来的学习者。参会者将带着一套更清晰的框架离开，能够重新思考学校成功的定义，并在自身情境中引领有意义的变革。



方周迎

苏城外国语学校 副校长

主题： 塑特色内核，拓招生新境——国际部差异化发展与破局路径

预期收获：
我希望此次分享能够为国际部负责人——无论是处于创立初期，还是已有五至七年发展历程的团队——提供可操作的招生策略。本次内容将聚焦于如何在目标市场中培育独特的发展路径，通过精准沟通打造差异化品牌，设计富有创意的宣传方案与高影响力的活动，并建立一支高效稳健的核心招生与外联团队。

5. School leadership

Venue: 716



Dayong Liu

Principal of International High School,
China-UK College

Topic: Empowering middle-management teams: Sustaining school improvement through teacher leadership

Expected outcomes of the presentation:

This presentation focuses on empowering middle-management teams, especially teacher leaders, to sustain school improvement. Participants will develop a clear understanding of a practical framework for teacher leadership, its localised value in private bilingual or internationalised school contexts, and ways to strengthen such leadership from framework construction to cultural cultivation. Through evidence-based cases, attendees will recognise the measurable impact of teacher leadership on school development and student learning outcomes. Finally, participants will acquire replicable strategies to cultivate and enhance teacher leadership within their own institutional settings.



Flora Kamdar

Business and Economics Teacher,
Shenzhen Hong Kong Pui Kiu College
Longhua Xinyi School

Topic: Belonging & SEL: Classrooms that build confidence to communicate

Expected outcomes of the presentation:

- Identify classroom practices that cultivate belonging and reduce fear of judgment.
- Map these practices onto the CASEL five competencies for stronger social and emotional learning (SEL) alignment.
- Design a ‘safe participation protocol’ for their own context (primary, secondary, or post 16).
- Implement a simple monitoring tool to track shifts in student confidence and communication.



Jack Curtis

Academic Development
Co-ordinator (GCSE),
Ulink College Shanghai

Topic: Deep dives – Performance managing teaching teams



Gursewa Harrad

Academic Development
Co-ordinator (A-Level),
Ulink College Shanghai

Expected outcomes of the presentation:

The presentation will explore the idea that schools can learn from a 'Deep Dive' approach to evaluating and developing a school's academic provision. This approach recognises that traditional performance management is too individualised, failing to capture the deeper dynamics of departments and teaching teams. Delegates will gain an overview of how their school can implement a performance management system that supports and strengthens traditional appraisal frameworks by incorporating accurate team reflection and evidence-based team growth. Delegates will gain an understanding of how this system can be implemented in their schools, what the challenges are, and the overall impact on educational quality.

6. Student management

Venue: 709



Ziqing Yang

Assistant Principal/IG & A Level Coordinator,
Shanghai Arete Bilingual School

Topic: Hierarchical empowerment: Symbiotic growth – Construction and practice of a student-led governance ecosystem under Cambridge's educational philosophy



Sijia He

Assistant Principal,
Shanghai Arete Bilingual School

Expected outcomes of the presentation:

- Philosophy implementation: Translates the Cambridge report's macro propositions into a complete 'foundational + advanced + special' three-dimensional practice, providing an applicable and actionable plan for East Asian campuses.
- Regional adaptability: Addresses the characteristics of East Asian students - such as 'emphasis on academic development, pursuit of top university admissions, and attention to collective harmony' - and resolves the pain points of traditional education.
- Ecological demonstration: Shows the evolutionary path of student-led governance from "single organisational operation" to 'comprehensive ecological construction', echoing Cambridge's core mission of 'nurturing learners who can shape the future' and providing a diverse education reference for regional Cambridge schools.



Jasmine Yun Xie

Teacher of Art, IGCSE Coordinator,
Guangzhou Xinya Senior High School

Topic: Developing self-management skills through Cambridge project-based syllabi: A cross-disciplinary case study

Expected outcomes of the presentation:
This presentation will demonstrate how Cambridge project-based syllabi are a powerful vehicle for developing future-ready self-management skills in learners. Through a cross-disciplinary case study based on best practice at Guangzhou Xinya Senior High School (formerly known as Alcanta International College), attendees will discover practical strategies that maximise the impacts of Cambridge project-based syllabi.

Educators will learn how to use classroom language and structured activities to explicitly foster learner agency, transform fear into resilience, and build metacognitive planning habits. Educators will also see how subject knowledge can be transformed into personal confidence and transferable skills for life beyond the classroom.

7. Curriculum development and innovation

Venue: 710



Roger Groenink

Global Perspectives and Geography
Teacher, Ulink College Shanghai

Topic: Conversations in contemporary global issues

Expected outcomes of the presentation:
This presentation will focus on strategies to foster holistic growth in learning by cultivating students' global perspectives. We will reflect on why students view the world the way they do and explore bespoke strategies to bring contemporary global issues into the classroom. A case will be made for the inclusion of conversations in contemporary global issues as an essential component of a well-rounded education-a course that: i) cultivates students' global perspectives with a view to finding solutions to the complex contemporary issues facing humankind; ii) develops understanding of, and empathy with, perspectives different to one's own; and iii) emphasises the necessity for humankind's peaceful coexistence with each other, as well as with the environment.



Wenjing Li

Biology Teacher, Shanghai Baoshan World Foreign Language School

Topic: Cultivating global perspectives through interdisciplinary biology teaching

Expected outcomes of the presentation:

This presentation is designed to encourage the integration of global perspectives into science teaching, provide practical insights for connecting the natural and human sciences, and inspire new approaches for educators in global settings. Ultimately, I hope attendees leave not just with new tools, but with an expanded mindset - a deeper understanding of how intrinsically global perspectives are linked to the very fabric of biology teaching.



Luxin Zhang

Acting Vice Principal, Digital Media and Design Teacher, Yew Wah School of Shanghai Changning

Topic: Leading curriculum innovation with Cambridge A Level digital media: An integrated curriculum model for future-ready learning

Expected outcomes of the presentation:

This presentation will demonstrate how Cambridge A Level Digital Media and Design can act as a catalyst for curriculum integration and whole-school innovation. Participants will gain clear insights into effective project-based learning, authentic assessment, and cross-disciplinary alignment that support future-ready competencies. The session will highlight how subject-led innovation can drive outstanding academic results, strengthen transferable skills, and enhance whole-school curriculum coherence, offering a scalable model for sustainable excellence and future-focused education.

8. 跨学科课程融合与创新 (中文/Chinese)

地点：711



刘舒敏

广州市黄广中学 国际教育中心副主任

主题：以“中国心，世界眼”为目标的课程融合，从“小到大”的实践经验

预期收获：

本次演讲将分享我在教学中如何将中国文化与全球视野相融合的实践经验。你会听到来自化学课堂的真实案例，例如如何把中国古代科技与现代科学知识建立联系。我也会展示如何通过跨学科学习，帮助学生同时具备“中华之心”与“世界之眼”。本次分享旨在探讨：教育如何培养学生既能从本土出发思考，又能以全球视野行动。



王丝雨

海亮外语中学 学术校长

主题：教师即课程设计师：以校本研发生态推动A Level课程本土创新

预期收获：

在本场分享结束时，参会嘉宾将带走一套清晰且可操作的框架，用于在各自学校启动由教师驱动的课程创新循环。他们将获得实践策略，包括如何建立教师主导的教研项目、如何激励教学实验创新，以及如何在制度层面支持教师从“课程执行者”向“课程设计者”转型。



朱婷

北京市第八十中学 高三年级主任

主题：以跨学科实践驱动A Level课程的本土扎根与创新

预期收获：

- 展示一个可行的模式，说明如何通过跨学科、真实情境的项目，使 A Level 课程在本土落地。
- 呈现这种路径如何促进深度学习与核心素养发展，并将学生转变为真正的问题解决者。
- 提出一套可供其他教育者借鉴的课程设计、实施与评估的实用框架。
- 发起一场关于如何创新国际教育、以服务可持续社区发展的协作性讨论。

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9. Project-based learning

Venue: 813



Quinn An

School Educational Technology Lead,
Yew Wah International Education School of Shanghai Changning

Topic: From algae to achievement: Cultivating the future-ready learner through scientific inquiry

Expected outcomes of the presentation:
Have you ever wondered what true future-ready education looks like? Last year, faced with a local environmental issue, my students and I embarked on a unique journey. We turned to ancient Chinese wisdom, transforming problematic algae into sustainable paper, a project that won the Cambridge Science Competition Best in East Asia 2025 Award. I will deconstruct our journey and the mentorship framework that turns constraints into creativity. I will also share how AI can facilitate student-driven scientific inquiry and mentor guidance. This is an actionable blueprint for nurturing adaptive problem-solvers. I look forward to sharing insights with you.



Jing Li

Head of Chemistry Department,
Beijing No.80 High School

Topic: Fostering students' academic skills via a project-based learning approach

Expected outcomes of the presentation:
Teachers can reference our research findings to emphasise the cultivation of high school students' academic capabilities, clearly define the specific components of these capabilities, and effectively develop them using project-based learning as a vehicle within regular classroom settings.



Shiwei Qiu

Head of Economics, Shenzhen College of International Education

Topic: Project-based learning within the Cambridge curriculum: A high impact approach

Expected outcomes of the presentation:
By the end of this session, participants will have a practical and realistic sense of how project-based learning can support strong exam outcomes while also helping students become more independent, reflective and collaborative learners. Teachers will leave with clear, usable ideas for designing assessments that make learning visible through success criteria, feedback, reflection and peer learning, without adding unnecessary workload. While examples are drawn from economics, the principles discussed are easily transferable across subjects, giving participants confidence to adapt these approaches within their own classrooms and departments.

10. Empowering teachers with Cambridge PDQs

Venue: 814



Peter Beech

Senior Tutor in Professional Education & Training, University of Nottingham Ningbo China

Topic: Reflective writing for PDQs: Riding the semantic wave

Expected outcomes of the presentation:

By attending this session, participants will develop an appreciation of:

- why PDQ candidates have difficulty producing reflective writing in their portfolios
- how reflective writing constitutes a unique genre, combining elements of personal experience with academic style
- how reflective writing needs to move from simple description to analysis and evaluation
- how reflective writing makes links which demonstrate that candidates understand the theory sufficiently well to be able to apply it appropriately in practice.



Russell Hazard

Director of Educational Research and Innovation Centre, Beijing Aidi School

Topic: Utilizing Cambridge PDQ Diplomas to transform your organization: Developing a whole-school model of inquiry

Expected outcomes of the presentation:

By the end of the session, participants will be able to:

1. understand what practitioner inquiry is, and how teachers' PDQ inquiry projects support effective student inquiry.
2. gain ideas for developing a whole-school model of inquiry-based learning.
3. make an informed decision about whether to start with a PDQ Certificate programme or progress directly to a Diploma programme.

11. University and career guidance

Venue: 815



Bruce Hammond

Vice Principal, Tsinglan School



Iris Cheung

Associate Director of Education,
AISL Harrow Schools

Expected outcomes of the workshop:

- Future-ready skills for application success – developing reflection, communication, initiative and collaboration alongside academic achievement
- The path less travelled—valuing niche interests and overlooked destinations
- Putting the student at the centre—counselling as a journey, not just the acceptance letter
- Balancing outcomes with wellbeing—celebrating success while respecting privacy
- Collaborative leadership—aligning counsellors and school leaders around a shared vision

12. What success looks like- Assessment for learning

Venue: 819

A sharing session from the Cambridge School Community Japan Board



Prerna Mannan (Session lead)

Principal, International Curriculum, Global Indian International School



Crystal Brunelli

International Vice Principal, Tokyo Jogakkan Middle and High School



Michael Taylor

Principal, UIA International School of Tokyo



Chiho Nakagawa

Vice Principal, Laurus International School of Science



Emerson Keung

Head of School, Musashi International School Tokyo



Shoko Harada

Head of Center, Foreign Language Course, Sendai Ikuei Gakuen High School

Expected outcomes of the workshop:

By the end of this interactive workshop, participants will have a deeper understanding of the core purpose of assessment as a driver of student learning and school improvement. They will be able to interpret classroom data more effectively to inform instruction and recognise formative assessment as an ongoing learning process. Participants will understand where their current practices sit along the assessment continuum and reflect on how to design trustworthy, authentic assessments in an AI-influenced environment. They will also strengthen their ability to build assessment-capable learners through purposeful use of success criteria, feedback and student self-monitoring.

13. Socially responsible leadership: What does it take?

Venue: Lecture Hall 1



Jane Larsson

Executive Director of the Council of International Schools (CIS)

In this workshop, participants will:

- consider how socially responsible leadership can strengthen educational and institutional purpose.
- discuss how we can educate students to develop as socially responsible leaders and our impact as role models.
- share what socially responsible leadership looks like in your school community.

14. How assessment for learning methods can improve summative outcomes for learners

Venue: Lecture Hall 2



Simon Child

Head of Assessment Training, Cambridge Assessment Network, International Education, Cambridge University Press & Assessment

This workshop will explore how assessment for learning strategies and tactics can be used to improve learners' self-reflection, metacognition and self-management. Using research, it will describe how assessment for learning works together with the psychology of your learners to enable them to understand their progress, build their resilience, and ultimately their results. You will explore the strategies and tactics in detail with the aim of having new ideas to try in your own classrooms. By the end of the workshop participants will:

- understand the key strategies that underpin effective assessment for learning.
- develop an understanding of how assessment techniques support an effective classroom culture
- explore new assessment for learning 'tactics' to try in the classroom

15. 剑桥迎新工作坊 (中文/Chinese)

地点：816



冯嘉颖

剑桥大学国际考评部东亚区学校发展经理



马迪

深圳香港培侨书院龙华信义学校常务副校长

目标受众：新剑桥学校校长、主任或课程协调员

内容简介：新加入剑桥的学校不容错过。本分会场专为中心校长、主任与课程协调员打造，聚焦新剑桥学校关键起步。

剑桥官方团队梳理剑桥课程与资源核心要素，资深校长分享实践经验，通过互动交流直面挑战、厘清方向，助力学校稳健开启剑桥之路。

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World-class science education is in our DNA.

Conference breakout sessions and workshops on day 2, Sunday 19 April

1. AI-empowered professional development

Venue: 712



Monica Zhang

Associate Director of School Development, Ray Education Group

Topic: Leading a future-ready Cambridge school: Empowering middle leaders through professional development, quality assurance and AI-powered programmes

Expected outcomes of the presentation:
Participants will gain a practical framework for empowering middle-management teams as drivers of curriculum quality and innovation in Cambridge schools. They will understand how professional development pathways, data-informed quality assurance systems, and responsible AI-powered programmes can be integrated to support teacher decision-making and sustainable school improvement.

The session will also provide transferable tools and leadership strategies for implementing scalable curriculum integration across different school contexts, helping schools balance technological innovation with academic rigour and learner development.



Gardenia Xiaoyuan Ye

Assistant to the High School Principal, Shanghai Yangpu Bilingual School

Topic: Beyond anxiety, toward integration: A school-based PD practice for teacher AI readiness

Expected outcomes of the presentation:
This presentation invites discussion on how to design a professional development (PD) system that helps teachers transition to teaching in the AI era. You will see a staged PD model that is developed and practiced at our high school, covering a variety of topics from AI use to AI literacy, from AI ethics to AI integration in the classroom. School leaders, PD coordinators, and teachers can take away strategies and suggestions on how you can build a professional learning community or shape an existing one that pools teachers' wisdom in face of ever-advancing AI technology.

2. 核心能力的培养

地点: 713



谢慧萍

杭州二中教育集团天元蕙兰学校 副校长

主题: 运河之上:融合文化传承与未来技能的课程实践

预期收获:
参会嘉宾将深入了解如何通过 CTC(课堂—社区)项目式学习,将本地文化遗产——特别是大运河——融入 A Level 课程体系。他们将理解如何在强化学生文化身份认同、社区参与意识与自主能力的同时,培养协作、自我管理、批判性思维等面向未来的关键能力。这一实践路径与剑桥“培育具备有意义联结与全面发展的学习者”这一愿景高度契合。



沈璐

广州市博萃德学校 中方校长

主题: 点燃学生内在动力:基于心理学与脑科学的三项核心策略

预期收获:
参会者将通过具体案例分析,掌握“自主、成就、联结”三大核心心理需求的科学依据,并学会设计可立即应用于教育教学的言行策略,有效点燃学生的内在学习动力。

3. Bilingual skills and learner attributes

Venue: 709



Chloe Wang

Academic Coordinator,
The International School of Sanya

Topic: The bilingual advantage: Leveraging the Cambridge learner attribute 'Confident' to re-frame the ESL experience

Expected outcomes of the presentation:
This presentation addresses a critical challenge in many Cambridge International Schools: English as a second language (ESL) students often internalise their English language development as a personal shortcoming, leading them to believe their first language and knowledge are irrelevant in the Cambridge classroom.

Using Culturally Relevant and Responsive Pedagogy (CRRP) as its framework, this presentation offers practical strategies which leverage the Cambridge learner attribute 'Confident' to re-frame bilingualism as an asset. It provides methods to shift assessment priorities, implement collaborative mark schemes and scaffold subject-specific language. The outcome is a more inclusive classroom where students' linguistic identities become recognised assets for academic success.



Jennifer Yang

Director of English Department,
Nanjing Hankai Academy

Topic: Scaffolding the whole person: Practical strategies for holistic growth within the Cambridge classroom

Expected outcomes of the presentation:
In my presentation, participants will gain a cohesive framework for holistic education, grounded in humanist and constructivist theories from Maslow to Vygotsky. Building on this foundation, they will explore actionable pedagogical principles - illustrated through strategies like the 'Magic Jar' ritual and a lesson blueprint - that translate the Heart, Soul, Mind, and Body framework into everyday practice. Ultimately, educators will be equipped to design lessons that foster not only academic excellence but also the resilience, purpose and wellbeing essential for nurturing truly flourishing Cambridge learners.

Back to programme

4. Teaching with Cambridge 1

Venue: 710



Daisy Dai

Curriculum coordinator,
Changwai Bilingual School

Topic: Designing learning experiences for future-ready learners: A case study of the CBS high school A Level curriculum

Expected outcomes of the presentation:
By the end of this session, participants will gain a practical understanding of how the Cambridge learner attributes can be translated into a coherent A Level curriculum design. They will explore how competency-based learning can align curriculum, pedagogy, co-curricular programmes and student guidance to support long-term learner development. Participants will leave with concrete design principles and transferable strategies for building learning experiences that prepare students to be confident, responsible, reflective, innovative and engaged learners.



Yiqing Chen

IGCSE Assistant Coordinator,
Vanke School Pudong

Topic: How the IGCSE curriculum prepares students for diverse international curricula

Expected outcomes of the presentation:

- Build a solid academic foundation for future learning by aligning with international curricula prerequisites.
- Cognitive skills: promote learner attributes and approaches to learning in IGCSE teaching and learning.
- Academic writing.
- Transition support by reducing the 'gap' between IGCSE and diverse international curricula.

5. Teaching with Cambridge 2

Venue: 711



Yifei Wang

Assistant to the International High School Principal, Head of Humanities and Social Sciences Department, Shanghai Foreign Language School Affiliated to SISU Hangzhou

Topic: When knowledge is everywhere: What should we teach? --Designing future-ready learning through neuroscience and visible learning

Expected outcomes of the presentation:
Participants will gain insights into how neuroscience-informed teaching and visible learning can be applied within the Cambridge curriculum to develop future-ready learners.

The session demonstrates how differentiated, learner-centred strategies strengthen the Cambridge learner attributes while supporting sustainable teacher professional growth across subjects and year groups.

Through practical classroom examples and adaptable approaches, participants will see how evidence-based practices enhance student engagement, make learning more visible, and create meaningful, impactful learning experiences for all students.

Back to programme



Zolzaya Sukhbaatar

Academic Counsellor, Mongol Aspiration International School

Topic: From transition to transformation: Developing Cambridge learner attributes in high school



Oyunchimeg Ayurzana (Co-presenter)

Exams Officer, Mongol Aspiration International School

Expected outcomes of the presentation:

We will be sharing our lessons and observations from our hands-on experience teaching and guiding students for the last four years since 2023 was the time when our number of graduates had doubled.

1. Share how Cambridge learner attributes (confidence, responsibility, reflection, innovation and engagement) are developed and enhanced across subjects and explore how interdisciplinary knowledge and transferable skills are cultivated across subjects.

2. The challenges and transformation of students during the Grade 9 transition period will be examined and shared when adapting to a new school environment and international curriculum. So by examining challenges more closely, more effective measures are sought and will be taken. In addition to the international curriculum, students have to study the national curriculum, which creates more academic load.

3. Student growth will be examined and shared based on the testimonials, reflections, observations, writings and classroom interactions of students.

4. Examine the relationship between learner attributes and university admission success, supported by data on exam results, university enrolment, and college application essays.

5. Share and explore practical insights, extracurricular and hands-on approaches and strategies for fostering critical thinking, university readiness, perseverance, maturity and independence and learner attributes.

6. English language skills development

Venue: 813



Wenke Lu

A Level Economics Teacher,
Suzhou International Academy

Topic: Integrating academic English development into subject teaching: A practical EMI framework from A Level Economics

Expected outcomes of the presentation:

Participants attending this session will gain:

- practical strategies to develop students' academic English through subject teaching, not as an extra burden.
- classroom-ready examples showing how language scaffolding supports deeper thinking and better written responses.
- a clear, transferable framework that can be adapted across subjects in English as a medium of instruction (EMI) classrooms.



Shaoqian (Sheila) Luo

Professor and Doctoral Supervisor
at the School of Foreign Languages
and Literature, Beijing Normal University

Topic: The 'What Happens Next?' method: Unlocking language through story

Expected outcomes of the presentation:

By the end of this session, participants will be able to:

- understand the theoretical rationale for using narrative as a core pedagogical tool in language learning.
- identify key characteristics of compelling, level-appropriate stories that support language development.
- apply the 'What happens next?' technique to foster student engagement, prediction and interactive storytelling in the classroom.
- design a simple story-based lesson or activity that integrates listening, speaking, reading and writing skills.
- evaluate and adapt existing story materials (such as levelled readers) to maximise motivational and linguistic outcomes.

Back to programme

7. Teacher professional development ecosystem building

Venue: 814



Enkhjargal Jargalsaikhan

Cambridge Curriculum Coordinator,
Shine Ue School

Topic: Teaching with Cambridge - Teacher professional development

Expected outcomes of the presentation:

- Recognise how the Cambridge Pathway may directly enhance student outcomes and teaching quality through teacher wellbeing and organised professional development.
- Learn helpful methods for creating responsive learning experiences for Cambridge Checkpoint and IGCSE involving data, reflection and collaboration.
- Explore effective professional development models, including peer observation, mentoring, and targeted training aligned with Cambridge Teacher Standards.
- Identify ways to align Cambridge and national curricula while fostering Cambridge learner attributes such as confident, responsible, reflective, innovative and engaged.
- Reflect on how investing in teachers as learners can lead to sustainable school improvement and improved student wellbeing, achievement and satisfaction.



Sophia Gao

Academic Director,
Cambridge International Centre,
Beijing New Talent Academy

Topic: Empowering teachers as learning experience designers: Building a centre-based professional development ecosystem

Expected outcomes of the presentation:

In sharing our centre's journey, I hope to invite fellow educators to:

- explore the concept of a professional development ecosystem built on teacher agency and choice.
- discuss how its three core parts - pedagogy training sessions, structured practice cycles for collaborative reflection, and a sharing network to spark innovation - work together to sustain growth.
- identify principles or approaches that may resonate within their own educational contexts.

Back to programme

8. Teacher professional development strategies

Venue: 815



Richard Driscoll

Teacher development board member,
Cambridge school community

Topic: A culture of peer observations to support assessment for learning

Expected outcomes of the presentation:

Delegates will have the opportunity to explore the Cambridge Getting Started With resources to support formative assessment in the classroom. Effective practice on peer observations will be shared so that effective classroom techniques can be developed. The workshop will give you ideas to take back to your school.



Margad Jambaldorj

School Principal,
Singapore School of Mongolia

Topic: Designing professional development for future-ready learning



Alexandre Perron-Comerford (Co-presenter)

Cambridge Coordinator,
Singapore School of Mongolia

Expected outcomes of the presentation:

The session will make visible the link between intentional teacher development, innovative teaching practice and student future-readiness, and equip participants with a practical framework they can adapt in their own school contexts.

By the end of the session, participants will understand how intentional teacher development drives innovative teaching practices that support student future-readiness, and design a simple, adaptable professional development strategy that can be implemented in their own school context.

9. Bridge the gap between teacher professional development and teaching

Venue: 819



Mostafa Ibrahim

Director of PD at Cambridge International Centre,
Beijing New Talent Academy

Topic: Integrating AI tools in a “high-impact teaching strategies” PD program

Expected outcomes of the presentation:

- a focused professional development (PD) short program that is based on high-impact, evidence-based teaching strategies that teachers can directly apply to their classrooms.
- Using AI tools to reduce the workload associated with applying this PD program.



Wenting Huang

Head of the Economics Department,
Suzhou International Academy

Topic: From workshop to classroom: Turning teacher professional development into action

Expected outcomes of the presentation:

By the end of the session, participants will be able to:

- apply structured professional development (PD) approaches aligned with Cambridge standards.
- enhance students’ academic and problem-solving skills through interdisciplinary practices.
- build sustainable professional learning systems within and across schools
- support teachers’ career development through leadership and collaboration opportunities.

10. The responsive classroom: Using data to personalise learning

Venue: Lecture Hall 1



Matthew James Smith

Assistant Head (Assessment and Data),
Dulwich International High School Programme Suzhou

Expected outcomes from this workshop:

- Define the key principles of a responsive classroom and its importance in student growth.
- Analyse and apply a simple framework to decode student data.
- Co-create targeted intervention strategies.

11. Leaders' enrichment training -Focus on measuring the impact of effective principals

Venue: Lecture Hall 2



Babis Georgakainas

Centre Principal,
Zhangjiagang Ivy Experimental School

Expected outcomes from this workshop:

Using the theory and methods of Visible Learning by John Hattie, we will explore how these approaches can be applied in our context to improve not only learners' attainment but also the effectiveness of leadership and management, as well as the overall progress of the school. Through interactive techniques and dialogue with participants, we will focus on measuring the impact of our actions in daily practice. Teachers and leaders will have the opportunity to develop strategies for evaluating the quality and effectiveness of their efforts.

12. Cambridge new school induction

Venue: 816



Wing Feng

School Implementation Manager,
East Asia, International Education,
Cambridge University Press & Assessment



Mandy Ma

Executive Deputy Principal,
Shenzhen Hong Kong Pui Kiu College
Longhua Xinyi School

Target participants:

Head of Centre / Cambridge Programme

Coordinator from newly registered Cambridge schools

Introduction:

New to Cambridge? This breakout session is designed as a dedicated induction for Heads of Centre and Programme Coordinators. Cambridge staff will walk you through the Cambridge Pathway essentials, while an experienced school leader shares practical insights on applying them in practice. Through interactive exchange, you will explore challenges, clarify your direction, and gain the support needed to set your school on a strong and sustainable path with Cambridge.

Student panel

In this engaging session, a group of Cambridge learners will share their unique experiences and insights on how to prepare for the future, the opportunities that await them, and how to make a positive impact in an ever-changing world.



The session will be chaired by **Karen Tang**

Director of Counselling Programme, Dipont Education



Chengxi Li

Shenzhen Hong Kong Pui Kiu College
Longhua Xinyi School



Weng Zhiyu (Nancy)

Shenzhen Foreign Language High School



Bingnuo Cai

Shenzhen Vanke Meisha Academy



Xi Wang (Molly)

Shenzhen College of International Education



Zixi Peng (Jaycee)

Normal College of Shenzhen University

Cambridge schools in the spotlight

This session highlights the 20-year journey of selected Cambridge schools with Cambridge. During the session, you will learn about their achievements and experiences over two decades of working alongside Cambridge, and celebrate a shared commitment to quality education and ongoing professional growth.

The following are the schools participating in this session:

- Beijing New Talent Academy
- Beijing Royal School
- Ivy Experiment School
- Kiangsu-Chekiang College, International Section
- School of the Nations
- Shenzhen College of International Education
- ULink College Guangzhou
- Yew Chung International School of Beijing
- Yew Chung International School of Hong Kong
- Yew Wah International Education School of Yantai
- Yew Wah School of Shanghai Changning
- Zhengzhou NO.9 High School of Henan Province

School tour

We have specially arranged a Cambridge school tour. This session aims to promote the exchange of best practices and peer learning within the Cambridge school community.

The school tour programme is expected to **start at 14:30** and **end before 17:00 on Sunday 19 April**. We have arranged a **one-way shuttle bus from the conference venue to your selected school**. You will need to arrange your own transport after the school tour.



Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School

Founded in 2021, Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School (PKXYS) is a pioneering school linking Shenzhen and Hong Kong through the integration of Chinese and Western education. It is the only school in China to offer mainland, Hong Kong, and international curricula, and the first in Mainland China to operate under a Hong Kong-aligned subsidy model. With the launch of its kindergarten in 2023, PKXYS became the first 16-year through-train school in Mainland China serving mainland, Hong Kong, and international students, supported by strong policy backing and the Pui Kiu Educational Foundation.

Shenzhen Middle School



Founded in 1947, Shenzhen Middle School (SMS) is one of Guangdong's most renowned tier one secondary schools, known for cultivating civic minded, innovative students grounded in Chinese culture with a global outlook. Serving over 7000 high school students through gifted science, international, and experimental curricula, SMS consistently leads the province in international Olympiad gold medals. To further support academic excellence and inspire research, the school has co established 11 cutting edge innovation laboratories in partnership with top universities and leading academicians in China.



Shenzhen College of International Education

Founded in 2003, Shenzhen College of International Education (SCIE) has produced 3941 graduates, with 53% pursuing STEM and 2056 entering UK universities, including 339 at Oxford and Cambridge. The Class of 2025 earned 41 Oxbridge conditional offers and 18 offers from Top 10 U.S. and Ivy League schools. SCIE emphasizes holistic development through a strong House System and more than 200 student clubs, and offers a four-year Cambridge-based IGCSE and A Level programme with more than 20 subjects across multiple disciplines.

Vanke Meisha Academy



Founded in 2015, Vanke Meisha Academy is a private international high school approved by the Shenzhen Municipal Bureau of Education, offering Sino-US and Sino-UK integrated curricula. In 2018, it established the high-end Vanke Meisha Arts Academy (VMAA), whose practice- and academically-driven model has become a benchmark for arts education in the Greater Bay Area and beyond. The school is committed to cultivating global citizens and leaders with a strong sense of Chinese identity.

Delegate information

Presentations

Presentations will be made available to delegates who complete the post-event feedback survey. Please do not take photos or record videos of the presentations, as this may lead to copyright issues.

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WeChat official account: We share with you the latest information about Cambridge and teaching resources, as well as the latest news from the Cambridge school community in China. Follow us on Cambridge_China.

Wi-Fi

[redacted]

Enquiries

If you have any questions about the conference logistics, please go to the enquiries desk during the breaks.

Post-event feedback survey