

Cambridge Outlook

THE MAGAZINE FOR CAMBRIDGE SCHOOLS WORLDWIDE

Issue 42, February 2023

Inside



Joining forces
UAE school leaders
discuss the power
of collaboration



Destination Australia
Working together with
Australian universities



Self-evaluation
What two schools
learnt from their
stakeholders



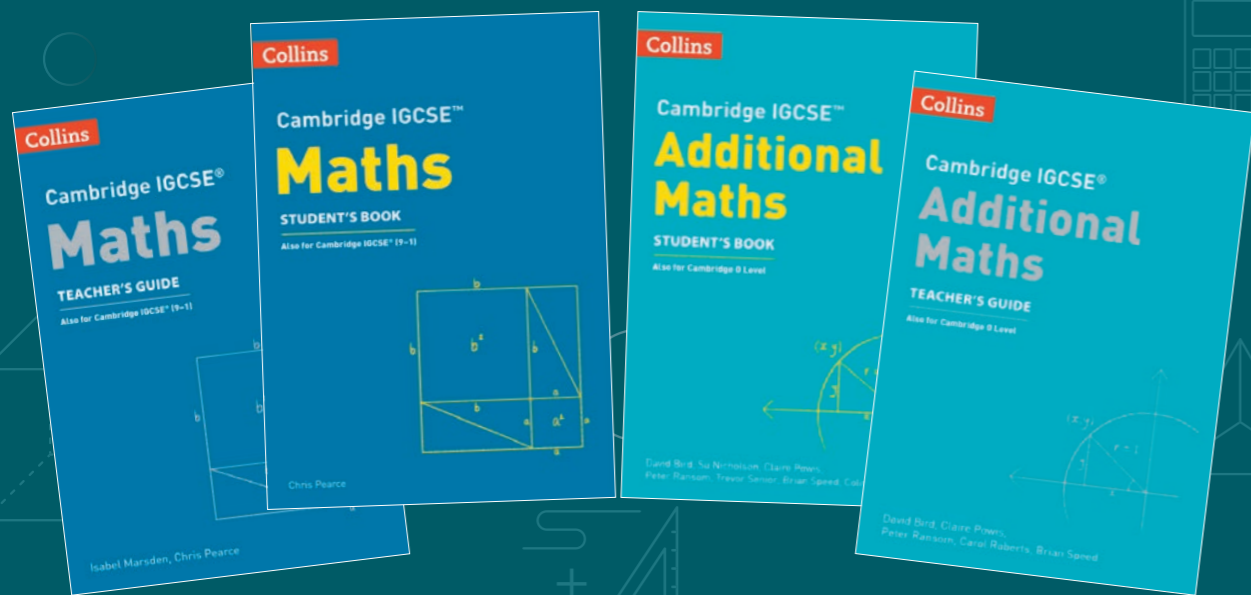
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Creating conditions
where students thrive



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Welcome

ISSUE 42, FEBRUARY 2023

“Welcome to *Cambridge Outlook*. Our Cambridge Schools Conference last September gave me the perfect opportunity to meet with some of our school leaders and teachers from around the world for the first time since I started in my new role. The expert speakers and engaging discussions in workshops reinforced the importance of the theme we have chosen for this year's conferences: 'Creating a positive environment for learning'. Many students' lives continue to be impacted by the pandemic in a variety of ways, so ensuring that student wellbeing is at the heart of our school communities is crucial for students to thrive. That's why we have chosen to examine this theme in more detail in this issue of *Cambridge Outlook*.

We are constantly exploring new ways of supporting schools and this issue highlights some of that work, including the Cambridge Wellbeing Check, our School Self-Evaluation service and the launch of a new Higher Education Advisory Council in Australia.

Helping schools to support each other is another key focus, and you can find out how Cambridge School Communities are bringing teachers and students together in different regions.

Thank you to everyone who has contributed to this issue. We hope you enjoy it. If you have a story to share, please get in touch at outlook@cambridgeinternational.org



Rod Smith
Group Managing Director,
International Education

About us

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Any feedback on this issue? Anything you would like to read about in the next issue? Contact us at:
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IN FOCUS

A POSITIVE environment FOR LEARNING



Lee Davis, Director of Teaching & Learning at Cambridge International, introduces this issue's In Focus, which explores why promoting a positive school environment and preventing problem behaviours is crucial to student success

A critical factor in the success of young people in schools is the environment in which they learn, play and socialise together. That's why for some time now, practitioners and researchers have been exploring how best to create an environment that both raises student outcomes and maximises their opportunities for future success.

We can define a positive school environment as 'a combination of personal and contextual factors that increase prosocial interpersonal relationships amongst the school community and decrease problem behaviours'.* In other words, an environment where everyone is encouraged to act in a way that benefits others.

The theories of Norwegian sociologist, Johan Galtung, can help us think about peace in a school context. We can argue that a state of 'positive peace' can be achieved in schools through a sustained



"How students feel is another critical factor linked to how well they learn"

and integrated use of approaches to peace-keeping, peace-making and peace-building. These approaches then ultimately seek to remove pre-existing instances of 'direct violence' (such as physical and verbal abuse) as well as 'indirect structural and cultural violence' (such as poor school infrastructure or exclusive behaviours in the playground).

This In Focus section invites you to explore these themes and ideas with our contributors and to contextualise them in a post-Covid world.

On page 8, Dr Izabela Zych and Dr Vicente J Llorent address the perennial concerns of bullying, cyberbullying and discrimination in schools, and consider the immediate and long-term impact these behaviours have on both the victim and the perpetrator. They go further, however, by providing a five-point plan on how to improve prosocial behaviours and relationships among students.



ILLUSTRATION: KIKI LIJUNG *ZYCH, I (2021). COMPRENDER LA CONVIVENCIA ESCOLAR DESDE EL MARCO DE LA PSICOLOGIA EVOLUTIVA Y DE LA EDUCACION. REVISTA CES/PSICOLOGIA

Professor Hilary Cremin presents a framework for understanding Galtung's theories in a school context (page 6), arguing that peace-building is the ultimate goal of the whole school community. Prof Cremin's work provides an audit tool for leaders to understand what is and isn't working in their school community, as well as an evaluation model to help leaders and teachers understand their own conflict styles. In so doing, she provides a language for peace and conflict resolution, and a means by which the school community can move easily between different conflict styles depending on the situation.

Finally, we discuss Cambridge's approach to wellbeing and a way of taking the pulse of our students at a given point in time through the Cambridge Wellbeing Check. As Mark Frazer explains on page 11, this tool enables schools to develop programmes that support students in understanding what it takes to achieve a state of inner peace and establish a dynamic balance in their interpersonal relationships with peers and adults.

It's not about diagnosing problems but about opening a door to conversations, argues Mark.

We are continuing to develop more resources to help schools have conversations about wellbeing. How students feel is another critical factor linked to how well they learn. Look out for more initiatives coming this year.

In this section

- 6** Professor Hilary Cremin, Head of the Faculty of Education, University of Cambridge, examines peace education programmes in schools.
- 8** Dr Izabela Zych and Dr Vicente J Llorent discuss problem behaviours and how to help decrease them.
- 11** Mark Frazer explains how the Cambridge Wellbeing Check works and its benefits.

GIVING PEACE A *chance*



Professor Hilary Cremin, Head of the Faculty of Education, University of Cambridge, explains the relevance of conflict and peace in education and how she has been working with Cambridge International to trial peace education programmes in schools

University's research students and faculty members to exchange ideas and collaborate on projects that explore the relationships between conflict, peace and education.

Many kinds of peace

Drawing on her experience of working with schools and on her research, Hilary arrived at the conclusion that there are many different kinds of peace: "We need to think more broadly about peace in ways that recognise the diversity of different approaches," says Hilary.

This led to the Positive Peace Matrix, which Hilary developed with Roy Leighton, co-founder of a social enterprise they launched called Positive Peace Cambridge.

The matrix is a conceptual and practical framework for thinking about peace in schools. It sets out four levels of peace (inner, outer, community & global, and ecological) and identifies three types of peace activity (peace-keeping, peace-making and peace-building).

The Peace Audit Tool

Hilary began introducing the matrix to schools last year as part of a pilot project with Cambridge International.

"Both Cambridge International's Education Manager, Hema Mistry and Director of Teaching & Learning, Lee Davis had read my book *Positive Peace in Schools* and so they knew about my area of expertise," says Hilary. "Hema reached out to me because schools had contacted Cambridge International post-pandemic to say that children in their classrooms had forgotten how to get on with each other and they were

seeing a lot of cases of intolerance and conflict."

Through Positive Peace Cambridge, Hilary worked with Cambridge International on a Peace Audit Tool, which is currently being trialled by 15 Cambridge schools. The audit is a series of questions that relate to different areas of the matrix and help school leaders understand what is and isn't working well in their school community.

Hilary explains: "Each of the boxes in the matrix has a series of descriptors of what people in a school community might say if those things are working well. For 'peace-keeping' and 'inner peace' for example, a basic descriptor in terms of safety would be 'I feel safe'. If you ask that question to every member of the school community from the youngest through to senior leaders and governors – and you also start to ask about gender, identity and roles – you quickly get an idea of who is feeling safe and who isn't. You can use that information to begin to create a development plan."

After the audit, schools can opt to have a follow-up consultation with an expert to help them understand the results. Schools could also identify a number of 'changemakers' to take part in a Positive Peace Programme – an intensive face-to-face training day followed by six online coaching sessions that help the school 'walk the talk' and experience some of the work that could be done with students and within their own leadership teams.

"We keep going back to the Positive Peace Matrix," says Hilary. "It helps us to think, is this peace-keeping, peace-making or peace-building? It also makes sure we don't have isolated projects that just focus on the individual child and forget about how that child communicates with their teachers, how we change some of our school practice so the issues

don't come up in the future, and how we push back at what we're being asked to do at government level to make sure we are thinking more holistically."

Conflict and Peace Literacy Window

During the Positive Peace Programme, teachers and leaders can find out more about their own personal conflict styles using another tool Hilary has developed with Roy: the Conflict and Peace Literacy Window (see below), which examines eight pairs of conflict styles: dictator/warrior, saviour/peace-maker, peace-keeper/sleeper and facilitator/servant.

"While the Peace Audit Tool is an opportunity to get a snapshot of peace and conflict in a school at various levels at a moment in time, the Conflict and Peace Literacy Window helps colleagues to be conflict literate so they can move more easily between different conflict styles depending on the situation. "We wanted to recognise, for example, that being very directive can be positive or negative. If you're a 'dictator', you tell people to do things your way because you believe you're right and they're wrong, and because you want to use your authority to force people to do things. The opposite end of this conflict style is 'warrior', where

You can learn more about Hilary's work and this initiative at the 2023 Cambridge Schools Conferences.

For details visit www.cambridgeinternational.org/csc

To find out more, contact Hema Mistry at info@cambridgeinternational.org

you're protecting the weak, fighting for just causes and using your strength and authority to do the right thing. One of the conversations we might have with teachers is, how do I avoid being a dictator in the classroom and how can I be more of a warrior?"

"The schools we've worked with are finding the process highly motivating. We know this work has huge benefits – but you have to keep doing it."



"The schools we've worked with are finding the process highly motivating. We know this work has huge benefits – but you have to keep doing it"

Hilary Cremin's interest in peace education started early in her career when she worked as a modern languages teacher in a part of the UK with a high proportion of disadvantaged students. She says: "Many of them had additional needs and they were getting into trouble with the police or falling into a lifestyle where they were basically surviving, not thriving."

Hilary began working with a peace education charity on peer mediation schemes in schools, then subsequently launched her own consultancy – Catalyst, Conflict and Change.

"We worked for 12 years in hundreds of schools with thousands of teachers," she says. "Everything I do now goes back to the ideas we crafted and forged during that time."

Hilary eventually moved into higher education, working first at the UK's Oxford Brookes University then Leicester University, where she taught citizenship for a teacher training course (PGCE). In 2008, she became a Research Professor at the University of Cambridge and last year began a three-year tenure as Head of the Faculty of Education. Together with her graduate students, she also chairs the Cambridge Peace and Education Research Group (CPERG), which provides a hub for the



problem solving

THE TWO-PRONGED APPROACH OF DECREASING PROBLEM BEHAVIOURS AND INCREASING PROSOCIAL INTERPERSONAL RELATIONSHIPS

Dr Izabela Zych and Dr Vicente J Llorent are Associate Professors at the University of Córdoba, Spain. They tell us what research has shown about problem behaviours and why schools must act on bullying



Dr Izabela Zych focuses on the developmental prevention of antisocial behaviour and effective strategies that could be used to decrease these behaviours.



Dr Vicente J Llorent focuses on enhancing competencies for life through education, including educational inclusion and social and emotional competencies.

Creating a positive school climate is a key strategy to preventing problem behaviours at school, and it's the focus of our research at the University of Córdoba. But what is a positive school climate? It is commonly accepted to mean a combination of personal and contextual factors



“Relationship styles acquired in school influence the way in which children relate to other people later in life”

that decrease problem behaviours and increase prosocial interpersonal relationships among students.

Problem behaviours

One of the biggest problem behaviours in school-age children around the world is bullying, including cyberbullying. Many studies have shown that one third or even 50 per cent of children have been involved in bullying at some point in their childhood or adolescent years, although percentages of severe bullying are usually lower.

Substance use together with different types of aggressive behaviour in schools and in different contexts are also highly problematic. New research lines are also focusing on discriminatory violence against minority

groups, including hate speech and social exclusion.

Effects on students

At school, children learn how to relate to other people. The relationship styles they acquire in school influence how they relate to other people later in life.

Problem behaviours such as bullying and cyberbullying have detrimental short- and long-term consequences.

At school level, victims of bullying can feel isolated and lonely, and their school performance can be negatively affected. Perpetrators can perceive violence as an acceptable way to gain social status and achieve their goals.

In terms of long-term consequences, involvement in bullying has been found to be related to anxiety, depression, substance use and violence later in life. Other members of the school community can also suffer detrimental consequences.

It is therefore crucial to stop bullying to avoid both short- and long-term harm.

A positive school climate

Research shows that a positive school climate is a key contributing factor to life success. It's not only beneficial for helping students develop good relationships, it is also good for their learning.

We suggest five ways that schools can help promote positive behaviours. By making small changes to what we do every day in our classrooms, we can improve our students' lives. And improving our student's lives might actually improve our society too. As teachers, the behaviours we promote in schools really matter.

5 ways... to promote prosocial interpersonal relationships

Here are five ways schools can help to promote positive, desirable relationships among students

1 It is crucial for schools to promote a positive school climate which involves all members of the school community. This is a climate where all members of the school community care for each other; conflicts are solved through dialogue; and there is a climate of solidarity and inclusion.

2 Social, emotional and moral competencies need to be promoted through specifically designed interventions, such as social and emotional learning programmes and anti-bullying programmes. All members of the school community need to understand the importance of these personal competencies, and they need to be promoted on an everyday basis, including through specific teacher training.

3 There needs to be a specific policy against problem behaviours in school. Rules against violence need to be established and implemented. Cases of antisocial behaviour need to be managed at school, classroom and individual levels.

4 All members of the school community, including families, need to work together to increase prosocial relationships and decrease antisocial behaviours that cause psychological, social and physical harm. Teachers, parents and students need to participate in an active way. This joint effort is crucial, together with open communication. It is especially useful to have a joint strategy that can be implemented in school, at home and among peers.

5 Planning, curriculum and assessment must focus on promoting prosocial relationships and decreasing antisocial behaviours.

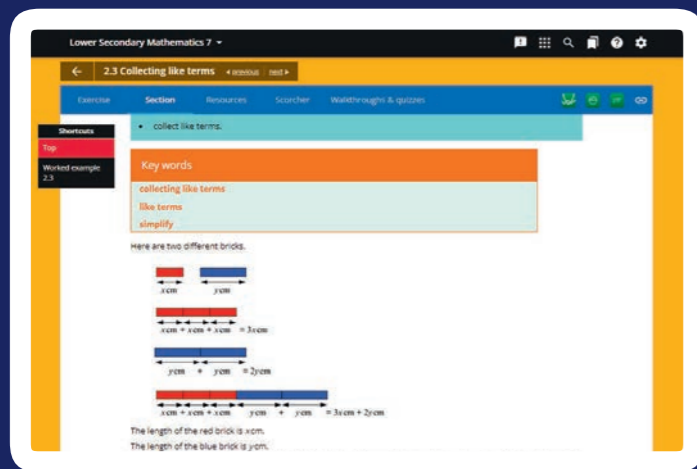
Curriculum planning needs to be done with an explicit and clear idea about how prosocial behaviours will be taught and learnt together. For example, self-esteem can be promoted through performing in group tasks and physical education can be combined with emotional management exercises. Behaviours should be assessed before and after any curriculum changes to see what has worked and what can be improved.



To find out more about Izabela Zych and Vicente Llorent's research and to get practical tips, read our Education Brief: Promoting a Positive School Climate at www.cambridgeinternational.org/education-briefs

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MONITORING STUDENT WELLBEING:

the Cambridge Wellbeing Check



Mark Frazer, a former primary school teacher, is Teaching and Learning Lead at the Cambridge Centre for Evaluation & Monitoring (Cambridge CEM). In this Q&A he tells us how the Cambridge Wellbeing Check can benefit individuals and whole schools

Why was the Cambridge Wellbeing Check developed?

More than ever, schools are looking at ways to discuss, promote and improve student wellbeing. Cambridge CEM specialises in developing evidence-based formative assessments to help improve student outcomes, and so we've been focusing on how we can help schools take an evidence-based approach to wellbeing.

Wellbeing is a subjective psychological state so it can change from month to month or even day to day. It also changes from one context to another – a student's wellbeing may be high at home but low in school. Also, two individuals in identical material or physical circumstances might experience very different levels of wellbeing – so the Cambridge Wellbeing Check asks students about their wellbeing directly.

What evidence is the Cambridge Wellbeing Check based on?

It is based on research conducted by Dr Ros McLellan and Dr Susan Steward in the Faculty of Education at the University of Cambridge.

Research shows that there is a link between wellbeing and educational performance. Better wellbeing is linked with some forms of motivation –

and for students wanting to learn and make progress it is essential. Students with lower levels of wellbeing are also far more likely to take unauthorised absence from school.

How do students complete the check?

It is a student-led assessment made up of a set of 22 questions focused on how individuals feel and function in a learning environment. It is subdivided into four areas: life satisfaction, negative emotions, interpersonal wellbeing and competence wellbeing. The questions are aimed at learners aged 7 to 18 and designed to be clear and simple. One example is: 'When I am at school I feel happy'. Students choose from a scale of responses: never, not often, sometimes, often or always. The assessment takes around 20 minutes of screen time to complete and it is fully automated so there is no paperwork or marking for teachers. A series of easy-to-understand reports provides detailed feedback on learners' responses at an individual, group and school level, supporting a whole-school approach.

What can it tell schools?

If you measure or assess something, you obtain better information about it and increase your understanding. This is true of wellbeing. The check is a way to quickly and effectively reveal any areas where there may be concern – it is not diagnosing anything but can shine a spotlight on an issue of concern, which should open a door for further conversations.

How can schools use the results?

The Cambridge Wellbeing Check is designed to work as part of a school's existing wellbeing or pastoral care teaching. It allows schools to: teach and explore wellbeing with students; evaluate the wellbeing of groups of students; understand individual students' wellbeing levels; and, if schools use it more than once, evaluate the impact of any interventions put in place.

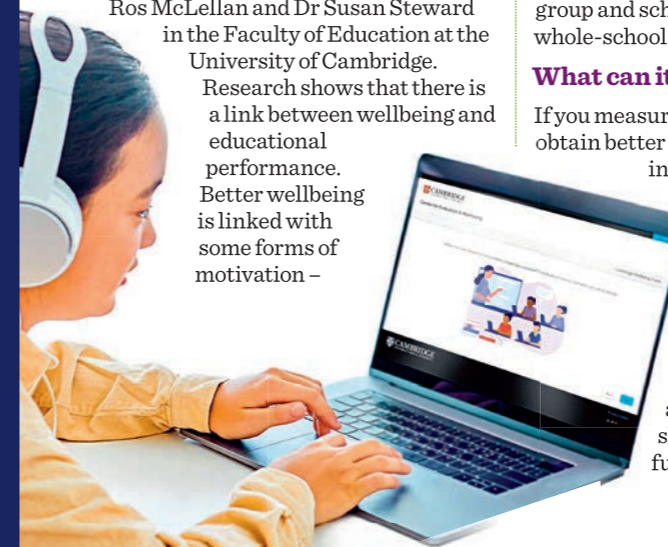
Schools that subscribe to the check receive information on evidence-based resources and access to Cambridge CEM's Customer Support team and online support hub. Cambridge CEM has designed lesson plans to use before and after the check for different age groups. Teachers can use them almost as a script or select specific elements to suit their class.

What one piece of wellbeing advice do you have for schools?

Make sure that every student has at least one strong, positive, supportive, appropriate, professional relationship with an adult in school. There is nothing worse than when you don't have somebody to talk to. And then take a holistic, systematic and unified view of monitoring wellbeing on a regular basis, whether it's by using our system or another system like it.

Cambridge CEM is part of Cambridge University Press & Assessment.

Find out more about the Cambridge Wellbeing Check at www.cem.org/wellbeing



Joining forces

LAST YEAR, A CAMBRIDGE SCHOOL COMMUNITY WAS ESTABLISHED IN THE UAE FOR THE FIRST TIME. TWO OF ITS MEMBERS TELL US WHY SCHOOLS HAVE COME TOGETHER



Cambridge International's School Development Manager for UAE Sarah Saiger (third from left) with the Council's Kelvin Hornsby (left), Dr Nelius Jansen van Vuuren, Ranju Anand, Michael Strachan and Kerry Dalton

“My involvement in our regional community of Cambridge schools – which we call the Cambridge School Council – came from my working relationship with Cambridge International’s School Development Manager for UAE, Sarah Saiger,” says the Council’s Chairman Kelvin Hornsby, Senior VP Education, GEMS Education.

“Sarah mentioned that Cambridge was looking at developing a ‘school community’ in the UAE. She explained how they operate in other countries and it seemed a wonderful opportunity for schools to work

together and share best practice. It’s thanks to Sarah’s efforts that we were able to bring representatives from different providers across different emirates together to set up our Council.”

The Council aims to meet every six weeks either online or in person. Each of its educational leaders oversees a cluster of schools – between them, they cover 92 schools across the UAE.

As Chairman, Kelvin sees his role as steering and supporting the initiatives of his colleagues in the areas of professional development, collaboration and sporting opportunities.

Professional development

Another key member of the Council is Kerry Dalton, who has been bringing teachers together for a professional development programme.

Prior to working in Dubai, Kerry was Headteacher of a primary school in the UK. During her headship, the school was a member of a group of schools called the North Star Teaching Alliance. Kerry sat on the executive board as the Continuing Professional Development (CPD) and maths lead.

“I developed training programmes for teaching assistants based on best practice for supporting learning – it was my first taste of how schools are the best people to support each other,” says Kerry. “The power of collaboration is the best form of CPD for any teacher or school leader.”

Kerry moved to Dubai in 2018 to share her specialist knowledge of maths, and was Deputy Head of Kings’ Al Barsha for a year before becoming Principal of Kings’ School Nad Al Sheba, helping to grow the school from 311 to 800 students. In 2021, the school added Years 7 and 8 and introduced Cambridge Lower Secondary. Next year, it will begin to offer Cambridge IGCSE courses. They also became a Kings–Cambridge exclusive school.

“One of the things that drew me to the UAE was the aspiration – that sense of high achievement and expectation for everybody whether that’s as a

To find out more about establishing a Cambridge School Community in your area, contact your regional manager.

student, a teacher or a leader,” says Kerry. “But what also struck me was the opportunities that exist for collaboration, despite the high proportion of private schools in Dubai.”

Kerry was keen to build a community like the one she had been part of in the UK. She says: “I knew what children and families get out of it and the benefits educationally – so when the opportunity to work with the Council came about, I leapt at the chance.”

Through the Council, teachers have been working together on moderation and collaborative approaches to assessment. Kerry says: “We decided this would be most useful for subjects like PE and drama where teachers are often working in isolation and there is a high level of objectivity in terms of making a judgement on a portfolio. It’s a way of bringing those teachers together to provide support across the group.”

Student opportunities

Another inter-school initiative last year brought together three of the UAE’s Cambridge schools: GEMS Cambridge International Dubai, GEMS Cambridge International Abu Dhabi and GEMS Cambridge High School Abu Dhabi.



Kelvin says: “We had football and netball tournaments, monologues for drama, public speaking in English and computer science coding competitions. It was hugely successful and this academic year we are extending it to GEMS Cambridge International Private School Sharjah and GEMS Our Own English High School Dubai and adding a sustainable city element. In the future, we hope to go wider.

“We are trying to find opportunities for learners with different passions to collaborate and compete, not just with schools within their own group but students from other schools. It offers the opportunity to develop cohesion and look at things through a different lens in terms of different experiences peers may be having in a different emirate or a different school.”

Influencing education

“By having the Council, we have a much stronger presence and we have the power to influence the direction of education.

“We are here for the learners and making sure that they are prepared for life and that they have a passion and love of learning for life – which is what Cambridge is all about.”



Kelvin Hornsby

Kelvin previously worked as a Director of Education in the UK with responsibility for 32 academy schools across the 3-18 age range. In 2016 he moved to the UAE and joined GEMS Education as Principal of Cambridge International School Abu Dhabi, taking the school from its first Cambridge IGCSE results to Cambridge International A Level. He is now GEMS Education’s Senior Vice President Education, supporting eight schools in Abu Dhabi. In 2022 he also became Principal/CEO of GEMS World Academy, which is currently working through approval to offer Cambridge IGCSEs. Kelvin is also GEMS’ Cambridge Brand Leader. He took up the post of Chairman of the Cambridge School Council in November 2022.



Pictured above: More than 30 schools from Punjab, Pakistan participated in their Cambridge School Community’s first in-person meeting since the pandemic

COMMUNITY WORKS

We support schools in establishing Cambridge School Communities that are run by schools, for schools.

These communities bring schools together to exchange ideas and to share knowledge and best practice in areas such as school leadership, curriculum planning, professional development and teaching. Students can benefit from a range of enrichment opportunities.

The communities also help Cambridge to increase its understanding of the local context and to provide better support for schools.

In addition to the Cambridge School Council in the UAE, there are active school communities across: South Asia (Pakistan, India, Bangladesh and Sri Lanka); East Asia (China); and Saudi Arabia.

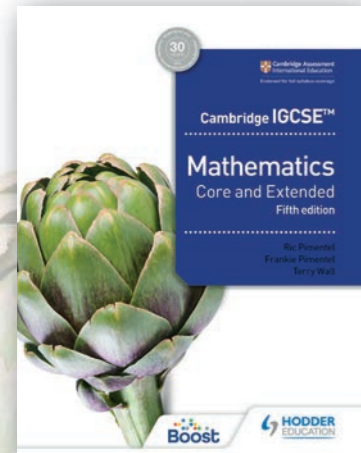
The largest Cambridge School Community is in India. It started in 2015 with 10 school leaders at its first meeting and has grown organically over the years to include a wide range of interested representatives. At its last meeting, there were 450 delegates.

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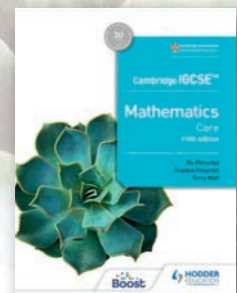
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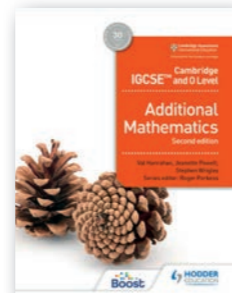
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DESTINATION *Australia*

Cambridge International works closely with Australian universities to open up opportunities for Cambridge students

New advisory group

Last year, Cambridge International established an Australian Higher Education Advisory Council.

Global Recognitions Manager Kevin Ebenezzer (pictured below, far left) explains: "We have worked successfully with a Higher Education Advisory Council in the US for many years, and the Australian council has been born out of that experience. It's not just about extending recognition in a country, but also about working closely with admissions experts to find out what skills they are looking for in students. It's an exciting initiative that will benefit Cambridge students worldwide."



"Monash is one of Australia's Group of Eight (Go8) universities and ranked 44th in the Times Higher Education World

University Rankings. We have an average of 40 per cent international students on campus. Many are from India, China and our regional neighbours in South-East Asia like Malaysia, Indonesia, Vietnam and Singapore, but we have students from a diverse range of countries including Canada and the UK.

"We provide clear information for schools on our website to make it as easy as we can for students to understand if they are going to get a place – we publish academic entry requirements and how they are calculated."

Recognising Cambridge

"We have recognised Cambridge International A Levels at Monash for many years. We've found they are reliable qualifications – they have a high quality indicator and are easy for us to validate and align. We spend a lot of time looking at the Cambridge curriculum to determine what is equivalent to subjects in our local curriculum (the Victorian Certificate of Education).

"International students study all sorts of disciplines. Our business and economics courses, IT and

James Marshall has been Director of Admissions at Monash University in Melbourne for nearly 15 years. His team assesses 70,000+ applications a year.

medicine are very popular. We also have a strong STEM (science, technology, engineering and maths) discipline field – Cambridge International A Levels for those subjects map well and give students a good equivalency for the prerequisites.

"Cambridge students adjust well to the self-directed learning that is required at university and their base level competency is good. The students come in with a good grasp of English."

Alternative routes

"We wanted to give Cambridge International AS Level students opportunities to access our courses so we worked with Monash College (a wholly owned subsidiary of Monash University) on pathways for them. Students can take a Diploma Part 1 or Part 2, depending on the number of subjects they completed and the level of achievement they obtained.

"The Diploma Part 1 is equivalent to our Year 12 pure A Level study. Part 2 is effectively the same units as a first-year university course and means students can fast-track into the second year at Monash University on completion. The Diploma has been seen as a great success and students coming in through those pathways achieve very well."

To find out more about applying to Monash University visit: www.monash.edu/study/courses/entry-pathways-international



The first meeting of the new council was held last October at Monash University. Cambridge recognition staff met with senior admissions staff from leading Australian universities, representatives from tertiary admission centres and staff from Presbyterian Ladies' College, a Cambridge school in New South Wales.

Monash University's Director of Admissions James Marshall (see column right) says: "We were very excited to host the inaugural meeting. It was great to bring all those different institutions together to be part of the conversation around recognition. It was also good to have the two-way communication with Cambridge: they could share how they see their qualifications moving forward and how the landscape around tertiary admission testing and standards is moving globally, and how that aligns with our institutions here."

Find out how to apply to universities in Australia at: www.cambridgeinternational.org/australia



Find out more about how we can support teaching at www.hoddereducation.com/cambridge-igcse-maths



Support for schools

THE LATEST RESOURCES AND DEVELOPMENTS TO SUPPORT YOU AND YOUR LEARNERS



Easier exam prep with Test Maker

We are making improvements to Test Maker, our online resource to help teachers create their own test papers. With better search functionality to find the perfect question for a specific topic, as well as the addition of more questions from 2022 past papers, you're sure to produce high-quality, customised test papers for your learners.

Learn more: www.cambridgeinternational.org/testmaker



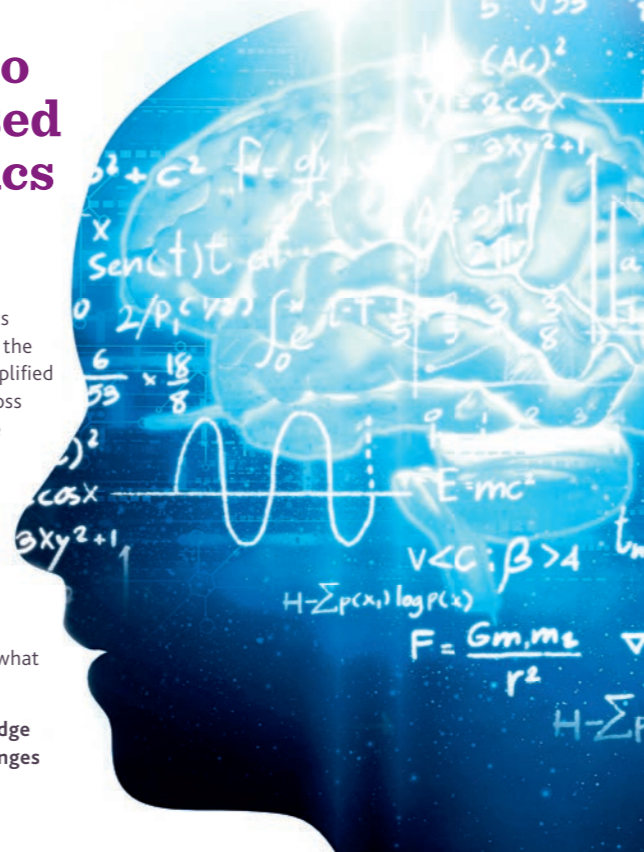
Teachers can use Test Maker to create customised test papers.

Get ready to teach revised mathematics syllabuses

Our new, improved Cambridge IGCSE and O Level Mathematics syllabuses will be examined for the first time in 2025. We have simplified the structure and language across the suite to give all learners the best opportunity to succeed.

To help teachers prepare for the changes, we are providing extra support, including practice questions, schemes of work and specimen answers, as well as mapping documents that help teachers understand what the changes are.

Find out more at www.cambridgeinternational.org/maths-changes



Our global science competition is now open!

We're excited to be running the Cambridge Upper Secondary Science Competition in 2023 to help schools build students' passion for science. For this extra-curricular activity, teams work together on a scientific investigation and could be crowned 'Best in World!'.

There are two entry periods, with teams carrying out their

investigations from January to April, or July to October. Your school can choose whichever entry period suits you best or enter both. Find out more at www.cambridgeinternational.org/science-competition

Good luck everyone!

Support during Covid-19

We continue to work closely with Cambridge schools to understand how the pandemic is impacting teaching and learning. To find out about support measures for our 2023 exam series, including component exemptions and/or adjustments, visit www.cambridgeinternational.org/covid

School Support Hub highlights

There is a huge range of resources and guidance for teachers on the School Support Hub including these new resources:

- **Getting started with Cambridge:** A digital version of the Cambridge 'Welcome Pack' is now available on the Hub, making it easier for new Cambridge teachers to discover our support resources – whether they have joined an existing Cambridge school or teach at a newly registered school. You can also find help with promoting your status as a Cambridge International School and learn about professional development opportunities for school leaders and teachers.
- **Everyday Science:** This digital resource is a fantastic way to promote practical science almost anywhere, helping learners carry out scientific investigations using everyday materials. Everyday Science complements Resource Plus, our resource supporting lab skills development. Visit the relevant science syllabus page to find these resources.
- **Cambridge International AS Level languages – video guides:** The videos help students understand how to fill in multiple-choice answer sheets for the listening and reading components, and help teacher-examiners conduct speaking tests. They support assessment of Spanish Language (8022) and Chinese Language (8238) from 2024, and French Language (8028) and German Language (8027) from 2025.

Also, don't forget that the online discussion forums on the School Support Hub are a great way to keep up to date with your subject. You can ask questions of our subject experts and connect with Cambridge teachers around the world. Go to www.cambridgeinternational.org/support

Free webinars for exams officers

To help exams officers feel supported and up to date with running exams, we run regular, free webinars. All our webinars focus on a particular topic, giving step-by-step support on administering exams as well as providing an opportunity to ask questions to subject experts. Topics include: 'Welcome to being a Cambridge exams officer', 'How to make entries', 'How to run exams' and 'How to prepare for results release'.

Exams officers can sign up via *Cambridge Exams Officer eNews*, or directly at www.cambridgeinternational.org/eo-training

PHOTOGRAPHY: ISTOCK

Endorsed resources

We work with publishers to endorse resources to support your teaching. Our subject experts thoroughly evaluate each of these titles to make sure that they are highly appropriate for Cambridge programmes.



COLLINS INTERNATIONAL PRIMARY GLOBAL PERSPECTIVES™
RESOURCE: Student's Books, Teacher's Guides and eBooks
PUBLISHED BY: Collins

Introducing a six-level series to support the curriculum framework (0838) from 2022. This course builds students' Global Perspectives skills through practical exploration and investigates issues relating to the topics within their school, family, surroundings and culture. Six Student's Books and six Teacher's Guides are available in print and digital formats.

Website: www.collins.co.uk/cambridge
 Email: collins.international@harpercollins.co.uk



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RESOURCE: Coursebook with digital access, Digital Coursebook, Digital Teacher's Resource, Biology, Chemistry and Physics Workbooks with digital access

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 Develop the problem-solvers of the future with this accessible series. Workbooks are available for each science – their exercises first support, then offer practice opportunities and finally challenge learners. Guidance from the teacher's resource enables you to offer differentiated support where it is needed, building scientific skills and skills for life.

Website: cambridge.org/education/candscience



CAMBRIDGE PRIMARY COMPUTING STAGES 1-6

RESOURCE: Learner's Books and Teacher's Guides
PUBLISHED BY: Hodder Education

Help students develop essential computing skills with an approach that uses real-life examples, reinforces key vocabulary and provides opportunities to "learn, practise and apply" throughout. Teacher's Guides include an online subscription to Boost where there is a wealth of resources to support teaching.

Website: www.hoddereducation.com/cambridge-primary-computing

See all our latest developments at: www.cambridgeinternational.org/new



MINGLEI DU



RICHARD WU

FROM STRENGTH to strength

BFSU International Curriculum Centre (BFSU ICC)'s sister campuses in Beijing and Rugao, China, both offer Cambridge IGCSE and International AS & A Level. The principals tell us how Cambridge International's School Self-Evaluation service helped their schools develop

The School Self-Evaluation service was developed by Cambridge International to help schools review their performance and identify areas of strength, as well as areas that could be more effective.



BEIJING

Minglei Du (MD) is Executive Principal, BFSU ICC (Beijing Campus): "We chose to use the service because Cambridge International is highly efficient and there is strong support in all aspects. The evaluation is like a diagnostic test so we thought it could help us develop."

Richard Wu (RW) is Principal of BFSU ICC (Rugao Campus): "We trusted that this service would be good for us – to find out our weaknesses and strengths."

School surveys

The School Self-Evaluation is centred around a set of surveys completed by school leaders and teachers, students and parents. Schools have an initial online meeting with a Cambridge accredited consultant who gathers information on the school's requirements and offers advice on engaging stakeholders in the surveys.

MD: "The parents don't all know English well so it was really helpful that the survey was available to them in Chinese."

RW: "I sent the survey by WeChat to all school leaders, form teachers and teachers. The form teachers sent the survey on to students and parents. I had a better response from parents than from school leaders, who were particularly busy at the time, but the consultant encouraged me to follow up until we had enough responses."

Insights

After the responses had been collected, Cambridge produced a report on five different areas: the school's mission and educational values; school management and leadership; quality of teaching and learning; resources for learning; and school community engagement.

The key contact at each of the two campuses then had a follow-up meeting with Cambridge's consultant to discuss the outcomes of the report and next steps, which both Minglei and Richard found very valuable.

MD: "Teachers, parents and students all agreed that we are confident about teaching and learning but where we needed to improve was in school community engagement. Leaders also thought we were doing a little better than teachers did."

RW: "The consultant confirmed that we did well in general but that some areas needed improvement. He asked me to explain how we planned to improve."

Improvements

MD: "We began to strengthen whole-school activities. For example, the mathematics group held a Pi Day and the English group had an activity similar to Spelling Bee. We also

now organise student surveys of teaching every semester – it's something like formative assessment for teachers. Schools who want to be better shouldn't hesitate to adopt this evaluation service."

RW: "We looked at 'whole student' development. Our teachers all have very high expectations of students but the survey showed students want to do other things than just study."

"As a result, we let the students form their own union so its leaders can negotiate with us on any issues of concern. We also let students take the initiative in organising new clubs. Before the survey, we had fewer than 10 clubs – today we have nearly 30 ranging from sports and cooking to a women's society and a movie appreciation club. By doing all these things, students feel a lot happier. The self-evaluation report helped to make us think in that direction – to not only teach but also make students feel good on campus."

The Rugao Campus survey also showed that there were discrepancies in student misbehaviour management.

RW: "After that, I brought our teachers together and we had open discussions about managing the classroom. The most important finding from those meetings was that classes where the teacher's lesson plan involved students more – through active learning or task-based learning – meant students didn't have time to misbehave. This insight benefited us a lot and it's all attributable to our school's self-evaluation."

Find out more about School Self-Evaluation at:
www.cambridgeinternational.org/school-improvement

A view from...

Two past winners of the Cambridge Upper Secondary Science Competition tell us why they think students should give it a go!



"I would say, go for it! It's an amazing learning experience and it can develop your interest and passion for science"

Divya Gupta and Ravishankar Yadav were part of the team that won 'Best in the World' in the first ever Cambridge Upper Secondary Science Competition in 2019. At that time, they were studying Cambridge IGCSE at Jayshree Periwal International School in India. Now they are at university – still studying science and looking forward to science careers.

Why did you enter the competition?

DG Our Cambridge IGCSE Coordinator and Biology teacher suggested it as an opportunity for our class. My teammates and I were intrigued and decided to enter. While we were brainstorming a topic, we celebrated a friend's birthday. As we were eating the birthday cake, we thought about how it contained artificial colouring and realised how commonly used it is. It sparked our curiosity, and we decided to investigate whether food colouring was safe for consumption.

What skills did you gain?

DG Our project was a gateway to applying what we had learnt in books to the real world. I learnt a lot about putting my curiosity into real scientific experimentation.

RY I learnt to analyse data better through graphs, quantify the significance of the data and organise data structurally. I learnt what working in a team meant, and the role that leadership plays inside the lab.

What are you doing now?

DG I'm studying Integrated Sciences: Neuroscience and Pharmacology at the University of British Columbia, Canada. I am thoroughly enjoying my course! I get to be a part of different labs and design my own experiments.

RY I'm studying Neuroscience at the University of Southern California, US. I absolutely love my course. I am taught by professors so enriched in the literature of their topic that they are constant motivators for me to keep learning and exploring.

Did the competition influence your degree choice?

DG By the time I entered the competition, I had already discovered that it was biological sciences that really fuelled me. However, after this competition, I became even more sure that I loved experimentation in science, specifically biology, and as a result, I was able to choose my courses for university.

RY I always had a passion for brain architecture (thus, my neuroscience major). However, the competition made me realise my interest in lab research work, which motivated me to take more hands-on coursework at university.

What would you say to students who are thinking about entering this year's competition?

DG I would say, go for it! It's an amazing learning experience and it can develop your interest and passion for science.

RY Get in touch with your classmates, make a team and give it your best. There is more merit in participating than winning – the ability to ask questions and go in a lab to answer them yourself is remarkable.

Find out how to enter the Cambridge Upper Secondary Science Competition 2023 at www.cambridgeinternational.org/science-competition



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