



Cambridge Assessment
International Education

Teacher Guide

Cambridge Lower Secondary
Global Perspectives



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1 Introduction

Welcome to the Teacher Guide for Cambridge Lower Secondary Global Perspectives®. This guide is designed to provide a suggested approach to the implementation and management of Cambridge Lower Secondary Global Perspectives in your school.

It offers:

- an introduction to the Cambridge Lower Secondary Global Perspectives Curriculum Framework
- step-by-step guidance on the planning process, with exemplification at each point
- advice and guidance on creating an inclusive interdisciplinary cross-curricular learning environment
- suggested strategies for implementing formative assessment and integrating this into your lesson planning
- advice and guidance on monitoring learning
- advice and guidance on effective classroom practice and creating a positive learning environment
- advice and guidance on using digital technologies for teaching and learning
- advice and guidance on resources, including the use of the Challenges
- information on Cambridge Lower Secondary Checkpoint Global Perspectives
- guidance on support and training available from Cambridge International
- guidance on administration.

Schools new to teaching a Cambridge programme will find that all sections of the Teacher Guide are relevant to them. It provides a step-by-step guide through the process of implementing Cambridge Lower Secondary Global Perspectives, offering a suggested breakdown of the curriculum across the available teaching time.

Existing Cambridge schools may be more familiar with certain aspects covered in this guide, especially if they already deliver other subjects in the Cambridge programme or Cambridge Global Perspectives at Upper Secondary or Cambridge Advanced. This guide is written so that schools can make use of the sections most relevant to them.

This Teacher Guide should be read together with the Curriculum Framework to gain a thorough understanding of the Cambridge Lower Secondary Global Perspectives curriculum and its philosophy.

2 What is Cambridge Global Perspectives?

Cambridge Global Perspectives is an innovative and stimulating skills-based programme which places academic study in a practical, real-world context. It gives learners the opportunity to develop the transferable skills that they need to be successful at school and university, as well as in their future careers.

The programme taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global and local issues where there is always more than one point of view. Students study topics they are interested in – for example, 'Trade and aid' and 'Disease and health'.

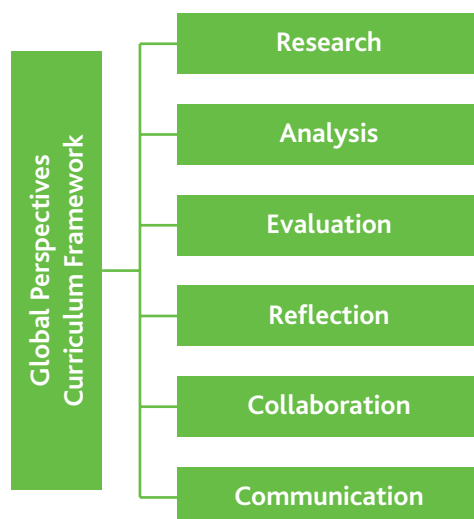


Cambridge Global Perspectives is a core part of the Cambridge Lower Secondary programme and helps to strengthen the links across subjects. The focus of the teaching and assessment is completely on the development of skills. This means that the learning objectives focus on skills that learners will need rather than knowledge and understanding about specific topics. For example, when learners use sources of information, the focus is on the skill of analysing the sources rather than learning about the content of a particular source.

2.1 Curriculum Framework

The Curriculum Framework document provides a comprehensive set of learning objectives for Cambridge Global Perspectives. These give a structure for teaching and learning and a reference against which learners' ability and skills development can be checked.

The learning objectives are divided into six main skill areas called 'strands' which run through every stage. Each strand corresponds to one of the skills: Research, Analysis, Evaluation, Reflection, Collaboration and Communication:



In Stages 7 and 8 the same objectives can be used to structure learning but the range of materials and contexts provided to the learners will be increasingly complex. This allows learners to revisit a skill and engage with concepts at a deeper level and in different contexts as the learners become more confident. The learning objectives at Stage 9 will prepare learners for the expectations of the Checkpoint assessment at the end of Lower Secondary.

It may be appropriate to introduce this framework at slightly different ages to suit your own particular circumstances.

2.2 Support for delivering the programme

As well as the support provided in this guide, a set of medium-term plans are available on the Cambridge Lower Secondary support site to help you get started. These are called 'Challenges'. Each Challenge provides a sequence of activities which can be taught in about six hours to support the development of a particular skill. The Challenges should be considered as the starting point in your planning process rather than a rigid structure. They are not compulsory, so use them as working documents and amend them to meet the needs of your learners and to fit your context. The sample long-term plan on the next page shows how you could cover a range of skills and topics in each stage of Cambridge Lower Secondary.

2.3 Suggested long-term plan

The table below shows a sample long-term plan supported by the Challenges. Each Challenge has been designed to focus on one main skill. However, there are many opportunities to explore other skills within each of the Challenges. As Challenges are updated by Cambridge International updated examples of long-term plans will be added to the Cambridge Lower Secondary support site.

Lower Secondary Challenges				
Stage 9	Reflection: Conflict and peace	Research: Disease and health	Evaluation: Language and communication	Analysis: Sport and recreation
Stage 8	Analysis: Belief systems	Collaboration: Trade and aid	Communication: Sustainability	Evaluation: Digital world
Stage 7	Research: Humans and other species	Communication: Tradition, culture and identity	Analysis: Globalisation	Research: Education for all
	Term	Term	Term	Term
	Semester		Semester	

2.4 Skills development in Cambridge Lower Secondary Global Perspectives

The Curriculum Framework is a planning tool for teachers which enables skills to be developed by revisiting and engaging with concepts at deeper levels and in different contexts throughout the programme. The learning objectives in the Curriculum Framework have been designed to support learners' progression through the different stages. The sub-strands divide the skill areas into more specific and measurable targets for teaching and learning.

The table shows some examples of how skills development can be traced through the Curriculum Framework:

	Stages 7 to 8	Stage 9
Research: Recording findings	Select, organise and record relevant information from a range of sources and findings from research, using appropriate methods	Select, organise and effectively record relevant information from a wide range of sources and findings from research, justifying the method chosen
Evaluation: Evaluating arguments	Discuss the effectiveness of a source, making explicit reference to its development of an argument	Evaluate the reasoning of an argument in a source, considering the structure and techniques used
Collaboration: Cooperation and interdependence	The team assign roles and divide tasks fairly, considering skills of team members and time available, and work together to achieve a shared outcome	The team assign roles and tasks with an appropriate rationale and respond flexibly when required to help each other achieve a shared outcome

More information about the definition of each skill and their progression through Stages 7 to 9 can be found in the Curriculum Framework. The strands of the Curriculum Framework have been selected in order to provide balanced coverage of the fundamental skills in the subject at this level. This means that by the end of Stage 9, learners should be ready to move on smoothly to Cambridge IGCSE® Global Perspectives.

Learners will develop and show varying degrees of competence in each skill over the course of a year. In order to develop these skills, learners need lots of opportunities to practise them in different contexts. They will not be asked to demonstrate specific content knowledge in this subject, although knowledge from other subjects may be used as a context for learners to practise particular skills.

Purpose of the topics

It is important to provide learners with opportunities to practise and review specific skills, but to make the learning more meaningful, the Challenges combine a number of different skills in the context of a selected topic. Teachers can choose other topics of interest to them and their learners to develop their learners' skills. The topics also provide a way of introducing interdisciplinary learning into the classroom.

3 Planning

3.1 Getting started

This section will look at the process of planning, to assist you with developing your learners' skills across and within the stages.

We will start by identifying **what** you need to plan:

- the skills your learners need to learn and develop
- progression and continuity of skills
- how to choose the Challenges
- detailed lessons, led by learning objectives.

And **why** you need to plan:

- to ensure that appropriate skills are learnt and developed according to your learners' needs
- to ensure consistency across different groups of learners and different teachers
- to be clear about what can be assessed and methods of assessment and feedback
- to ensure a variety of teaching approaches to meet different learners' needs
- to ensure a positive and inclusive learning environment
- to ensure all necessary resources are available before starting to deliver the lesson(s).

The following sub-sections lay out a step-by-step guide to the planning process, including how you can build in flexibility to allow you to adapt coverage, delivery style and timing to suit you and your learners' needs.

3.2 Planning for skills-based teaching and learning

Skills can and should be developed in all subjects across the curriculum but you will need to think differently about planning when developing skills-based lessons. Instead of thinking, 'Which activity shall I use to teach my learners about globalisation?', we switch to, '**Would globalisation be a good context for my learners to develop analysis skills?**' If you look at the Challenges you will see that this shift in thinking is supported by the identification of the skill focus developed together with relevant learning objectives.

For all of the Cambridge Global Perspectives learning objectives, learners need repeated practice to become confident and proficient, therefore you need to include several opportunities to develop each skill within your planning. Your aim will be to enable learners to think for themselves, including setting their own goals and monitoring the achievement of these goals.

Since the skills of Cambridge Global Perspectives can be applied to many subjects, the programme also offers valuable opportunities to reinforce skills learnt in other areas of the curriculum, including English, mathematics and science.

Case study: the role of the Cambridge Global Perspectives teacher

Teachers at our school, Bombay Cambridge International School, began by making lesson plans for each of the Challenges. We read through each Challenge a few times together and spent time discussing the aims and learning objectives. We spent a lot of time thinking about how we as teachers would teach the programme or how we would manage group work.

We worked on our lesson plans in small groups and listed questions that would support learners to develop their skills. This helped us to focus on engaging the learners actively.

We found that if we carefully planned the grouping of learners, the use of resources, and the key questions for each teaching session, the learners responded positively by being curious, interactive, and by sharing their learning with enthusiasm.

As we worked through the Challenges, we found that our teaching role in the classroom had shifted to facilitating and supporting learners. We helped them through activities, asked questions to clarify what they were doing, how confident they felt in particular skills and how well they understood local and global issues. We were able to observe the skills develop in our learners and reflect on how skill development was possible.

At the end of the first term, when we prepared the term report, we realised that some of our observations of learners and their participation in the sessions needed to be more detailed so that we could comment on their skill development effectively.

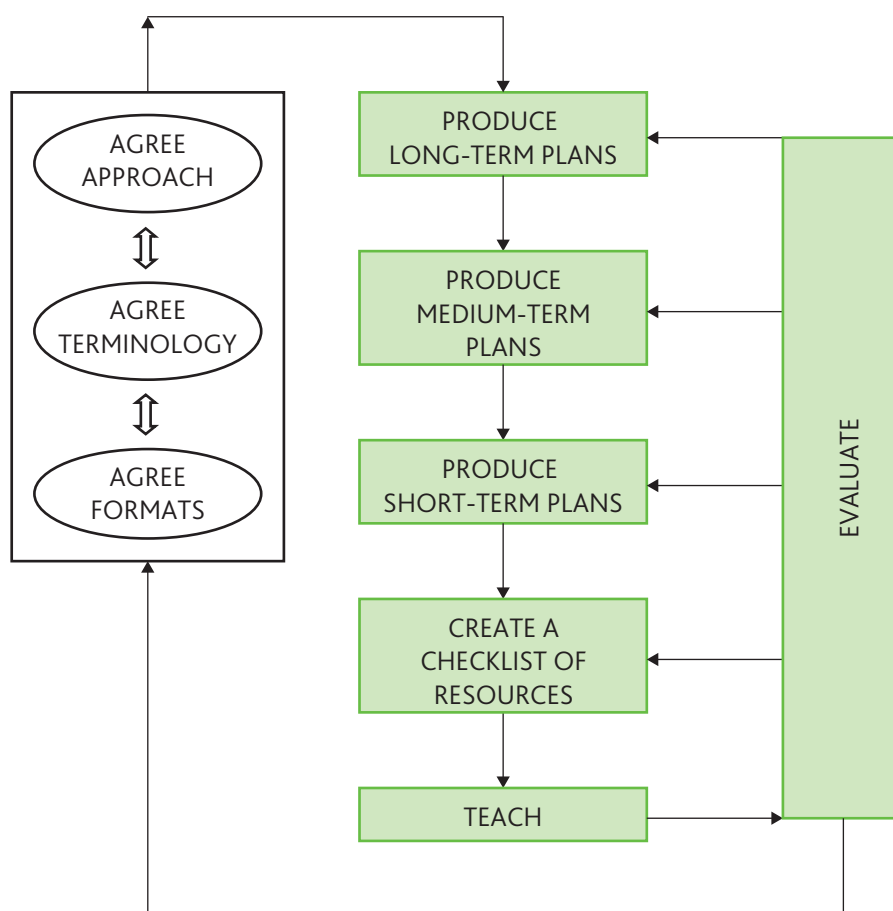
The progression of the learning objectives in the programme really helped us to understand how the skills developed across the stages. We use them to cross-check our activities for the development of the skill and importantly to give feedback to the learners.

By the end of the academic year, as teachers we felt more enriched with the content that the learners explored, more competent in managing groups, and we recognised the value of skill development.

3.3 A consistent approach

Firstly, you need to download the Cambridge Lower Secondary Global Perspectives Curriculum Framework from <https://lowersecondary.cambridgeinternational.org/curriculum-frameworks> and familiarise yourself with the coverage and structure of the programme. We would suggest working with colleagues at your school to coordinate a consistent approach and support learners' progression from Lower Secondary to IGCSE. You can do this in three clear stages (long term, medium term and short term). But first it is worth getting all the teachers who are going to be delivering the Cambridge Lower Secondary Global Perspectives programme together.

Have a look at the diagram below. Start by thinking about the decisions in the **white box**: approach, terminology and formats.



Approach: The general approach to delivering the Cambridge Lower Secondary Global Perspectives programme will largely be decided by discussion with colleagues and management. Your school will decide how frequently this subject can be delivered in your timetable, how long for and by which teachers. You will find examples of how other schools have implemented Cambridge Lower Secondary Global Perspectives in their curriculum in this Teacher Guide. The suggested long-term plan on page 6 will need to be discussed, reviewed and agreed with colleagues across the whole school as you decide which skills to prioritise and therefore which Challenges to choose.

Terminology: Everyone involved in the delivery of the Cambridge Lower Secondary Global Perspectives programme needs to understand the terminology used so that, for example 'long-term' plan means the same to all. This is true whatever the overall approach within a school.

Formats: It is not essential that you all use the same documentation for planning but it is very helpful for communication and common understanding of the curriculum requirements. Suggested templates are available for Cambridge Schools at <https://lowersecondary.cambridgeinternational.org>. We recommend that all teachers who are delivering Cambridge Lower Secondary Global Perspectives use the same template.

Evaluation: Perhaps the most important box is the 'Evaluation' stage. It is always a good idea to check how well something works. The diagram shows that this can be for any stage of planning. If there is a problem delivering a lesson, it is often assumed that there is something wrong with the lesson plan. This can be true but sometimes it may be because the medium or long-term plan that is being used needs changing in some way. The white box decisions may also need to be revisited. You should expect to adapt how you teach the Cambridge Lower Secondary Global Perspectives curriculum as you find out what works well with your learners.

Prof. Cecilia Cabrera Martirena, Head of English Studies
Escuela y Liceo Elbio Fernandez, Uruguay

At the beginning the teachers felt a bit overwhelmed as they were invited to implement this new skills-based programme in addition to the teaching that they were already doing. However, as they started delivering the Challenges, they realised the students became more motivated and enthusiastic and this made them feel more confident. This learner reaction also inspired them to go deeper into the development of the Challenge and think creatively on how to guide the students to construct knowledge.

The teachers worked together with the coordinator and other teaching colleagues, discussing different ideas, exchanging views and sharing materials. Implementing the programme has really helped us to consolidate good teaching practices such as collaboration patterns, peer observation and professional exchange techniques.

By the end of the academic year, the teachers were producing high quality, consistent lesson plans. They became capable of making connections between different knowledge areas or subjects and had evolved into critical thinkers.

The teachers who participated in delivering the programme have demonstrated skills that make teacher coordination meetings more enriching. They bring different points of view and a more thoughtful and creative way to plan lessons. The programme has allowed teachers to build up their lessons creatively around meaningful input and to work together with their peers in authentic collaboration.

3.4 Description of the planning stages

Long-term planning involves considering the curriculum for a particular stage and planning coverage of the curriculum throughout the year. This includes taking account of holidays, school events and possible visits to enhance the learning process. It also requires pre-planning in terms of required resources, whether these are shared, limited or need buying in.

The most important consideration is timing and how often skills need to be revisited throughout the year.

You will need to manage a balance in your coverage of each of the skill strands. You might find that your learners need more of one skill than another and these are decisions you need to make as a school for your long-term plan.

Medium-term planning usually covers a term or unit of work. The Challenges provided by Cambridge International serve as the medium-term plans and the guidance in this Teacher Guide has worked on the premise of two Challenges per term or three Challenges per semester. Each Challenge takes approximately six hours to complete, not including learning time out of class. Over time, you will be able to adapt these Challenges according to resources and available teaching and learning time, and in the light of your learners' needs.

If this is the first time you are delivering this programme, you can use the Challenges in our suggested order as an initial starting point for your planning. Do not expect your plan to be perfect first time – start with an estimate of how long you think learners will need to develop the skills targeted and adjust your plans as you go along in response to the needs of your learners. You are the best judge of the capabilities of your learners and how long it will take them to develop the skills required, based on their existing strengths.

Short-term planning is a plan for a particular lesson. This is a detailed working document and is led by the learning objectives for that session.

It provides:

- essential information for all adults involved in the teaching and considers the learning needs of all learners, to create an inclusive learning environment
- continuity in the absence of regular teaching staff, e.g. in times of absence
- an outline of resources, timings, and teaching and learning activities.

The real value of a short-term plan is that it influences the next steps in the light of the learner's response to the learning opportunities previously presented.

The steps of the planning process (1–7) outlined in the diagram overleaf are divided into three logical phases that form the sub-sections of this section of the guide:

Phase 1 – Creating a long-term plan (steps 1–4)

Phase 2 – Creating a medium-term plan (step 5)

Phase 3 – Creating a short-term plan (steps 6–7)

The seven steps of the process are dealt with in each related sub-section.

3.5 The planning process

Phase 1: Creating a long-term plan

Step 1: Teaching time

Find out:

- How many hours are there to teach the subject?
- How is the teaching time divided?
- How many Challenges will you be able to fit comfortably into a term or semester?



Step 2: Approach

Think about:

- Who will teach the subject?
- Which skills need to be focused on?
- How will you structure the teaching and learning?



Step 3: Prioritising skills

- Look at the Curriculum Framework.
- Decide which skills and learning objectives will be covered in each term within each stage.



Step 4: Choosing the Challenges

- Choose the Challenges appropriate for delivering the identified learning objectives for each stage.



Phase 2: Creating a medium-term plan

Step 5: The Challenges

- Ensure that each Challenge chosen covers the required learning objectives for the stage.
- Ensure that the required resources are available.
- Adapt Challenges as necessary for learners' needs, timing, pace, local context and appeal.
- Identify and adapt suitable teaching and learning activities to deliver the chosen Challenges and achieve the success criteria to meet the learning objectives.



Phase 3: Creating a short-term plan (lesson plan)

Step 6: Creating a lesson plan

- Identify what you are going to teach and how you are going to teach it.
- Identify and adapt opportunities for formative assessment and giving feedback to learners.



Step 7: Evaluating the lesson and the planning

- Amend your chosen Challenges and lesson plans to best meet the needs of your learners and the local context.
- Amend the lesson plan for your next lesson to reflect the learning that has taken place during this session.

3.6 Creating a long-term plan

Step 1: Teaching time

First you need to establish the length and number of semesters or terms available and the number of Challenges that will fit into each.

Step 2: Approach

Next, you will need to decide the overall approach you want to take to the teaching structure of the subject. Here are a few helpful prompts:

- Will I be teaching the subject on my own or will I be involving others?
- Will I teach the subject in several one-hour lessons or in fewer, longer, sessions (e.g. a whole afternoon or a whole day)?
- Which skills do I need to focus on?
- What is the availability of resources for teaching Cambridge Lower Secondary Global Perspectives in my school (are they shared)?
- How will I ensure sufficient access to computers and library/non-fiction books?
- How can I ensure that I cover the range of skills for the stage during the year and across the stages?
- How will I provide opportunities for thinking, learning and creative skills?

Step 3: Prioritising skills

When prioritising skills for your long-term plan, you can be flexible. It is essential to discuss with other teachers, which skills you feel your learners need to learn and develop at each stage. You should choose the skills for each stage keeping the 'spiral of learning' in mind, so that skills are visited and then revisited in a continuous teaching and learning process, represented by the spiral. This creates a strong structure in which skills are reinforced with each reiteration.

For example, at Stage 7, you might have identified that your learners need to focus on developing their research skills so you might emphasise these more in your long-term plan:

Stage 7 Example long-term plan

Research: Humans and other species	Communication: Tradition, culture and identity	Analysis: Globalisation	Research: Education for all	Evaluation: Employment	Reflection: Human rights
Term		Term		Term	
Semester			Semester		

3.7 Creating a medium-term plan

Step 5: The Challenges

The Challenges are available from the Cambridge Lower Secondary support site.

Each Challenge has the same information:

- A **skill focus** and the particular **learning objectives** related to this skill. These should not be changed as they have been carefully designed to target skill development at an age-appropriate level.
- A **context** in which to develop the skill and **success criteria** that describe how the skill could be demonstrated. If you adapt the context then you may need to modify the success criteria, but keep the focus on the skills rather than learning about the particular topic. You can use the success criteria to structure feedback and to help learners to take responsibility for their own learning and development.
- Information about **resources** and **suggested activities**. Teaching and learning activities have been designed so that learners are actively engaged in their own learning. More information about teaching approaches can be found in Section 4 of this Teacher Guide.

The Challenges and supporting resources should be downloaded for use. In addition, all learners will need access to a range of age-appropriate, good quality non-fiction books which are relevant to the Challenge. Teachers are also asked to select internet sites for learners to visit and to make sure that all learners know how to keep themselves safe online. More information on eSafety is in Section 5.1.

3.8 Creating a short-term plan (lesson plan)

Step 6: Creating a lesson plan

Short-term plans are for teachers to use in the classroom when delivering their lessons. Producing lesson plans for single lessons is particularly useful when first working with the Challenges. You can use the blank template provided on the Cambridge Lower Secondary support site or your school may have its own.

The different components that we recommend you consider when planning each lesson are:

- Clear information about date/class/teacher
- Title of the Challenge and skills being covered
- Timing for each part of the lesson
- Learning objectives and success criteria
- Summary of the planned activities
- Expectations for learner outputs
- Any specific groupings or instructions for pair/individual work
- Resources required for the activities
- Any opportunities for learners to demonstrate achievement of learning objectives

Good planning makes for successful teaching and an enjoyable learning experience. However, plans should be flexible enough to be adapted. For example, your learners might be ready to move on more quickly than you anticipated. Alternatively, they might need more time and support on a particular activity.

Most of the lessons you will plan for Cambridge Lower Secondary Global Perspectives will be based on the Challenges provided. However, at the end of Stage 9 learners will complete an individual research report which is assessed as the Cambridge Lower Secondary Checkpoint Global Perspectives. This is the opportunity for learners to demonstrate a wide range of skills that they have been developing and – uniquely – they can receive a Statement of Achievement from Cambridge International which recognises their hard work. There is more information about the Research Report in Section 6.

Step 7: Evaluating the lesson and the planning

Remember that your plans are a working document. You will need to be responsive to your learners and adapt your teaching as required. Here are a few things to consider regarding the creation and maintenance of lesson plans:

- Teachers need to keep in touch with learners' needs and ensure that learning is of good quality and that skills are developed.
- 'Over-planning' can lead to inflexibility.
- Sometimes lessons need to speed up; on other occasions it may be necessary to revisit an aspect of learning.
- Teachers must be prepared to amend plans from lesson to lesson.
- If learners' work is poor or they have struggled during the lesson, it might be sensible to revisit the work and not rush on to the next objective.
- Plans should not just 'sit' in a neat folder. A good set of plans may have notes written all over them to show what went well and what might need adjustment for next time.

There is a need to try and keep 'on track' or keep up with planned work, but you should not stick so firmly to your plans that you cannot follow an idea that is unplanned. Quite often, excellent lessons result when something happens to stop the planned lesson – a local or national event, an individual brings something into school – and the learners are interested. You should feel that you can use these stimuli to develop any of the skills. Learning takes place when learners are motivated and enthusiastic.

Although 'unplanned' activities should not lead the teaching, it may be possible to revisit both short- and medium-term plans to see if any learning objectives have been met. In this way, a certain amount of flexibility can be allowed. At the same time, it should be remembered that the time allowed for a term's units is 10 weeks, so an unplanned activity could happen and the intended planning be followed as well.

3.9 Collaborative planning

As an interdisciplinary, cross-curricular programme, Cambridge Lower Secondary Global Perspectives lends itself well to planning collaboratively with colleagues.

Discussions with your colleagues about the programme can not only deepen your own knowledge and understanding about the programme, but also build a good network of teachers who understand the spirit and ethos of the programme and are able to deliver it in a motivating way, each bringing different strengths from their specific subject areas. For example, art and design teachers can bring their artistic talents to a Challenge that asks learners to design a living space for older people and science teachers can bring their expertise to a Challenge that involves learners conducting an investigation or experiment.

Finding common planning time is not always easy but is an important element for delivery of the Cambridge Lower Secondary Global Perspectives programme. School leaders can provide opportunities for teachers to meet to share ideas and do collaborative planning. You may be fortunate enough to already have some common planning time in school or you may need to organise some common planning time. You might also collaborate with colleagues using technology such as email, a virtual learning environment or social media.

**Carol Hinde, Global Perspectives, Science and Biology teacher
Chisipite Senior School, Zimbabwe**



For a teacher, delivering the Cambridge Global Perspectives Lower Secondary programme is liberating! We started our implementation by running a series of team brainstorming sessions where we carefully evaluated the activities in the Challenges. This took a lot of the scare out of the programme for staff. Co-creating lesson plans together then gave us structure and direction – although we have found that teachers need to be prepared for a lesson to take a course we did not anticipate, as learners respond to the Challenges and come up with unexpected ideas and perspectives.

We initially chose Challenges that suited our different subject departments and allowed them the freedom to deliver them. As with anything new, the Challenges require planning and preparation so that they run smoothly. One aspect we really like is that the Challenges can be adapted to suit the context of any class as long as skill development is at the heart of the teaching and learning. Whilst the activities given have been really helpful to provide ideas on how to start, they have also inspired other ideas within our formal subjects.

Our learners have told us that they enjoy different teachers being involved in the lessons, as well as meeting teachers to interview or survey for their Challenge work. It has been rewarding to see the learners appreciate the relevance of their subjects in today's world through the delivery of the programme.

Our Global Perspectives Challenges have become a whole school project. They have been embraced by the different subject departments so that it is not just a 'stand-alone' programme. Every teacher has a vested interest in making it work and it has developed not only the girls' skills, but also the staff's skills.

4 Teaching approaches

This section considers some of the different teaching approaches that you may choose so that your learners' skills develop throughout the year. Many teachers like the flexibility that Cambridge Lower Secondary Global Perspectives gives them in how they teach. In many subjects, teachers need to focus time and planning to cover a set amount of content. In Cambridge Lower Secondary Global Perspectives, teachers guide and support learners to develop skills. This means that class time is spent monitoring learning and feeding back on ways that individuals can improve. Some teachers find this shift in focus difficult at first but the Challenges have been designed to give you lots of teaching ideas and strategies to successfully deliver the Cambridge Lower Secondary Global Perspectives programme.

4.1 Active learning

Active learning is about learners being engaged in their learning rather than passively listening and making notes. Instead, they should take part in a variety of activities that involve thinking hard.

Active learning can be done by learners in class or out of class, by working individually, in pairs, in small groups or as a whole class. It can be done either with or without the use of digital technologies. It can involve moving, but it does not need to. The important thing is that learners are engaged in their own learning and have responsibility for their progress.

In Cambridge Lower Secondary Global Perspectives, learners look at the issues in the world they live in and at different perspectives on these issues. They question information and sources of evidence to draw their own conclusions and support their own opinions. These are all examples of active learning.

Useful principles for active learning include:

- identify prior learning and build on this
- use a variety of individual, pair and group work
- promote high-quality talk
- use success criteria so that learners are responsible for their own progress
- encourage regular self-reflection and peer feedback.

Group collaboration is an important part of Cambridge Lower Secondary Global Perspectives. It is important that group tasks are planned so that learners can work collaboratively rather than simply sit in groups and work individually. One way of doing this is to give each group a task or question and tell them that you will give each member of the group a number. After the allotted time for the task is over, you then choose a number from each group to share their responses. As learners don't know who is going to be asked, they should all prepare how to answer if chosen.

The best learning will happen when you create an environment where everyone is comfortable and familiar with routines and expectations. Learners will respond to all kinds of activities if the atmosphere is one that encourages them to participate fully in developing their learning.

4.2 Language and dialogue in the Cambridge Lower Secondary Global Perspectives classroom

Language is an essential communication tool in all classrooms, including Cambridge Lower Secondary Global Perspectives classrooms, and you should celebrate the diversity of languages your learners may have. Even though the Cambridge Lower Secondary Global Perspectives programme resources are written in English, it does not mean that all the dialogue in your classroom must be in English.

Learners will learn a lot by being able to use their first language to aid their understanding of global topics and the development of the Cambridge Lower Secondary Global Perspectives skills. They will be able to transfer skills, concepts and learning strategies across languages if you encourage 'trans-languaging' in the classroom, allowing learners to communicate in different languages. To do this, it is important that all Cambridge Lower Secondary Global Perspectives teachers are 'language aware'. Being language aware means that you understand the possible difficulties that language presents to learning. These difficulties might arise because a learner is learning your subject through an additional language or it might be the first time a learner has come across certain vocabulary or structures in their first language. One of the leading authorities on bilingual education, Professor Jim Cummins, suggests that learners need a minimum level of linguistic and conceptual knowledge in their first language to successfully develop a second language. Once this knowledge is firmly established in a first language, learners can draw on this learning when working in an additional language.

A teacher who is language aware understands why learners face the difficulties they do and what they can do to support them. You can encourage them to draw on their first language to understand ideas and concepts. You can pre-teach key vocabulary and use visuals with words to encourage understanding and use a variety of text types to engage learners such as stories, poems, presentations and news articles.

Promoting talk

Using talk partners can create a very positive classroom atmosphere because learners work with different people. Many learners feel more confident discussing with a partner before giving an answer to the whole class. An example is 'think, pair, and share' where learners are given the opportunity to think about a question before they discuss it with a partner and then they share their ideas in a small group or with the whole class.

You can organise talk partners in either a structured or a random way. Partners can be changed around at certain intervals to vary the experience.

The benefits of talk partners in Cambridge Lower Secondary Global Perspectives:

- provides an opportunity for all learners to speak and listen to each other
- helps learners to generate ideas, views and opinions in a safe environment
- provides the opportunity for all learners to voice their understanding of ideas and concepts
- enables participation by learners who might not be as confident in the whole-class situation
- develops thinking, speaking, listening, collaborative and cooperative skills
- ensures all learners are involved in the lesson
- enables learners to learn from each other
- provides thinking time
- encourages extended responses
- develops coherent thinking
- develops 'process talk' (thinking through talk).

Example talk partners activity

Predict the text: An activity that helps learners predict the topic of a text using only images.

Outcome: To compare own predictions about a text with the actual text.

- 1 Give learners a series of images related to a text (this can be a text about any chosen topic).
- 2 Learners discuss the images to decide what they think the text might be about.
- 3 Learners write words that the images might represent.
- 4 Give learners the text and ask them to compare their words with key words in the text given, discussing any similarities and differences.

Every class will have loud and quiet learners. One problem facing teachers every day is how to get some learners to participate and how to stop others taking over a discussion.

Speaking tokens: A simple and effective method is the use of 'speaking tokens'. A learner is given four tokens. These could be buttons, glass pebbles or slips of paper. Each time a learner contributes to a class discussion they give back one token. The aim is to have given them all back by the end of the lesson. Quiet learners are encouraged to offer their ideas. Louder learners have to prioritise their input to the more important influential comments they wish to make, thus also giving others a chance to participate.

Discussion starters: In order to encourage learners to talk about different ideas, you can use a range of discussion starters. Examples include:

- Why do you think ... said that?
- Can you think of an opposite idea?
- What would happen if this was not true?
- Can you add an idea?

Promoting writing

To develop learners' research and written communication skills, you will need to teach learners how to make notes, organise these notes, and put together sentences and paragraphs which link clearly. Working together with the learners' English teacher will help you to understand which skills they have already been taught.

Graphic organisers are useful in that they help learners visually represent their ideas, organise information and grasp concepts such as sequencing and cause and effect. They should not be used as the end product but as part of the process to help guide and shape learners' thinking, thereby making them participants in their own learning. Examples of graphic organisers include:

- KWL chart, where learners categorise what they Know, Want to learn and have Learnt
- mind maps and spider diagrams, showing the connections between a range of ideas.

Writing frames allow learners to decide how to structure their work before they start.

Example writing frame to talk about perspectives

Some people say that because

Other people have presented an alternative view

My personal perspective has changed due to reading and speaking to so I now think that.....

Modelling is when you demonstrate to learners what they are expected to produce. A high-quality piece of work is studied and the important features identified. Learners can then try to replicate these features in their own work.

Using questions effectively

If a learner asks a question in class they should look to fellow learners to answer the question first rather than the teacher. If learners are not initially confident enough to put their hand up and ask a question in class, alternative approaches can be used.

Question wall: Choose an area of the classroom where questions and answers can be posted. This could be on a poster or slips of paper stuck to the wall. Learners are free to add their own questions and answer any that they can. At various times in a series of lessons the class can review the questions together and move any questions they can to the answer area.

Question box/problem book: A similar idea would be to have a box in which learners can post their questions. Alternatively, you can pass around a problems book where learners write down any questions they have and review other learners' questions. You can review questions in the box or book and use them to direct future learning.

Question starters: One way to help learners to ask open questions is to regularly use question starters. These encourage fuller, more justified answers from learners. Examples include:

- Why ...?
- How do we know that ...?
- What if ...?
- How does this compare to ...?
- How would you ...?
- How did ...?
- Explain why ...?
- What might it mean if ...?
- What might happen if ...?
- How could you tell ... was true?

For questions that require more thought, it is important to give learners time to think before they are expected to answer. Aim to wait for about five seconds between asking a question and expecting a response.

4.3 Strategies for developing key Cambridge Lower Secondary Global Perspectives skills

Here are suggestions for how to develop some of the skills that are particularly important for Cambridge Lower Secondary Global Perspectives.

Research

It is common for learners to ask very general questions. This can be a problem if learners are creating a question for an investigation or research. Learners may need support to review, rework and reword questions.

For the Cambridge Lower Secondary Global Perspectives programme, you should try to move learners away from knowledge questions to more enquiry-based questions. This will allow them to develop the skills and meet the learning objectives. Questions starting with 'Why' and 'How' can be very useful.

This example shows a Stage 8 learner's first draft of a research question and how it was improved with support from their teacher:

Version 1 *What are the benefits of learning new languages?* Review and rework →

Version 2 *Should all learners be required to learn languages?* Review and rework →

Version 3 *Should students in US schools be required to learn a new language?*

Selecting information sources

With your class, you need to consider how questions might be answered. It is good to take different approaches so that learners see that they have a choice. All learners should use a range of information sources. You could use prompt questions like:

- Could you read some reference books?
- Could you conduct an investigation?
- Could you search online?
- Could you explore?
- Could you talk to people?

For other skills, you can encourage skills development through questioning. Here are some examples:

Analysis

- What patterns do you notice?
- Which is the odd one out? Why?
- Put the following into categories.
- How is this similar to ...?

Evaluation

- Put ... in order of importance.
- Is there a better solution? What?
- Why is ... good or bad?
- What changes would you recommend for next time? Why?

Reflection

- What worked well?
- Why was it successful?
- What didn't work?
- Why do you think this was?
- What could you have done differently?
- What will you do differently next time?

Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours. As learners progress through the Cambridge Lower Secondary Global Perspectives programme, you should give them increased opportunities to monitor their own learning and plan their next steps by reflecting on and evaluating where they are in their learning. This will not happen overnight or without your guidance.

One way of encouraging metacognition is to have **conversations about learning** with individual learners, small groups and the whole class as needed. These should be on a regular basis as this will help learners become more independent in their own learning, relying less and less on the teacher. An example would be to:

- Ask learners to remember the last time they worked on a particular skill.
- Discuss what the success criteria were.
- Ask them to think about how they approached the task and whether this approach was successful.
- If they were not successful, guide them into thinking about different strategies they could use to complete the task.
- If they were successful, ask how they could use that experience to be successful again.

Similar questions can be used to help learners to **self-monitor**. You can ask them to respond to questions at the end of each lesson, series of lessons or Challenge:

- How am I doing (in relation to showing success in achieving the learning objective)?
- What's my next step?
- Which strategy am I going to use?
- Have I used this strategy before?
- Is this strategy working this time?
- Do I need to try a different strategy?

Once they have completed the task, you should encourage learners to determine how successful the strategy they used was in helping them to achieve the learning objective. Encourage learners to reflect at the end of each task, answering these three key questions:

- 1 What went well?
- 2 What didn't go so well?
- 3 What could I do differently next time?

Learners will then be more proactive in knowing how they can make progress in Cambridge Lower Secondary Global Perspectives lessons.

'Think Aloud' is another useful strategy to develop metacognition. It involves speaking your thought processes. You can start by modelling this strategy, for example by describing your thinking as you do an activity that the learners might find challenging.

Here is an example of how a think aloud approach could be used for an internet search task:

Example of modelling thinking aloud

The teacher is using information in a spreadsheet which should be projected so that all of the learners can see the screen.

'So, I want to try to measure the carbon footprint of the food we buy in my house over one week. I'm going to need to make some calculations based on some estimates to find an approximate figure. I've found a website which has broken it down into some easy steps to follow. This will help me to make better choices when we are doing our grocery shopping.

I kept the till receipt from our last weekly shop and set up a spreadsheet of all the items with a column for "country of origin" and "approximate distance". I'd like you to help me complete that last column so, can each pair take two items and use your smart device to find an approximate figure? What is the quickest way to get a total of all the figures in the spreadsheet?

Thank you for helping. Which were the items which travelled the furthest? Do we produce those locally? How much do you think is a realistic target to reduce my carbon footprint? How could we find out what our national average is?'

Learners can also do 'think alouds' so they can monitor their thinking as they complete a learning activity. For example, when reading a text learners could answer a series of questions which they think about and answer aloud while reading. They can do this individually or in pairs and you can circulate to see how much they understand a text. As learners become better at this technique they learn to construct their own questions to help their understanding.

Questions might include:

- What do I know about this topic?
- What do I think I will learn about this topic?
- Do I understand what I just read?
- Do I have a clear picture in my head about this information?
- What more can I do to understand this?
- What were the most important points in this reading?
- What new information did I learn?
- How does it fit in with what I already know?

When modelling the Think Aloud strategy, keep examples short and clear so that you do not confuse learners. You want them to start thinking about their own thinking and learning. They might find it unusual, but fun as they start to 'think aloud'. You can stress that once they are used to the Think Aloud strategy, they don't actually need to speak out loud, but can do their 'thinking aloud' in their head.

Helping learners to explain their reasoning

In Cambridge Lower Secondary Global Perspectives there are normally several different possible solutions or answers. The aim is to explore learners' thinking. Useful approaches include:

- asking learners to give reasons for their response (e.g. Tell me how you decided that. Can you give me reasons why someone should agree?)
- asking further questions (e.g. Why do you think that? Can you find other people or information that say the same?)

You can also use a range of strategies to involve the whole class in discussing questions.

Examples include:

Strategy	Example questions
Bounce it back	What do you think?
Bounce it on	What would you add to the previous answer?
Consider approaches	How might you find out the answer?
Link it to previous work	That's interesting because when we talked about that yesterday, what did we say?
Involve the whole class	Does anyone else have an idea about this?
Use it to further enquiry	Let's think about how we might answer this question.

4.4 Whole class, group, pair and individual activities

There are many different ways of organising the classroom when following the Cambridge Lower Secondary Global Perspectives programme. As you plan your lessons, aim to have a mixture of teacher-led, individual, pair and group activities. Some ideas of how to arrange your classroom to support a range of activities are given in Section 7.

Teacher-led activities

Teacher-led activities should be used sparingly within lessons, although to ensure learners engage and understand it is essential that teachers ask a variety of questions and that learners are encouraged to answer them individually and in small groups. Examples of teacher-led activities include:

- teacher demonstration
- teacher talk/presentation
- teacher-led discussion.

Individual activities

Learners will need to work independently at times. These kinds of activities can be made more interactive through the use of peer or self-assessment.

Examples of individual activities:

- Learners complete a worksheet that gets progressively more challenging.
- Learners create a leaflet or poster summarising recent learning.
- Learners carry out independent research and present their findings to a group or to the class.

Paired activities

Having someone to share ideas with is invaluable, and a critical friend can offer advice and guidance. Working in pairs helps learners to construct meaning and both partners can be focused and engaged in learning.

Examples of paired activities:

- Learners consider their ideas individually, then share with a partner and then adapt and share their ideas with the class
- Learners peer assess each others' work against a checklist
- Learners complete problems as a pair to produce the 'perfect' solution/piece of work.

Group activities

Working in small groups, learners can take on varying roles and learn how to collaborate and cooperate with others.

Examples of group activities:

- Learners plan and carry out research on a topic they have selected.
- Small groups of learners rotate round a circus/carousel of activities, trying out each one.
- Learners work together in a small group for a few minutes to answer a question or complete a task and then deliver their solution.

Organising and managing group work

Groups can be arranged in many ways. Although learners often choose groups by friendships, it is useful to organise groups in other ways, for example, by aptitude, interest or by ensuring they are in groups of mixed ability. Importantly, learners need to experience working with a variety of their peers, rather than sitting in the same group all the time.

One quick method of grouping learners is to number them as they come into the classroom and allocate a number to each group of tables. If choosing their own groups learners need to be given a strict time limit to arrange themselves, say 30 seconds, and guidance on the need to include everyone and choose sensible 'working' groups.

Grouping by ability may be necessary if activities are going to be differentiated by task (see Section 4.7).

Setting ground rules for group work

Clear ground rules are needed on how to conduct group work. You should develop these with your class and could include some of the following:

- Respect and value everyone's opinions
- Do not interrupt when others are speaking
- Use and accept constructive criticism
- Take your fair share of the tasks
- Support and explain to each other – you have a collective responsibility
- Stick to deadlines
- Listen to each other and the teacher when instructions are given

As the teacher, you need a clear signal that indicates when you want the class to listen. Simple ways of doing this are by positioning yourself at the front of the room holding your hand up. Counting down from five to zero is also an effective method as by the time zero has been reached the class is silent, equipment is down and all eyes are on you.

Assigning roles

One way to support group work is to assign roles to members of the group. This allows learners to focus on one particular area. It is important though that each member of the group reports back about their progress so that all members are aware of what is going on.

Not all of these roles may always be needed but here is an example of the different roles that could be assigned:

Scribe	Resource manager	Adjudicator	Analyst
Keeps records	Lists resources needed	Manages discussions/ debates	Identifies key information
Collects information	Locates and fetches resources	Organises and counts votes	Identifies what further information is needed
Seeks clarification	Makes sure everyone has the resources needed	Ensures all members of the group are heard	Identifies where further information can be found
Writes up findings	Timekeeper	States final agreed group decision	Researches unknown words/phrases

Monitoring group work

While learners are working in groups, you need to monitor progress. How much you intervene in group work will depend on the age of the learners. It is important that you do not intervene too much so that groups become too reliant on you. Instead, you should allow learners to make mistakes, find their errors and correct them and encourage learners to help and support each other. This will encourage learners to become more independent: a key Cambridge learner attribute. One way of doing this is to use the 'three before me' rule. This means that learners are expected to look to three different sources of information (peers, resources, etc.) before they ask you. You can also have a 'three lives' rule that states that each group can only ask you three things during any one lesson or learning activity.

Part of your role is to ensure that every member of a group is involved, that quiet learners are not excluded and that no member is permitted to 'freeload'. Standing back and observing a group is a good start. You can then follow this up with questions directed at individuals. For learners who are not engaged in an activity small targets can be set and a time limit given before you return to the individual.

Examples:

- When I come back in 5 minutes I want you to explain how you have ...
- ... is responsible for telling me why you ... I will be back in 3 minutes
- I will pick one of you randomly to present your ideas, so make sure that you are all confident in your method and explanation

However you monitor group work, it is important that you give learners time in which to discuss their ideas and that you move around the classroom and listen to the language that learners are using.

4.5 Giving formative feedback to improve learning

As you observe learners working alone or in groups you will have many opportunities to identify how their skills are developing. In addition, throughout the programme learners will also regularly reflect on their learning and progress. Together these will give you lots of information about each learner's strengths and weaknesses.

In order to help learners make progress, they will need to receive feedback on their skills and how they can develop them further. Feedback may be oral or written. All feedback should be constructive and meaningful to learners. In particular, it should help learners to identify what their next steps are.

Most importantly, having been given guidance on how to improve, learners need an opportunity to practise the skill further and demonstrate evidence of their competence. Without opportunities to reflect and improve, feedback cannot effectively impact learning.

We are constantly giving our learners feedback. Our response to their contributions in questioning sessions or discussions may be oral but it can also be non-verbal – a smile or a gesture. There are countless examples of when we do this – a smile at the beginning of a lesson, a nod of the head. Below are listed a number of different techniques for giving specific feedback.

Oral feedback

Oral feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on learners, and should create an ethos where speaking freely about learning is positive. Teachers' oral feedback needs to be focused around the learning objective of the lesson, and on progress towards and achieving the success criteria. Feedback can be given to an individual, to a group or to the whole class.

Written feedback

Written feedback should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to teachers and learners, and the outcomes need to be fed back into planning. Most effective feedback occurs when the work is discussed together face-to-face, but if this does not occur and learner work is marked outside of a lesson, the following should be considered:

- Can learners read your comments?
- Can learners understand your comments?
- Are comments clearly linked to the learning objectives and success criteria?
- Do you allow learners time to read your feedback?
- Will the feedback you provide have a constructive impact on their skill development?

For digital text, you could add comments to documents or blogs and learners could respond by adding or amending their work in a different colour.

Self- and peer-assessment

Learners should be involved as far as possible in the review of their own skills development throughout the programme. We should encourage learners to use self-evaluation continually, so that reflection and improvement become a natural part of the process of learning.

Peer- and self-assessment are much more than learners commenting on their own or each other's work. Peer-assessment enables learners to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables learners to achieve beyond what they can learn unaided. Peer-assessment helps develop self-assessment, which promotes independent learning, helping learners to take increasing responsibility for their own progress.

Self-assessment and monitoring can involve learners directly if they have an independent research or reflection journal. You can discuss these with learners at key points in the year.

Digital technologies also provide a range of ways of recording evidence of learners working which can be used for self- or peer-assessment or for you to give feedback. For example, a learner who has given a presentation would be able to review a video recording of themselves.

4.6 The inclusive Cambridge Lower Secondary Global Perspectives classroom

Learners bring different competencies to Cambridge Lower Secondary Global Perspectives lessons. For example, some might excel in mathematics and science, but find subjects where they need to write at any length a challenge. There will inevitably be different levels of literacy amongst your learners, and for some learners English might be a second or additional language. This diverse range of competencies and backgrounds should be celebrated in the Cambridge Lower Secondary Global Perspectives classroom.

As the Cambridge Lower Secondary Global Perspectives teacher, it is part of your role to discover what the competencies and backgrounds of your learners are and to get the best out of every learner. Achieving this will involve creating a positive learning environment in which all learners feel confident to make suggestions, take risks, ask for help and admit when they are finding something difficult.

You can do this by:

- ensuring that all learners take an active role in the learning process
- showing appreciation of everyone's ideas
- encouraging learners to give good reasons for their ideas
- involving everyone in discussions
- inspiring confidence in learners to develop their own ideas
- making sure learners have enough time to explore ideas properly
- helping learners to work together and share their ideas with others and to appreciate the ideas of others
- encouraging learners to make their own decisions
- using varied questioning techniques and encouraging learners to think of their own questions.

By using a variety of teaching strategies, you can address the needs of learners with a variety of backgrounds, competencies and interests. These strategies will contribute to an overall inclusive learning environment, in which all learners feel equally valued and supported and are able to develop and succeed in your lessons and beyond.

Benefits of an inclusive learning environment include:

- being able to connect with and engage all your learners
- being able to provide support or challenge as appropriate
- being more prepared for any issues that arise when discussing difficult topics where opinions may vary
- having the freedom to prepare interesting, exciting lessons that learners can relate to and connect with
- ensuring learners feel comfortable in the classroom environment so that they are prepared to voice their opinions and ideas and ask any questions, developing their level of enquiry
- creating a positive learning environment where learners enjoy your lessons and are successful, as the teaching and learning activities you design will support their competencies, backgrounds and interests.

Teaching strategies and approaches for inclusive learning

To make learning inclusive in Cambridge Lower Secondary Global Perspectives, you should use a variety of ways of presenting information for learners to work with to develop the skills. For example, when exploring the global topics and issues, you can use a combination of written, oral and visual resources and materials.

Pre-teaching key vocabulary can help towards a more inclusive classroom. This does not mean giving learners a list of random words to go away and look up in a dictionary. This will only demotivate them. You can introduce vocabulary to learners by using photos, by getting them to do mind maps and brainstorm words and phrases they already know to help them access an informative text, a story, a poem, an audio or video clip. You should use contexts that learners are familiar with and have an interest in to pre-teach vocabulary.

Try to provide flexibility and choice in how learners demonstrate their skill development. Your focus will be on the development of the skill rather than presentation of the learning, so it does not matter if learners choose to create a leaflet, role-play video, webpage, audio podcast or other media presentation. After learners have demonstrated their current skills, aim to give targeted feedback on how they can improve further.

Feedback from learners can help in your aim to have an inclusive Cambridge Lower Secondary Global Perspectives classroom. You might try to give out small pieces of paper, commonly known as exit slips, as learners leave the lesson and ask them to anonymously write how confident they felt with the skills practised during the lesson from 1 to 5, with 5 being the most confident. You could also ask for two suggestions for how they might feel more confident. You can discuss your findings with learners in the next lesson and talk about the changes you are making so that everyone feels included and able to learn and achieve in the lesson.

4.7 Differentiation

Differentiation is a strategy you can use to help you make your lessons more inclusive. Differentiation aims to promote learning so that all reach their potential: the best that they as individuals are able to achieve. Your skills as a teacher will be to encourage learners on their journey to reach their own personal goals through carefully planned provision of exciting and stimulating learning experiences. Differentiation means thinking about your learners' needs and trying to match the teaching methods, learning activities, resources and learning environment to individual learners or groups of learners. The purpose of differentiating learning is to enable all learners to have a positive learning experience and become successful learners.

Reasons for differentiation

Differentiation allows you to appropriately challenge each learner. This can be by providing support for those learners who are struggling and more challenge for those that need it. It also takes into account different preferences for learning and competencies and pace of learning and development.

How to differentiate

You can create and adapt teaching methods and resources or materials in a variety of different ways to give each learner the opportunity to be successful in your classroom.

Use different groupings: You can vary the groupings of learners depending on the learning activity or learning objective. Sometimes you might decide that friendship groups are appropriate for a particular activity. At other times, you might want groups of different competencies, for example, each group might have someone who is competent in mathematics for a data handling activity. By organising groups in this way learners will be able to gain ideas and skills from each other and all learners will be able to progress.

Vary the activity: This is when learners meet the learning objectives in different ways. Learners might engage with a topic through a variety of resources, such as artefacts, guest speakers, video clips and music. Rather than working individually, allow learners to work in pairs or small groups.

Vary the outcome: If the outcome is, for example, to create a display to demonstrate their learning, then learners can do this in different ways: some learners might choose to write as their writing skills are quite developed and others whose writing skills are developing might choose to include more images with captions rather than extended writing such as portfolios, presentations, and displays.

Vary the amount and type of learner support: This is when learners receive additional help and support either from you, a classroom assistant or other learners. For example, when learners are discussing a source, you might work with a small group of learners whose evaluation skills are less developed than others, and allow other learners to work in unsupported groups with a summary sheet of questions to focus their discussion.

Appropriate resources can be provided and there are suggestions and resources for each of the Challenges. Learners who need extra support can also be encouraged to choose their own support materials. This encourages them to be more independent in their own learning and how they learn.

Some learners may need extension activities. These should be based on the same learning objective as the rest of the class. Many of the Cambridge Lower Secondary Global Perspectives learning objectives can be achieved at different levels. For example, when reflecting on what has been learned during an activity at Stage 7, some learners will be able to demonstrate this in greater levels of detail than others. Some may talk about a contribution they have made to teamwork, while others might also be able to reflect on the targets for their teamwork next time. At the end of the lesson, you can ask learners to share their thoughts and ideas so that the whole class can see and hear different responses.

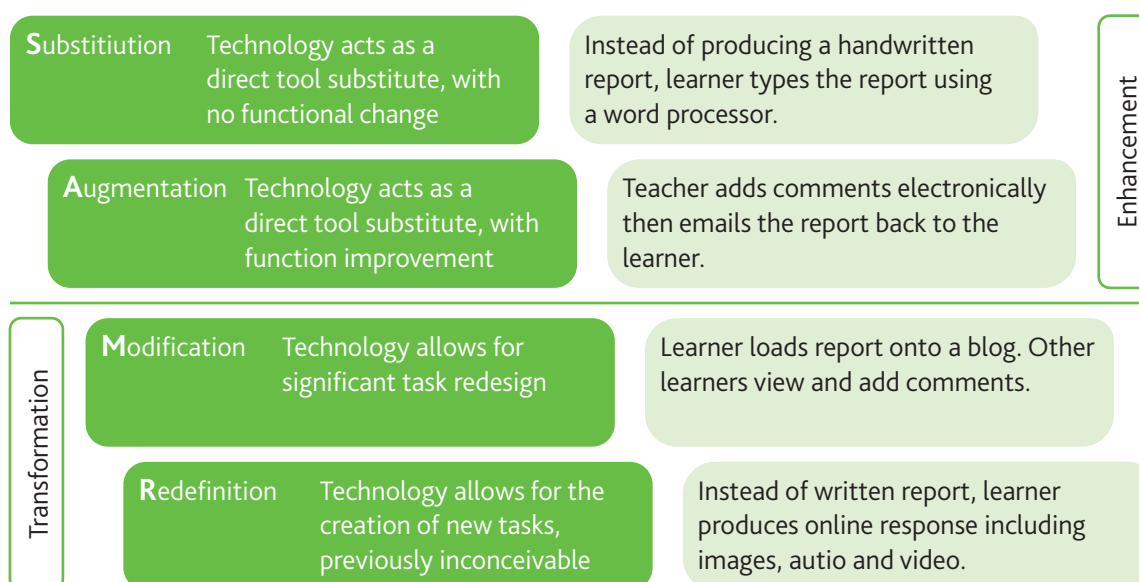
5 Digital technologies

The Cambridge Lower Secondary Global Perspectives programme provides many opportunities for incorporating digital technologies into teaching and learning.

You can make the best use of technology in the classroom by developing your awareness of a range of digital technologies and considering carefully both how and why they can be used to support students' learning. Effective selection of software and devices is only part of the story. The consideration of what learning will be achieved and how the technology may help is fundamental to its effective deployment.

The aim of using digital tools is no longer because they 'engage' and 'enthuse'. Instead the use of digital technology focuses on impact and progress.

The SAMR (Substitution, Augmentation, Modification, Redefinition) model developed by Dr Ruben Puentedura is a useful reference when considering the implementation of technology in the classroom. The model (see below) shows the stages that adopters of educational technology often follow as they integrate their teaching and learning with technology.



See more in the Cambridge Educational Brief: Digital technologies in the classroom
<http://www.cambridgeinternational.org/images/271191-digital-technologies-in-the-classroom.pdf>

This section gives you some ideas for how you might use digital technologies for teaching and learning during the Cambridge Lower Secondary Global Perspectives programme.

5.1 eSafety

There are many positives to using digital technologies, but learners also need to be made aware of the potential dangers and about how to keep safe when using computers, especially online. Learners also need to be given opportunities to consider their own behaviour and the impact that their actions can have on others.

The guidance given to learners will depend on their age, maturity, background and the content that is being delivered. Many online tools are designed for learners aged over 13 to use, but younger learners can access technology safely through supervised use with their teacher or using school approved accounts. Learners should be given clear instruction about what they should do if they feel unsafe when using digital technologies; this will include how they should report their concerns.

We recommend that all schools have an acceptable use policy which describes in detail what learners and school employees should and should not do once they are given access to the school's computer network. Care should be taken to ensure that the acceptable use policy is followed during all lessons, including Cambridge Lower Secondary Global Perspectives lessons. If concerns arise, teachers should follow the policy, including making contact with local child protection and law enforcement agencies if appropriate.

Internet filtering and monitoring tools should always be in place and anti-virus software should be up-to-date.

5.2 Using digital technologies to support teaching and learning

Digital technologies are particularly useful for Cambridge Lower Secondary Global Perspectives lessons when used as part of a range of effective teaching and learning methods. Learners can be empowered to be more autonomous in their learning yet also be critical and select the most appropriate technology to support their requirements.

Digital technology is a valuable resource which learners can use to help develop their skills. It is important that both you and your learners feel confident to evaluate where digital technologies may add value to the learning over other non-digital resources.

Teachers of Cambridge Lower Secondary Global Perspectives use digital technologies for a variety of reasons. One of these is to access information and ideas for lessons. As Cambridge Lower Secondary Global Perspectives focuses on global topics, with information about these topics changing regularly, the internet is a valuable resource for gaining real-time resources, for example, up-to-date news and images for use as stimulus material.

The Challenges include Teacher Resources with links to information that learners can use for skill development activities throughout the Challenge. These include a variety of tables and infographics, video clips and suggested websites. You can select other resources as part of your planning.

The technology you have available will clearly influence how you choose to use it. For example, if there is one computer per class then the classroom could be set up with a reference area allowing the computer to be used for research. Alternatively, if you have access to an interactive whiteboard or projector, you could consider whole class activities where learners present their work, evaluate and discuss resources live on the board. You can then consider video conferencing tools to open up opportunities for wider participation. If you have access to a computer suite this might be able to be booked for particular research or preparation tasks, but care is needed not to force the use of technology – it should only be used when there is clear added value for your learners.

Mobile devices such as tablets and similar tools can be used within your standard classroom. Here the digital technology can be presented as a tool to support learning, similar to a box of books. This allows creative learners to make a positive choice in their use of technology for a particular task, such as recording their presentation, researching and checking ideas, or preparing an interactive quiz.

We can see effective teaching through digital technology as learners can be empowered to make higher-level use when they feel it is appropriate. Just as the Cambridge Lower Secondary Global Perspectives programme helps develop learners' skills, it also provides opportunities for learners to reflect on their use of digital technology to encourage best practice across all of their work.

5.3 Connecting with other Cambridge schools

Connecting with other schools doing Cambridge Lower Secondary Global Perspectives will enable learners to find different perspectives on global issues by communicating with learners their own age.

Here are some ways you can connect with other schools:

Email

You can establish links with schools in different parts of the world. You could setup a class email address to share questions, questionnaires and surveys safely or directly with other Cambridge Lower Secondary Global Perspectives teachers.

Even if the other classes are not working on the same Challenge at the same time, they can still respond to questions. This enables further collaboration in the future when they attempt similar Challenges.

Video conferencing

Live video conferencing is an excellent opportunity for learners to collaborate directly with each other. Whole class video conferencing is perhaps the most immediately useful for Cambridge Lower Secondary Global Perspectives lessons, especially where learners can discuss their learning on similar Challenges. Encourage learners to prepare questions as this will help ensure that everyone is able to participate. One method is to arrange a video conference at the start of a Challenge, during a Challenge and then once the Challenge has been completed.

The schools participating do not need to be working on the same Challenge – one class could provide reflection and comments on work, making suggestions on how to improve further. The other class can then implement the improvements and report back once the work is complete.

An alternative approach is to not tell learners the location of the other class. They then need to ask questions to find out where the other learners are.

It is also possible to use a video conference to interview an expert. Making use of such methods provides very valuable opportunities not possible without digital technology. Direct video conferencing does require learners to be online at the same time and that is definitely its most effective use. However, if it is not possible to meet at the same time, you could record a video or presentation and ask the other schools to respond in the same way.

6 Assessment provided by Cambridge International

There are many ways to assess learners' skills development during the Cambridge Lower Secondary Global Perspectives programme. The Challenges provide several opportunities to identify progress, give feedback and discuss next steps with learners.

At the end of the Lower Secondary programme learners take part in the Cambridge Lower Secondary Checkpoint Global Perspectives. This is an individual research report which is marked by the teacher and moderated by Cambridge International. The assessment has been designed for summative purposes and is therefore a holistic snapshot of learners' skills at the end of the Lower Secondary phase. Learners who successfully meet the criteria receive a Cambridge Lower Secondary Checkpoint Global Perspectives Statement of Achievement at Gold, Silver or Bronze.

6.1 Cambridge Lower Secondary Checkpoint (Research Report)

Cambridge Lower Secondary Checkpoint Global Perspectives has been designed for learners at the end of their final year of Lower Secondary education, when they are around 14 years old (Stage 9).

Learners complete an individual research report with the support and guidance of their teacher. We recommend that the Research Report takes approximately 12 hours for completion from start to finish. This assumes that learners have been given frequent opportunities to develop the required skills of research, analysis, evaluation, reflection, communication and collaboration, undertaking similar tasks as the Research Report demands.

Stages of the Research Report

Firstly, learners identify an issue related to one of the topics for Cambridge Lower Secondary Global Perspectives and formulate a research question based on this issue. Learners then start to explore both a global perspective and a national perspective on the issue. The national perspective does not have to be from the country in which the learner lives.

Learners then carry out their own independent research on the issue using a range of sources and analyse the issue, identifying and discussing its causes and consequences. They should then propose one national or local course of action which is likely to help to resolve the issue. Learners should also evaluate their sources of information, explaining where they may contain bias. The conclusion of the Research Report should reflect upon how the research conducted has impacted on the learner's own personal perspective.

Teachers can give learners structured guidance for each step of the Cambridge Lower Secondary Checkpoint Global Perspectives to produce the required elements of the task. First drafts are encouraged and you can collect these in to look for any general misunderstandings before giving **general, oral feedback to the whole class** to help them improve upon their first drafts. No specific, individual feedback is allowed and teachers must be confident that all work submitted is the learner's own work.

Assessment

Details of how to assess the Research Report are given in the Curriculum Framework (Section 5). Here you will find assessment objectives and criteria.

Moderation

Teachers upload their marks to the Online Learning Area. Cambridge International will then moderate the marks and produce Statements of Achievement for each learner.

Schools who enter candidates for the Cambridge Lower Secondary Checkpoint Global Perspectives will also receive qualitative feedback on how the centre as a whole performed against the assessment criteria.

The purpose of the Cambridge Lower Secondary Checkpoint Global Perspectives is to:

- reward learner achievement in relation to the Global Perspectives programme, with particular weight on achievement within the skills of research, analysis and evaluation
- provide a formal synoptic assessment of the skills developed throughout the programme
- provide formal feedback to the school and the learner's parent/carer about the learner's achievement
- give the learner an assessment experience that is preparatory for the Upper Secondary programme of study
- provide some diagnostic feedback to teachers in relation to their internal moderation, and strength of student evidence present in the sample.

Mrs Carol Hinde, Global Perspectives, Science and Biology teacher Chisipite Senior School, Zimbabwe

In our ongoing commitment to equip our learners with the skills needed to face the modern world, we started the Global Perspectives Lower Secondary programme in our school.

When it came to the time to prepare for the Global Perspectives Checkpoint assessment which is an individual research report, we used the assessment criteria from Cambridge International to guide us. The assessment criteria is a valuable tool for the learners to be able to reference because it allows them to approach the Research Report in a self-directed manner.

The Research Report is marked by a member of staff at the school then submitted online to Cambridge International for moderating. As a science teacher I had no experience in marking essays so I found the idea of marking the research reports daunting.

I found it really useful to spend some time reading through the assessment criteria before beginning marking in order to familiarise myself with the differences between the grades. I read through the essays, annotating the relevant points outlined in the assessment criteria. From there it was an easy step to allocate marks according to the rubric and add up the final marks. The research reports are moderated by Cambridge International so I gained further comfort in the knowledge that they would check up on my marking ability. This was important to me as I was inexperienced in this field.

I had expected marking research reports to be a time-consuming exercise but instead found it to be quick and painless. Not only that, I enjoyed reading the research reports as they gave me an insight into the learners' interests that I had not been aware of previously. I look forward to marking more research reports next year.

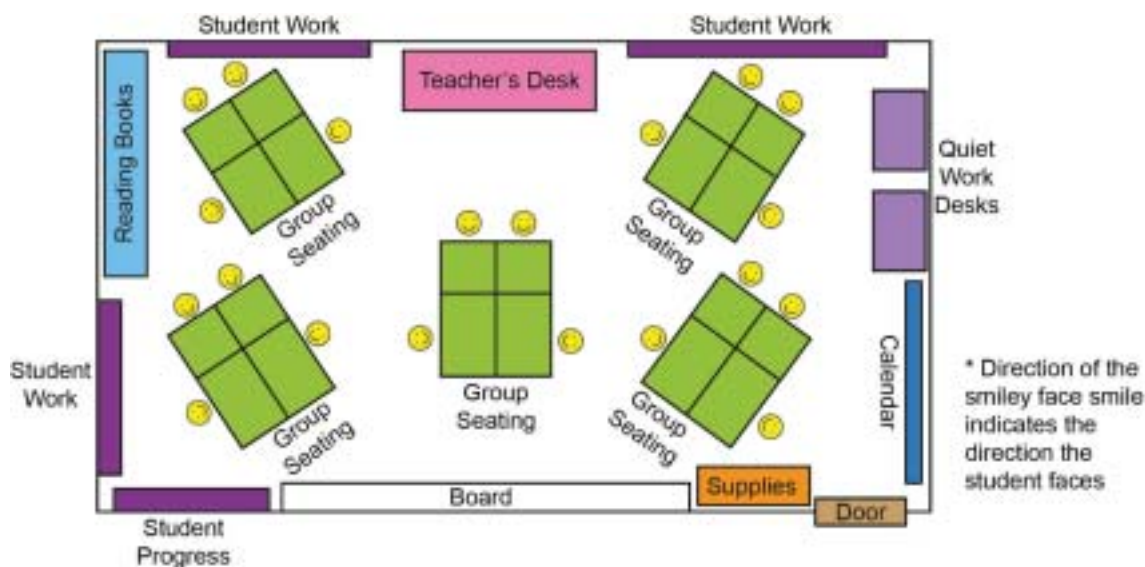
7 A positive learning environment

7.1 Classroom layout

Classroom organisation has a direct impact on the quality of teaching and learning. Transitions must be as smooth as possible and group work carefully managed. Furniture needs to be organised so that learners and the teacher can move around as necessary while allowing for pair, small group and full class discussions.

How you organise the classroom will depend on the stage of your learners, whether they have access to the same classroom for all their lessons and the resources you have available. The key principle is to enable learners to work in comfort with access to all necessary resources.

Here is an example classroom layout for you to consider. For Cambridge Lower Secondary Global Perspectives it is important that the classroom facilitates skills development, including collaboration. Having desks in groups allows learners to work together easily. This possible layout shows how tables can be arranged so that no learner has their back to the board and all can quickly face the front to allow for whole class instruction. However, there is no 'correct' way to arrange a Cambridge Lower Secondary Global Perspectives classroom and you will need to decide on an approach that works for your situation.



8 Support and resources

8.1 Resources available from Cambridge International

Cambridge Lower Secondary Global Perspectives centres receive access to a range of resources when they register, including access to the Cambridge Lower Secondary support site where all the Challenges and resources are located. The Online Learning Area <https://learning.cie.org.uk/professionaldevelopment/> is a password protected website that is used for Cambridge Lower Secondary Checkpoint Global Perspectives.

8.2 Training

Face-to-face training opportunities

Face-to-face training is available in the form of workshops on planning and teaching strategies. To see what training courses are currently available in your region go to our Events and Training Calendar on the Cambridge International, Professional Development page of our website.

Online training

Online training to help you prepare for Cambridge Lower Secondary Checkpoint Global Perspectives is also available.

8.3 Support with administration for Cambridge Lower Secondary Checkpoint

Submission of marked work for Cambridge Lower Secondary Checkpoint Global Perspectives is through the Online Learning Area. Information on how to access this site is available through the Cambridge Primary support site.

Glossary of key terms

Planning

Long-term plan – overview of the whole stage indicating which skills will be covered using which Challenges. Might also include the overview for more than one stage.

Medium-term plan – a sequence of teaching activities included in the selected Challenge. This should cover approximately 6 hours of teaching and learning time to meet the specified learning objective(s).

Short-term plan – the lesson plan or teaching and learning plan for a lesson/series of lessons. Several short-term plans will be prepared for each Challenge.

Scheme of work – the medium-term plan; these are Challenges in the Cambridge Lower Secondary Global Perspectives programme.

Challenge – the medium-term plan for the Cambridge Lower Secondary Global Perspectives programme.

Lesson plan – the short-term plan.

Success criteria – descriptions of how learners can achieve the learning objectives through a particular activity in the context of a specific Challenge and topic. This helps learners to know if they have been successful in achieving the learning objectives through the Challenge.

Assessment criteria – refer specifically to the skills assessed in Cambridge Lower Secondary Checkpoint Global Perspectives.

Cambridge Lower Secondary Global Perspectives

Perspective – a particular attitude towards or way of regarding something.

Issue – an important topic or problem for debate or discussion.

Prediction – what someone thinks will happen in the future.

Bias – unfairly prejudiced for or against something or someone.

Research – the systematic investigation into and study of information and sources for the purpose of establishing facts and reaching new conclusions.

Analysis – breaking down of a global topic into issues and exploring the causes and consequences of issues and ways to help resolve them.

Evaluation – an appraisal of something to determine its worth/effectiveness for purpose.

Reflection – thinking about or considering something in depth.

Synthesis – the bringing together of research and information to form something new.

Communication – way of sending and receiving information by speaking, writing or using some other medium such as digital technologies.

Collaboration – working together to attempt to resolve an issue or problem.

Evidence – the available facts or information indicating whether something is true or valid.

Pattern/trend – a general direction in which something is developing or changing.

Global – relating to the whole world; a global perspective may come from a specific country, organisation, institution, or an individual, but it will have influence that spreads beyond any one country.

National – relating to a particular country/common to a whole nation.

Local – relating to a particular community, area, neighbourhood or locality. For younger learners, this could be people in the school community or extended family.

Personal – relating to self rather than anyone else.

Cause – responsible for making something happen.

Consequence – a result or effect of something.

Course of action – an action or solution to an issue/problem.

Further reading

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Cambridge Assessment International Education
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cambridgeinternational.org www.cambridgeinternational.org

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