

# Where can we start with Global Perspectives skills?

## Part one: consider the key challenges

There are several challenges to consider when planning for the development of skills within the Global Perspectives curriculum. Focusing on these can be a useful place to start when developing your pedagogy in this area.

### **Making sure the focus of the learning objectives is on the skills for Global Perspectives**

Skill development in lessons often occurs as a by-product of other learning activity. In Global Perspectives, the development of skills as a specific part of the learning objectives is fundamental. This is because for Global Perspectives student outcomes are measured on the specified skill as opposed to subject-based knowledge. Each lesson or unit of work should focus on the development of only one or two of these skills at a time. It is important to recognise that other skills may be practiced but that the **focus** of the lesson or unit of work should be on the skill(s) identified in the learning objectives. The term 'skill focus' is often used to identify the particular skill-based objectives students are working on. Ensuring that students understand that the focus is primarily about skill development needs regular reinforcement. Topics and activities used to develop these skills are there to provide a vehicle to practice the skill and are not there to develop subject knowledge.

### **How to teach, develop and practice skills to allow students to achieve the required level of competency in relation to their age**

This involves making sure that you understand the progression of the skills. The learning objectives are age appropriate and develop in complexity as students' progress through the curriculum. Teaching these skills requires a range of teaching and learning approaches which engage students so that they become involved in the learning experience. Active learning and metacognition are key approaches to supporting this development. There is also the need for students to understand that skills need to be practiced until a level of independence is achieved.

### **How to prepare effective activities to ensure skill development**

When preparing activities, it is important to remember the challenges or topics are only provided as a way to assist in skill development. It is very easy to allow the interest in the topic content to overtake and the focus to move onto outcomes related to content knowledge, rather than skills. Ensuring that the activities are focused on practicing the skill while still looking for interesting approaches to engage students needs regular reflection and review. There are many approaches available to you to facilitate this.

Before considering the activity to practice the skill it is important to understand what we want our students to understand, develop or evaluate. This means looking in detail at the skill objectives and being clear on what students should be able to do. What are the outcomes that we are looking for to be able to demonstrate success? Effective teaching and learning approaches that support skill development are often active learning approaches. The Challenges found in the Primary Global Perspectives curriculum is a useful starting point. However, you are likely to want to develop your own topics in response to local or national issues or curriculum requirements. This is where increased knowledge on effective teaching and learning approaches will support you in the development of your own projects.

## Part two: knowing what the Global Perspectives skills are and how they develop through the curriculum

The main area of focus for the Cambridge Primary Global Perspectives course is the development of six skills – **Analysis, Collaboration, Communication, Evaluation, Reflection and Research**.

These skills are vital as they support students in their everyday studies, are transferable across subjects and compliment the development of the Cambridge Student Attributes.

These six skills are crucial to the Global Perspectives curriculum as the learning objectives are linked to the development of these skills across the stages of the Cambridge Pathway. The skills are divided in the following sub-strands.

Skill	Sub-strands
Analysis	Identifying perspectives Interpreting data Making connections Solving problems
Collaboration	Working together Being an effective team
Communication	Communicating information Listening and responding
Evaluation	Evaluating sources Evaluating perspectives and arguments
Reflection	Personal contribution Teamwork Personal perspectives Personal learning
Research	Constructing research questions Information skills Conducting research Recording findings

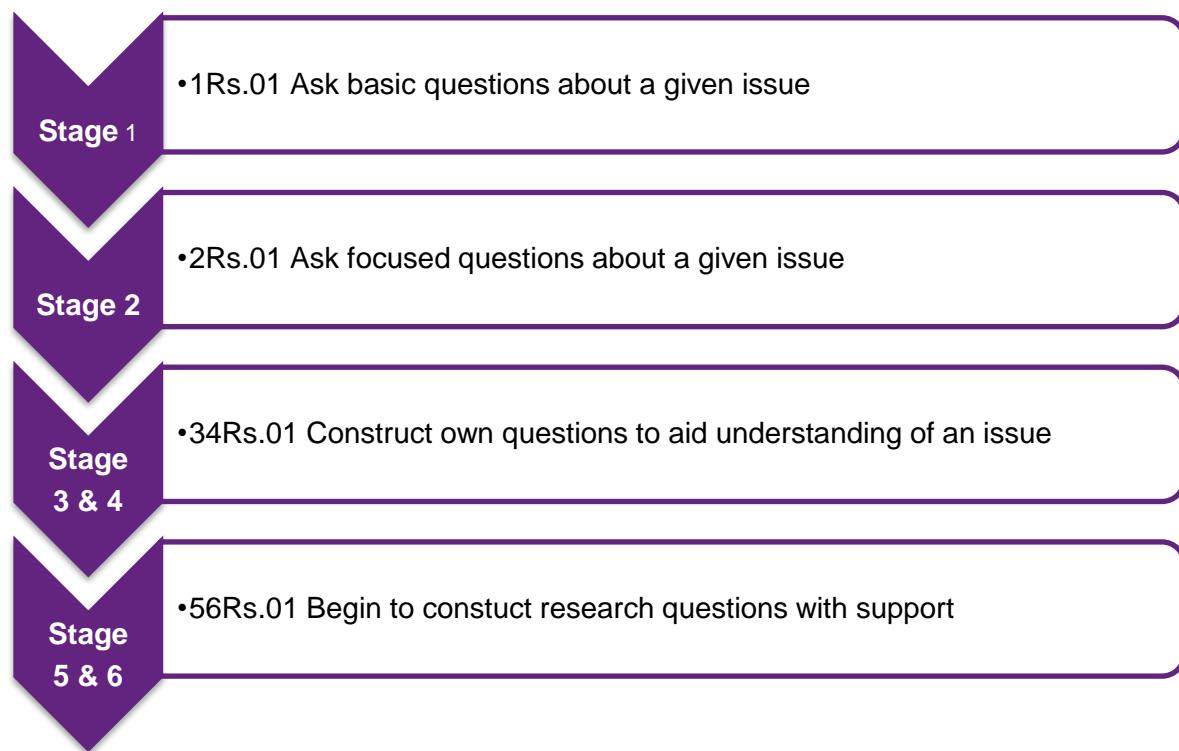
At each stage of the curriculum, the sub-strands are then expressed through a number of learning objectives, for example:

Skill	Sub-strands	Learning objective
Analysis	Identifying perspectives	1A.01 Say something known about an issue
Analysis	Making connections	1A.03 Talk about simple, personal consequences of own actions.
Communication	Communicating information	2Cm.01 Talk about a given issue, giving relevant information
Reflection	Personal learning	1Rf.04 Talk about something liked in a particular activity.

The learning objective states what the student is expected to be able to do as part of each strand. The Challenges for Global Perspectives provided on the School Support Hub refer to these learning objectives and suggested activities that would help in developing the skills required.

## Progression of the learning objectives across the stages

The example below shows the expected progression between the stages of the sub-strand 'Constructing research questions'



The learning objectives for each skill under each sub-strand show a continual progression across the Stages. The learning objectives for each skill area are age appropriate and allow for the development of the skill from one stage of learning to the next.

**Ask basic questions → Ask focused questions → Construct own questions → Construct research questions**

## Using Challenges and preparing activities that allow for skill development

The School Support Hub provides Challenges and lesson plans to implement the Global Perspectives curriculum. The Challenges list a series of activities that give students the opportunity to develop the Global Perspectives skills.

Here is an example of the learning objective and the suggested activities from the Challenges

<b>Stage 2</b>	Challenge – What is it like living in another country? (Topic – Moving to a new country)
<b>Skill</b>	Communication
<b>Learning Objective</b>	<b>2Cm.01</b> Talk about a given issue, giving relevant information.
<b>Activity</b>	<ol style="list-style-type: none"><li>1. Students <u>share information</u> to better understand the similarities and differences between living in that country and living in their own country. They can create a new display alongside the 'Our country' display.</li><li>2. Using the country from the 'Are we similar or different?' activity, ask students to think about whether they would like to live in that country and why.<ul style="list-style-type: none"><li>• What would you enjoy most about living in another country?</li><li>• What would you miss?</li></ul></li></ol> <p>Ask students to <u>individually speak</u> or produce a written or drawn response. Invite students to <u>share their response</u> either with a talk partner or with the <u>class</u>.</p>
<p><b>Skills are developed</b> when students share information on the similarities and differences of living in their own country and in another country. When they talk to their partner or the whole class about whether they would like to live another country students get the opportunity to learn and practise the skill of communication. In step one this is achieved by asking them to talk about an issue while remaining focused on a task. In step 2 student communication is used to obtain answers or ask further questions relevant to the topic.</p>	

When you begin to write your own lesson plans to detail the learning activity in your classroom, it is useful to:

- *Write down the sequence in which the students will progress through the learning.* Knowing the steps involved in learning a task or skill allows for a smooth transition from one level to the next. It is important to break down the skill objective into its component parts using activities to gradually build competency.
- *Include instructions to be given to the students in the lesson plan.* Having instructions from you helps to create structure in the class and gives direction to the students about what they are learning. When writing out instructions, try to use familiar vocabulary to ensure that there is clarity, or offer explanations for unfamiliar words or terms. For example - to introduce the word 'analyse' to primary students - the instruction can be worded as follows - 'We are going to study carefully or analyse the data we have collected'. When a set of instructions for group work are put up on a chart or on the display board, students tend to look at it to remind themselves of these. It also allows for supportive peer learning and you can move to being a facilitator in the classroom. In this way the skill of collaboration is steadily developed.

- ✓ Sit in a group facing each other
- ✓ Take turns while in talking or doing an activity like writing, colouring...
- ✓ Listen carefully to each other.
- ✓ Help each other during the activity.
- ✓ Call your teacher if your team needs help

- *Role model or demonstrate* when students are attempting a task for the first time. Doing this provides a point of reference for students allowing them to replicate what you do and then develop their own strategies to exhibit the skill. For example, if students are working on the skill of research and are preparing to conduct an interview you can role model or demonstrate things like how to address people, how to ask questions and how to acknowledge an answer. In this way students have the opportunity to participate and experience the learning first-hand.
- *Providing opportunities to all students to practise the skill.* All skills need time and practise for them to be assimilated. This cannot be rushed, and since the Global Perspectives curriculum has flexibility in its implementation, it is helpful to provide scope for the students to practise skills across all subjects in the curriculum.

### **Sharing the learning objectives and success criteria with students**

A fundamental part of helping students to engage with their learning is to share the learning objectives and success criteria with them. The Challenges provide the learning objectives as well as the success criteria. It is useful to rephrase the learning objective and success criteria keeping in mind the activity at hand. Older students can even be encouraged to modify their success criteria based on their input to the lesson. When you share learning objectives and success criteria, students become aware of what they are doing and where they are heading. This helps to create a safe space for learning where students feel motivated, are able to practice self-regulation, and become more aware of their level of learning and potential. Students also tend to support each other and peer learning is more visible in the classroom.

### **Providing supportive feedback to students**

For skills to develop and progress from one level to another, students need feedback from both you and their peers. Feedback on how well the student is doing builds confidence and helps to consolidate learning. Feedback on how to rework actions or modify approaches helps students to see solutions when learning is limited or hampered. When feedback is incorporated in the learning process students have the chance to adapt and adjust as they work towards becoming proficient in each skill.

## Part three: Assessing Global Perspectives skills

In order to ensure that there is progression in the development of the six skills, it is important to assess students on the skills and provide feedback for them. Skill development is a process that progresses from one level to the next. There are no right or wrong answers and students in the same class may be at different levels of skill development. Some may have achieved mastery, some may be in the process of learning, and some may need support to demonstrate their skill.

Assessment for Global Perspectives is done by you when:

- students are observed during their classroom activities
- material presented by students is reviewed
- students participate in peer assessment.

Keeping the Checkpoint assessment outcomes of Bronze – Silver – Gold as a reference point. It is useful to create criteria set at 3 levels:

1. Needs support or guidance from the teacher to participate in the activity or demonstrate the skill or achieve the success criteria.
2. Is able to participate in the activity, demonstrate the skill or achieve the success criteria with minimal or occasional support from the teacher.
3. Is independent and show mastery of skill or excels when participating in the activity, demonstrating the skill or in achieving the success criteria.

While implementing the Challenges or conducting activities for Global Perspectives, it is useful to identify which session or activity will include assessment. For example, if the skill focus is communication - then presentations by students on findings from research is a good opportunity to assess students. Levels of development (as outlined above) can be assigned as a basis for the assessment of the skill. As well as assigning students a level, you can then also note down specific pointers that will help to consolidate positive learning or allow them to rework and modify their skills.

Numerical data helps to give general feedback to the students on the levels of skill development and what to work towards in the upcoming sessions.

Student specific feedback can be used to set individual targets before an upcoming activity or can be used as reminders while the students are working on specific tasks. For example, if a student finds it difficult to collaborate during group tasks, then you can remind the group about guidelines for group work and ask specific students to try out specific behaviours or roles. For example, ‘Jayden is going to ensure that everyone in the group will get a chance to speak...’

Focusing on skill development and not on content can be a challenging task. But understanding the skills and the progression of skill development can greatly impact your approach to the learning process. The flexibility extended by the Global Perspectives curriculum offers the opportunity to review your classroom practices, upgrade your skills, enjoy developing the process of learning and enhance the academic prowess of your students.

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