



NWS



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT



TEACHER IMMERSION PROGRAMME FOR EDUCATORS FROM BHUTAN

In collaboration with
the Ministry of Education & Skills Development, Bhutan

Date: 25th April 2025

Venue: Nehru World School, Ghaziabad, India

Nehru World School warmly welcomes the delegation of Bhutanese educators on a journey of shared learning and collaboration.

Teacher Immersion Programme

Nehru World School



IGCSE

Best Practices

Cambridge Early Years Age 3+

An integrated programme, including:

- A holistic approach
- Engaging classroom resources
- An assessment framework

Cambridge Primary Age 5+

A broad and balanced curriculum:

- 10+ subjects (including English, Mathematics and Science)
- Classroom and external assessments

Cambridge Lower Secondary Age 11+

A broad and balanced curriculum:

- 10+ subjects (including English, Mathematics and Science)
- Classroom and external assessments

Cambridge Upper Secondary Age 14+

A wide choice of subjects in:

- Cambridge IGCSE
- Cambridge O Level
- Cambridge ICE Certificate

Cambridge Advanced Age 16+

A wide choice of subjects in:

- Cambridge International AS & A Level
- Cambridge Pre-U
- Cambridge AICE Diploma
- Cambridge IPQ

Academic Planning

- Develop a 2-year subject-wise curriculum plan (Grades 9 & 10), aligning with the November and March series.
- Ensure balanced subject offerings across core groups (Languages, Sciences, Maths, Humanities, Creative Arts). All our students are eligible for **ICE Certificate**.
- Time tabled blocks for revision and exam preparation.
- Integrate Cambridge **schemes of work** and learning objectives into lesson plans.
- Internal assessments aligned with IGCSE standards.

ICE - Eligibility

Syllabus	Groups
English as a Second language	Group I- Languages
Hindi/ German	Group I- Languages
Economics	Group- II- Humanities and Social Science
Coordinated-Sciences (Double Award)	Group-III Sciences
Mathematics	Group-IV Mathematics
Global Perspectives	Group- V Professional and Creative
Additional Mathematics	Group-IV Mathematics

Assessment & Feedback

- Use IGCSE **past papers and test makers** in periodic assessments
- **Formative assessments** are integrated in every lesson
- Conduct 3 Semester exams and 3 full mock (Pre IGCSE) exams before final IGCSEs
- Use clear rubrics and Cambridge-style grading (with weighting factor for each component) for feedback

Sample Assessment

Session : 2024-25
Report Card- PRE IGCSE 2

Pre IGCSE 2
Summary of Achievement

Open House Day & Date : Saturday, 11/01/2025

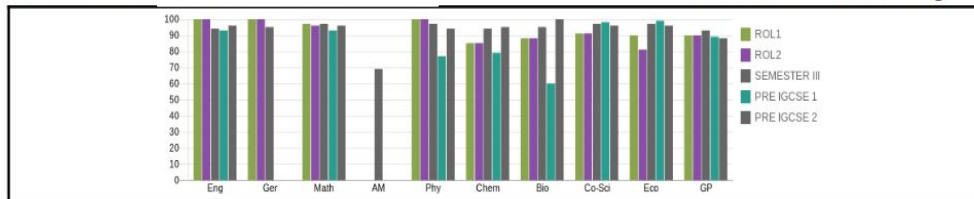
Open House Day & Date : Saturday, 11/01/2025

Student's Name :

Class & Section : X- Cambridge - A

Name : ^

Class & Section : X- Cambridge - A



ROL%	English	German	Mathematics	Additional Mathematics	Physics	Chemistry	Biology	Coordinated Sciences	Economics	Global Perspectives
ROL 1	100	100	97	-	100	85	88	91	90	90
ROL 2	100	100	96	-	100	85	88	91	81	90
SEMESTER 3	94	95	97	69	97	94	95	97	97	93
PRE IGCSE 1	93	-	93	-	77	79	60	98	99	89
PRE IGCSE 2	96	-	96	-	94	95	100	96	96	88

Subjects	Performance Grade	Performance
English	A*	96 %
German	NA	NA
Mathematics	A*	96 %
Additional Mathematics	NA	NA
Coordinated Sciences	A*A*	96 %
Economics	A*	96 %
Global Perspectives	A*	88 %

Review of Learning- 6, Semester exams-3, Mock/ Pre IGCSE-3



Teacher Development



- All subject teachers have attained Cambridge Professional Development Qualification (**CPDQ**)
- Teachers access and use **Cambridge Support Hub** for past papers, examiner reports, and mark schemes regularly
- **Peer observations** are conducted regularly to encourage collaboration, share best practices, and support professional growth.

IGCSE Facilitators Who Have Successfully Completed CPDQ



- Completed online and face-to-face **introductory syllabus courses**
- Participated in **marking workshops** to enhance grading accuracy
- Engaged in **assessment-focused training**



Student Learning Support



- Conduct student orientation on **subject selection** and IGCSE structure
- Schedule regular **support classes**
- Teach **study techniques and self-assessment** strategies
- Share individual progress reports with actionable teacher comments



Parent Engagement



- We conduct parent orientation sessions at key stages:
 - at the start of the IGCSE program,
 - mid-session to explain weighting factors and grading,
 - and before examinations to ensure informed support for students
- Share regular academic updates and student progress with parents
- Involve parents in career planning sessions

Active Focus on Research: Science Challenge



Aquaponics



Fostering Empathy



Promoting Hygiene Awareness



Training to Teach: Government Forms for the Economically Weaker



Restoring our Culture

Active Learning

Pluses

Minuses

Interesting



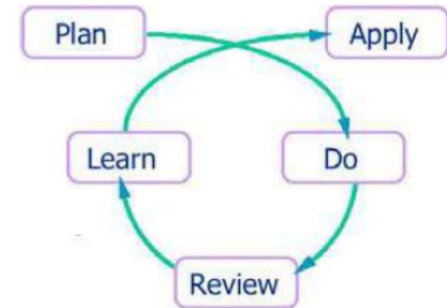
Active Learning

How do we go about it in our classrooms?

“Active learning on the one hand has to do with learners making decisions about learning and on the other hand making active use of thinking.”

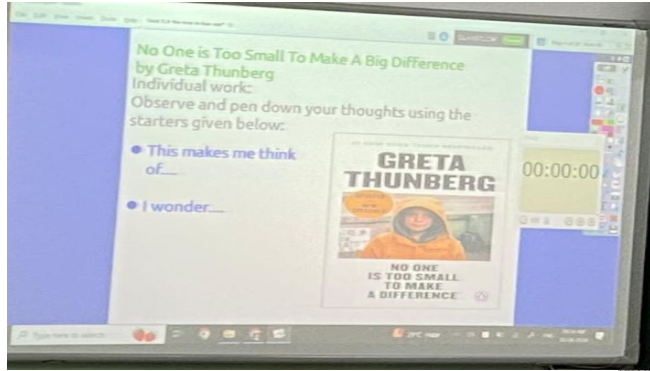
Simons PR-J (1997), “Definitions and theories of active learning” in Stern D and Huber GL (Ed.), *Active Learning for Students and Teachers: reports from eight countries*. Frankfurt, OECD/Peter Lang

Plan: Intentional learning
Do: Engaged learning
Review: Reflective learning
Learn: Mindful learning
Apply: Consequential learning

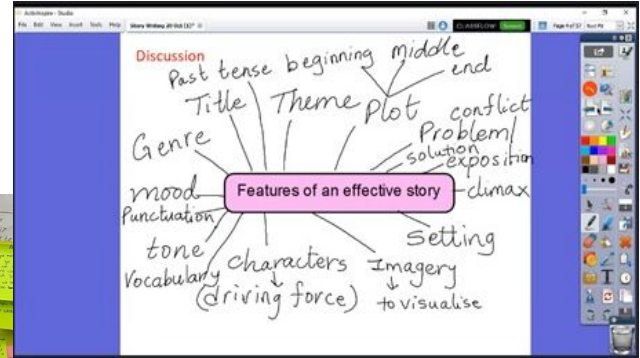


People learn by engaging in a process of sense-making.

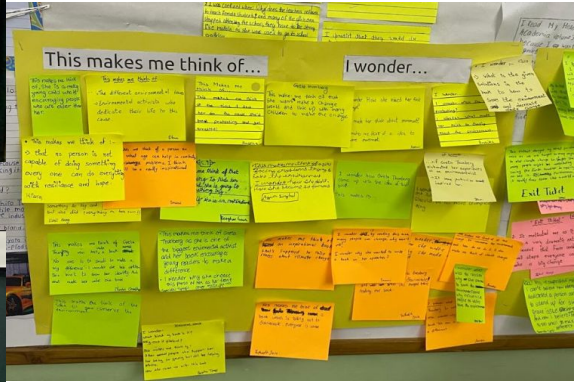
Fueling Engagement and Deeper Understanding



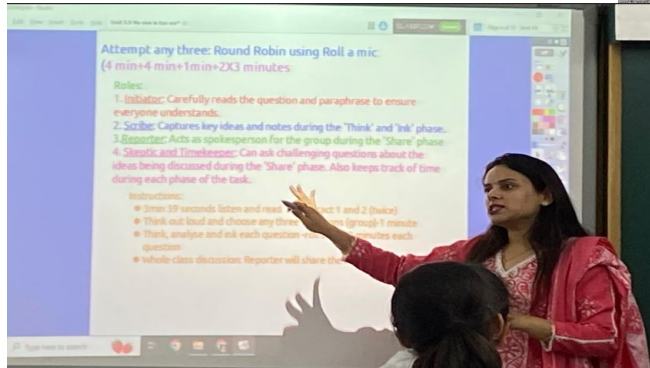
Clear and concise instructions



Collaborative work



Making Thinking visible



What active learning strategies have you been using in your classrooms to engage and motivate?

Transforming learning through strategies

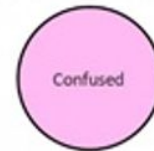
- Think Ink Pair Share
- DART: Directed activities related to text
- Pose, Pause, Pounce and Bounce
- Role Play
- KWL
- Learning Quadrant
- Circle, Square, Triangle
- Self and Peer assessment
- Mind Maps
- Case Studies based on real life scenarios

<p>Schema Briefly list what you already know about Notice Writing.</p>	<p>Emotions How do you feel about writing a notice?</p>
<p>Connections How does this topic connect to previous topics?</p>	<p>Queries Pen down your queries on this topic before the class begins.</p>

Reflection Task

Complete the Exit Ticket.

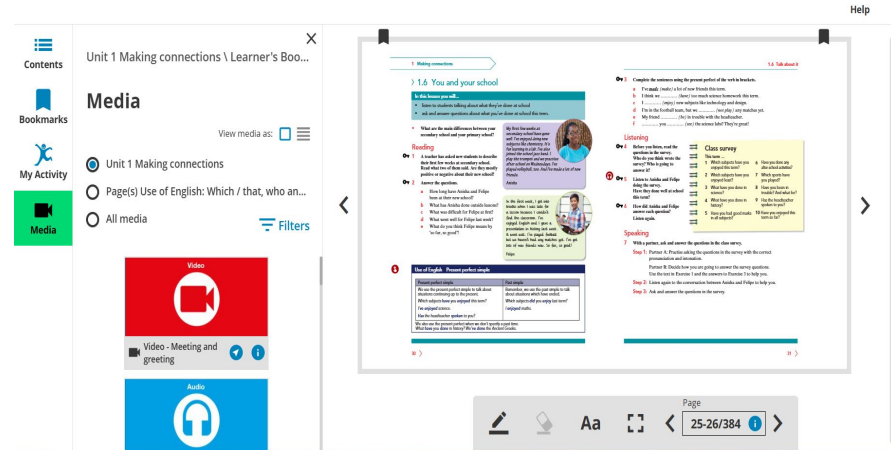
Circle, Square, Triangle?



- something about story writing that is still circling around in your head
- something about story writing that is now "squared" with your thinking
- something about story writing that is pointed out in your brain

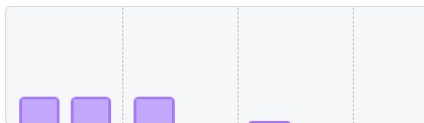
Integrating Technology

- Use of Cambridge digital resources: <https://www.cambridge.org/go/>
- Padlet : https://padlet.com/dashboard?filter=combined_recents&mobile_page=LayoutPicker
- Picker Wheel: <https://pickerwheel.com/>
- PhET colorado: <https://phet.colorado.edu/>
- Desmos: <https://teacher.desmos.com/>
- Transum: <https://www.transum.org/>
- Khan Academy: <https://www.khanacademy.org/>



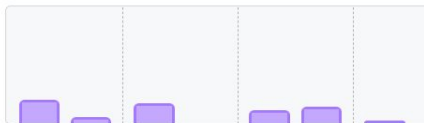
Cambridge English Digital Resource

Khan Academy: Overview



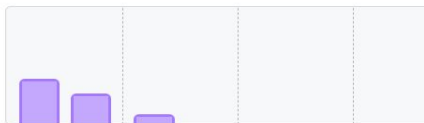
Lines and angles

Class median: 16% mastery



Data handling and presentation











Class median: 20% mastery



Perimeter and Area

Class median: 8% mastery

Course Content >

-  Last lesson
-  My course
-  Messages
-  Progress
-  Directed tasks
-  Tests
-  Lightning Round competitions
-  Dictionary
-  Games
-  Manage bookmarks

Chapter 14: Position and transformation

< 14.1 Maps and plans >

Lower Secondary Mathematics 7

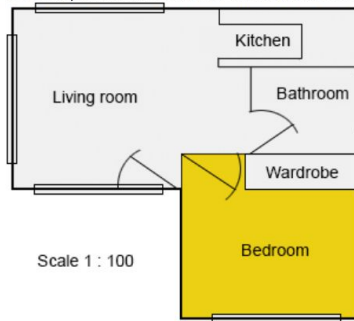
Section Exercise Resources Walkthroughs & quizzes



Walkthroughs

Walkthrough 1

Use the plan to calculate the dimensions of the bedroom.



Quizzes

Level 1	Level 2	Level 3	Challenge
★	★	★	★

Level 1

The answers are found in the lesson notes.

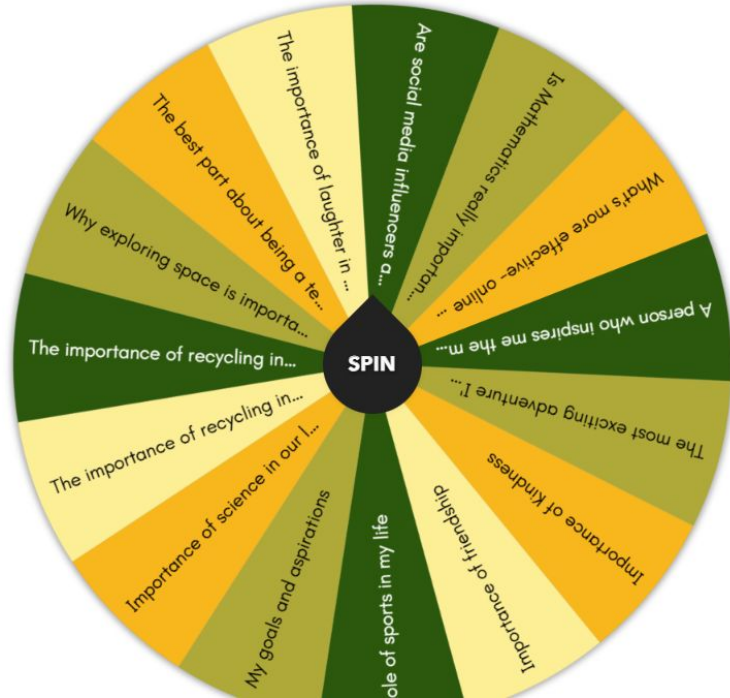
Level 2

These questions check your understanding of the basic skills covered in this lesson. They are similar to questions found in the lesson notes and walkthroughs.

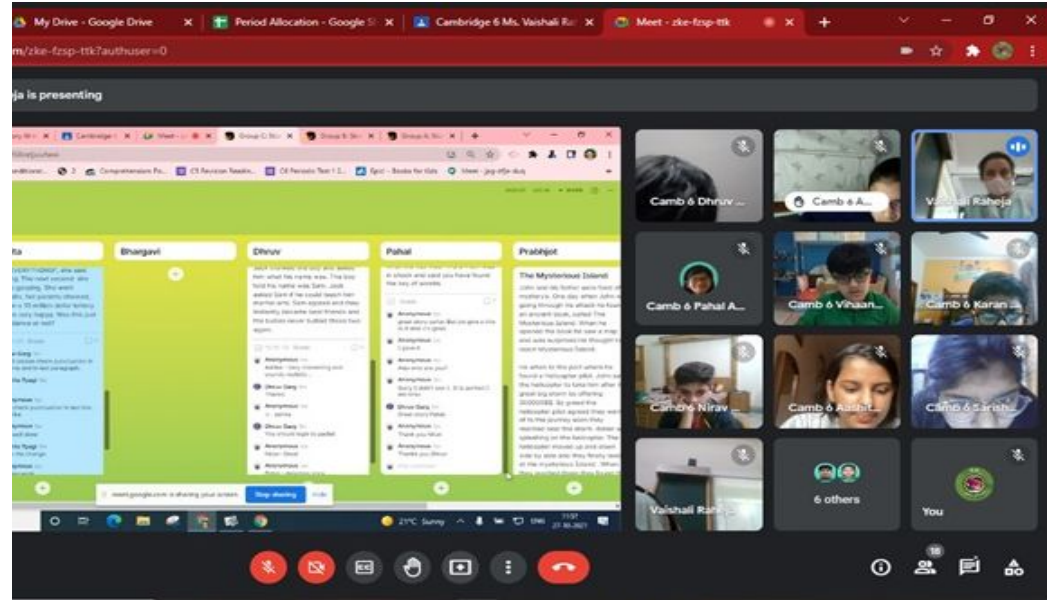
Level 3

These questions may require you to use pencil and paper. You will need to understand the maths in this lesson and aspects of earlier

Integrating Technology



Picker Wheel



Padlet

Unlocking Classroom Benefits

- Creates a **dynamic learning environment**.
- Enhances **engagement and motivation**.
- Improves **critical thinking** skills.
- Makes **thinking** visible.
- Fosters **collaboration**.
- Opportunities for **constructive feedback**.
- Augments **self-esteem** and **autonomy**.
- Sparks **creativity** and **innovation**.
- Promotes **inclusivity**.

	<i>English</i>	<i>Maths</i>	<i>Science</i>	<i>Drama</i>	<i>History</i>
Plan	Clarify purpose and point	Clarify the problem	Raise a question and design test	Imagine role and plot	Decide focus
Do	Create a draft	Try out strategies	Conduct experiment	Rehearse	Collect sources
Review	Try out with a reader	Compare their effects	Analyse results	Revisit	Identify standpoints
Learn	Consider the feedback received	Decide which strategy to choose	Relate to key ideas	Re-imagine	Evaluate
Apply	Redraft and publish	Use on another example	Predict another result	Perform	Consider other time or place

Empowering Learners: Metacognition



The Learning Cycle

Thinking about your own thinking processes and strategies.

Flavell's definition (1979):
Knowledge and regulation of cognition.



Making Learning Visible: Strategies to cultivate Metacognition



Think-Alouds

Model how to articulate thought processes.



Self-Questioning

Encourage students to ask questions about learning.



Reflection Journals

Promote regular self-assessment and goal tracking.



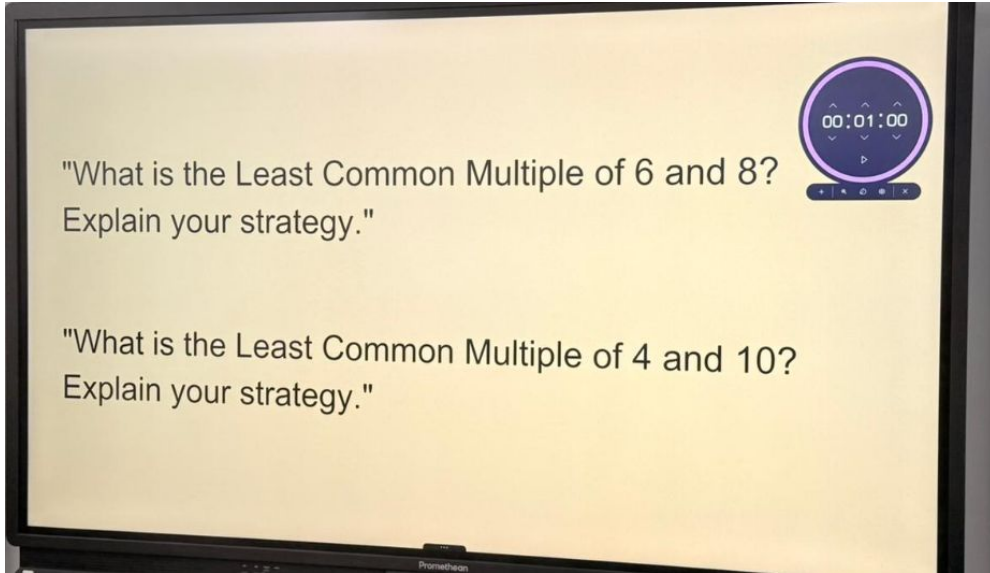
Error Analysis

Teach learning from mistakes to improve understanding.



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Metacognition in Action



Self- review

Short Story Self-Assessment Checklist		Yes/ No
1.	I have organized my story into short paragraphs.	yes
2.	I have developed all parts of my story equally: <ul style="list-style-type: none"> • Beginning • Middle • End 	
3.	Opening introduces characters and setting.	yes
4.	Middle paragraph has an interesting and believable problem and climax.	yes
5.	I have included a believable solution.	yes
6.	I have written a reflective ending and shared what the protagonist has learned.	
7.	I have written in the past tense and used the present tense for dialogues.	
8.	I have used language effects to create an impact <u>eg.</u> <ul style="list-style-type: none"> • precise nouns • powerful verbs • stronger adjectives • adverbs 	
9.	I have included thoughts and feelings.	
10.	I have written a complete short story in about 100 – 120 words.	

Assessment Checklist

Real Life Scenarios

During a math lesson, Liam tackles a word problem by picking out key numbers and thinking through the operation needed. As he works, he notices the result seems off and reconsiders whether he chose the correct method. He corrects his approach and later remarks that being more careful with the process helped him avoid mistakes.

During a literature lesson, students are divided into groups and each takes on the role of a character from a novel. They act out a mock courtroom scene where one character is on trial, using textual evidence to defend or accuse.

From Activity to Insights: Final Thoughts



<https://admin.sli.do/event/ktRM9tDrPxT183tdtjyigw/polls>