

Connected

April 2015 | **ISSUE 8**

Welcome to the April 2015 edition of connect-ed.

Hello again and welcome to the April edition of Connect-ed. Now that we're a few months in to the year, how are you progressing against your professional development goals? Can you give your performance targets a spring clean and go on to NAU this month? You'll be joining more than 2,000 of your colleagues who have been online, joining in conversations and improving their professional skills this academic year.

Read on to find out about what's new and also to find the opportunities that we're adding this month just for you. We've also highlighted the significant contributions that we have received from around the Nord Anglia Education family to professional development.

Stat-tastic

Last month:

- **More than 700 people were active on NAU**
- **That's 48,000 pages viewed**
- **1,100 comments in community discussions**
- **and 300 of you taking part in online or face-to-face course events**

The three most active schools on NAU were... the British School of Washington, The British International School of Charlotte and the British School of Chicago. Well done to our North America region schools for taking all three top spots this month!

Can you help your school appear here next time? Take up the challenge and get involved on NAU today.

Our most active participant last month was Harbans Kaur from Dover Court International School, Singapore and you can see a quote from her below.

Spotlight on...

"I find the NAU website an ocean rich with invaluable information about all aspects of teaching and professional development. Here at Dover Court we are new to moodle and I was so engrossed in reading about the online courses, the HPL as well as the various communities particularly the SEN because I am a SEN teacher. Through NAU I came across some examples of IEPs for us to adapt for our school. Michelle Gill from BISS shared some very useful resources for Year 3.

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NAU is simply the best place for any teacher to login to - the pool of resources is just amazing and I can spend hours reading and adapting them for use in my teaching."

Harbans Kaur, Year 3 Class Teacher at Dover Court International School, Singapore and the most active member on NAU last month.

Researchers' corner



This month's highlighted research:

"On 10 March 2015, the Organisation for Economic Co-Operation and Development (OECD) released the 'Skills for Social Progress: The Power of Social and Emotional Skills' report. The report explores how we can develop and nurture social and emotional skills as well as highlighting the need for these skills for young people's futures.

OECD found that increased levels of social and emotional skills like self-esteem and sociability had a profound impact on the mental well-being of participants and their behaviour. These skills help to mould children into responsible, self-aware citizens; into people that can understand others and interact with them. The report concludes that children need a "balanced set of cognitive, social and emotional skills for achieving positive life outcomes."

"Excellent schools [...] make sure their students have access to the world's most advanced knowledge, they strengthen key skills such as creativity, critical thinking, collaboration and communication. But their main differentiator is that they also develop character aspects such as mindfulness, curiosity, courage, resilience and leadership. They go beyond teaching students something to ensure that their students develop a reliable compass and the navigation skills that help them find their own way through an increasingly volatile, uncertain and ambiguous world"

Andreas Schleicher, OECD, 2015

This falls in line with 'character education' that is a popular topic within the Department for Education in the UK, with Nicky Morgan, Secretary of State for Education, presenting schools with 'Character Awards' recently. What do you think we should do in regard to social and emotional learning and skills? Do you think these skills are something that can be taught to children? Should they be taught to children, or are they intrinsic? Let us know your thoughts on NAU."

Further reading links and the full summary can be found on the Research Community on NAU.

Bernadetta Brzyska, Research and Data Manager, Education Department

Do you agree with the research? Let us know in the Research community discussion - join in and have your say.

The Curriculum Fellows



"We are pleased to announce the appointment of Rachel White-Hunt from the British School of Chicago and Naomi Rowan from Nord Anglia International School Hong Kong as Music Curriculum Fellows. They will be supporting the exciting work developing the Juilliard-Nord Anglia Performing Arts Programme.

They have both attended the Juilliard-Nord Anglia curriculum development conference held in New York in March, which has been their introduction to the programme. Following this they will be working with Juilliard and the Nord Anglia Education Team to develop their roles and act as representatives for the music community."

Eluned Mansell, Project Manager, Education Department

Look out for more updates in future newsletters and in the communities on NAU. If you're interested in finding out more or getting involved please contact Eluned Mansell (eluned.mansell@nordanglia.com) or your school's music department.



Webinars this month

We have a fantastic programme of webinars offering high quality subject specific learning opportunities led by expert teachers from across our family of schools. Here's April's offering:

Maths	9 Apr	Making the most of the nRich website
Geography	15 Apr	Geographical information systems
Primary	21 Apr	Problem solving in Maths
World Languages	23 Apr	High Performance World Languages
Science	28 Apr	To set or not to set?
PE	29 Apr	Creating a regional sports conference

Details of how to join the webinars can be found on the NAU webinars page and in the related subject community areas. All our webinars are recorded and archived online so that you can watch them again and again - or, just at another time if you can't make the live event.

Seminar Series

We have two new seminars on NAU:

- Leverage leadership with Sarah Cobb. An introduction to the principles of leverage leadership and how it can be applied to your role.
- Primary Writing with James Clements. Tips and techniques for improving writing skills for Primary children with a focus on EAL students.

We will also be holding a session on Academic Writing during April. For more information about any of these seminars or to watch the recording of each session go to the Seminar Series page on NAU.

Case studies on NAU

The case studies section is proving very popular and we have a brand new case study to highlight this month:

Elizabeth Westwood, Year 5 Class Teacher / Year 5 Leader / Upper Key Stage 2 Phase Leader - The British International School Shanghai, Puxi



"I have been working in international schools for four years and have worked with students from all over the world. Seeing how different students approach the challenges of school from formal academic environments to social or informal learning contexts has always fascinated me. In addition to this, having the opportunity to work in a through-school gives me the opportunity to keep abreast of how students transition from primary to secondary and how they develop. I now want to move from simply observing students to finding more about why some are more successful when faced with challenges: What makes them exhibit resilience? There are many definitions of resilience as a construct, so for the

purpose of my study, I will be examining resilience as 'the process of, capacity for, outcome of successful adaptation despite challenges or threatening circumstances' combined with the 'ability to bounce back or recover from stress, to adapt to stressful circumstances.'“

Read the full brief online in the School Case Study section of NAU. Elizabeth will also report back on her findings in another edition later in the year.

To read more case studies go to the school case study section on NAU. Or have you been inspired to tell everyone what you've been doing? Want to add your own case study? Then contact Joanna Lay (joanna.lay@nordanglia.com).

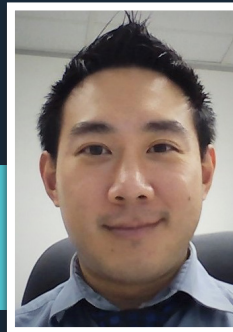
Communities - collaborate and share

Communities are your opportunity to get to know colleagues from across the Nord Anglia Education family and network. They are your areas to talk about the topics, issues and events that are relevant to you - there are over 50 to choose from...so there must be one that's right for you!

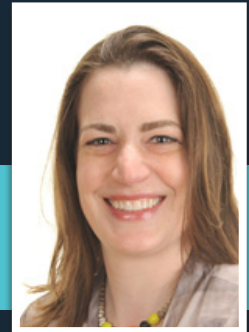
Since our last newsletter we have three new community managers:



Jean Kingham
for EAL



David Ng
for ISAMS

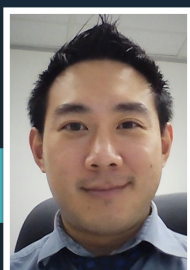


Michelle Flood
for Counsellors

They will all be there to promote sharing of good practice and engagement across our schools, so why not go online to say hello and get involved today? If you want to go a step further and lead a community area please contact Joanna Lay (joanna.lay@nordanglia.com).

This month's highlighted community is the iSAMS community

This is a space for learning and collaboration between schools using iSAMS containing information about the iSAMS project, user manuals, more about the MIS team, help videos and useful documents. You'll also be able to join in conversations with other schools who are part of the iSAMS project to share ideas, thoughts and advice.



"As more and more schools begin to use iSAMS, I hope that you will take advantage of this community to share best practice, ideas, areas for development or improvement and also areas that worked well or not so well."

Talent Management Framework

“We are delighted to announce the introduction of our Talent Management Framework, which has been designed to support the professional development and career aspirations of everyone across our growing family. At the heart of our Talent Framework are our Core 7 Leadership Capabilities (The Core 7).



We believe The Core 7 describe the behaviours crucial for success as a leader in our organisation. They lay out what we expect from you and what great performance looks like.

They sit alongside the specific role responsibilities for your particular job. If you are a teacher, the role specific capabilities will lay out the knowledge, skills and attributes you need to be an outstanding teacher and these will be different to those of a finance or marketing manager. The Core 7 Leadership Capabilities, however, whilst most pertinent for our leaders, are relevant to everyone no matter whether you are a Principal, teacher, other educational

professional or member of support staff. They lay out what a great leader looks like.

We hope you will use The Core 7 to have discussions with your line manager about your career aspirations and your development. How do you measure against these and what can you do to strengthen areas where you are feel you have gaps? If you haven't already had your mid-year performance review, take the opportunity to discuss these with your manager.

To find out more about the Core 7 Leadership Capabilities please read the [Your Path To Leadership user guide](#).

More information and supporting documents can be found if you visit our new Talent Management community on NAU and don't forget to use the discussion to tell us what you think.”

Alison Middleton, Head of Talent and Development

For more information on our Talent Management Framework contact Alison Middleton, Head of Talent and Development (talent.management@nordanglia.com).

Study courses

We're just finishing the latest cohorts of our facilitated online study courses and so we thought we'd tell you a little about them.

Since January this year, 91 of your colleagues have been taking part in courses led by our Teaching Fellows which are designed to extend and embed good practice in:

- **Geography**
- **Maths**
- **Science**
- **World Languages**

Collectively they carried out 650 hours of online Professional Development plus further study time offline - that's an average of 7 hours each online!

Everyone who completed their course will receive their certificate soon - well done and congratulations!

All four courses will be available again in the summer term and they will also be joined by the first cohort of our new courses in Primary and PE. Science teachers - Simon will be offering a new Advanced Science course.

Due to high demand in some courses we have also opened pre-bookings for autumn term cohorts.

Leadership programmes



Liz Lamb and **Liam Cullinan** are the Head of Primary and Head of Secondary respectively at the **Nord Anglia International School Dubai**. Both are currently participating in the Senior Leadership Programme (SLP), which blends face to face learning with online learning opportunities.

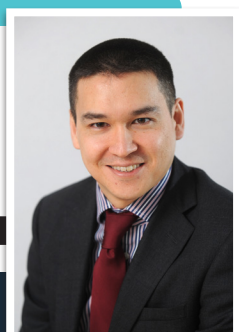
“It’s a first headship for both of us and although we each have a Master’s degree in Educational Leadership and Management, we were keen to network with leaders across Nord Anglia schools, applying our experience and understanding of educational leadership to our new context. The SLP has allowed us to plug straight into a diverse and influential network of colleagues who can help us with everything from systems building to moral support! The initial residential here in Dubai enabled us to lay the foundations for strong collaborative relationships between individual leaders and schools that continue to develop, both face-to-face and online through NAU.”



Engaging with the monthly activities online keeps us on our toes – it’s not easy to find the time for academic reading, webinars and forums, particularly in the context of our brand new school. However, completing the tasks ensures we make time to collaboratively reflect on our own development as leaders, which might otherwise be forgotten in the busy daily life of our school.” We have benefited tremendously as individuals from the SLP, but more importantly now have a shared experience and understanding of leadership within NAE on which to build a truly whole-school ethos at NAIS Dubai.

Nominations for places on the Leadership programmes in 2015-16 will open in August 2015. If you are interested in applying speak to your Principal or line manager about whether this would be a suitable professional development opportunity for you.

Learning Technology Corner



“The tablet-PC in the form of the iPad has arrived in many Nord Anglia Education schools. It’s easy to just use these as a smaller and more portable version of a desktop PC. But to get the most impact out of this investment it’s important to understand the nature of these devices and what they enable students and their teacher to do:

- **Seamless learning/multimodality:** a tablet device is an easy way to switch between learning phases within one lesson without the fuss of changing equipment or location. For example, you could switch between: recording audio; researching on the internet; creating a video; reflecting in a note-taking app (e.g. Evernote/Notability); engaging in real-time classroom Q&A (e.g. Nearpod/Socrative); drawing or image creation (e.g. Paper/Skitch); or even allowing your students a choice of output to support their learning goals.
- **Motivation:** the tactile, easy to use, finger driven interface can motivate and engage students, support EAL and SEN students and provide a change of pace and style to your lesson. And that’s what the research says.
- **Creativity/Project work:** there are a huge variety of apps for students to be creative with. This includes narrated slideshows (e.g. Explain Everything/Educreations), comic creation (e.g. Comic Life/Puppet Pals), stop-motion video creation (e.g. iMotion/TimeLapse) and the creation of ebooks (e.g. Book creator/Creative Book Builder). And what’s more a tablet device makes these projects portable no matter where they are learning.

- **Learner control:** being able to write, type, record, film, hyperlink and store all that goes on, each student can truly personalise their learning experience.
- **Easy classroom integration:** unlike a computer lab, the iPad can sit unobtrusively in the middle of a group of desks. So several of your students can engage with one device in a setup that enhances the important social aspect of learning.
- **Collaboration:** a range of apps including Evernote, ScreenChomp, Google Drive and Kahoot will allow students to engage in activities that you create and experience real time collaboration with their peers.

Appropriately used, this is a technology that can augment, modify and redefine your classroom learning activities.”

Tom Preskett, Learning Technologist, Education Department

If you are interesting in finding out more you can visit the ‘Learning Technologies’ or ‘iPads in the Classroom’ communities on NAU for advice, tips and information about good practice.

Curriculum Corner - Striving for excellence with The Juilliard School

“I am sure you have all heard about Nord Anglia Education’s ground breaking collaboration with The Juilliard School to help develop culturally literate students through an innovative performing arts curriculum across all our schools.

Following the recent announcement in February, six teachers from Nord Anglia (Emily Andrews from Regents International School Pattaya; Michelle Collier from La Côte International School; Jonathan Haslett from The British School of Guangzhou; Naomi Rowan from Nord Anglia International School Hong Kong; Rachel White-Hunt and Charmian Lyons, both from British School of Chicago) alongside Ela, Mark and Eluned from the Education Department, have just spent three days in New York City working in The Juilliard School co-developing an exciting new embedded music curriculum.

The group visited some inspiring Juilliard classes, talked to highly respected teachers and performers, witnessed some spectacular performances and had a long meeting with Joseph Polisi, President of The Juilliard School– all in an effort to really understand what inspires and motivates Juilliard to maintain its position as a world leader in performing arts education.



This was the prequel to some really intensive work with Juilliard staff to begin co-developing a unique embedded curriculum that all our schools will ultimately have access to (but that our inaugural schools will be using in the first instance).

The excitement over the few days was palpable. At one level this was an opportunity for our teachers to see what world-class performance looked like in some incredibly talented young people. At another level it was an opportunity to work with like minded colleagues to start to develop something so new, and so groundbreaking. A daunting task at times, but all present were up for the challenge.

What is the Juilliard curriculum?

The new curriculum is going to be based around four key components, that our core curriculum group have started to co-develop and that all of us will get an opportunity to work on over the coming months:

1. A canon of works from across the world, and from different periods, that Juilliard will develop a creative series of resources to support – so that these works can be used to cover key concepts and be used throughout the school and at any age.
2. A series of music skills that all students should master during their time at a Nord Anglia Education school...and using the keyboard as the vehicle for this.
3. A suite of exercises that teachers can implement in the classroom to draw out the students' own creativity.
4. A series of outcomes that all children are expected to strive towards as they move through a Nord Anglia-Juilliard performing arts education.

All of these elements were worked on over the time we were in New York with the group getting really stuck in to this exciting initiative. A great start was made, but all now realise the challenge ahead and how much we are going to need the help and support of our music teachers across the globe to make this a reality. And of course, this is only the beginning of the initiative...with drama and dance materials being prepared next.”

Mark Orrow-Whiting, Director of Curriculum and Student Performance, Education Department



Moderation Forum Launched

The power of 35 lends it leverage yet again, this time in the moderation of coursework or controlled assessment tasks. Working in a small school or small department can make for quite a challenge at this time of year, when Key Stage 4 teachers across Nord Anglia Education are busy ratifying scores for their candidates.

Julie Tombs from British International School Charlotte is hosting a forum for colleagues to upload their selected moderation pieces for other colleagues to view and comment on. This will allow you to gain a higher level of confidence in the IGCSE internal moderation process and to share practice and approaches to these tasks more widely. All subjects and examination boards are welcome.

You can find the forum in the cross curricular section of the Communities page of NAU.

Access

Nord Anglia University is the home of professional learning in Nord Anglia Education. It is available to all of our people, wherever you are based.

If you work in a school:

Log in to your school Moodle account and click the Nord Anglia University button. Not sure how to do this or you don't have an account? Please contact your school Moodle champion who can help you to get online.

If you work in another location:

Visit www.naeuniversity.com and enter your Nord Anglia University account details. If you don't have an account, contact Joanna Lay (joanna.lay@nordanglia.com.)