

Connected

June 2016 | Issue 21

Welcome to the June 2016 edition of Connected

We're delighted to bring you our June newsletter. We've packed this edition with articles to help you find out more about the professional learning, good practice and collaboration opportunities that are available for you at Nord Anglia Education.

Read on to find out about what's new, what's noteworthy and more about the activities we've been busy working on this month. We've also highlighted the many significant contributions we have received from around the Nord Anglia Education family, all of which will enable you to **Be Ambitious** with your own learning.

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Stat-tastic

We saw a fantastic amount of activity this month on NAU...

At least 1,191 people were active on NAU...

...with 92,300 pages viewed...

...leaving over 300 comments in community discussions...

...and over 600 of you taking part in online or face-to-face course events.

This shows the real commitment to continuing professional development across the Nord Anglia Education family.

The three most active schools on NAU were...**Compass International School Doha, Rayyan and Gharaffa, British International School of Washington, and La Cote International School Aubonne.**

We'd also like to acknowledge our most active participant who was Helen Baker from **La Cote International School Aubonne**. Thank you, all of you, for your participation on NAU.





Nonie Adams,
Head of Primary at Regents
International School Pattaya

Spotlight on Collaborative Share Walks

This year in the Regents Primary School we have taken a fresh look at our approach to the professional learning of our staff, which has resulted in a number of changes taking place and new initiatives trialled.

We started by taking to heart the words of Shaun Allison (2014), who says that great Continuing Professional Development (CPD) should get teachers:

- excited about teaching
- talking about teaching
- observing and learning from each other
- sharing what works with each other

One way we came up with to achieve the above is what we are currently calling 'Collaborative Share Walks' (CSWs). Our CSWs aim to document, celebrate and share examples of excellent, innovative and exciting teaching and learning strategies which take place in our school every day.

Why?

The CSW provides a forum through which to reinforce our stated Primary school aims:

- For all our pupils to develop into successful learners through high quality purposeful teaching
- To provide for every child an enjoyable and challenging curriculum in a high quality, stimulating environment
- To challenge, support and develop our staff to be outstanding teachers and leaders

Most importantly, our CSWs enable teachers to celebrate and congratulate their colleagues as each Walk is composed of staff who have volunteered to take part. This provides an excellent professional learning experience for the staff taking part in the Walk as well as an opportunity to develop leadership and presentation skills.

An important aspect of each CSW is the 'sharing' aspect. This takes part at one of our whole staff gatherings and is led by the CSW party. Our most recent share session created an atmosphere of positivity, fun and excitement as each presenter showcased the wonderful teaching and learning they had spotted taking place around the school.

Where staff may have initially been sceptical, they are now asking when the next CSW will be and can they take part.

The above gives a quick 'snapshot' of our CSW initiative; if anyone would like further details please don't hesitate to [get in touch](#).

If you are interested finding out more about CSWs you might also be interested in our [Leverage Leadership Seminar](#) led by Sarah Cobb



Emma Brick,
Year 5 Class Teacher, Global Campus Art
& Design Tutor at Compass International
School Doha, Madinat Khalifa

Spotlight on Developing Student and Parental Engagement with Art

If you would like to learn more about organizing a 'Big Draw' event in your school, please contact Emma at global.campus@nordanglia.com

Having taken on a new responsibility this year at our school in the role of Art Coordinator, I was very keen to see how I could develop the use of Art within our school. A specific target on my Art SIP was 'to embed and develop student and parental engagement with Art'. Having researched 'The Big Draw' annual drawing festival, this seemed like the perfect opportunity to fulfil this target and facilitate students and parents collaborating together on a big project. A 'Big Draw' event allows everyone to take part in a whole school drawing activity, and shines a spotlight on the role of Art in cultural education.

I'd never organized an event of this kind before so had to work incredibly closely with all school departments. It was daunting at first, but I found that through working collaboratively, being clear about my vision for the event, and taking on board advice and suggestions, it began to take shape. Marketing this event correctly was key to its success. I also held an assembly to encourage students and parents to be enthusiastic and engaged, which proved highly successful. The emphasis was to 'come in and join in', you don't need to be Michael Angelo to enjoy drawing!

The overall ambiance of this event was very laid back. I provided examples of Islamic art patterns for adults and students to use and copy if they wished. There was no pressure. I also believe that being creative with a theme is a great way of giving the event a focus. From the event it was evident that we have some amazing and very talented artists within our school community.

To celebrate the event we recently transformed our school reception by exhibiting the beautiful Islamic patterns that the students and parents created. Through doing so it has produced a warm and inviting entrance area.

As a Global Campus Tutor, I'm also able to share my knowledge of my subject area and develop content and activities for children and teachers across the family of schools. This encourages Global Campus users to feel passionate and confident about Art, and learn new techniques. It also helps me to think about student engagement with Art on a larger, more international scale.

You can watch the video that Doha produced of the event on our [case study area on NAU](#).



Countdown for the NAE & KCL Executive Masters Programme

Our 112 applicants have been assessed and 61 candidates have been selected to move forward to be assessed by King's College London for just 50 places on the Masters Programme this year.

Meanwhile we're busy working with the team at KCL who are creating the bespoke programme for us and getting ready for teaching to start in September 2016.

Meet the team from KCL:

- Dr David Pepper, Lecturer in International Education will be running the programme and working in depth with the successful applicants.
- Dr Sharon Gewirtz, Professor of Education, Head of the Department of Education and Professional Studies
- Dr Viv Ellis, Professor of Educational Leadership and Teacher Development

Look out for more in our next issue where we'll feature more information about the programme as it starts.





Mel Curtis,
Principal at British International
School of Chicago, Lincoln Park

Spotlight on Art Exhibitions

“The art work is amazing! Love that the school puts so much importance on this area and makes the children feel so important.”

At the British International School Lincoln Park we have recently concluded another successful art exhibition. We are fortunate enough to be collaborating again on a project with the Art Institute of Chicago.

This year as a school we selected from the Art Institute a sculpture called ‘Woman with Dog’ or ‘Frau mit Hund’ by Katharina Fritsch. This sculpture really challenged the children to think out of the box. The children used the sculpture as a starting point and let their creativity and imagination direct them to a final piece. The project runs across the whole school for the academic year and allows the children to see how different classes and age ranges interpret the chosen piece. Children are challenged to ‘be ambitious’ and find a unique idea. This year a wide range of mediums were explored including sewing, print, weaving, sculpture, drawing, painting, mixed media, and digital art. The standard of work was truly amazing.

On May 5th the children’s work was exhibited in a private gallery in Chicago. The children and their families received a formal invitation to the evening viewing. The event was a great success and our guest book was left with very supportive comments from both parents and children. The Art Institute were so impressed with the pieces produced by the children that they invited the school to support other Chicago schools in becoming part of the project.

“We are truly amazed how much work has gone into this experience for our children. You make their learning so relevant and connected to the real world. Thank you so much”

Seminar Series - roundup of the year

This year we’ve hosted a range of seminar events for you where we invite subject matter experts to talk on a range of topics and themes. These are excellent opportunities to collaborate with other staff around the family and also enhance your own professional development.

We record each event for our [Seminar Series archive](#) - if you missed any of this year’s events why not catch up and watch the video:

1. Education Research and how to implement it with Professor Steve Higgins
2. Writing for 7s to 11s with James Clements
3. Engaging Boys in their Learning with Gary Wilson
4. Child led Learning in the Early Years featuring videos recorded at the Nord Anglia International School Dubai
5. Assessment in Early Years with Miranda Walker
6. How practical Equipment promotes conversation in Maths with Andrew Jeffrey
7. Number Sense with Numicon with Andrew Jeffrey

If you have any topics or experts that you’d like to see let us know via nau@nordanglia.com.



Joanna Lay,
Programme Manager for NAU,
The Education Department



Paul McConnell,
Deputy Head of Secondary at Regents
International School Pattaya

Spotlight on DART – building capacity for self- improvement

Without exception, our middle
leaders have gained as much
from being DARTed as being a
DARTer!

As a subject leader, would you welcome the opportunity to direct a team of middle leaders as they explore your department, having focused them upon existing good practice that you want validated or confirmed as areas for development?

This is exactly what happens every term at Regents during our DART (Department Appraisal Review Targets) process. From a staff-driven working party, DART has evolved and now supports our subject leaders as they drive forward standards of teaching and learning within an atmosphere of self-improvement.

Having negotiated and agreed three foci with the subject leader, linked to the whole-school and department development plans, the DART Team, always led by a middle leader, spend 2 or 3 days immersed in that subject area.

With a clear focus, the DART Team observe lessons, conduct ‘book looks’, hold student and staff interviews, issue surveys to both staff and students, and explore policy and procedures to ensure enough evidence to provide subject leaders with high quality, developmental but non-judgmental feedback. This feedback is presented by middle leaders through identifying areas of strength and then sharing recommendations for improving future practice. The consultative approach ensures that DART is something that is done with a subject area, not to a subject area.

On a rotational basis, our subject heads welcome the experience of being invited into another subject area. The opportunity to confirm good practice, help to identify areas of development, exchange ideas, validate direction and then provide feedback to your peers, is very powerful. The level of support and collegiality within our middle leadership has blossomed as a result of this ‘we’re in it together’ approach. DART is by no means the finished article, with each cycle identifying tweaks and changes for the better.

At Regents, we believe and trust in staff-driven self-improvement. It is only when, as senior leaders, we nurture a climate and passion for change, that we facilitate improvements within the middle leadership engine which, in turn, will drive the school forward. Culture is everything!

We are happy to share the story of DART from inception to its current form with any other school within our NAE family – as well as the (light-touch) paperwork that sits alongside the process.



A new look for Nord Anglia University



Over the summer we’ll be very busy updating the look of NAU; this is so that we can take advantage of the latest features of our Moodle platform.

So what will change?

- NAU will be easier to navigate
- It will be easier to use NAU on a tablet or mobile device
- New features in some areas, for example, your dashboard and home page

What will not change?

- The content on NAU
- Your courses and activities

To make these improvements we will be closing NAU for a week at the end of July and working on the website throughout the summer. Look out on the homepage of NAU for announcements so that you can plan ahead and minimise any effect on your learning.



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

Curriculum Corner: Why we collaborate with MIT, Juilliard, climb mountains in Switzerland and build goat sheds in Tanzania

All of this work reflects Nord Anglia's philosophy of being ambitious for every teacher, student and school across the group.

In October 2015 the Senior Leadership Team of Nord Anglia Education, including all principals, converged on our Global Campus Worldwide Mountain expedition camp in Switzerland.

One item on the agenda was "The Next Big Thing". After a half day workshop, and groups presenting their ideas, it was agreed that the organisation would benefit from creating a collaboration with the world renowned MIT to support the development of STEAM education across our family.

Fortunately, our school in Boston had some connections with MIT and in January this year a group of teachers from across our network came to Cambridge, Massachusetts, home of MIT, for a weekend workshop to plan what a collaboration could look like.

We agreed three main elements to the collaboration:

- 1.The opportunity for our students to spend time at MIT, each year, working with some of the world's leading scientists and engineers (the first of these was sending over 100 students from 13 schools to the Cambridge Science Festival)
- 2.The opportunity for STEAM teachers to take part in professional learning at MIT – to find out about cutting edge science or mathematics, and to create opportunities and activities for our students to be inspired (the first of these is in July for 50 teachers across the 13 schools)
- 3.The co-development of hands on, practical, problem solving activities for students to do in schools. These will be created by teachers and MIT together, in July, and trialed in those same 13 schools before becoming available for everyone.

All of this work reflects Nord Anglia's philosophy of being ambitious for every teacher, student and school across the group. The philosophy is all about providing opportunities for our students and teachers to help them do better than they would in other schools, and better than they ever thought possible! And it really differentiates us from our competitors!

It is also really exciting to see that this thinking is at the leading edge, educationally. I am currently reading "Most likely to succeed" by Tony Wagner and Ted Dintersmith (or if you get a chance, watch the film of the same name).

This book talks about how the traditional education system doesn't develop students for an uncertain future. It concludes that we need much more interdisciplinary learning, to break down the barriers between subjects and to help our students be more creative, innovative and prepared for the future. The collaboration with MIT, and also with the world's leading performing arts institution, The Juilliard School, are set to do exactly that.

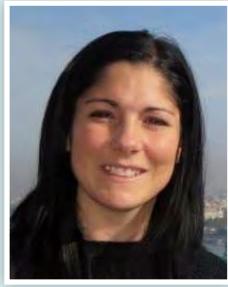
It also talks about how assessing children through tests is not the outcome we should be solely focused on. Yes, children do tests, but we should also be helping them to take part in productions, make artefacts they are proud of, write stories for authentic audiences... These are the things that students will remember, and do in real life, not tests of factual recall, and so we need to prepare them for that. Performing with Juilliard, creating in an MIT-inspired makerspace, having your story published in the Global Campus short storybook, building a goat shed in Tanzania, climbing a mountain in Switzerland...these are some of the things that motivate and engage our students (and teachers) to succeed academically, personally and socially.

So, through the Global Campus & Nord Anglia University, our collaborations with MIT & Juilliard and our expeditions to Tanzania & Switzerland, we positively and actively encourage the development of the skills of resourcefulness, resilience, collaboration, confidence, innovation and creativity...to help our students achieve ambitiously!test and make some genetically modified foods, and work with electromagnets to power small toys. They will also collaborate with each other and current MIT students to build an enormous chain reaction machine, linking together all the schools around the world in a symbolic way. All of these things will involve them using their minds and hands, in unison, and give them a real taste of the practical, problem-solving for which MIT is world-famous.

I look forward to hearing how the students found their experience here in Cambridge, and always like to read feedback on the Global Challenge from those of you involved in schools. We hope this focus on STEAM has helped raise the profile of these important subjects and continue to develop those all-important transferable skills. I wonder what our next Global Challenge should be?



Therese Andrews
[Geography](#) and induction of
new fellows



Emma Pickering
[Early Years](#)



Dan Franklin
[Learning Technologies](#)



Rebecca Kirkby
[Primary](#)

Our Teaching Fellows

We'd like to say a huge thank you to our Teaching Fellows for 2015-16



Tristan Cook
[Physical Education](#)



Emma Noonan
[Guided Reading & 5s to 7s](#)



Martin Brown
[Maths](#)



Sarah Ford
[World Languages](#)

Click on each subject link to visit their community and see what they have been doing for you.

They have done a fantastic job this year leading webinars, creating opportunities for schools to collaborate and facilitating study courses.

Look for information in our next newsletter and online about the activities our fellows will be leading for you next academic year.

Interesting in becoming a teaching fellow? If you are interested please seek approval from your Principal then email [Inderjit Dehal](#) with a covering letter and your CV.

An update on Leadership Programmes

If you are taking part in the 2015-16 cohort of the Leadership Programmes please visit your course areas on the Leadership Programme page of NAU to find information about the September residential events and the remaining assignments for this year.

If you wish to take part in the next cohort you will find information available at the start of next term on the Leadership Programme area of NAU. Applications will open at the beginning of October and we recommend that you speak to your line manager and Principal as soon as possible to let them know you are interested in applying for a place



Tom Preskett,
Learning Technologist,
The Education Department

Learning Technologies Corner – shared practice videos

A great way to share practice is through video. In previous editions I have discussed different tools for creating videos (see May, 2015 and Jan, 2016) and this is a call for you to share more of your excellent practice.

On the Learning Technologies community, we recently launched a new area called Shared Practice videos. These are videos shared on NAU by teachers demonstrating practice using technology in the classroom. Visit this area to see the 40+ videos, and what apps and platforms colleagues are using and in what context. We are keen to grow this area so feel free to upload your own videos to this space. I am also happy to receive emails so that we can upload for you.

For a flavour of what's there, here are a few highlights. Click on the images to link through to the videos. Check out all the video by navigating to the Learning Technologies community and visiting the Shared Practice videos area.



1. Reflections on various applications of learning technologies by Becky Bailey from The British International School of Charlotte

In this video, Becky reflects on the use of various applications and platforms used for the first time in her teaching as a result of participating in the NAU Facilitated Study course Making Sense of Technology in the Classroom. This includes Wordle (word cloud), GoogleDocs (collaborative writing), Befunky (image manipulation), Adobe Voice (video creation) QR codes (augmented reality) and Lego Movie Maker (video creation/digital story-telling).



2. Reflections on various applications of learning technologies by Alasdair Carr from International College Spain

In this video, Alasdair reflects on the use of various applications and platforms for the first time in his teaching as a result of participating in the NAU Facilitated Study course Making Sense of Technology in the Classroom. This includes Tagul (word cloud), OneNote (collaborative writing), Thinglink (image interactivity), Prezi (canvas presentation), Quiver, LearnAR (augmented reality), Simplisites (website creation) and book creator (ebook creation). It is built using various applications including tellagami, Shadow puppet edu and Yaki.

What is a factor pair?

A pair of numbers that you can multiply to get a product e.g. $3 \times 5 = 15$ and $1 \times 15 = 15$.

20
 1×20
 2×10
 4×5 } 3 Fact

3. Flipped classroom example using Explain Everything app - Francis Higgins from the Compass International School Doha

This video is a good example of Flipped Lesson content. Using the popular and versatile mobile application Explain Everything, Francis has been able to demonstrate and explain a mathematic process.

2. EAT STARCHY FOODS

3. EAT MORE FISH

4. EAT A LOT OF FRUIT AND VEGETABLES



4. Instructional video/Animated hand-writing presentation on healthy eating by Evelina Mroczkowska from The British School Warsaw

Demonstrating a way to make a simple presentation of facts engaging and dynamic. Videoscribe is an Animated Handwriting application that we use on NAU. Here Evelina illustrates and illuminates key points using this simple to use mobile and desktop application. It is finished off using the simple video editing platform iMovie.

You can find many more videos on the [shared practice area](#) of the Learning Technologies community of NAU. Why not take a look to find ideas for you to try?



Martin Brown,
Teaching Fellow for Mathematics,
The British International School
Shanghai, Puxi

Case Study on the Primary Video Maths Challenges

This year 10 of our schools have been taking part in the Primary Video Maths Challenges created by Martin Brown and many other staff from across our schools.

The project allowed 57 different classes of Year 3 and 4 students to take part in a range of challenges and you can see the results in our [case study area of NAU](#).

We've featured videos and content from the Mega Maths Challenge, Here and There Challenge, Maths Cube Challenge and Mathematicians and Cubes Challenge. Look out for more collaboration and fantastic results when the challenge continues next year on Global Classroom and join the discussion on NAU for the teachers who are creating and working on these challenges.

Communities – collaborate and share

[NAU 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 relevant to you; there are over 60 to choose from... so there must be one that's right for you!

Thank you for all the hard work from our community managers. They will all be online 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@nordanglia.com.

This month our highlighted community is the Well-being and Positive Education Community

Dear colleagues from around the World. I am delighted to be introducing our latest NAU Community, '[Well-being and Positive Education](#)'.

We all want the best for our students; nothing is more rewarding than watching them thrive and knowing that you made a really positive impact on their lives! The great news is that there are now so many well designed and tested ways which enable us to help this happen. For example using VIA Strengths, Peer to peer Coaching and Relaxation Techniques.

However, successful and happy kids learn best from adult role models who are also healthy, happy and wise. So this community is all about helping everyone in our World Wide Family to thrive. Students, teachers, parents and anyone in Nord Anglia!

Therefore, the Well-being Community has a wide ranging remit, full of possibilities...

If you are interested in furthering your own and your students Well-being then do please visit the Community site, introduce yourself and recommend your favourite Well-being 'Big Read'!



Sarah Reynolds,
EAL Co-ordinator at The British
International School Shanghai, Puxi
and Teaching Fellow for Well-being and
Positive Education from Sept 2016



Charlotte Fisher,
Programme Manager,
The Education Department

Global Campus Corner

This year your ideas and enthusiasm have shaped the Global Campus programme, and it has been an incredible experience for all involved. You have created opportunities for students to learn new skills for debating online, teach a foreign language in class, learn how to play as part of a percussion ensemble, explore the Be Ambitious philosophy, and develop their awareness of global citizenship and much more. Activities such as the Global Library, which has been developed by teachers with support from the Education Team, shows how collective expertise can create an initiative that is used in nearly every school.

Recently, many of your students took part in the Global Challenge. This activity was created by teachers that work with the Global Campus programme, and this year's competition focussed on STEAM subjects – Science, Technology, Engineering, Art and Maths. Students were challenged to involve their whole school in building a Rube Goldberg machine; a complicated invention that is created to perform a simple operation, or an everyday task. The machine had to run without human interference from start to finish, which proved quite a challenge! Student videos and winners have been celebrated on the Global Campus online. Thank you and congratulations to everyone that took part.

“I have never seen a group of children and staff so collectively motivated and ambitious as I did with this... It truly was a memorable challenge and out of all the GC challenges so far, I think this was the best for so many reasons: perseverance, collaboration and creativity to name but a few.”
Colleagues at La Cote International School

“I liked that different people from different grades were chosen and the end result was really good” Student from College du Lemans International School

Coming soon...look out for the 2015/16 Creative Writing & Visual Arts Competition Anthology, the return of the photography calendar competition ('2016 Global Campus Photographer of the Year'), and also online activities in Sport & Health to celebrate the upcoming Olympic Games.



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).