

# Connected

May 2015 | **ISSUE 9**

## Welcome to the May 2015 edition of connect-ed.

It's our pleasure to deliver to you the May edition of Connect-ed, the newsletter supporting professional development across Nord Anglia Education. Our articles are chosen to help you find out more about the professional learning, good practice and collaboration that have been going on across the organisation this month.

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

## Stat-tastic

### Last month:

- More than 750 people were active on NAU
- That's 32,000 pages viewed
- 650 comments in community discussions
- and 200 of you taking part in online or face-to-face course events

**The three most active schools on NAU were...** Nord Anglia International School New York, Nord Anglia International School Hong Kong and La Cote International School Aubonne. You can see a comment from our New York school on their professional development programme below.

We'd also like to acknowledge our most active participant last month who was new starter Nicole Speirs from Nord Anglia International School Hong Kong. Nicole is due to start her teaching role with us in September and logged on to NAU to make an early start on the Introductory Courses as part of a new starter strategy being piloted by her school.

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## Spotlight on...Nord Anglia International School New York

*"Colleagues at The Nord Anglia International School New York are developing a strong approach to improving student performance and outcomes through a, decidedly, collaborative approach to professional development. With a practical and intrinsically motivating focus, teachers and support staff have formed into groups of shared learning interests; set to developing 'Team Projects'. Each project will investigate how targeted children learn best and, importantly, strive to identify trends and see how learning can be impacted positively.*

*Invigorated by the Professional Development (PD) Leaders Residential in Dubai, our PD leader encouraged each team to address challenges through the 'Action Learning' approach as the starting point for their investigation. Implications for learning and evaluations of these projects will be posted on NAU in June. In addition to this, members of our faculty have been actively identifying our own specific PD needs and we have found that, collectively, colleagues are able to address those needs in-house through our own wealth of expertise."*

**Gemma McIntosh, Head of Lower Primary at Nord Anglia International School New York, talking about the PD strategy which led to New York being the most active school on NAU last month.**

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



## Researchers' corner - Character based Education

### This month's highlighted research:

*"A report has just been released by the University of Birmingham, UK, (March 2015) detailing the current research behind 'character' education. Whereas last month's ConnectEd research piece focused on teaching the 'whole child' through skills for life, this month we look at character education in terms of educating a child in their moral values. There has been a lot of interest in this recently in the UK.*

Findings from the executive summary

1. Teachers in the study felt it was important to develop a child's whole character, and this was central to good education and practice – it was part of their own role as a teacher and mentor.
2. Students had to respond to a series of moral dilemma tasks:
  - many chose options to resolve a dilemma that was focused on self-interest (rather than social norms)
  - on average there was a less than 50% match to preferred responses to the moral dilemmas (previously selected by an expert panel)
  - students appropriately identified what the protagonists of the dilemma should do more easily than identifying why – the justification was the difficulty
  - Interestingly, there was a subject specific difference. Students who were involved in extra curricular music, choir or drama performed better on the moral dilemma tasks than those who said they did not.
3. 80% of teachers interviewed stated that the assessment system in Britain "hinders the development of the whole child"
4. A majority of teachers claimed that "exams had become so pervasive that they have crowded out other educational goods"
5. When asked what single change they would make to achieve better character education for their students, many teachers recommended that schools provide more 'free space' where students could be themselves and do things they really like (without having to think about exams!)

**Source: Arthur, et al (2015). Character Education in UK Schools. Edgbaston: University of Birmingham, Jubilee Centre for Character and Virtues.**

*What are your thoughts on this research? What is the approach to character building in your school?"*

**Bernadetta Brzyska , Research and Data Manager, Education Department**

Why not join in the discussion and have your say...do we all do this already as part of our teaching practice? Is it only covered in certain school subjects (e.g. Religious education or Citizenship) or can it be cross-curricular? Is this an important focus for our schools?

Further reading links, the discussion forum and the full summary of this research can be found on the Research Community on NAU.

## 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 May's offering:

Maths	7 May	Curriculum and lesson planning and the use of individual learning reports
Geography	13 May	HPL in Geography
PD Leaders	21 May	Beyond HPL
Primary	26 May	Marketing for Improvement
Science	26 May	Double or Triple? Cambridge or EdExcel?
World Languages	26 May	tbc
PE	27 May	Creating an athletic handbook for your faculty

Details of how to join these webinars can be found on NAU on the 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!

## Get involved - webinar leaders for NAU

We know that there is a wealth of knowledge and skills around the organisation and we're looking for colleagues who would like to lead a webinar session online, on a topic of their choice, for the rest of the organisation. Are you interested? Got a skill that you want to share? Email Joanna Lay for details of how to apply ([joanna.lay@nordanglia.com](mailto:joanna.lay@nordanglia.com)).

## Seminar Series

We held another new Seminar Session during April, this time on Academic Writing and it was led by Bernadetta Brzynska, Research and Data Manager from the Education Department. You can watch the video on NAU today.

For more information about any of our Seminar Series or to watch the recording of each session online 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 on Transitions from KS2 to KS3 from the British School of Chicago:

*“Through learning discussions with other staff in Key Stage 2, we found that there was some duplication of core skills being taught in History and Geography. We teach these through the IPC topics each half term, however some of the skills were being taught in multiple year groups and we agreed that we need to look at progression across the whole of Key Stage 2. I took this on this year in my role of Key Stage 2 IPC coordinator and led a whole Key Stage effort to improve progression through the core History and Geography core skills in preparation for the 2015-2016 academic year.*

*This project has always been focused on the children’s learning and how we, as teachers in a 3-18 school, can better prepare our students for their move from KS2 to KS3. This means that all KS2 staff, children and KS3 staff have been involved heavily in this project and are eager to see its fruition for the next academic year. In my role as leader it has been my job to collate the ideas and learning from all KS2 year groups, into one document so that it can be clearly viewed and used next year to advance our children’s learning to a higher level in History and Geography.*

*Over the course of this project, the scope has become wider and wider. Through the work done on this project so far, it has come to our minds that perhaps a larger change needs to be made involving assessment, topic routes, resources and presentation of children’s work. This has been invaluable to me as a middle leader as I have been able to see how everything is interconnected and also how difficult it is to only look at one area! I am even more excited to see these new changes completed in time for use in the next academic year and the original paperwork proposed transform into something very easy to use and informative for staff. The children should really benefit from the changes we are making to our program.”*

### **Demelza Wheeler-Ozanne, Year 4 Teacher, British School of Chicago**

You can read the supporting documents provided by Demelza online in the School Case Study section of NAU.

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](mailto:joanna.lay@nordanglia.com)).

## Cross-curricular activities in action - finding the IB Key

*“The door which leads to IB success can be, at times, a creaking heavyweight. It requires the occasional big push plus maintenance, oiling, polishing. So, when students have arrived at this IB doorway from different parts of the physical and educational globe, how do we, as teachers, give them the keys and provide a map of the IB maze which will help facilitate their journey?”*



*Surely, most good practice shares common ground. For instance, if an essay requires structure, topic sentences and evidence to support a thesis on the influence of Japanese Art in the work of Claude Monet, then it is also required in other essays. For me, this is especially true when analysing English Literature!*

*However, I also find the cross curricular approach helps prepare students for the IB voyage. It encourages students to find different pathways into subjects, discover shared knowledge and grasp the inter-relationship of subjects. Also, if analysis and evaluation is important to understanding IB Literature, then it is also vital to History and other subjects. And, with TOK being so central to IB thinking, then shared approaches should not intensify the learning experience and the awareness of context but encourage intelligent questioning.*

*I believe creating this awareness in the middle school can help lay the foundations for a successful IB approach and can be encouraged through a thematic approach.*

*My students' recent work in English includes argumentative essays on 'A Girls Right to an Education', which incorporated Economics and Geography plus a project based on the theme of 'Water' where my students studied advertising and persuasive language while creating environmental campaign leaflets. This overlapped brilliantly with similar projects within Geography and Music.*

*The concluding joint exhibition, with digital presentations and concerts within the main school, saw the combination of Handel's Water Music being performed, a display of Art and Junior School Poetry plus work by Grade 11 students in Geography which looked at Water Supply as an economic development topic linked to the Convention for Rights of the Child. In small groups they worked on advocacy projects and an example of their multimedia work can be seen at [https://www.youtube.com/watch?v=C\\_HBxqwjhho](https://www.youtube.com/watch?v=C_HBxqwjhho)". I have found collaborative projects not only demonstrate where subjects overlap but also reinforce the learning process. They can also help lay the foundations for the analytical and reflective questioning, which opens the IB door."*

**Martin Griffiths teaches English Language and Literature at College Champittet and promotes the benefits of cross curricular activities as the key to preparing students for the IB door to open.**

## 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 55 to choose from...so there must be one that's right for you!

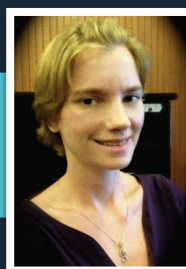
Since our last newsletter we have three new community managers:



**Andrew Groark**  
for Film and Media



**Jayne Bennion and Mark Orrow-Whiting**  
for NAE Assessment Working Group



**Naomi Rowan and Rachel White-Hunt**  
for the Julliard Programme



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 ([joanna.lay@nordanglia.com](mailto:joanna.lay@nordanglia.com)).

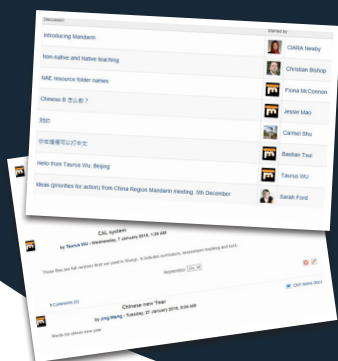
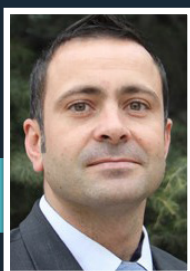
### This month's highlighted community is the Mandarin Teaching Community

This is a space for learning and collaboration between schools teaching Mandarin. It is a growing and developing space for teachers across our organisation to share ideas, thoughts and advice.

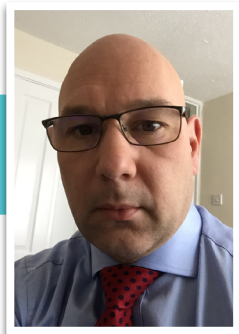
*"Back in December the Heads of the Mandarin departments from across the China region met to form a central, unified curriculum. In tandem with this a community was established on NAU for the Mandarin teachers in all 6 schools to share ideas and resources. Whilst each individual school may have different text books etc the topic based resources are relevant to all and hence the community was set up. The community has been used well and a large number of resources are being shared ranging from curriculum documents to video links. The discussion forum, whilst in its infancy, is also going well and various topics have been discussed. It is also hoped that other schools around the company, considering offering Mandarin could benefit from the resources and join in the discussion."*

### Christian Bishop, Assistant Principal, Nord Anglia International School Hong Kong

If you teach Mandarin why not go on to NAU and join in online, you'll find colleagues with whom you can share your thoughts, experiences, issues and resources.



## Health and Safety on NAU



This month we will be welcoming the Health and Safety team to their own area on Nord Anglia University. Andy Duffield will take you through what you can find online below:

“The area has 7 sections giving everyone direct access to all the material that will be useful to maintaining safe environments for us all in our schools and workplaces.

### Guidelines

This section contains the policy statement that sets out our key deliverables as an organisation. We all have a role to play to ensure the health and safety of ourselves, our students, parents and visitors in our schools and any activities we undertake.

The full policies, procedures and associated forms can also be found within this section. Not all the policies will be relevant to your environment and if you are not sure please ask your Health and Safety Coordinator or Principal.

### Forms

The forms section contains the guidelines for you to download and use as and when required.

### Training Materials

This section will contain induction material that has been created to ensure that everyone can access the basic requirements.

### Best Practice Documents

As Karen Yeung (Group H&S Advisor) and I come across great documents that we feel would be useful we will add to this section. We already have some good documents from some of our schools to help you.

### Templates

This section contains other base documents that are not in the guidelines e.g. Local Health and Safety Plan, Emergency/Disaster Plan.

### Discussion

This area will be for you to ask questions and discuss key safety topics where the Health and Safety team can assist and advise you in everyday safety issues that you may be facing.

The area will be managed and updated by Karen Yeung on a regular basis, please contact Karen or myself with any suggestions so we can constantly look to improve. I hope you find the area useful, I am personally pleased that this information is now easily accessible to all.”

### Andy Duffield, Head of Health and Safety

*You can find the Health and Safety space in the Fundamentals section of NAU.*

## Study courses

At the end of April we launched six new study course cohorts facilitated by our Teaching Fellows and Tom Preskett from the Education Department. 128 of you will be taking part in these courses over the next six weeks to extend your teaching skills and embed your professional development in classroom practices. Good luck to everyone taking part.

Special congratulations also go to our Teaching Fellow Therese Andrews and the Geography cohort from last term - 100% of whom passed their course. Well done all of you.

Bookings for places on the next cohorts of our Study Courses are now open on NAU.

## Leadership programmes

### Newsflash - leadership programme residential.



*"We are in the final stages of preparation for the leadership programme residential in Warwick and will welcome just about 80 of you to a week packed with challenging leadership tasks and thought provoking sessions.*

*We will be joined by keynote speakers including Miles Hilton – Barber, a British adventurer who, despite being blind, undertakes a variety of expeditions all around the world. He will talk to us about how 'attitude is what determines altitude' and that we too can live our dreams, because 'the only limits in our lives are those we accept ourselves.' We will also be joined by Dr Tom Robson, who will be focussed on the power of motivation and inspiration on learning capacity, progress and ambition.*

*Delegates will also have the opportunity to listen to and spend some time with our CEO, Andrew Fitzmaurice as part of the event and benefit from the face to face opportunities to work collaboratively with colleagues from across our organisation.*

*Delegates - the final details are accessible on the leadership sections of NAU and we look forward to welcoming you to Warwick from 25th to 29th May 2015."*

### Nicola Morris, Assistant Director for Leadership Programmes and NAU, Education Department

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 - iPad apps for Creativity



*"There are many types of iPad app which will allow your students to create and combine different types of media such as images, text and video. This month I am looking at one of the most versatile categories of app – narration and annotation. These apps can sometimes feel like using a whiteboard but they aren't just limited to drawing or writing... remember these are mobile devices so photos, audio or video can be created and incorporated on the spot. Or you can use images, audio or video that your students have already created. In class it could be used for digital storytelling, explaining an event, concept or process, or just simply having a student talk through the learning process as they calculate something so that they and others can watch it back later.*

*The versatility of these apps extends across all age groups and all subjects. It could be a single student or groups of students incorporating photos and videos of each other. For the students it allows them to go in many directions, some will draw annotations over images found online, some will film themselves performing actions or talking, some will incorporate content from previous activities and some will combine all these things. These apps will create and support structured differentiation for your students and give them a freedom to present work in a style that suits them. For the teacher, they can also facilitate the creation of content for a flipped classroom (blended online and face to face learning) by taking students through a concept or process as a whole or in parts. When uploaded to your moodle environment, the students can then watch it back repeatedly, perhaps using a forum to ask questions and collaborate.*

### Suggested apps to try are:

- **Explain everything** - £2.29 – Offers the most features and upload options. Highly recommended.
- **Show me** – Free – A simple whiteboard feel with only drawing and image options. A great place to start.
- **Screenchomp** – Free – Similar to show me but with an online hosting platform.

*Why not download an app and give it a try. Visit the Learning Technologies community to share and collaborate on what you do. We'd love to hear how it went."*

### 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.

## Teaching Fellows



**"Looking back to the Spring Term and there's been some great Mathematical moments happening across the NAE schools and within the Mathematics community on NAU. Here are some of the highlights:**

Fourteen schools have participated in the Global Mathematical Challenge and this is first time we have come together as a group of schools and shared in answering a series of tricky maths puzzles.

Aimed at both the Y7 – 10 (Junior) and Y11 – 12 (Senior), the final round took place in April. Results are being compiled and certificates of participation, merit and distinction will be awarded as appropriate. Next year I am looking at bringing more schools online with this contest and developing a Primary school version. Please contact me if you have any bright ideas about how this might work!

- Mathematics focused Webinars have covered topics such as The Flipped Classroom; Using Technology in the Classroom and the IB Mathematics Exploration. In April, we also focused on the nRich website with some excellent guidance and advice from our contact at the nRich organisation.

I do hope that those staff who were unable to participate in this Webinar will be able to view the content and understand how some of the new resources have been developed this year and use them in their school. nRich is one of the best sources of rich and sophisticated tasks, along with advice and articles on a great deal of mathematical topics and it's a great place to go to help develop your curricula both at the Primary and Secondary Level.

- Finally, a big thank you to those who participated in the Mathematics Study Course cohort one. Teachers across Primary and Secondary phase areas worked together over six weeks to enhance and share good practice on a variety of topics including Meta-thinking; Inquiry Mathematics; Three Act Maths problems; as well as developing their understanding of how High Performance Learning can work to support students at all levels. Completing a study course is a big commitment and so good luck to all those enrolled in cohort two!"

**Martin Brown, NAU Teaching Fellow for Mathematics and Head of Mathematics at the British International School Shanghai, Puxi**





Interested in becoming a Teaching Fellow next year? Speak to your Principal to identify any opportunities.

## World Languages - visiting Thailand to share good practice



**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.**

*“One of the things that I really love about my Teaching Fellow role is the constant contact that I have with other language teachers and leaders, both via email and on the NAU forum. Our schools in Thailand are geographically relatively close together and a short flight from Shanghai, so in March I took the opportunity to visit both St Andrews International School in Bangkok and Regents International School in Pattaya, to meet the Heads of Languages there and move from online contact to face-to-face interaction.*

*Yolanda (Head of Languages at Regents) travelled to Bangkok, and she and I were ably hosted for the day by Jane, Head of Languages at St Andrews. We met some of Jane’s Faculty and explored the various language courses on offer to students at St Andrews, and then we had a long and detailed discussion comparing our three schools’ approaches to language-learning.*

*I see this day as the start of a fruitful relationship for our three respective Faculties, as between us we have a wealth of experience to share around planning, assessing, examining and moderating. We all have different strengths and areas for development in our curriculum provision, so it is great to have the opportunity to ‘pick from the best’ and use our combined expertise to improve what we each offer to our students.*

*Next steps will include putting members of our Faculties in touch with each other. This has already begun: The Spanish teachers at the British International School Shanghai, Pudong and the Spanish teachers at Regents have moderated IGCSE and IB exam work this year. They’ve also been sharing resources, this time the German teachers at Pudong and St Andrews have been sharing IB German materials. If you have a Teaching Fellow (or Community Manager) in your subject area, why not consider seeing if they can facilitate some new collaborative work between our schools? Whether face-to-face or online, encouraging contact between teachers across the group is one of the things we Teaching Fellows do best!”*

**Sarah Ford, NAU Teaching Fellow for World Languages and Head of Languages at The British International School Shanghai, Pudong**

## Curriculum Corner - Assessment Without Levels



*“Last week, 12 senior leaders from 12 schools around the world congregated in the Nord Anglia International School Dubai. The mission: to seek out a solution to life after levels. The delegates: Senior leaders from across NAE chosen to represent our schools in this important work. We had founded Nord Anglia Education’s Assessment Working Group.*

*Of course we had all met before, with others, via our trusted Adobe Connect webinars. But this was different. Locked in a room for 2 days until we had decided what to do... it felt like the Vatican was seeking a new pope!*

**We had four clear objectives for the workshop:**

1. Clear recommendations for our future approach to assessment in NAE schools
2. A set of high level principles for effective assessment
3. A high level framework for key summative assessments in all our schools
4. A strategic plan for the implementation of the agreed approach.

We started off by looking at the changes to assessment in the UK – and what this could mean for us. We agreed that schools in the UK are being given some freedom to innovate and develop curriculum and assessment – but that they are not always taking the opportunities presented to them.

For NAE schools, however, we decided that our choice and flexibility is even greater. . .linked to our choices on assessment approaches are our choices regarding curriculum design and structure.

After lengthy discussion on this point, we decided that we wanted some consistency across our schools – enough to demonstrate that we were a family of schools and so that we could share good practice across the group – but not so much that schools felt straight-jacketed into having to all do the same thing. We therefore agreed some terminology – Assessment for Learning, Formative versus Summative assessment, Age-Related Expectations, Targets versus Predictions and so on.

This led us to our first breakthrough – it must have been the delicious school lunch provided at NAIS Dubai – we were able to agree on some common principles of assessment that we are proposing for all our schools:

#### **Nord Anglia Education's draft Principles of Assessment:**

##### **Assessment in NAE schools is a dynamic continuous process that ensures:**

- Students are able to reflect on their learning and know their next steps to progress
- Parents have a good sense of their child's progress
- Teachers are able to reflect on, and inform, their teaching and learning
- Schools are able to reflect on, and ensure, improvements in the quality of what they offer
- NAE has an evidenced based, and consistent, view of the quality of each of our schools.

##### **Assessment in NAE schools should therefore be:**

- Timely
- Evaluative
- Appropriate
- Focused on learning
- Robust
- Positive and motivating
- Varied
- Purposeful

##### **With such a leap forward under our belt we went on to agree a common assessment approach for all our primary schools that we hope, and suggest, other schools will follow:**

1. NAE schools should adopt an approach to formative and summative assessment based on age related expectations\*, directly derived from the curriculum being taught, that enables the next steps in learning to be identified.
2. Progress towards learning milestones should be summarised by the percentage of students who have achieved or exceeded expectations.
3. We should develop a four point scale within each year of curriculum that describes the progress a child is making in his/her learning. Each school should be responsible for the choice of the content of each year.
4. Schools should report to SAPB, from December 2015, on the % of students who are achieving scalepoint 1 (exceeding) and scale point 2 (achieving) in reading, writing and mathematics. Other subjects may also adopt this proposal in future.
5. NAE schools should benchmark against the most appropriate international or English National Curriculum standard.

\*The Assessment Working Group agreed that the concept of 'age related' a broad benchmark for teachers to plan learning and therefore is also a useful broad benchmark by which to set expected outcomes. However, it is vital that curriculum statements in age related bands do not set any kind of limits to what students can achieve, and how teachers plan learning experiences. We acknowledged that NAE expectations are already higher than 'average' expectations in the UK and in International comparators such as ISA. We believe it is vital that our curricular statements represent this high expectation of achievement and ensure a breadth and depth of learning for each child in our care.

There were many questions raised by the working group, and much more work to do. However, we all agreed that we had made outstanding progress and promised to keep this work going. We have developed a strategic plan, and all senior leaders have gone back to their schools to begin to make this a reality in each location. . . trialling this new approach so that we may refine it for September.

If you want to find out more about what the Assessment Working Group decided, please visit the Assessment Working Group pages of Nord Anglia University. You can also join us on future webinars, or speak to your school assessment coordinator to find out more information.

We look forward to sharing more information on this exciting initiative over the coming weeks.”

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

## 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](http://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](mailto:joanna.lay@nordanglia.com).)