

# Connected

September 2015 | Issue 12

## Bringing you the September 2015 edition of Connected

Welcome back to the new school year, which is also a brand new year of professional development in Nord Anglia Education. 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.

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

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## Stat-tastic

It may have been the school holidays but last month:

**At least 190 people were active on NAU...**

**...with 16,000 pages viewed...**

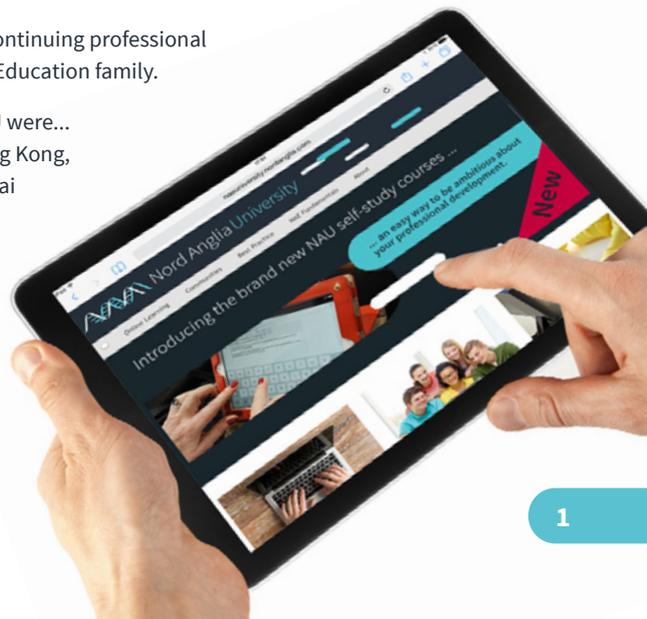
**...leaving 40 comments in community discussions...**

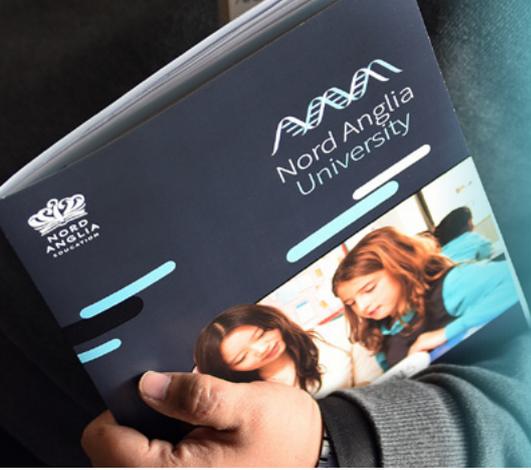
**...and over 100 of you taking part in online or face-to-face course events.**

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

The three most active schools on NAU were... Nord Anglia International School Hong Kong, Nord Anglia International School Dubai and Northbridge International School Cambodia.

We'd also like to acknowledge our most active participant last month who was Cynthia Gayoso from Northbridge International School Cambodia.





# Spotlight on the British School of Guangzhou and their Change Project Initiative

Christine Haslett,  
Deputy Head of Primary

**“The impact of the project was immense.”**

One of the many attractive prospects of working for Nord Anglia is undoubtedly the opportunities afforded to teachers for career progression within such a large and well respected global company. With initiatives such as talent bank, and the Middle Leader and Senior Leader programmes, not to mention the impressive expansion of the family of schools, it's clear that working for Nord Anglia is a great career choice. At the British School of Guangzhou this year I have been looking at ways to develop our staff to prepare them for stepping up to middle leader roles, and giving them the experiences necessary to begin to develop their skills and the Core 7.

Back in January I launched the Change Project Initiative, with the aim of identifying staff with future leadership potential, providing training to carry out an effective change, and developing a broad range of leadership skills to create good lines of succession. The participants were given two days of introductory training, including strategies for planning for effective changes, how to have difficult conversations, and quite importantly how to prioritise and manage workload when stepping into a leadership position for the first time.

Following this, the participants were challenged to come up with a project that tied in with the school strategic plan and that would have a significant and lasting impact. They also had to ensure that this impact was measurable and that they could present their results by the end of the summer term. Underpinning all of this was a series of coaching sessions with a senior leader, which ensured that participants were given reflection time in order to address any difficulties or blocks that they were experiencing, and allowed them to find positive solutions in order to keep the project moving forward.

The impact of the project was immense. At the presentation day, senior leaders were amazed, not only by the quality of projects that were on show, or the skills that people had clearly developed as a result of putting themselves in a leading position, but also by the relationships that were formed across phases of the school, which led to a deeper understanding and appreciation of the work that goes on across a complex organization. Participants reflected beautifully on their challenges and their successes, and every presentation signaled the beginning of something much bigger for the future, with a clear vision and direction.

For me, the biggest satisfaction came from the amount of ambition on show, and the next challenge will be the logistics of keeping a harness on the enthusiasm and positive benefits for this years' cohort, whilst launching a new cohort again in November. But as we know... it's good to be ambitious!



**Christine Haslett,**  
Deputy Head of Primary,  
The British School of Guangzhou

# New Learning Opportunities on NAU

Over the summer we've been busy creating new learning opportunities just for you. This includes a suite of new online courses and best practice materials. So read on and select the learning opportunity that's right for you... and remember to be ambitious and challenge yourself to extend your current practice through your professional development.

## Self-study courses

Launching during September 2015 are a **brand new suite of self-study courses**. These courses are designed to cover key themes and skills, and to encourage you to reflect on your current practice so you can set yourself effective targets to implement change.

**Professional development pathways** – introducing four structured learning programmes which will take you on a professional development journey. Each pathway will suggest learning tasks, reflection activities and personal projects, which you can implement in a way to suit your personal circumstances. We have created a pathway for: classroom teachers; middle leaders; senior leaders; and non-teaching staff. They are designed to be followed over an extended period of six months to a year.

**Skills based courses** – challenge yourself with four online courses using clips from our video library to explore aspects of best practice and opportunities to reflect on your own practice. The key skills covered are: effective lesson planning; creating challenge in the classroom; assessment embedded into learning; and engaging your students.

**Learning Technology courses** – a suite of four courses to help you to use more learning technologies in the classroom, they will take you through the theory and practice of embedding learning technologies in the classroom. The topics covered are: an introduction to learning technologies; using moodle for teaching and learning; from theory to practice; the flipped classroom.

## Video case studies

Our brand new **Video Case Study Library** contains 100s of best practice videos of teaching and learning in the classroom. You can browse the whole library for teaching themes or watch one of the eight playlists that we have created for you to see clips on a common theme and the clips that make up whole Primary and Secondary lessons. The library also includes 'talking head' videos of practitioners talking about themes related to school management, educational techniques and ideologies. They are an excellent starting point for anyone looking to get advice on educational practice or to see techniques used in a classroom setting.

**Visit the video library today and let us know what you think in the discussion.**

Joanna Lay,  
Education Department

“These courses are designed to cover key themes and skills, and to encourage you to reflect on your current practice so you can set yourself effective targets to implement change.”



# Webinars this term

We are currently finalising the full webinar schedule for this term we'll give you more details as soon as they are available.



<p><b>NAU orientation</b></p>	<p>9 September 2015</p>	<p>Led by the Education Team an orientation session for staff new to NAU (or anyone who wants a refresher of what's on offer)</p> <p>Booking for this session is available on the NAU webinars page</p>
<p><b>Educational research</b></p>	<p>21 September 2015</p>	<p>Led by Steve Higgins from Durham University, covering elements of recent educational research and the challenges of implementing them in a school setting</p> <p>Booking for this session will be available shortly on the NAU webinars page</p>

Our webinars are open to all staff regardless of your role or teaching subject.

Details of how to join webinars and the full webinar schedule 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 you can watch them again and again or just at another time if you can't make the live event!



**Joanna Lay,**  
NAU Programme Manager,  
Education Department

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

## Study Courses

Bookings are now open for Study Courses taking place this term:

<p><b>Establishing Effective Teaching and Learning in the Primary School</b></p>	<p>2 October – 19 November</p>
<p><b>Developing a High Performing Sports Academy in Secondary Schools</b></p>	<p>2 October – 19 November</p>
<p><b>High Performance Maths</b></p>	<p>2 October – 19 November</p>
<p><b>High Performance World Languages</b></p>	<p>2 October – 12 November</p>

Places are limited, book now to avoid disappointment.

# Case studies on NAU

The case studies section is proving very popular and this month we are highlighting a new case study for you featuring learning technologies in the classroom.



## Inspiring English, with an iPad

### [Read the full case study on NAU](#)

The oral tradition has been a major component of storytelling. Here, three IGCSE students from **College Champittet** reflect on how contemporary technologies, the iPad, iMovie and the Aurasma app, inspired them when creating emotive, atmospheric and creatively punctuated pieces of imaginative writing.

For me, discovering how punctuation can enrich a narrative piece of writing was first made more real when I saw a film of my story being read by the teacher. Then, with the help of another student, I went away, filmed myself reading my own story, and was able to hear how pauses, through punctuation, gave my story dramatic changes of pace. I made particular use of short, sharp individual words separated into a list to create movement and mood as my character raced through the Amsterdam streets, "It was dark, grey, cold and suddenly; sunless, peopleless, deserted." This, in combination with different sentence lengths, the repetition of sounds and onomatopoeia further enhanced the story. However, it was reading the story out loud and hearing it back that really developed my understanding of how powerful the literary tool of punctuation can be. I now realize punctuation is not only a part of grammar but also a fully creative feature in Literature.

#### **Maria Trofimova**

Mood and atmosphere was enhanced in my initial story through the use of similes and metaphors to create powerful imagery. However, it was hearing them spoken, their sounds, the phonology and cadence, which for me helped bring the story to life. I included direct speech in my revised version and the character's idiolect added to the drama when you actually heard the words being spoken. I also recorded the senses in my story, "The empty room smelt musty; it's cold darkness pierced my skin." The words created pictures but hearing them read encouraged me to see the images more clearly, and crucially, understand how to use them more powerfully in the future.

#### **Malika Salymbekova**

Viola Hernandez also used the filming process to add drama to her own piece. By adding low key lighting, incorporating music and using a fan to create movement in her hair, the reading became a short film full of atmosphere, which reinforced the mood. She particularly noted that 'besides being fun, it also increased my awareness when analyzing the work of other writers, especially the impact of alliteration, which really comes to life and has an impact when you hear it being read. I now approach the study of poetry and drama differently.'

The next process allowed Maria, Malika and Viola to share their stories with other students. They printed out the first frame of their film as an A4 paper format, which was displayed in the main school. Other students, having downloaded the Aurasma app onto their iPads were then able to actually see and hear the stories being read as the app recognized the first page and then displayed the whole film. A piece of augmented reality where a still picture actually comes to life.

In this case, it enhanced learning, incorporated IT into the classroom and, most importantly, inspired. The students study at College Champittet with their English teacher Martin Griffiths and Matthew Roberts, Secondary ICT coordinator.

The students were writing a narrative piece initially inspired by the diaries of Anne Frank. By using the Aurasma app on an iPad and holding it up to these still images you can hear them read their stories.

[An example of their Aurasma pages can be found in the Case Studies area of NAU](#)



**Martin Griffiths,**  
English Teacher at  
Collège Champittet

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? Have you got a project or learning experience that you want to share?

Want to add your own case study? Then contact Joanna Lay (joanna.lay@nordanglia.com)

# Curriculum Corner: a common approach to assessment across Nord Anglia Schools

As we launch a new year many of our schools are taking the opportunity to review their assessment practices, now they are no longer tied to English National Curriculum levels. This also gives ALL our schools an opportunity to begin to adopt both common principles of assessment and common reporting practices regardless of the curriculum that each school offers. This is a huge challenge for us as we look across UK, US, Swiss, Vietnamese, Chinese, IB and other curriculum models. However, the Assessment Working Group, formed of representatives from across our schools, believes it has come up with an answer and this has already been trialled and tested in some of our schools.

As a reminder, our newly agreed common assessment principles are:

- Students should use assessment to reflect on their learning and know what next steps to take in order to make good progress
- Parents should use assessment to have a clear idea of their child's progress
- Teachers should use assessment to reflect on, and inform, their teaching and learning
- Schools should use assessment to reflect on, and ensure, ongoing improvements in the quality of what they offer
- NAE should use assessment to have a consistent, evidenced based view of the quality of each of our schools.

And our common assessment approach is:

1. We should all adopt an approach to formative and summative assessment, based on age related expectations, directly derived from the curriculum being taught, which 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 fourpoint 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. From December 2015 schools will report to Schools Academic Performance Board on the % of students who are achieving scale point 1 (exceeding) and scale point 2 (achieving) in reading, writing and mathematics. Other subjects may also adopt this proposal in future.
5. All schools will benchmark against the standard most aligned with their curriculum choice.

This is a very exciting time in assessment terms and we look forward to seeing how you trial this approach this year. We will be working closely with the Assessment Working Group, and with the ISAMS team, to make this process as supportive as possible. Please let us know, through the assessment section of NAU, how things are going in your school.

Mark Orrow Whiting,  
Education Department

**“This is a huge challenge for us as we look across UK, US, Swiss, Vietnamese, Chinese, IB and other curriculum models.”**



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



# Learning Technology Corner – copyright, creative commons and fair use

With all the tools to create videos, slideshows and imaginative images your students will be sourcing content online to use on a regular basis. Therefore, learning about copyright and creative commons is an important aspect of being digitally literate. Good habits can be established which will stand them in good stead later in life.

The first thing to do is learn about these issues yourself. To start, here are some terms... do you know what they mean?

1. Public domain
2. Creative commons licenses
3. Copyright
4. Fair use

The definitions can be found in the [full version of this article on the learning technology blog](#) on NAU.

Alongside this is the issue of attaching licensing to media you or your students create. This becomes an issue if you start sharing things publicly on the web. You may simply be creating a video to embed in your moodle space. However, by publishing on youtube or vimeo (to get your embed code) and leaving the default settings it is searchable and viewable by anyone.

To learn about this subject, I suggest a few resources:

- Copyright flowchart from the excellent langwitch blog
- An engaging video from commoncraft
- An interactive video from the Copyright School
- A comprehensive website resource from the US focused Education World

It's also worth guiding students to image libraries which only contain content that is copyright free. Photos for Class and Pixabay are good sites. Also, within some browser settings you can change the usage to 'free to use and share'.

Copyright is less of an issue in education as it is in, for example, the music industry but it's important to establish the right principles of attribution. For videos when you want some background music, it is easy to simply use a track from a popular artist, but, strictly speaking, this isn't lawful. Instead, take the time to build a library of copyright free music tracks. Once you have this you can find a clip that works with any video.

Let me know if you have any thoughts or experiences of this subject in the NAU [community Learning Technologies](#). For example, how do you teach your students about copyright, creative commons and fair use?



**Tom Preskett,**  
Learning Technologist,  
Education Department

# Professional Development at the Juilliard School

**“What a great week and a great team. I feel very humbled and privileged to have had this experience.”**



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

Monday 10th August, a hot and humid day in New York, and 22 music teachers from nine of our schools around the world descend on The Juilliard School for an intensive week of professional development.

The programme was coconstructed by the Education Team in Oxford, our regional music leaders (Jonathan Haslett from China, Emily Andrews from South-East Asia, Charmian Lyons from North America and Michelle Collier from Middle East/Europe) our two music teaching fellows (Rachel White-Hunt and Naomi Rowan in Hong Kong) and the very talented team of professionals at Juilliard.

The purpose of the week was to introduce the inaugural school music teachers to Juilliard, create a community of practitioners, get an overview of the fantastic Juilliard curriculum resources available, have an opportunity to meet the Juilliard Teaching Artists who will be working with us on this project and get hands on practical experience of the core works and how to use them as part of the normal lessons that each of our schools already run.

As was clearly articulated in the week, this isn't a set of off the shelf lesson plans to replace your normal curriculum. Rather it is a set of engaging and interactive tools and techniques that every teacher will be able to use to supplement their teaching and help us increase the level of engagement in performing arts of all our students.

We also took some time to consider together how we would assess this new suite of resources as part of the new The Juilliard-Nord Anglia Performing Arts Programme and agreed that using the same assessment framework as that being developed by the Assessment Working Group was an appropriate approach.

At the end of the week, 22 teachers left New York invigorated and inspired. This is set to have a significant and positive impact on the lives of all the students in our inaugural schools this year, and we look forward to rolling the programme out across more schools in the near future.

If you want to find out what the inaugural schools are up to, take a sneak peek at the resources, or discuss with the inaugural schools how you can get more involved in the **Juilliard community area of NAU**.

In the words of one teacher “What a great week and a great team. I feel very humbled and privileged to have had this experience.”

## 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)).