

Connected

November 2015 | Issue 14

Welcome to the November 2015 edition of Connected

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

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Stat-tastic

We've seen a fantastic amount of activity this month on NAU:

At least 947 people were active on NAU...

...with 53209 pages viewed...

...leaving 406 comments in community discussions...

...and over 500 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, The British School of Beijing, Shunyi** and **British International School of Chicago**.

We'd also like to acknowledge our most active participant last month who was Emma Mulligan from **St Andrews International School Bangkok**.





Aidan Edmanson, Assistant Head of Secondary at British School of Guangzhou

Spotlight on British School of Guangzhou

East meets West

Being an Assistant Head, based in the British School of Guangzhou, I didn't envisage having the opportunity to visit one of our partner schools in Europe. However, this is one of the definite benefits of being part of the Nord Anglia Education Group. Thus, after sending out a hopeful email, the Secondary senior leadership team at The British School of Bratislava were kind enough to take up my keen request for a visit.

My three-day itinerary was packed full, meeting staff across phases that held different responsibilities, from the SLT, to the IB coordinator, admissions and marketing departments, and SEN teams. It was so valuable to gain an insight into the little nuances and mechanisms of a very different school. More importantly it created opportunities to have those conversations that one usually just doesn't have the time for day-to-day. Finally, it promoted self-reflection, in terms of my own school's context, as well as how I function in a leadership position.

A big thank you to Bernie, Karen, Matthew, and their team, for making me feel extremely welcome. I can't emphasise how beneficial the visit was and if anyone has a similar opportunity I would certainly suggest welcoming it with open arms.

Webinars this term

We've added details for more webinars throughout this term to our online timetable, including for this month:

5s to 7s	4th November	Transition from Reception to Year 1
Seminar Series	18th November	Writing for 7s to 11s
Mathematics	19th November	Understanding and resolving misconceptions using diagnostic questions
Learning Technologies	24th November	The use of Moodle in School
Professional Development Leaders	25th November	Creating a learning Culture
5s to 7s	25th November	Using iPads creatively with 5s to 7s

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.

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).



Nicola Morris,

Assistant Director for Leadership Programmes and Nord Anglia University, Education Department

Leadership Programmes

The submission deadline for Leadership Programmes for the 2015/16 MLP and SLP cohorts has now passed and outcomes will be shared with delegates and line managers in November.

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 that are relevant to you; there are over 55 to choose from...so there must be one that's right for you!

We have recently appointed five new community managers:



Danielle Jones
World Languages at Primary



Tom Collins
STEAM



James Williamson
Teaching Assistants



John Nicholls
Coaching



Chris Samson
Dutch Schools

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).

Challenge yourself to Be Ambitious through online collaboration

NAU offers you a unique opportunity to collaborate, share practice and find support with other staff in our global family. We challenge you to be ambitious and reach out online. Start a new conversation, ask a question or just make your voice heard. It's a fantastic type of professional development which takes very little of your time and may introduce you to ideas that you've not met before.

Teaching Fellows

We're busy working with our Teaching Fellows to offer you new online activities and live events using expertise from within Nord Anglia Education. [You can find out more about our fellows on NAU.](#)

Interesting in becoming a teaching fellow? We have positions open from January 2016 and we're looking for fellows in English, EAL and PE (applications are also welcome from other subject areas or specialties).

If you are interested please email Nicola Morris (nicola.morris@nordanglia.com) with a covering letter; you should also seek approval from your Principal. Applications will be considered until Dec 2015.

A spotlight on Learning Technologies Courses

This month I wanted to highlight some of our new self-study courses which focus on Technology in the classroom. They are a great starting place for anyone who wants to embed learning technologies in their teaching practice.

The [self study courses](#) are flexible independent learning opportunities:

1. **Using Moodle for Teaching and Learning** – learn and practice how to set up a course, add resources/content, text discussion/reflection tools, question and answer tools, student management and collaboration tools.
2. **Learning Technologies – An Introduction** – works through different types of learning technologies using leading platforms and applications. The course has its basis in the practical application of the tools in your context together with reflection and the sharing of practice. Included are descriptions, links and examples of use.
3. **Learning Technologies – From theory to practice** – shows how theory can be used with learning technologies. It starts with the basics of learning theory before highlighting some of the other key theories and framework including SAMR and TPACK.

In addition, the [Learning Technologies Community](#) has a new manager, **Dan Franklin**, from the **British International School of Houston**. Together we have setup a new section called Tool Types which provides an introduction to various types of learning technologies. Eight sections are already live including *Augmented Reality*, *Real-time quiz* and *Instructional videos*. A new section will be added every week. Have examples of **your** practice included by engaging in the discussion or resources area of that community. Dan and I look forward to your input.

Seminar Series

The next event will be held on **November 25th** when James Clements will be delivering a live session on '**writing for 7s to 11s**' which will include ideas for getting your students writing and techniques for use with EAL students.

James works as an independent English adviser, supporting schools and local authorities across the country to develop the teaching of reading, writing and drama. He is the creative director of Shakespeare and More, a not-for-profit organisation that supports the teaching of English in primary schools. He is also the director of education at an academy trust in London.

You can book your place on NAU today for this (and future) events.



Tom Preskett,
Learning Technologist,
The Education Department



James Clements

Introducing – Your Learning Portfolio



Joanna Lay,
Programme Manager for NAU,
The Education Department

Your ePortfolio area on NAU is a place where you can record your professional development aims, activities, evidence and impact. The ePortfolio is an ongoing record of your professional learning which you can export as evidence during the Performance Management review cycle.

You can find links to your portfolio at the top of every page on NAU and also on your '[My Home](#)' page.

Your Portfolio has three sections: *(for more information and help on how to use each section visit [the NAU information and help pages](#))*

My Achievements

An online record of all graded activities on NAU which you have completed that you can export as evidence for your Performance Management review. You can also use it to check your current progress on your online courses such as the Introductory Courses, Study Courses and Leadership Programmes.

My Portfolio

A place to record your online and in school activities, including the aims, impact and supporting evidence for everything that you do. The Portfolio can be exported as evidence for your Performance Management review allowing you to keep an ongoing record of everything you do and how it meets your performance targets.

[Find more information and support on NAU.](#)

My Learning Journal

A place to record your notes, thoughts and reflections on your online activities as you use NAU.

You may also have noticed the new 'My Favourites' tool we've added to NAU for you to save a link to your favourite places. Find it in the right hand column of every page.



Bernadetta Bryznka,
Research and Data Manager,
The Education Department

Research Corner – Mapping Careers Provision in Schools and Colleges in England

The aim of this research was to explore the array of careers provision available in the UK, investigate use and value of the provision and the nature of delivery. [Read the full report for more detail.](#)

Summary of UK provision:

- Careers advice was generally provided from Year 10 upwards, but some schools provided information from Years 7-9 as well.
- There was currently a 50:50 split between schools who provide advice and guidance through internal staff, many of whom are not qualified as professional careers advisers, and those who use externally qualified careers specialists.
- Students receive careers education via lessons that teach them about how to identify career opportunities; delivered most commonly through tutor periods and PSHE education. Some schools offer collapsed timetables to allow for specified time for career research.
- Although generally positive about the impact and effectiveness of delivery, nearly one-third of teachers thought that students were not always aware of the provision on offer to them, or how to access it.
- Value to students: face-to-face discussion was the most valuable provision, and to a lesser extent, visits from guest speakers, visits to universities, careers fairs and mock interviews. Less popular were group/class sessions. Although external websites such as the National Careers Service or Plotr (<https://www.plotr.co.uk>) provide a lot of information, teachers did not feel that students rated external website information very highly – possibly due to information overload!
- Nearly all schools helped students to gain contact with employers to learn about careers through industry specialists, lecturers, workplace visits and work experience placements.
- Schools maintained that monitoring and evaluation of their internal careers service was key to improvement – they did this through reviewing destinations data and gathering formal student feedback (80%), as well as informal feedback from students and parents, and feedback from employers.

Recommendations for our schools

- It is important to raise the profile of careers provision and ensure all (senior leaders, staff, students, parents) have an understanding of the importance of careers guidance and what is on offer at the school. Senior leader commitment is deemed important and giving a member of the senior leadership team responsibility for the careers programme is thought to help.
- Make sure there is no information overload – how do you check that your students are engaging with all the materials you are providing for them about their future career choices?
- How do you engage students in time for them to start thinking about their subject choices and future career paths? How do you provide a service for all students and cater for individual needs, particularly students with low aspirations? How do you widen the perceptions of students beyond the popular or well-known career choices/universities?
- Delivery - provide a service that is flexible and can change along with students' developing aspirations; keeping up to date with changes in the job market, sifting through vast amounts of information and being aware of the whole array of progression opportunities (not just university routes)
- Develop and sustain relationships with employers in the local area, as well as internationally; show students how to network, organise work experience placements or internships



Joanna Lay,
Programme Manager for NAU,
The Education Department

Introducing – NAU badges

We have added badges to the NAU website to promote online activity and reward staff who go the extra mile with their professional development. They are intended to encourage staff to aim to improve their professional skills and set themselves ongoing professional development targets.

Badges will awarded in the following categories:

- Online Courses – Introductory Courses, Facilitated self-study Courses, Self-study Courses, Leadership Courses
- NAU roles – Community Manager, Teaching Fellow
- Ambitious activity – collaboration, innovation, inspiration, ambitious behaviour

Some badges will be awarded automatically by the system and others when you are rewarded by your school or the NAU team for your professional development efforts.

[Find more information on NAU.](#)

We challenge you to Be Ambitious and collect as many as you can! You will receive an email notifying you about any badges that you earn and you can also find your badges on your [my home page](#).



Charlotte Fisher,
Programme Manager,
The Education Department

Creative writing with Global Campus

Global Campus Creative Writing and Visual Arts Competition

Last year, over 4,000 students submitted entries for the Creative Writing Competition, over 400 students for the Illustration Competition, and judges had to painfully choose 13 students to represent their school in the GC Photography Competition calendar. To make this year's competition even bigger and better than ever before, we have combined the Creative Writing, Photography and Illustration competitions into one big super competition!

The first phase of this competition is Creative Writing, which is open until Friday 15th January 2016. Similar to last year, the competition has three age categories – Primary, Lower Secondary and Upper Secondary.

To celebrate our new Nord Anglia Education philosophy, 'Be Ambitious', the Creative Writing Competition gives students the opportunity to explore their understanding of ambition across four genres* – short story writing, poetry, a biographical sketch or a news article. There are workshops online on each genre available for you to use in class, and Teacher Notes can be found below.

To get started, students need to register for the Creative Writing Competition on the Global Campus online, which can be found in the Competitions area, or in both the Primary and Secondary English areas.

**Please note that the students may only submit one entry*

This is a great opportunity for students and staff to explore their creativity together. More information can be found on the [Global Campus community](#) on NAU.



Lauren Brown,
Events & Communications,
Fieldwork Education

Fieldwork and the IPC & IMYC

Did you know that Nord Anglia Education owns the International Primary Curriculum (IPC) and International Middle Years Curriculum (IMYC) through Fieldwork Education?

Fieldwork Education was established in 1984 with a simple goal: to improve learning. The IPC and IMYC are learning-focused curriculums that are currently used in more than 2,000 schools in 92 countries.

Some recent IPC developments include the release of our 2nd Edition Self-Review Process document; a school improvement tool that guides schools through successful IPC implementation and later accreditation, as well as new *Brainwave* units across all mileposts, which have been big hit with our schools. We're also releasing an updated IMYC Assessment for Learning programme in the next few weeks, complete with rubrics that can be used for general skills tracking and easily converted to scoring rubrics for reporting purposes.

Do look out for further updates and news in future newsletters! If you have any questions please contact communications@greatlearning.com.

Curriculum Corner – a New Ambitious View of Assessment

The Commission on Assessment without Levels has just published its advice on assessment in England 4 years after announcing levels would be scrapped. Over this period, the education system in England has been in turmoil but one thing is now clear: the government is not backtracking on its decision to stop using levels for statutory assessments.

What is also clear is that the Government is not going to replace them with a new system. Rather, as the report announces, the government is keen to “support schools to develop new approaches to their own in-school assessment”.

This is a fantastic opportunity for us, as a worldwide group of schools, to:

1. Develop an alternative approach to assessment for ENC schools (this is being done by the Assessment Working Group as I write)
2. Use our extensive experience of international curricula to develop common approaches to assessment across all our schools. This work will begin next year.
3. ...and therefore be thought leaders in the area of assessment locally and globally. This is something you can contribute to. Please tell us:
 - What you do in your school in terms of assessment?
 - What new and innovative practices you can share?
 - If you assess students' personal and social development and if so, how?
 - Any other thoughts and ideas you have?

We look forward to hearing from you in the assessment area on NAU. [Join the discussion](#).



Mark Orrow-Whiting,
Director of Curriculum & Student Performance,
The 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 and enter your Nord Anglia University account details. If you don't have an account, contact Joanna Lay (joanna.lay@nordanglia.com).