

# Connected

March 2016 | Issue 18

## Welcome to the March 2016 edition of Connected

We're delighted to bring you our March 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 saw a fantastic amount of activity this month on NAU - the highest ever recorded!

**At least 1254 people were active on NAU...**

**...with 112,674 pages viewed...**

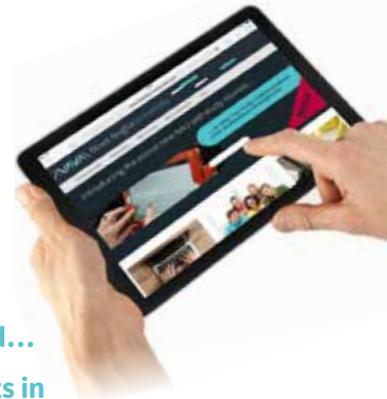
**...leaving over 2000 comments in community discussions...**

**...and over 700 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, International College Spain, Madrid** and **British International School Chicago, South Loop**.

We'd also like to acknowledge our most active participant last month who was Nese Bayrac from **Compass International School Doha, Rayyan and Gharaffa**.





# ‘Growing Minds’ at Regents Pattaya

**Laura Butler,**  
Growing Minds Co-ordinator,  
Regents Pattaya

Growing Minds has been helping to empower students **academically, personally and socially**

A look at how Regents Pattaya has transformed PSHE time to help students aim higher

Monday afternoon, and a walk through the Secondary School sees learning spaces buzzing with activity: some students are passionately debating issues concerning children’s rights, others are figuring out how to manage real-life financial budgets, and another year group is investigating the neuroscience behind learning, concluding, of course, that the brain’s capacity to learn is limitless. This is ‘Growing Minds’, a new programme on Regents’ curriculum designed to equip our students with the essential skills and resilient outlook that will shape their path to success.

Launched last September, the programme has replaced PSHE on the timetable with a more modern and relevant approach. Lessons are innovative, challenging and reflective - aimed at growing our students’ mindsets, stretching them to go that little bit further in all they do and ‘be ambitious’. Each scheme of work falls into one of four vertical strands which make up the programme: Growing Myself, Growing My Mind, Growing My Community and Growing My Future. Through these strands our students are nurtured to become motivated and determined learners.

Each module is fully resourced and all tutors are involved in working through the interactive activities with their students. The modules are progressive and are designed to build upon one another as students move through Key Stages 3 and 4.

Regents has always had a well-deserved reputation for its community links, holistic approach to learning and innovative co-curricular programmes. Growing Minds taps into this by encouraging students to actively consider how they want to develop themselves, to think about how they want to transform their futures and, beyond that, consider how they will make a positive difference throughout our world.

Growing Minds has been helping to empower our students academically, personally and socially - and through it we have been able to further embed the ambitious learning culture we have established at our school. We’d love to share our approach with our NAE sister schools.

## Webinars this month

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

<b>Learning Technologies</b>	8th March	Learning Technologies and Learning Environments in Primary
<b>Mathematics</b>	8th March	IB Internal Assessment for Mathematics Explorations and Maths Studies Projects
<b>Early Years</b>	17th March	Using the Outdoor Learning Environment
<b>World Languages</b>	22nd March	Listening and Reading Skills
<b>Primary</b>	23rd March	Supporting Curriculum Change and Review

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

We know 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. Interested? Email [joanna.lay@nordanglia.com](mailto:joanna.lay@nordanglia.com) for details ( ).



**Andrew Jeffrey**

We have more seminar events coming up throughout the year – [book your place on NAU today.](#)

## Seminar Series

On 7th March we will be holding a seminar series event led by Andrew Jeffrey entitled ‘How practical equipment promotes conversation’.

The session will be held at 08:45 and again at 15:45 (times shown are GMT).

Andrew Jeffrey taught for 20 years, and has been an inspector, lecturer, author and mathemagician! His passion for helping children learn, love and understand the patterns and structures of maths has led him to become an international conference speaker and teacher trainer.

You can also watch videos of all of our previous Seminar Series events, including last month’s session led by Miranda Walker on ‘Assessment in Early Years’.

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

### This month our highlighted community is the ‘The International Staffroom’

Did you know that we have a community where you can talk about educational ideas with all of your colleagues? It’s a place where you can ask a question about a new education theory or find out what others do on a particular topic. It’s also where colleagues will post updates on programmes or initiatives that you may want to know more about and get involved in.

Recent discussions have included:

- Do you still grade lessons?
- Learning focussed schools
- How do we learn?
- How do you inspire your students?
- Tanzania Expeditions 2015/16

Sounds great...but I know that sometimes it can be hard to find the courage to post a reply or start a new discussion online. It can be daunting when you don’t know how your post will be received or who will read it. So if you’ve never replied to a post on NAU I’d like to make you a challenge - to be a little braver and respond to a post that someone has made (either on the International Staff Room or somewhere else) even if all you say is “I agree, thanks for posting”. I know that the ‘posters’ out there (myself included) would love to get that kind of feedback, after all who doesn’t like to get positive reinforcement that they are on the right track.



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



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

# Update on the NAE & King's College London Executive Masters Programme

Since our last newsletter we have launched our **Masters Programme hub** on NAU and many of you have been online to take a look.

In this space you will find:

- an overview of the course
- answers to frequently asked questions
- suggestions for research topics
- information on the service bond
- a timeline for application

This will also be the place where your initial applications will be made. Further information will be released up to April 2016 when applications open and we will keep you up to date on the latest information that we add.



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

# Leadership Programmes - Middle Leader residentials

February saw the rest of our new cohort of Middle Leaders complete their face to face regional events. Here are some of the attendees from South East Asia, the Middle East and the North American regions. Thank you to all our colleagues who took part with such enthusiasm to make the most of the opportunity to collaborate.

This month our Global Tutor groups have launched online with 14 senior leaders supporting the development of middle leaders across the group; the senior leaders programme have just returned from their first residential and are ready to apply their learning.





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

# Learning Technologies Corner – the impact of technology in education

March 2016 sees the launch of a new self-study course [Flipped Classroom](#). As a taster, I wanted to explore the first stage of any flipped lesson process – Deciding on the Technology. For teachers new to the process this can be daunting. Ideally, you want one or two software applications which you are comfortable with and can use to achieve what you want for all your instructional videos.

Firstly, consider what technology you are already using. Perhaps you already video tape some content, use PowerPoint or software that can record your desktop. See you others are using. Observe them recording a video and try it out yourself. Consider ‘what is it that my students need to see?’ Do they need to see you writing/annotating? What’s on your screen? Or your face? This will help you decide on a white boarding application, a screen casting tool or sourcing a webcam or video camera.

Secondly, think about the hardware you have access to or can source. Desktop or tablet are probably the main options. The brand is relevant or apple products can have different applications options. Then, explore software options. Based on what you are trying to achieve, look at free or already purchase applications. Check out the Instructional Video section of the Learning Technologies community for some suggestions. Note that many applications are versatile in nature and can be used for most types of videos.

Next consider the storage of your videos. Ideally, you will want to share a web link or embed your video in your school’s moodle class area. To do this, you will need to upload to a school video hosting area or a platform like YouTube, Vimeo, School Tube or Teacher Tube.

Finally, an alternative to creating your own instructional videos is to source them online. Exploring sites like Brainpop, Khan Academy, Ed Ted, Discovery Education and Learn Zillion can save you time if you can find the right resource.

Undertake the new NAU self-study course [Flipped Classroom](#) to learn about its benefits and impact on the learning environment and student learning; a step-by-step process for flipping a lesson; software options for creating flipped classroom videos; important student and parent considerations; and how to evaluate and adjust a flipped lesson.

If you have any thoughts, there is a discussion about Flipped Classrooms and shared examples within the Discussion area of the [Learning Technologies community](#). We would welcome your comments in the *Learning Technologies* community or the *International Staffroom*.



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

# Being Ambitious in Beijing

Staff from both Beijing schools took the opportunity to come together and receive **high quality, practical, thought-provoking** training



**Libby Henderson,**  
Year 3 Teacher and 'Be Ambitious' Leader,  
The British School of Beijing, Sanlitun

A few weeks ago I was emailed by the Principal of our school in Beijing, Sanlitun, about the work that their 'Be Ambitious' leader had been doing since the start of the academic year. I knew Libby Henderson well, from work we had done together on developing High Performance Learning in Sanlitun so I was interested how she had helped the school to take the next step and go above and beyond HPL to our new, more ambitious, philosophy – helping our students to be personally and socially successful as well as academically successful.

I will let her tell you in her own words.....

“ Here at The British School of Beijing, Sanlitun, teachers and students have embraced the philosophy of being ambitious.

If you were to walk through the doors of BSB Sanlitun today, you would see 'Be Ambitious' across the walls, visual aids displayed in all classrooms and 'Be Ambitious' references included in planning. Teachers and students are using the terminology linked to the skills and behaviours needed to perform ambitiously and students are rewarded with stickers and stamps.

Before we could expect our students to perform ambitiously we, as teachers, had to gain an understanding of what being ambitious truly was. So, at the beginning of this academic year, a small working party got together to discuss the skills and behaviours we felt were essential for excellent learning. It soon became apparent that these skills and behaviours fell into three strands; Think, Do, Be.



From here we developed Think, Do, Be as a simple way to communicate these key skills and behaviours to both students and their parents. This included the rebirth, updating and refreshing of the stickmen images that had been created and used at BSB Sanlitun as well as other Nord Anglia Education schools in the days of HPL. Alongside the marketing team we worked hard to make these appealing to students but also ensure that they fully illustrated what we considered these skills and behaviours to be. This meant lots of discussion about what we had liked and not liked about HPL and helped us to develop new ideas ourselves that moved us on. Feel free to [download these images on NAU](#).

The stickmen images have been introduced to students from Pre-Nursery to Year 6, who have responded positively to the images, relating to them and referencing them in their explanations of how these skills and behaviours have been, or could be, applied in any given task.

To celebrate their achievements, we created stickers and stamps to praise and motivate the students. Children love to tell parents and teachers about how they have earned their stickers and are beginning to explain which stamp they deserve in their books and why. There is a buzz around the school and a flurry of purple, orange and turquoise stickers attached to children who are eager to tell anyone who will listen of their achievements!

We are excited about how 'Be Ambitious' has transformed the children's learning and are constantly thinking about how we can further embed the philosophy in the school and the global community.

We would love to hear stories of what other schools are doing – and maybe steal a few of your ideas! ”

So, you heard Libby! Let us know what you are doing to 'Be Ambitious' in your school...visit the Be Ambitious area of NAU and share your stories. You never know, you might find yourself in the next edition of connect-ed.





**Charlotte Fisher,**  
Programme Manager,  
The Education Department

# Global Campus Corner

We are excited to reveal the winners of the Be Ambitious Challenge!

Congratulations go to the following winners:

**Overall Winner**

**British International School Hanoi**

**Runner Up**

**The British School of Chicago, South Loop Campus**

Nord Anglia International School Shanghai Pudong, Compass International School Doha (Madinat Khalifa & Rayyan campuses), College Champittet, The British International School of Chicago Lincoln Park, and the British International School Abu Dhabi have all also been selected and awarded prizes for student entries. Please see the [GC Online competitions area](#) for more information.

Last year over 4,000 students took part in the Creative Writing Competition, creating short stories around the theme ‘Somewhere Unforgettable’. This year’s competition has been focussed on ‘Be Ambitious’ and our judges cannot wait to read through the exceptional work that was received for this by February’s closing date.

The next big competition for GC In School will be the Visual Arts Competition, which will launch on the 21st March. Then it’s the deadline for the ‘Think Outside the Bucket Challenge’, a music initiative from the Juilliard-Nord Anglia Performing Arts Programme.

The Global Debate League has seen 42 teams compete against each other in Round 2, which has meant that almost 400 students have been researching and discussing the UN Global Goals over the past month.

Over 20 colleagues are collaborating across the family of schools to develop the Global Campus programme, and planning has started for next year. If you would like to share your ideas or take your best practice around the world, please get in touch!



**Sara Tindall**  
Programme Manager,  
The Education Department

## New member of the GC team

We are excited to introduce new team member Sara Tindall, who joined the Education Department in Oxford at the beginning of February. With years of e-learning expertise under her belt, Sara will be focussing on developing the look and feel of the Global Campus online site, and will be specialising in the English and Humanities subject areas. She will also be working on the In School primary passport programme, and many other exciting activities to come!

## 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)).