

# Connected

April 2016 | Issue 19

## Welcome to the April 2016 edition of Connected

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

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

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## Stat-tastic

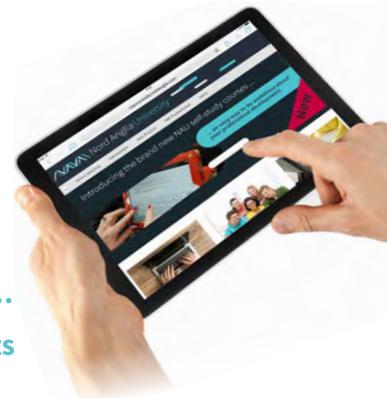
We saw a fantastic amount of activity this month on NAU...

**At least 1306 people were active on NAU...**

**...with 94,616 pages viewed...**

**...leaving over 1650 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, Nord Anglia International School Al Khor** and **British Vietnamese International School, Ho Chi Minh City.**

We'd also like to acknowledge our most active participant last month who was Francesca Blythe from **Nord Anglia International School, Al Khor.** Thank you, all of you, for your participation on NAU.



# Spotlight on Student Projects at Chicago, Lincoln Park

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

With Anna Keane and Eliza Mans,  
entrepreneurship and innovation  
leaders

...we can nurture our children  
to become **confident problem  
solvers and creators.**

At BISC-LP, we have always had high academic expectations. However with the recent prediction that up to 65% of today's students could be employed in jobs that have yet to be created, we recognized a compelling need to help prepare our children, not just academically but proactively, for the challenges of the unknown future workplace. Through integration of innovation and entrepreneurship into the daily curriculum, we believe that we can nurture our children to become confident problem solvers and creators – skills that can be applied to all areas of life. Our children have been given opportunities to apply their skills to real life situations and within our first year we already have some great success stories.

In November 2015, we entered 64 students in the Young Inventors Challenge. By running workshops before and after school, the children were supported both by BISC-LP staff and their parents throughout the entire design and making process. To say we were impressed by the originality and ambitiousness of their designs would be an understatement! The children were excited to showcase their toy and game inventions at North America's largest public toy and game expo at Navy Pier. Leading experts in the Toy and Game industry judged their products and, out of hundreds of entrants, we had one student place second in the junior category, while a number of other students were approached by toy companies who were impressed with the originality and presentation of their game ideas.

This year also sees the launch of our inaugural Maker Market event. Scheduled for the end of the Spring term, the Maker Market is giving all of our children the chance to enter the world of enterprise. The response from our children has been amazing so far and there is a real buzz throughout the whole school. Children have been placed into teams based on the school house system and this has offered them opportunities to work with children of all ages. With each team vying to be the most profitable business, the children have been inspired to create some wonderful products, and we have also been impressed with their innovative strategies to make their business stand out from the crowd. A Year 2 student summed up the whole process perfectly when she shared "you get to have fun, create stuff, all while we make a profit but still learn!"



We have also been fortunate enough to collaborate on a project with the Art Institute of Chicago for the second year. We were the first school in Chicago last year to participate and lead on this project. The institute were highly impressed with the learning outcomes and requested that we share the success with high profile Chicago private schools.

The concept behind the project is that a work of art is selected by the museum from its private collection. The piece then becomes the main focus for the entire school. In autumn term the Art department introduces the piece to each class, discussing it without giving too much information about the artist or what the piece represents. The children share their thoughts on the piece and use it to inspire their work of art for that term. The amazing thing is that naturally each class takes the piece in a different direction, so the scope of work produced is amazing.

In the spring term the selected piece is used by everybody, Nursery to Year 6, as the theme in teaching the learning objectives in every subject. This allows each teacher to be creative independently of their year group and again produce a wide range of cross-curricular work.

This year the piece that was selected was 'Woman with Dog' or 'Frau mit Hund' by Katharina Fritsch. This sculpture really challenged the children to think out of the box. A wide range of mediums were explored including sewing, print, weaving, sculpture, drawing, painting, mixed media, and digital art. The standard of work is mind-blowing.

We will be hosting an event in our school exhibition area April 15th and 16th to which we invite parents and our community. Following this we will be taking a select number of pieces to a private gallery to celebrate the children's creativity and accomplishments.



Elizabeth Jarmin

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

# Seminar Series

On 20 March we will be holding a seminar series event led by Elizabeth Jarmin on The Communication Friendly Spaces Approach. The session will be held at 14:00 GMT.

The Communication Friendly Spaces™ (CFS™) Approach focuses on the role of the environment in supporting speaking and listening skills, emotional well-being, physical development and general engagement. Elizabeth Jarmin conceptualised and developed this approach and now works internationally with partners as a consultant, delivering conference keynotes, training, publishing and also leading action research projects.

You can also watch videos of all of our previous Seminar Series events, including last month’s session led by Andrew Jeffries on ‘Promoting conversation in Maths through Practical equipment’.

# Communities – collaborate and share

[NAU Communities](#) are your opportunity to get to know colleagues from across the Nord Anglia Education family and network. They are **your** areas to talk about the topics, issues and events relevant to you; there are over 60 to choose from... so there must be one that’s right for you!

Thank you for all the hard work from our community managers. They will all be online to promote sharing of good practice and engagement across our schools, so why not go online to say hello and get involved today? If you want to go a step further and lead a community area please contact [joanna.lay@nordanglia.com](mailto:joanna.lay@nordanglia.com).

## This month our highlighted community is the Early Learning Spaces Community

The [Early Learning Spaces community](#) led by Diane Field, Meg King and Rachel Stewart was officially launched last month and features a wealth of examples of best practice in creating effective spaces for Early Years teaching.

You’ll find a padlet of ideas, a wiki of examples and shared resources. If you are an Early Years practitioner go online and shared your thoughts and examples in the community.

# Webinars this month

We’ve added details for more webinars to our online timetable, including:

IB Coordinators	19 April	A collaboration opportunity IB coordinators
Mathematics	21 April	tbc
Primary	27 April	Working Scientifically
Early Years	29 April	Assessment and Transition

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,  
Programme Manager for NAU,  
The Education Department

## 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.



**Naomi Rowan,**

Director of Music, NAIS Hong Kong  
and Curriculum Fellow

# An update on professional development opportunities from the Juilliard Nord Anglia Performing Arts programme

“Inspired”... “Community”... “Excited”... “Motivated”... “Validated”

These are just some of the words used by music teachers when asked about the recent regional professional development sessions across the globe, introducing the Juilliard Nord Anglia Performing Arts Programme. For many music teachers isolation has historically been the norm, with teachers operating in one-person departments where the subject is increasingly marginalised. This is no longer the case for those working within the Nord Anglia community. Building on the power of 42, music teachers across the globe are now connected in a supportive network for sharing good practice and inspiration, building friendships and developing a ground-breaking curriculum at the forefront of music education.

The weekend sessions provided an unparalleled opportunity for colleagues to work closely together, with the inspirational curriculum team from The Juilliard School who are not only phenomenal musicians, but also knowledgeable and experienced educators, passionate about the programme and bringing music to all. The curriculum team introduced ‘wave two’ teachers to the Juilliard Creative Classroom (JCC), an online repository of resources and activities designed to provide deeper listening experiences, practical compositional approaches and engaging keyboard skills activities, based around a diverse selection of twelve core works which is forming the foundations for all students across NAE.

Colleagues were impressed with the quality of the resources available and genuinely left excited to implement the programme in their own schools. Through embedding the core works and JCC activities into existing curricula, teachers have the tools to be able to enhance the fabulous work that is already happening in classrooms, raising the bar on music education whilst continuing to drive ambition, motivation, creativity, perseverance, cultural literacy and resilience in our young people.

The programme extends beyond the classroom however, and over the coming years schools will receive continuing professional development through visits from Juilliard curriculum specialists. This is in addition to two interactive performance visits for our students from Juilliard Alumni or affiliated artists. Resource sharing on Nord Anglia University has already started to happen, and this will continue to grow and thrive as the network builds. As departments continue to tweet examples of good practice, student engagement and creativity in the classroom, this will also continue to provide all music teachers with bursts of professional development. Each ‘wave two’ school will also be sending a representative to The Juilliard School in New York for a week of intensive professional development in August.

We are looking forward to working together over the coming months, supporting each other in planning and redesigning curricula for our students. Let’s keep the community building. Stay in touch with your Regional Leads and Rachel and I – we are all here to support and answer any questions as they arise. We have an awesome team of music educators and a world-class curriculum, what a truly fantastic position to be in!

If you have any thoughts, there is a [Juilliard community area](#) with resources and plenty of lively discussion. We would welcome your comments.



**Sarah Ford,**

Teaching Fellow for World Languages,  
Nord Anglia International School  
Shanghai, Pudong

# Teaching Fellows

## Spotlight on our Teaching Fellow for World Languages - Sarah Ford

I'm now in my second year as the Teaching Fellow for World Languages, and I continue to really enjoy collaborating with my fellow language teachers across the group.

The three World Languages webinars so far this year have focused respectively on the IB Diploma Written Assignment, the skill of translation, and languages in the primary school.

I presented the translation webinar together with a real expert: Kevin Swaine, the Head of World Languages in Budapest, who is embarking on a Master's degree in translation. It was fascinating to hear his passion for translation and the wealth of information he has found out through his research so far on the subject!

Our primary languages webinar was co-hosted by Danielle Jones, the Primary Languages Leader in Chicago. She introduced our primary teaching colleagues to a wealth of websites, resources and fun ideas to try with their younger learners.

In addition to the webinars I've continued to encourage collaboration on our Discussion and Resources areas. Currently, we're building a bank of relevant photos to use for the IB Diploma Language B & Ab initio speaking exams – so if you're a linguist and you're reading this, head over to the Resources section on NAU World Languages and add your photos to the bank!

We've also used the Discussion forums to support teachers with student entries into the Global Campus challenges, and to get some collaborative moderation going between teachers in different schools.

My focus for the next couple of months is going to be on awarding Badges to our keenest World Languages contributors, so that should hopefully encourage more of you language teachers around the world to access the Discussion forum and have your say, or to share some of your resources for others to use. Look out for Badges coming soon!

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

Interesting in becoming a teaching fellow? We have positions open from September 2016. If you are interested please email Nicola Morris ([nicola.morris@nordanglia.com](mailto:nicola.morris@nordanglia.com)) with a covering letter; you should also seek approval from your Principal.



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

# Touchpoints: Empowering Young Minds to Make a Big Difference

We have a responsibility to **embrace these changes**, and provide students with opportunities to develop the **global competencies** necessary for **success in a future of unknowns**

Recently I met Tanya Lynch, Lower School Assistant Principal at North Broward Preparatory School and coordinator of the Touchpoints programme. Touchpoints was created by Meritas for its schools several years ago and we were so impressed with it that we are now thinking of incorporating it into our all new Global Campus for 2017.

Tanya has kindly explained what it is...:

Don't you just love when you hear a student say, "Why are we doing this and when am I ever going to use it?" As educators, we know that making explicit the connection between the content we teach and the lives of our students is crucial to building a positive classroom culture where students willingly engage in the learning process. When students understand that what they are being asked to learn and do is authentic and connected, something that could potentially have an impact on the world beyond their classroom walls, they become increasingly motivated and engaged.

We are educators in an ever-changing digital world, where children are more connected than ever before, where content is ubiquitous, and what really matters is that students have the ability to transfer what they have learned and apply that knowledge to new situations. We have a responsibility to embrace these changes, and provide students with opportunities to develop the global competencies necessary for success in a future of unknowns.

This is why the Touchpoints Program was created. Built by classroom teachers, it provides a framework for students to connect and collaborate with other students from sister schools around the globe. Through interdisciplinary studies, they explore, investigate and build common understanding on a topic of global significance; building their capacity to investigate the world, recognise perspectives, communicate ideas, collaborate across networks, and ultimately take action.

Currently taking part in the program are students aged 7-14. Each grade level is assigned a topic, and each classroom is paired with another classroom of the same age group across the globe.

Together, teachers and students in each working group embark on a year long series of activities, investigations, and learning experiences, collaborating to ultimately make what is called the Great Contribution. Their collective work is shared and documented using a collaborative Edmodo Page.

Topics focus on issues such as Deforestation, Poverty, Education, Illegal Drugs, and Sustainable Living; but the possibilities are endless. Using clearly defined essential questions as the initial point of inquiry, students develop a collaborative understanding of their Touchpoints topic. Cooperating teachers work together to identify a country or region, outside of their own, that is impacted by the issue to study with their students. For example, this year, third graders studying Deforestation and Our Human Impact on the Environment, have chosen Borneo as their Global Spotlight.

So what do you think? Do you want in? Can we leverage the power of 42 schools worldwide to create the ultimate collaborative network of young scholars working together to make a difference? Let's be ambitious for our students and ourselves, and provide an opportunity unlike any other!

If you are interested in learning more about our current Touchpoints program, [click here](#) for access to a presentation outlining key components of the program including exemplars.





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

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

Since our last newsletter we have published the topic titles for the Masters Programme which are:

1. International Education and International Schools
2. Research Methods for International Education
3. Intercultural Education and Communication in International Schools
4. Leadership and Management in International Schools

...and more detailed information on course modules will be available very soon.

Remember to look out for regular updates on the Masters on the Masters Programme hub, and that the application form will be open between 4th and 16th April.



## Spotlight on Student fundraising projects at Northbridge International School Cambodia

Teachers and students in Cambodia have been working on student led projects to raise funds and awareness for local charities. We'd like to share some of these projects with you.

### Project 1: Library for Kids

Students: Fuhao Taing, Jennifer Lun & Muylin Loh

[lib4kids.org](http://lib4kids.org)

 Library4Kids Cambodia

Library4Kids is a project that works towards providing more educational opportunities to students who do not have access to books in a library setting. Our goal is to tackle the subject of low literacy, as we learn that distributing books to children who need them will ignite a passion for learning, pushing them to become better students and to be more engaged in the world surrounding them. We are committed to provide students with a clean and friendly environment and different book genres in an easily accessible location. Library4Kids will be fundraising through sponsorship from companies in Cambodia to fully renovate the classrooms and provide books and stationery to the students of Po Pel Krom, a primary school in Kandal province, Cambodia. With this project, we hope to make a difference in the lifestyles of these young children.

### Project 2: Fundraising for Playgrounds

Student: Mony

Mony has raised \$5,000 to help build a playground for children currently living next to a rubbish tip.

She is working alongside CCF (Cambodian Children's fund) who transform the country's most impoverished kids into tomorrow's leaders, by delivering education, family support and community development programs into the heart of Cambodia's most impoverished communities.



**Mel Ireland,**  
Director of Admissions and Marketing,  
Nord Anglia International School  
Cambodia



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

# Research Corner: The journey to a growth mindset

Dweck's Mindset theory is an important part of our 'Be Ambitious' philosophy in Nord Anglia's schools. Dweck's growth mindset recognizes that the brain can grow and change through effort, and acknowledges failures as opportunities for developing new approaches to learning challenging concepts. Conversely a fixed mindset is based on the belief that our abilities are innate and unchangeable.

At a recent research conference, Dweck addressed some common misconceptions with her theory and provided some information on how to implement the theory better.

- We must acknowledge that everyone can have both fixed and growth mindsets depending on the context and situation. You should not label a child as having one or the other.
- Help students identify fixed mindset triggers. e.g facing criticism from others or meeting someone who they deem 'smarter'. Show students how to recognize responses that might not be productive; i.e. instead of saying, "well that person is more intelligent", say "wow, how did they develop those skills and how can I learn that too?" Encourage open discussion about mindsets in the school.
- Move beyond just encouraging effort: "Sheer effort is highly important, but it is not the ultimate value; learning and improvement are". It is certainly not just about praise.
- To learn and improve, identify new strategies and approaches with content that students struggle with so that the effort can be productive. Focus on the learning process and give feedback, allowing students to 'resubmit' their answers.
- Acknowledge that "failure is helpful" (Haimowitz & Dweck, 2015): what has the student done so far and how can they change their strategy to know what to try next?
- This is more powerful than simply saying 'keep trying and you'll get it'. Here they will feel even more inept if they still don't get their work right after trying again and again.
- Students are more likely to try new approaches if they believe the whole school is interested in their learning and success (rather than the school being there to sort them into who can and cannot succeed). "They feel more empowered, committed, take on innovation and creativity more easily". Social-emotional learning efforts and school climate initiatives that encourage students to build supportive relationships may help build this growth mindset attitude in a school.
- Link learning to larger goals – not just to achievement tests and the next stage of schooling, but beyond - to their family, community, society and future. This is much more motivational.

To watch the full keynote, click [here](#). Some further notes on the talk (Nurturing Growth Mindsets: Six Tips From Carol Dweck By Evie Blad) are [here](#).-



**Carol Dweck,**  
Keynote, Leaders to learn from conference,  
Ed Week, March 2016

## 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)).