

Connected

May 2016 | Issue 20

Welcome to the May 2016 edition of Connected

We're delighted to bring you our May 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 1,131 people were active on NAU...

...with 69,084 pages viewed...

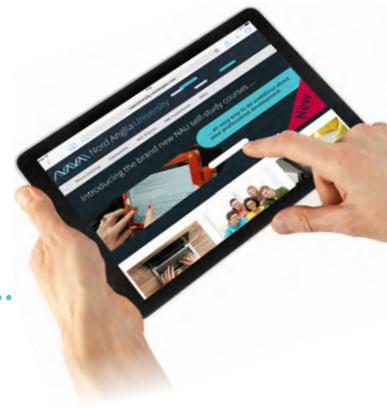
...leaving over 769 comments in community discussions...

...and over 800 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... **La Cote International School Aubonne, Compass International School Doha, Rayyan and Gharaffa**, and **Compass International School Doha, Madinat Khalifa**.

We'd also like to acknowledge our most active participant last month who was Amandine Goffart from **Compass International School Doha, Rayyan and Gharaffa**. Thank you, all of you, for your participation on NAU.





Garry Russell,
Head of Secondary at Regents
International School Pattaya

Spotlight on Leading from the Middle at Regents International School Pattaya

...build and develop leadership capacity and support **the talent that proliferates our schools.**

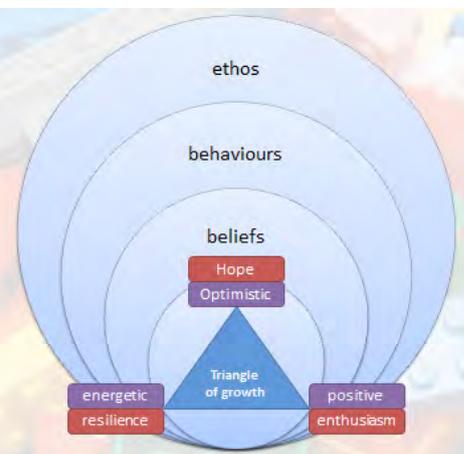
There is no doubting the importance of a strong team of Middle Leaders in both the operational and strategic success of any school. Middle leadership programmes, such as the one offered through Nord Anglia University, are an excellent opportunity to build and develop leadership capacity and support the talent that proliferates our schools.



At Regents we have used this programme, along with other leadership courses, educational research and personal experience to develop

our very own 'Leading from the Middle' programme. This consists of 12 sessions that all Middle Leaders in the Secondary School have completed with great success. Sessions range from investigating the nature of leadership through to the role of ethics in leadership, from dealing with difficult situations through to being data savvy. Each session is led by a senior leader and is centered upon open and honest discussion with regular opportunities for reflection. There is a focus upon not just the what, when and how of leadership but also the why, which has led to much debate!

At Regents, the sessions have been run over a term, once a week, though they could easily be spread over a year or even concentrated into 2 or 3 days. 'Homework' tasks ensure debate goes beyond the 'classroom' and the programme has been flexible enough to allow for extended debate when required. Feedback from Middle Leaders has been extremely positive, 'It was the training I wish I'd had 3 years ago'. All participants receive a copy of Covey's classic 7 Habits of Highly Effective People. We are happy to share the programme with our sister schools and each session is easily adapted for any school's particular needs.



Joanna Lay,
Programme Manager,
Education Department

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

Thank you to the 112 members of staff from around NAE who have applied to the Masters programme during April. This includes staff from every region and also some of our Central and Regional office staff.

We'll be spending the next few weeks evaluating their applications with feedback from each school or NAE Department, HR and RMDs. And of course sharing them with King's College who will be assessing applications against academic criteria.



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

Curriculum Corner: STEAMing ahead at MIT

STEAM subjects play a valuable part in helping students to develop **academic, social and personal success**

I am writing this article from Cambridge, Massachusetts, home of the world-famous and world-leading Massachusetts Institute of Technology (MIT). It's early, and the 105 Year 5 and 6 students are not yet down for breakfast. This gives me a moment of peace to tell you why this is such an important event.

This is, of course, the culmination of our Global Campus Big Challenge, which saw Chain Reaction Machines (aka Rube Goldberg Machines) being built all over the world (check out #NAEBAmbitious or #NAEGc to see some of the fantastic clips from our schools). The chain reaction machines were a great deal of fun, and we are so glad that so many schools took part. But this wasn't just about fun (although that is important). The selection of the theme was just as important – STEAM (Science, Technology, Engineering, Arts and Mathematics) education.

The launch of the Juilliard-Nord Anglia Performing Arts Programme last year put Nord Anglia in top spot as the worlds' leading schools organisation. And as part of that launch we talked about the importance of Performing Arts in the development of creativity, perseverance and collaboration in young people. This programme continues, and we are expanding it to cover more schools from 2016. But should we just be developing the performing arts in our schools? Of course not!

STEAM subjects can also play a valuable part in helping all our students to develop academic, social and personal success and alongside some of those much needed transferrable skills, such as creativity, innovation, invention and resilience (they needed a lot of that to get the chain reaction machines going... and patience!).

When we launched the Global Challenge we had no idea how many students, or schools, would get involved, or how big their machines would be, but we did know that the idea of an open-ended challenge that developed students' problem solving capabilities, helped them to refine their building skills, encouraged them to think outside of the box and collaborate to work as part of a team, could only be a good thing. And that is what we try to do for each of our Global Challenges.

When we heard from our school in Boston that MIT ran the Cambridge Science Festival, and that there was an opportunity to take some students, this was the icing on the cake.

The programme this week, for 105 students from 13 schools, is a mixture of traditional visit (a tour of the MIT and Harvard campuses, dinners in the student cafeteria to get a sense of student life, etc.) and opportunity to live the MIT philosophy of 'Mens et Manus' – Latin for 'Mind and Hand'. This is MIT's way of emphasising the importance of the practical, hands-on, approach to solving some of the world's greatest problems, issues or opportunities, such as resolving the energy crisis, curing cancer, advancing space travel, reducing the impact of humans on the environment, etc.



This week, our students had the opportunity to build and control underwater robots to collect water quality samples in the Charles River, design and programme their own computer games, test and make some genetically modified foods, and work with electromagnets to power small toys. They will also collaborate with each other and current MIT students to build an enormous chain reaction machine, linking together all the schools around the world in a symbolic way. All of these things will involve them using their minds and hands, in unison, and give them a real taste of the practical, problem-solving for which MIT is world-famous.

I look forward to hearing how the students found their experience here in Cambridge, and always like to read feedback on the Global Challenge from those of you involved in schools. We hope this focus on STEAM has helped raise the profile of these important subjects and continue to develop those all-important transferable skills. I wonder what our next Global Challenge should be?

Spotlight on Student Circle groups in Chicago

Kirsty Deathe,

Senior Leader KS2 and Pastoral,
the British International School of
Chicago Lincoln Park

They learn early on that their voice matters and the voices of those around them



Handling money, making a business plan, counting profits, taking product orders, assigning roles, wearing I.D. badges...does this sound like a Primary school to you or a fully-fledged, successful business?

Well, in fact, both answers would be correct, except instead of one business, picture 28.

This was BISCLP's Maker Market. A market that made \$6166 in the space of 90 minutes. A market that was entirely driven by the children. A market that opened the door to a wealth of experiences and opportunities that most children had not ever been a part of before. A market that stemmed from the launch of Innovation and Entrepreneurship and the introduction of Student Circle Groups.

Our Student Circle Groups have been in place since the beginning of our brand new year as a Primary school. They were brought in to our school way of life with the focus of student voice and community. Each group has carefully been created to include one or two children from each year group from Year 1 to Year 6 and a mix of children so that no group has children from the same class, as a method of forming new friendships, developing confidence and building the community.

With these smaller mixed groups, the children are able to share their thoughts and opinions and also listen to the views and feelings of others from different classes and year groups- therefore building awareness and appreciation for one another. Each time they have met, their voice has been heard. From discussing ideas of what house competitions should be run during the year, to deciding roles within their Market Market.

In this setting, it allows us all to exercise values that are taught through our Values Education curriculum (for the year 2015/16 the values are: Respect, Friendship, Care, Honesty, Peace, Hope, Love, Cooperation, Responsibility, Courage and Freedom) and is at the heart of what we do in school and it is during our Maker Market, and during our Student Circle Group meetings, that our Values program really has the opportunity to shine through. By teaching these very important life-long values, children are able to apply them to situations that will be 'real-life' when they are older. In the future, our children will need their voice but will need to use it effectively. In their lives, they will need to work in groups of different ages, different communities, with different opinions and different visions. By this time in their life, we will not always be there to support, guide and teach them - when they're living away at University, when starting their new job, when driving on the roads or when traveling to a new country. Having the Student Circle groups, children are exposed to having to face these differences, although on a smaller scale. We endeavor to teach them to have a 'voice' that can be heard through being respectful, having hope, striving for peace, being responsible or courageous. They learn early on that their voice matters and the voices of those around them.

During the Maker Market, children had to decide what product to make together, how much to sell it for, agree on a name for their business, who would be responsible for which role, what their stall would look like to customers and a plan for the business. It is by working collaboratively together in these small yet diverse groups that the children were able to exercise the values and find the time within them to have their opinions heard.

It was a huge pleasure and delight to observe their interactions on the day of the Maker Market; new friendships were formed, strong bonds were made and an insight into each other's world was shared along the way.

We now head into the last term of the year and the last term with these particular groups. The children have expressed love for their groups and their hopes that they can continue together. Although we will be beginning new groups in the new academic year, the children will continue the relationships that they have with each other whilst also forming new ones with others who are unknown to them this year. With this in place, we are building a growing community of confidence, tolerance, friendship, resilience and adaptability as we work alongside each other and develop our very important voice.



Martin Brown,
Teaching Fellow for Mathematics,
The British International School
Shanghai, Puxi

Teaching Fellows

Spotlight on our Teaching Fellow for Maths - Martin Brown

What has made the Mathematics Teaching Fellow role so interesting this year is the collaboration which has happened across so many of the school. We find that very obviously in the facilitated study courses where teachers have the opportunity to discuss ideas related to learning mathematics. What's really good is how both primary and secondary specialists share their practice, not just with teachers of similar aged students, but across the full age range.

There's also been great collaboration between a number of schools who have introduced their students to ideas from two 'Primary Maths Video Challenges.' We set these up in the Autumn term and overall ten schools have joined in the Year 3-4 challenge with just under 60 classes of students. With about 30 classes from six schools taking part in the Year 5-6 challenge, it's been a busy and productive Spring term for many youngsters! More details of what went on can be seen, along with the original videos, in the NAU Mathematics Community Discussion forums and we hope to get some of the best results shared before the end of June.

A big thank you too to all the teachers who engaged their students with the Global Mathematical Challenges. These have been aimed at Years 7 to 12 and whilst the official time window to complete these has ended, schools are welcome to download all the materials and run the challenges unofficially. All these materials can be found in the NAU Mathematics Community Resources section. Certificates can also be downloaded for schools to give to their students based on their achievements (participation, merit and distinction).

Interesting in becoming a teaching fellow? We have positions open from September 2016. If you are interested please email Inderjit Dehal (inderjit.dehal@nordanglia.com) with a covering letter; you should also seek approval from your Principal.

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.](#)



Numicon

Seminar Series - Number Sense & Numicon

Have you ever wondered why some students struggle with applying basic Maths concepts? Do you want to encourage your students to problem solve and discuss their Maths questions and ideas?

Using practical equipment like Numicon can be an effective way to help children enjoy success in Maths and to deepen their number sense. Our Seminar Series partners Oxford University Press would like to introduce you to Numicon through two short introductory videos and a live [Seminar Series](#) event.

- Numicon at Lower Primary
- Numicon at Upper Primary

On 10 and 11 May we will be holding a seminar series event led by Andrew Jeffrey on Creating Number Sense Using Numicon in the Classroom. The session will be held at 16:30 GMT on 10 May and repeated on 11 May at 08:30 GMT.

This is intended to be an introduction to Numicon for Primary staff and will be packed with ideas for practical Maths lessons.

You can also watch videos of all of our previous Seminar Series events, including last month's session led by Elizabeth Jarmin on 'The Communication Friendly Spaces Approach'.

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



Tom Preskett,
Learning Technologist,
The Education Department

Learning Technologies Corner – Showcasing students’ work

This month I wanted to share different ways you can showcase student’s work using technology. One major reason for doing this is to give parents a chance to see their children’s work. The students can also get creative and develop digital literacy skills. The reality is that anything you publish online is likely to only find an audience of an interested few. However, sometimes a larger audience awaits if what you are doing happens to strike a chord with the outside world.

The important first step is to decide what you want to share and with whom. Parents may be interested in everything their child has produced whereas a public facing website should be more selective. There are lots of different types of tools you can use. They are separated into different categories below with the boundaries being slightly blurred:

- Blogging is a long standing way of personal publishing. Traditionally this is about text-based reflection and a class blog can be a good way of sharing class projects and news. Sites like blogger.com and wordpress.com are still popular. Videos and other content can be easily embedded.
- Opening up sharing sites you are already using like web.seesaw.me and edmodo.com are effective and easy ways of allowing parents to see student work. This saves creating a new area for sharing as you will already be using the space to gather student homework. The main difference is that Seesaw has a more individual focus whereas Edmodo is a more class/group orientated platform. These sites are worth checking out for the ease with which students can collate what they create using mobile devices and share with you. Moodle can also be setup for parent access when guest access is allowed.
- Creating websites is now a surprisingly easy process. Sites like education.weebly.com and wix.com have drag and drop interfaces which don’t require any technical skill. The advantage with a website builder platform is the professional look you can achieve and the variety of building blocks you have available. An attractive portfolio of work can be the result but a blog-like finish is also possible. Why not involve your students in the creation process or give them ownership of their own site.
- An individual piece of media like a video or an eBook can be the best option if you want something that can be easily shared, downloaded for viewing offline or as a piece of context for embedding in one of the above types of website. A video could be a simple photo slideshow with some music collated in video editing software like iMovie or Windows Movie Maker or a narrated screencast touring around different pieces of work.
- Technology can also augment a physical display using QR codes or an app like Aurasma to display additional content with mobile devices like you would experience in a museum or gallery.

How do you share work with parents or showcase students’ work? Please share within the Learning Technologies community managed by your colleague Dan Franklin from Houston.

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.



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 for details ().

Webinars this month

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

World Languages	10 May	Assessment without levels
Mathematics	25 May	Mathematics moving through KS3 to IB: planning for the future

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.**

Access

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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).