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Connect-ed Newsletter January 2017

*Learn more. Achieve more. Collaborate more*

# *Welcome to the* **January 2017 edition of Connect-ed**

We're delighted to bring you the latest edition of our newsletter, packed 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 working on 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 will enable you to Be Ambitious with your own learning this academic year.

## *What will you find in this edition?*

- Why should you keep a learning journal?
- Is the key to the most effective Learning through Inspiration?
- Building the philosophy of CAS throughout the whole school
- Juilliard Creative Classroom at Windermere Prep
- Adventure Ahead!
- The Big Reading Challenge 2017
- Communities - collaborate and share
- An Introduction to Coaching – our brand new Self-Study Course
- What does it mean to be an International Student?
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- Access

### *Why should you keep a learning journal?*

You may have noticed that more and more you are being encouraged to keep a learning journal for your professional development – if you've taken any NAU courses we often prompt you to use one and you'll find the same in many other places that you learn. It will take an investment of your time to start journaling, but I encourage you to give it a try as the benefits will be worth it.

You may be asking why should you put your thoughts and feelings down on paper? What's the point? Well for many people "the act of writing is the act of discovering what you believe" (David Hare) and I am one of them. Sometimes (for me) it is the very act of writing about my learning that leads me to completely take in what I have learnt. It can be easy for learning and professional development to become just one more task that we have to complete in our day, but without reflection or deeper understanding it can become meaningless and is less likely to impact on our further development.

Michael Hyatt - "What happens to us is not as important as the meaning we assign to it. Journaling helps sort this out."

So what do you need to get started? Well, you could start with just a piece of paper, or you might have your own learning journal notebook or you could use an online alternative such as an online document or note taking app. Alternatively within NAU we have a learning journal that can be conveniently found in the grey sidebar of every page. An online journal like this is so portable that you can jot down your thoughts as often as you want and it can be accessed at any time.

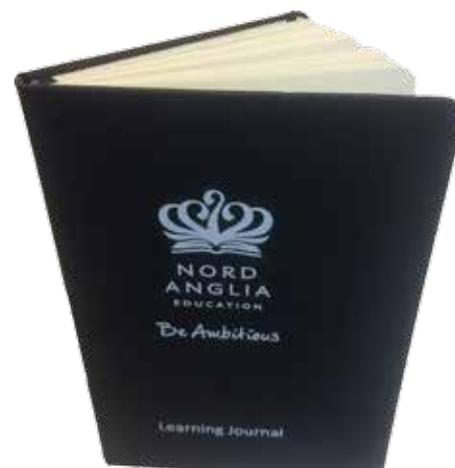
If you haven't used a learning journal before the easiest way to start is just to begin writing. There are many common strategies that are followed and here are a few suggestions to get you started:



**Joanna Lay**  
Programme Manager  
Education Team

- Some people use their journal to just record what they are doing – to take notes or make references and reminders for later.
- You can extend this by reflecting on what happened. How did the activity make you feel? What ideas did it bring to mind for later? Where do you want the activity to take you? Did you enjoy it? The more honest you are in your reflections the more you will get out of your learning journal – it should be a private space where you are honest with yourself. If you hated the activity say so, but think about why!
- It can also be an opportunity to record thoughts that you want to park for a while so that you can move on from them. Use it to make some headspace, but record your thoughts so that when you come back to an idea you remember everything about it.
- You should also revisit parts of your learning journal to see the progress that you've made, return to and update your thoughts after a month or a year – do you still feel the same way? It can be useful to look back and see just how far you've come.

So here's a challenge for you, try out a learning journal whether you use the one in NAU, in an app, or a notebook. See how it makes you feel and really think about the learning that you take part in to recognise the progress that you have made.





## Is the key to the most effective Learning through Inspiration?

Recently, three separate events in school have challenged my thinking about what actually constitutes the most effective learning. As educationalists, we work to criteria that allows us all to use terms such as ‘Outstanding’, ‘Very Good’ or ‘Needs Further Improvement’. However, does the most effective learning need a criteria or should it be judged on the impact that it has on the learning that it enables and also - as equal importance to all of us at BIS, HCMC – the inspiration it gives our children to want to learn more in the future.

### Enterprise Day - October 2016

‘All classes a business, all children entrepreneurs’. Each class discusses business models, ideas for products and services and elects a board of directors to take these ideas further - from cinemas selling popcorn to parents (pre Nursery) to indoor spa experiences (Y1), Minecraft toys using Mathematical nets (Y4) to snow cones (Y6). US\$2,500 raised in 75 minutes for 4 nominated charities, with every class being able to pay back their initial interest free loan of US\$25. Inspirational!

### Visit of Le Van Cong, Vietnamese Paralympic Powerlifting Gold Medallist – November 2016

‘The greatest achievement of my life was to get to school, using my hands to drag me along the road, not a gold medal in Rio’. 600 Year 5 – 8 students listened intently to the life story of a true Olympian. A time for reflection and questions came and went. All students were given the option of shaking the hand of this extraordinary person and not one declined. As a Year 8 student left the stage, she turned and whispered something to Le Van Cong – they embraced and then continued with the handshakes. Inspirational!



### The 100 Years of the Somme Exhibition, ‘Sanguine’ – November 2016

A joint venture, bringing three BIS campuses together, producing empathetic thought, addressing the past whilst looking forward to the future. The final product was an exhibition spanning 100 years and a permanent art installation with input from over 1,000 primary students. One parent commented upon the event changing ‘the type of conversation that now takes place over the dinner table’. Inspirational!



All of the events cited above managed to tick the relevant boxes from both the English National Curriculum and IPC, but they also went much further. They provoked emotion, made learning relevant and contextualised key learning skills whilst at the same time fuelling inspiration. Should we be doing more of this kind of learning? We’re already on to it..... watch this space!



### **Simon Higham**

Head Teacher An Phu Primary Campus,  
British International School, Ho Chi Minh City



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# Building the philosophy of CAS throughout the whole school

Building a culture of 'service' and 'community' takes time within a school, and if students see that their role models/teachers are enthusiastic then more will follow along. Volunteering is also a difficult social task, throwing ourselves into unfamiliar situations and environments all for the sake of helping others. Getting over this psychological boundary can provide us with the most terrific experiences and give us feelings of compassion and joy that money can never buy.

This year I wanted to develop wider links within our Warsaw community to provide our lower school students opportunities for 'service' based activities. Community service has always been an itch of mine and over the last 5 years at Warsaw, I have utilised links with our NAE community to provide our students here in Warsaw with lasting experiences, from two IB 'Service' trips to a Karen Hill tribe school in Northern Thailand (a local school that is linked to Regents School in Pattaya) to river bank clean ups along the Vistula in Warsaw.

From all these activities, building links is the key for any successful service based activity. The Tanzania project is a complete testament to this. Following a lead from a non-profit organisation in Warsaw, I met with them and our school PTA board to brainstorm ideas for such a whole school project. We decided on an end of summer Action Day. It would be open to families registered with the Warsaw Volunteer Mission, and held in an unused allotment within a very poor part of Warsaw known as Praga. It was dubbed the Praga Action Day!

When I announced this Praga Action Day initiative to the year 11s, I was overwhelmed by the fact that 33 out of 59 students wanted to get involved, not to mention the number of staff that were on board and willing to help. Students and I met on a weekly basis to discuss plans and tasks on the day, and helped pack and organise 15 boxes of food donations that were collected across all primary classes. These were delivered to some of the most needing families in crisis that were being registered with the Warsaw Volunteer Mission. The School PTA

donated money to pay for a bouncy castle, and the secondary students raised the funds to pay for the BBQ and face painting equipment.

On the day, Saturday 8th October the sky remained clear of rain and our event was able to run. For eight hours our year 11 volunteers were actively engaged in the event. Students were busy cooking and serving food, playing games with the young kids, creatively applying their art skills in the very busy face painting corner or providing support and many smiles on the bouncy castle. Everywhere I looked I saw young caring and responsible people going out of their way to help others and provide a few smiles to some unfortunate people. Approximately 150 people registered with the Warsaw Volunteer Mission attended event. You can follow the link to [watch a video of the day](#) which was presented to the whole school.

In November our fundraising for Tanzania started and our selected students are busy working with the trip leaders, creating opportunities to fundraise, including bake sales during the European NAE volleyball tournament, movie nights and sleep outs and they even managed to raise \$1000 to shave my head!

It makes me very proud to be a part of such humbling actions and I hope this spirit of community continues to grow within our school.



We've also made a case study from Paul's story, including more images from the project. You can find it on NAU in the [case study area](#).



**Paul Mitchell**  
The British School Warsaw

# Juilliard Creative Classroom at Windermere Prep

What an inspiring journey of the arts we are on here at Windermere Prep after our first visit from our Juilliard curriculum specialist and teaching artist Brian Drye. As I reflect on the deep, artful conversations and musical journey we experienced with him and each other during what was a tremendously creative and beneficial first visit, I am energized by the whole arts perspective and vision that we have before us.

While exploring and unpacking the music area of the Juilliard Creative Classroom we naturally talked music but then delved into enriching and meaningful conversations on the philosophy of aesthetic education with regards to all of the arts and the unique language we speak as artists and arts educators. Our conversations have since become richer and deeper and there is an air of anticipation, inspiration and creativity on a greater level. It is no exaggeration to say that all of the members of our music team here at Windermere are currently walking slightly taller around our campus sure of the fact that we're on an inspiring, groundbreaking and exciting journey with regards to the opportunities that lay ahead for the work in our classrooms with the JCC. We cannot sing enough praise of our highly valued thought partner and newfound friend Brian, as well as our developing underpinning philosophy surrounding aesthetic education making our use of the JCC at Windermere so very meaningful.

The most poignant moments, as we unpacked the core works together with Brian, were that of the interlocking connections of the art forms. This brings to life music, dance, drama and visual arts as an incredible body of work for us to unearth, verse together and educate our students with in line with our collaborative approach and ever developing opportunities for inter disciplinary learning.

We have students in Kindergarten speaking Russian words as part of their studies about Stravinsky and the Rite of Spring. They are fusing movement with colorful scarves to illustrate dark and light in the music. I have middle school string orchestra students developing an obsession with Muddy Waters and having conversations with their instruments about the blues. Keyboard skills have taken over the campus in our music rooms at all age levels and there has been a surge in demand for extra curricular music classes and keyboard / piano lessons.

## Tim Hainsworth

LS / MS Director of Choirs & MS Music  
Windermere Preparatory School



# Juilliard



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## Adventure Ahead!

Being part of the NAE community provides numerous opportunities for collaboration amongst schools. Last year The British School of Guangzhou hosted the NAE Regional Conference for China where I assisted David Wall in organising an expedition workshop. We brought together colleagues from across China involved in outdoor education to share ideas and expertise. The main focus of the sessions was the International Award - Adventurous Journey (AJ). A highlight had to be taking the delegates into the starlit hills of Guangdong Province for an exercise focused on night time safety.

During the workshop we also offered to host or help the other NAE schools with their AJ provision. For a few years now we have been running our own AJs without the assistance of an external provider, which has reduced costs but more importantly allows us to offer a bespoke programme for our students. We were pleased when colleagues from BISS Puxi were keen to take up this opportunity and the mandate for the expedition was simple – Be Ambitious!

Consequently, we set about planning a big three days. At the start of December our plans came to fruition as twenty-five students and four staff flew down from Shanghai to Guangzhou to complete a Silver-Qualifying journey. The Puxi students did not let themselves down. Most were out of their comfort zones, yet did not let this hold them back. Everyone showed great resilience in overcoming the navigational and physical challenges the verdant slopes of Northern Guangdong presented. Gruellingly, they topped out two of the region's biggest peaks and showed that there is no limit to what these youngsters can achieve. I would like to think that this experience has ignited bigger ambitions and a desire to face even bigger challenges.

We look forward to hosting more NAE schools in the region and would relish the opportunity to share our amazing AJ opportunities. Collectively we share a common understanding that our students (and staff) benefit greatly from being challenged outside of the classroom.



**John Joyce**  
IA Leader & English Teacher  
The British School of Guangzhou

## The Big Reading Challenge 2017

Was one of your resolutions for this year to challenge yourself more but you don't know where to start? Were you given a book by Great Auntie Agnes which you have to share? Did you find a weighty tome under the tree but not sure when you'll have time to read it?

Then join the Big Reading Challenge and let your colleagues around NAE support you through your reading journey. Each month there will be a book suggestion from NAU and a book suggestion from one of our schools who will also run the discussion within the community. You can contribute with your thoughts for each book or even write us a book summary to receive a Reading Challenge contributor's badge! We'll be publishing a list soon of all the Big Reads for the academic year, to give you the chance to read ahead and join the discussion.

Our first read is a bit different. We have chosen an article which is a recommended read in our '[Be Ambitious](#)' course. The article is '[The Case for 21st-century learning](#)' by Andreas Schleicher, OECD Education Directorate. We'd love to hear what you think, so head over to the [Big Reading Community](#) and share your thoughts.



Are you a school that would like to get involved and host a book discussion? Contact [nau@nordanglia.com](mailto:nau@nordanglia.com) for more information.



**Catherine Bailey**  
NAU Programme Officer



## 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. With over 80 topics to choose from, there must be one that's right for you!

Our community managers 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](#).

#### *Contributor of the Month*

As a new feature this year, each month we will be recognising the Contributor of the Month. This accolade will be awarded to anyone who has made a particularly engaging or interesting contribution to the NAU communities that month. There will also be a £15 Amazon voucher awarded as a token of our appreciation for your efforts.

This month's has been awarded to Paul Mitchell from The British School of Warsaw who contributed a brilliant post on his CAS work within the lower school. You can read his contribution on page 5 and a full case study is available on the NAU website. Well done Paul and thanks for sharing your work with us all!

#### *New Learning Technology Collaboration Topic*

Head over to the Learning Technology forum from **16th January** to take part in a two-week Collaboration Topic on [Viral Trends](#) which is being run by Alisdair Carr, our Learning Technology Teaching Fellow.

## COURSES

### *An Introduction to Coaching* – our brand new Self-Study Course

Coaching is a very effective way to improve professional development and sustain change in teaching practice and behaviours. Research by Joyce and Showers in 2002 demonstrated dramatic changes in improving teaching skills and maintaining it, as shown in the table.

To support this we're delighted to present a new self-study course for staff interested in coaching others at work or in their private life. Using a range of techniques and tools you'll find out more about the Ambitious Coaching Model and how to create the conditions that ensure your sessions are productive and effective.

By completing this programme, you should be able to:

- Understand and use the AMBITIOUS coaching model
- Create the right conditions for your coaching to be successful
- Feel confident with your ability to question, listen and give feedback
- Use a variety of tools and techniques successfully
- Use strategies to tackle common coaching difficulties
- Develop an action plan for your continued growth & development as a coach

The course was created by John Nicholls, Assistant Director for Leadership Development and Professional Development in Asia. He has a Masters degree in Coaching and Mentoring Practice, and is a published author focusing on resilience and creating positive working environments. John has led coaching skills, facilitation training and wellbeing workshops in over 25 countries.

Training Components	Concept Attainment	Skill Attainment	Classroom Application
Presentation of theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice & low-risk feedback	85%	80%	10-15%
Coaching	90%	90%	80-90%

# What does it mean to be an International Student?

Today, traditional geographic boundaries are being broken. The Wright brothers, Alexander Graham Bell, Tim Berners Lee... aeroplanes, telephone and the World Wide Web, to name a few, are some inventors and inventions that revolutionized the world. All these examples demonstrate the fast pace of growth that brings the world closer together through the process of globalization, something that none of us would have anticipated a few decades ago. Active promotion of internationalism allows us to prepare each other for the exponential growth of the world and the uncertain future that lies ahead.

Our names are Sammi Huang and I-Zac Lee and we are the Internationalism Leaders at the Nord Anglia International School Shanghai, Pudong. We fought for the role to promote the concept of internationalism throughout our school and to guide the younger students to become more culturally aware and globally integrated. Internationalism is significant to us because we have both lived in Shanghai for more than ten years, and have both had the opportunity to witness how this city has experienced a rapid pace of growth and developed into a highly globalized metropolis. Being able to understand differences in culture and traditions allow students of the family of Nord Anglia schools to adapt to the dynamic landscape of the world that is constantly changing.

We initially wanted to launch a survey on a small scale within our school, as we felt it would help us understand more about the current outlook of this topic within our community. We were given the opportunity to launch a project with a magnitude far beyond what we had expected. We incorporated questions from the OECD's Global Competency survey, as we wanted to compare the results with our survey against statistics from the OECD survey worldwide. In order to ensure that the survey was coherent and appropriate, we drafted and submitted several survey proposals. To enforce this, we also conducted a pilot survey at our school. A range of students aged 12 to 17 were randomly selected to

complete the survey in order to receive some feedback on the length, difficulty and content of the survey and adjust it accordingly. After our pilot survey, we were able to tweak the survey to address the issues that were reported and make the necessary changes, ready for the commencement of the survey.

Moving forward, we hope to launch the online survey in January, which students will be able to access through Global Campus Online. We encourage maximum participation from all students in all schools, as we would love to use these results to produce an analytical conclusion regarding what the term 'internationalism' means within Nord Anglia schools. With luck, the next time you hear from us again will be when we share our findings and results.

We look forward to the official launch of this survey as well as the results that are generated from the survey. Having the opportunity to survey all 43 Nord Anglia schools is very exciting and we believe that this will provide us with more insight and knowledge into the meanings of 'internationalism' and 'global citizenship'.



**Sammi Huang and I-Zac Lee**  
NAIS Pudong



## *Including all staff in a* Teaching and Learning Policy Review

### **The Background:**

I set out to update the Teaching and Learning policy to ensure that it took into account the outstanding practice seen across our school on a daily basis. Policy reviews are a necessary but often unexciting process and in order to engage everyone in it we set out to do this in a collegiate manner. A colleague, James Malone, volunteered to help run the meeting and ensure it was interactive and that staff could take away practical ideas that could be used in their own classrooms. We used our online platform 'Firefly' to share the outcomes of our meeting and the subsequent sessions run with TLAs and students.

We explored five questions:

- 1) How do children learn best in lessons?
- 2) How do we engage and excite children in their learning?
- 3) How do we make sure each pupil makes progress?
- 4) How do we support children to "Be Ambitious"?
- 5) How do we deepen learning?

A final task used House Point tokens to visually catalogue opinions on some key questions around teaching and learning. It was interesting to see similar views on teaching and learning from all stake-holders and we used the information from these sessions to form the basis of our new policy. Feedback from the staff meetings was very positive about the usefulness of conducting the review in this manner, although more time would have been useful to allow staff to fully explore the questions.



**Naima Charlier**

Head of Curriculum  
Nord Anglia International School  
Hong Kong

### **The Meeting:**

In a whole staff meeting colleagues were grouped so that each area of the school was represented around each table. Teachers were then able to share and discuss strategies and approaches to lessons that impacted upon our daily aim; pupil progress! To support this dialogue the meeting was conducted in an active and engaging style, designed to share a variety of activities, which could be used with students when seeking collaborative discussion. Staff were placed in the role of learners whilst discussing the policy. The sessions included: group consensus work, 'Market-Place', a padlet and 'Snowballing'. This helped create an energy and level of engagement not normally associated with discussions around policies. This resulted in some great outcomes and also some new teaching ideas for some of the staff.

[You can see the outcomes](#) from the meeting in relation to the amended policy which also demonstrates how traditionally dull items can be done in an interesting way involving all teachers.



**James Malone**

Head of House  
Nord Anglia International School  
Hong Kong



## MA in International Education Update

The participants in the Masters are just coming to the end of their first module and also just completed their residential Winter school in London – meeting face to face meant that all the discussion online over the last few months could be embedded in the work for module one and also starting to look ahead to the next modules and their dissertation projects. Just like last month I want to turn the spotlight on them and let them tell you how it’s been going. So over to Bevan and Becky:

“It has been hard work and, at times, nerve wracking, but always an absolute privilege to be part of the first cohort. The process has been a fascinating learning journey. The course designers have facilitated a discursive dialogue supported by marvelous literature that has provided great insight to prevailing research in International Education. The selection of core and prescribed readings has allowed for a highly pleasurable and deeply absorbing reading experience. We have engaged with a range of texts derived from empirical studies, qualitative analyses, case studies and literature reviews. The reading has been carefully designed to provoke discussion and to consider a range of perspectives. The highly contestable nature of the term ‘International Education’ provided the starting point for the ongoing discussion about school typology, globalisation, post-colonialism, socio-economics, theories of class and privilege. Each week the material is discussed on the online NAU forums and has provided incredible realisations as to the complexities and diverse realities of Nord Anglia Education schools all over the world.

It has been nearly a quarter of a century since I had engaged with any kind of formal tertiary educational experience. Needless to say, my academic skills are somewhat rusty. However the course is so well structured and we are given access to everything we need to be successful.”



**Bevan Graham**  
Head of IB Academy  
Nord Anglia International School  
Shanghai, Pudong

“The overwhelming impression is how interesting it has been. Each week’s assigned reading, which can be challenging, is always relevant to daily life in an international school (including reading about teachers which is fascinating to see how we may be perceived from an academic viewpoint!). This reading is then discussed at length in the online forums. These forums, and the weekly seminars, have been an opportunity to not only reflect upon each week’s reading, but also share best practice. It has been fascinating to hear firsthand how other schools deal with issues that we all face. Most recently that has included creating meaningful service learning opportunities and how we can engage students more deeply with issues surrounding privilege, power and equity.

The next step is the winter school at King’s and I’m looking forward to meeting all the people I’ve got to know ‘virtually’ over the last few months.”



**Becky Bailey**  
Upper School Teacher  
The British International  
School of Charlotte



If you might be interested in taking part in the next cohort start talking to your line manager or Principal as soon as possible and look at the [MA Programme area](#) of NAU for more details.

# The Teaching and Learning Project at NAIS Pudong

After three teacher-led sessions on raising challenge in the classroom, asking better questions and how to get students - and teachers - thinking about knowledge, we have moved on to work on group projects. The themes of these group research topics arise from the feedback from lesson observations over two years, teacher requests and book scrutinies to make sure they are relevant to improving teaching and learning in the context of this busy and active school community. Both the Primary and Secondary teachers have been briefed and given time to work on the projects with a view to meeting in January to share their findings and plan how to communicate these findings with other teachers.

The topics range from providing more effective feedback and developing questioning strategies to using wall displays as an active part of learning and maximizing the benefits of learning technologies in the classroom. There are ten topics in all. Teachers have opted for areas where they felt they might offer ways forward or might benefit from time to read and research the issues relating to their own professional needs or interests. Each group will find out where we are regarding the topics and think about why this area would benefit teaching and learning within the context of the school. After this the teams will conduct and collate research articles relating to their issue and then will put that research into practice by planning lessons that draw on suggestions arising from that research. Part of this process will also involve getting teachers to peer assess through observations to find techniques that have notable benefits on learning in the classroom. This being done, the next phase is to roll

these findings out to colleagues in an interactive way through a created study course on the school's area on NAU.

Current thinking suggests that this engaged learning from teachers is much more effective in influencing long-term reflection and improvements than stand-alone (and often very expensive) outside courses. Therefore, engaging in the considerable knowledge and talent in our teachers allows us to share the wealth of skill and experience more effectively and meaningfully across the school.

So far, the enthusiasm for the projects has been palpable and infectious as teachers guide their own development and discover new ideas coming from up-to-the-minute research.

Our next steps are to see how this new learning can be carried into and embedded into teaching and learning across the school.



**Michael Watson**

Head of English and part of the Secondary Leadership Team, NAIS Pudong

“ Creativity is a type of learning process where the teacher and pupil are located in the same individual. ”

Arthur Koestler

# Access

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