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Nord Anglia *University*
Connect-ed Newsletter February 2017

Learn more. Achieve more. Collaborate more

Welcome to the **February 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?

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Learn anytime, anywhere

Last week our friends at MIT invited me, and teachers who are in phase 1 of the MIT programme, to join the edX course *Launching Innovation in Schools*.

For those of you unaware, edX is a massive open online course (MOOC) provider. It hosts online university-level courses in a wide range of disciplines to a worldwide student body. EdX differs from other MOOC providers, such as Coursera and Udacity, in that it is a nonprofit organisation and runs on open-source software.

The Massachusetts Institute of Technology and Harvard University created edX in May 2012. More than 70 schools, nonprofit organisations, and corporations offer courses on the edX website. There are currently more than 7 million students taking more than 700 courses online.

The edX website is very intuitive and after a few minutes registering I was ready to join the [Launching Innovation in Schools course](#). It is for every teacher who is constantly working towards creating better learning conditions for their students. Designed for school leaders of all kinds (from teacher-leaders to principals to superintendents), the course helps us all think about how to launch new efforts to work together to improve teaching and learning.

Over six weeks, all participants must complete a cycle of study, experimentation, and reflection to gain confidence and skills to lead innovation and improvement. Through experiential activities and assignments, we will work together to envision the work needed to launch a new initiative, and to measure progress along the way. Based

on the work of Justin Reich (Teaching Systems Lab, MIT) and Peter Senge (MIT Sloan), this course will focus on visioning and capacity-building, with an emphasis on collaboration and building partnerships.

Anyone interested in innovation, and how to develop it in their school, should get involved. It's not too late, so why not get onboard and join us in our discovery! You can also join the [discussion forum on NAU](#) and tell us what you are learning. We look forward to hearing from you.



Mark Orow-Whiting

Director of Curriculum and Student Performance
Education Team



London Calling - an update from the Masters Programme

Our Masters Course is a new undertaking for King’s College London with over 75% of the course being online. In collaboration with them we have designed a format where participants use NAU to take part in online discussions and access their reading through King’s KEATS online library systems. There are weekly seminars, but this can make the learning a very individual experience. So it made a welcome change for everyone to come together in London during December and meet face to face for an intense four days on international educational and the impacts on learning of culture and identity.

Participants Pam and Michael have very kindly written an update for you on their learning so far:

“It was with equal measures of excitement and trepidation that I began the master’s degree course some months ago. Since then I have spent most Saturdays and evenings reading a variety of books, journal articles, government policy documents and websites in order to come to a better understanding of what the schools we work in are like, why we all choose to work there, and most importantly how can we develop and drive the success of our schools.

For the most part this has been a solitary endeavour with weekly online seminars that provide opportunities to discuss the thoughts and learning that arises through the reading and research. This all changed during the winter school. Travelling to London was a welcome adventure and I feel very privileged to have been a part of the course. Finally meeting NAE colleagues face to face rather than over an often crackling online audio session was both supportive and insightful. It truly is staggering just how much talent and variety there is among the schools within the NAE group.

This is most fortunate as the course is only becoming more challenging as the modules progress and I am sure I will be asking plenty of questions to everyone! It was great to collaborate during the winter school and I look forward to the next one in the summer.”

“While the course is primarily distance learning, there are many opportunities to engage in online forums and weekly live seminars. The winter school also provided the perfect opportunity to further our learning with experienced professors at King’s. We had already submitted our first formal assignment and were busy preparing for a heavily weighted literature review. There were a variety of well-organized workshops, lectures and Q&A sessions, which supported our planning, preparation and understanding of what was to come.”



Pam Hayre

Teacher of English, Year 11 Team Lead, IB CAS Coordinator
British International School
Washington



Michael Martin

Milepost 2 Leader & Year 4
Teacher
British International School
Ho Chi Minh City

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.



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Juilliard Nord Anglia Performing Arts Programme



A Tale of Two Cities - Spotlight on Vietnam

One-term in we are delighted to highlight the excellent practice happening in two of our 'wave two' schools in Vietnam. Both schools have attended the professional development sessions and have started to implement activities with students. These schools are extremely different in their intake, curriculum and music department faculty but have both shown fantastic progress in their implementation of the Programme to date.

The Juilliard Programme at BIS, Ho Chi Minh

Access to the Juilliard Creative Classroom has added an extra dimension to our music curriculum at BIS. The children are really benefitting from the excellent quality of the resources and the wide variety of activities on offer. We are very excited about the prospect of Juilliard alumni visiting Vietnam and working directly with our students.

We have incorporated a wide range of the core works into our existing curriculum, including Beethoven's 5th, Gershwin's 'They Can't Take That Away From Me' and 'The Rite of Spring'. The Juilliard Nord Anglia Performing Arts Programme enables our young learners to engage with new and familiar themes and to widen their understanding of what music is. We are looking forward to seeing the progression this offers both our students and our teachers and to see the links this allows between other subject specialisms as our curriculum develops over the coming years.

The Juilliard Programme at BVIS, Hanoi

In class the curated repertoire on the Juilliard Creative Classroom has encouraged and enabled our children to think like musicians and inspired their creative imaginations. Being a bicultural school many of our primary children are still developing English language skills, and so expressing their ideas and thoughts about music is a challenge! They learned about timbre in Ligeti's 'Bagatelle', and the careful presentation of musical ideas has really helped them access the music. Sean Shepherd's work has also had a great impact on our students - in particular regarding the relationship between sound, picture and movement. This has been especially beneficial when students compose themselves - they reach out from harmonic logic into abstract design and make their music heartfelt. Visiting Juilliard Alumni give our students a fascinating insight into the world of the professional musician.

The Juilliard Community contains the full version of this article where you can find out more about our Juilliard and music at our Vietnam school. To read the full text visit [this link on NAU](#).

Juilliard



Naomi Rowan

NAE Music Curriculum Fellow, Director of Music
Nord Anglia International School Hong Kong





First the Learning, then the Building

Creating the World's most Pedagogically Advanced School Building

After 26 years in international education, one of the things I have enjoyed the most has been the rich, diverse and rewarding discussions with colleagues around the world. One of the common themes across Nord Anglia Education in recent years has been, how do we educate our students for their future?

Part of that discussion has been increasingly around the design of school buildings and learning environments. How can we expect to develop learning to meet the needs of 21st century learners when the buildings we work in still follow the same 'industrial' concepts used for years?

Imagine being given the opportunity to design, build and open a brand new, state-of-the-art, 'school of the future'. Along with the Nord Anglia Corporate Development team and lead architect, Ed Schmidt, that's exactly what we did in Houston. The basic premise was simple; instead of building a school around a standardized model of education and the requirements of teachers and teaching, what happens if you build it around the varied and personal needs of learners and their learning?

Our new 275,000 square foot campus opened this summer. Spanning 34 acres and accommodating over 2000 students, the school features an array of facilities and exciting learning areas to enrich the student experience. We have a flexible, learner centric campus



Andrew Derry

Principal
British International School of
Houston

with learning neighbourhoods that can be adapted hour by hour, depending on the needs of the learners. Each neighbourhood has a variety of floor to ceiling collaborative writing walls, interactive projectors and large screen TVs. One of the things that never ceases to amaze me is that every time I walk around the building the layout is different.

Looking at Impact

While we need more time and a larger study to measure the full impact of the new learning environment, some things have been immediate and obvious. Students in all year groups are highly engaged and move around the building with a high level of purpose and ownership of their learning. We need to study it in more detail, but believe it has a lot to do with the fact that the entire building is built for learners; it is their school. In this school, learning is not something that is done to students. Instead, it is something that we empower our students to embrace and nurture, encouraging them to take responsibility for their individual growth on every level.

This project has surpassed our expectations in many areas. We learned so much from NAE colleagues around the world and from visiting other schools, so we would like to warmly invite anyone who is in the area to come and take a look. We never tire of showing people around.

You can read the extended article from Andrew with more details about how the school is set out and used by students [on NAU in the case study area](#)



An update on the Middle Leadership Programme 2017

We're now two months in to the Middle Leadership Programme for 2017 and there's already plenty to talk about. Our participants have taken their first online tasks and also attended their first residential event within their region. Thank you to our schools in Cambodia, Shanghai, Prague and Abu Dhabi for helping us organize and host the regional events.

As part of the first online task we asked our leaders to let us know who their most inspirational leader was and there were some interesting examples given including:

- Winston Churchill
- Michelle Obama
- Nelson Mandela
- Audrey Hepburn
- Mohamed Nasheed
- Rosa Parks
- Steve Jobs
- Severus Snape



South East Asia delegates

They've also been taking part in some in depth discussion about their first academic readings. So if you know a colleague who's attending the course this year why not ask them which leader they chose and let them know what yours would be too! Next month we'll be giving an update from the Senior Leaders Programme.



John Nicholls

Assistant Director Leadership Development and Professional Development (Asia)





How reflective are we as practitioners?

Reflective Practice at BIS Abu Dhabi

As teachers we are continuing to improve student performance and impact on their learning, but what about us? Our profession continues to focus predominantly on student learning. However, the one significant factor that has a direct impact on student learning is our performance as practitioners. Moreover, if we are unable to effectively assess our impact in the classroom how are we ever going to maintain those high standards that we expect from ourselves and that the school expects from us?

The nature of international teaching means that commitments outside of teaching and learning does lead to limited time to reflect on our own teaching performance. It was the above topic of conversation that ultimately led the PE team at The British International School Abu Dhabi to inquire into how we could be more innovative in our reflection of our performance on an ongoing basis. In a predominantly practical subject, how can we best assess whether we are making an impact in our lessons? Additionally, the department has a wide range of expertise that would support each other's teaching, so how can we make use of this?

The decision was taken by the department to utilise the worthwhile professional development opportunity of our school's Collaborative School-based Inquiry (CSI) and implement a more innovative form of reflective practice utilising the technology available within the school. To start, the PE team identified areas of their teaching

that they wished to reflect on with their colleague prior to the lessons being taught. Then by using the filming resources available (Ipad and GoPro), the teacher chose which perspectives they would like to assess. Firstly, the teacher could wear the GoPro via the associated chest strap. Secondly, a chosen student would wear a GoPro and finally an opportunity for the lesson to be filmed viewing whole class (observer perspective). Once the lesson was completed, the teacher would then meet with a colleague to review the footage and discuss its impact.

This investigation has in turn empowered the PE team to take control of their own performance, as well as fostered a positive culture within the department where all teachers welcome a discussion with their colleagues on their impact.

If you want to find out more about this case study, we've put [the full text online](#).



Paul Cochlin

Head of Physical Education
The British International School,
Abu Dhabi

NAU needs you! We're looking for new Teaching Fellows

You've done the courses, you've run the PD sessions, you've helped colleagues develop their practice and are wondering what's next. If that sounds like you, you could be just the person we need to help us continue to provide top-quality professional development across NAE. This New Year, the opportunity to become a Teaching Fellow is open and we know that we've got some of the best talent within the Nord Anglia Education ranks waiting to be shared. So, if you're an outstanding teacher with a passion for your subject and keen to collaborate with and support colleagues across the group then please read on.

Key responsibilities of a Teaching Fellow

You'll work with our learning technologists to design a Study Course, which you will then facilitate over a period of weeks.

You will create collaboration topics throughout the year which will be a key focus within your community as you facilitate the lively discussions these evoke.

You'll be the Community Manager for your Teaching Fellow focus on NAU and will be able to generate focused discussion, share resources and champion your topic with your colleagues across the entire Nord Anglia Network.

What are the benefits?

Not only will becoming a Teaching Fellow widen your access to colleagues across the NAE community, you will also get the opportunity to share your views and ideas here in Connect-ed, and the chance to represent Nord Anglia at events. Furthermore, there is your very own Teaching Fellow community where you can share ideas with the other Teaching Fellows.

How do I apply?

Sound exciting? We hope so which is why we have opened up some Teaching Fellow positions this February to enable you to get involved and Be Ambitious! We have particular areas we would like to fill, but if you are really keen to get involved and don't match any of the areas listed on NAU, please still get in touch and we can discuss options. Head over now to the [Teaching Fellow area on NAU](#) for more information about how to apply.



Are you one of the NAU Invisibles?

The British graffiti artist, Banksy, may have said 'invisibility is a superpower' but here at NAU we reckon 'seeing is believing!' In February, we're encouraging you all to update your profile to include a picture. This will mean that when you partake in any activity on NAU, it will be possible to put a face to a name. If you're lucky enough to attend events with your colleagues around the globe, it will also be easier to recognise those you frequently chat with on forums.

The more people with a profile picture, the friendlier NAU will feel and, thus, more colleagues around the organisation will be inspired to get involved. That can only mean one thing: increased opportunities to learn, collaborate and achieve!

"How do I update my profile picture", I can hear you cry. It's super easy and won't take more than a couple of seconds of your time. [Follow this link](#) or select 'edit profile' from the drop down list attached to your name in the right-hand corner of NAU. Scroll down the page and attach a photo and it's done (don't forget to save). We look forward to 'seeing' you all soon!

Watch our [NAU Video 'The Invisibles'](#). If you need any more information or are struggling to upload your profile picture, email nau@nordanglia.com for more information.



Catherine Bailey
NAU Programme Officer
Education Team

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

NAU Contributor of the Month is awarded to an individual who has contributed in an engaging and inspiring way on NAU. The winner receives a £15.00 Amazon Voucher and all nominees receive a badge. Could it be you next month? Well done to Rachel Howarth from British International School, Bratislava who was the winner this month for using NAU to support her work with the virtual choir. Her nominee stated 'She is bringing the music community together and using NAU as a platform.' This is great Rachel: Keep up the good work!



Also, well done to the other nominees this month who were Stephen Follows from British School, Guangzhou, Simon Bird from British International School, Budapest and Hien Le from British Vietnamese International School, Ho Chi Minh City who also made some excellent contributions to the NAU community.

New collaboration topic - get involved!

New collaboration topic starting on 8th February in the [5-7 Years Community](#). Our Teaching Fellow, Emma Noonan, will be hosting this collaboration topic focusing on assessment. We'd love to see you there!

COURSES

NAU Facilitated courses update

The current cohorts of our facilitated courses started a few weeks ago and the conversations are already flying, with over 3000 posts already across the seven courses.

Some examples of what they've been talking about are:

- IB learner profiles
- Questioning techniques
- Use of vocabulary in Guided Reading
- Using Literature texts in your classroom

If you're one of the 200 participants taking part why not share what you're doing with your colleagues? Or if you're interested in taking part in the next set of courses the booking area will be available during March 2017. Look out for messages on the front page of NAU.



Teacher Learning Communities Course

Are you a team or department leader? Are you interested in ways to improve staff performance and student learning? Then we may have just the online course that you need! We've been working with Rebecca and Simon Graves from the British International School Ho Chi Minh City to develop our new course which will take you through how to set up a Teacher Learning Community (TLC), as well as how to keep track of it and ensure that it has long term impact.

It's an ideal course for a leader or manager who wants to start a new professional development programme with staff and learn from best practice examples of TLCs in action.

Take a look at our [Teaching Learning Communities course](#) here on NAU.



NAU Talks – looking for bitesize learning?

This month we are launching a brand new area on NAU which will feature videos created by staff within NAE talking about what they are doing for professional development. We started by inviting some of the staff who took part in our previous Leadership Programmes to talk about their Professional Enquiry topic. We've got three to show you already, with more coming next month.

So over to our first three colleagues:

- Meg King from St Andrews International School Bangkok
- Emma Pickering from The British International School Budapest
- Steve Lewis from the British School of Beijing, Shunyi

You can find our [NAU talks](#) by clicking this link or putting "NAU talks" in the site search panel. If you'd like to be featured then get in touch with us via nau@nordanglia.com.



Joanna Lay
Programme Lead for NAU
Education Team



2013 TED Prize Winner SUGATA MITRA



This month's Big Read – what will we be reading?

Experts have scoffed at, ‘alternative facts’ and false news are all over the airwaves. We know from evidence, however, that when research and development becomes core to a school’s culture it can have a transformative impact on teaching and learning and student outcomes. Carrying out or reading research encourages you to reflect on your own practice and challenge your assumptions as well as the status quo. It is one reason why conducting a research project is core requirement of our leadership programmes and Masters. An easy way to access interesting and relevant research is through our Big Reading Challenge community. Last month we looked at two thought provoking publications: Open by David Price – an exhilarating run through Price’s view on how we’ll learn and work in the future; and we also discussed Andreas Schleicher’s (Director of Education & Skills at OECD) 10 ideas for 21st Century Education. This month’s new reads are listed below. Challenge your thinking and get involved.

And of course if you are looking for readings or research don’t forget that the NAU Library is a perfect place to start!

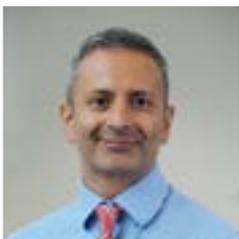
Our Big Read for February is ‘[Beyond the Hole in the Wall](#)’ by Sugata Mitra. It focuses on Mitra’s experience of self-directed learning and how he feels it can ‘make kids smarter and more creative.’

Head over to the [Big Reading Challenge](#) now to share your thoughts and you could earn yourself the Big Reading Challenge badge!

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



Catherine Bailey
NAU Programme Officer
Education Team



Inderjit Dehal
Director of Professional
Development
Education Team



Enriching the Curriculum with the Global Campus Creative Writing Competition

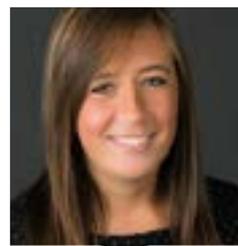
What's that I hear you say? A chance for our students to showcase their creativity and passion for writing? A unique opportunity for children to really 'be ambitious' and compete against thousands of others worldwide? The prospect of possibly having a piece of writing published in an anthology that will be read by students, parents and teachers all over the world? Yes, they are some of the many reasons why we love the Global Campus creative writing competition at The British International School of Chicago, Lincoln Park – who wouldn't?

When explaining what Global Campus is and why it's such a unique and exciting learning platform, I always use the annual creative writing competition as my prime example. Last year was my first time experiencing the whirlwind of the creative writing competitive bubble for students at BISC-LP. "We love the creative writing competition!" they told me eagerly; "You get to compete against so many other children and sometimes your writing can even be published into a book!" Like any teacher, I'm always happy to support children in partaking in experiences that not only enrich the curriculum but also inspire their minds, and whilst the writing enrichment opportunities here were clear, the real impact was much deeper. It's also an opportunity

to link with NAE colleagues around the world and share thoughts and ideas.

My expectations were quite high to start with: at BISC-LP, our children generally love reading and writing and are talented at expressing their creativity in the written form. However, it appears my 'high expectations' weren't anything comparable to what they should have been. Great sentence structure and powerful vocabulary was what I had hoped for; inspiration and passion was what I received.

(If you want to read more from Jess on this competition, including quotes from her students about taking part, we've put [the full article online](#))



Jessica Quiligotti

Global Campus lead teacher and Year 5 year leader
British International School of Chicago, Lincoln Park

Global Maths Challenge

If you want to get involved in Global Campus why not try the Global Maths Challenge? Details can be found on NAU in the [Maths Community](#).



Taking Control of your online learning

NAU offers you a range of learning opportunities, but what more can you do to take control of your own learning? Learning can be part of your everyday life if you can carefully setup a personal learning workflow. Here is a suggested method you may want to follow.

Aggregation is an important digital literacy skill. With so much information online there is a skill in finding the right sources of information. You could use Twitter by following individuals and hashtags to get a flow of shared tweets. If you set up a professional account, you can quickly have a vibrant stream of news and opinion on professional issues. I also use an RSS feed reader which follows blog and website updates. It allows me to link to longer articles and reflections than twitter. In NAU, we do a fair bit of aggregation - the Best Practice menu contains videos, case studies and webinar recordings some created specific for us.

Analysing/noting – finding the time to study what you have aggregated is the hard bit. I book out long sessions but many prefer little and often. Good habits pay dividends here and will help you take part in conversations that aren't about the specifics of your everyday work as well as see what's developing professionally. I use Evernote to save useful articles, make notes and tag for easy future reference. This works because I can push things to Evernote from device or browser. Feel free to use your private NAU Learning Journal for this purpose as well.

Sharing is about doing your bit for the greater good but also about building connections which help you in the long run and collaboration. Conversations can start quite easily from retweets. You will find your followers grow quickly if you share regularly. We share education and site news regularly on @naeuniversity and our hashtags. The NAU communities are great place to share news and information. This sharing can grow easily into collaboration in this space which is set up for professional dialogue.

#naulearn

#naucollaborate

#nauachieve

Reflecting is the most final step which is often overlooked. For me, this involves studying my notes and pulling together related ideas and knowledge. It can occur in a collaborative dialogue (like within the NAU communities/courses) or on a blog. Blogging is still a great way of articulating your thinking. If you're brave - blog publically using wordpress or blogger. Alternatively, reflect privately using your private NAU Learning Journal for this purpose. It is built into many of our courses but can be used at any time.

Overall, it's about taking active steps to enhance your professional knowledge using technology. What apps do you use for this? What is your method? Share within the NAU [Learning Technologies community](#) or any other NAU community.



Tom Preskett
Learning Technologist
Education Team

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 portal or VLE 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 portal champion who can help you get online.

If you work in another location:

Visit <http://university.nae.school/> and enter your Nord Anglia University account details. If you have any problems getting online contact the NAU Team here: nau@nordanglia.com