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UNIVERSITY



Nord Anglia *University*

Connect-ed Newsletter March 2017

Learn more. Achieve more. Collaborate more

Welcome to the March 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?

- What is Love? - Love Day at BVIS Hanoi
- Classical subjects - matters and values
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What is Love? - Love Day at BVIS Hanoi

What is love? This is the question that students were asked to think about during the second BVIS Hanoi enrichment day of the year. Timed to coincide with Valentine's Day, students were given the opportunity to suspend their normal learning day and take part in a variety of workshops in order to ponder the intricate nature of love.

Students selected the workshops they wished to attend and these workshops ranged from designing and making perfume to questioning the economics of love. All of the workshops were designed to be open ended, engaging and true to a variety of the BVIS Hanoi key values including enquiry, perseverance and respect.



The day was an unquestionable success and students enjoyed broadening their knowledge on a subject which is such an integral part of our lives. BVIS Hanoi established enrichment days to be an immersive experience of deep enquiry based learning that enables students to apply learned knowledge and skills to new and real situations - in order to realise new skills, knowledge and possible solutions.

Our next enrichment day will focus on STEAM and will once again challenge students to think about big issues - we have no doubt it will be equally successful!



Jordan Anderson, Head of English, BVIS Hanoi

James Shaw, Head of Maths, BVIS Hanoi

Josef Waldron, Subject Lead Computer Science
BVIS Hanoi



Classical subjects - matters and values

A 21st century skill?

As our family of schools now spans across the globe, we have a unique opportunity to make our various cultures enter into a productive dialogue. To share thoughts about why solid notions of history, philosophy, religious thinking and literature will make our students better global citizens in the 21st century, you'll have to try your best French (tip: you may want to use Google Translate).

Contrairement aux traditions, les valeurs éducatives classiques traversent les générations comme les phases de l'histoire : la curiosité intellectuelle, l'honnêteté, le courage, la bienveillance envers les autres, l'envie intrinsèque de réaliser tout son potentiel personnel, ces valeurs classiques ont toujours fait progresser l'humanité. Prendre conscience de l'importance de ces valeurs requiert une plongée structurée dans l'histoire, la philosophie, la pensée religieuse ou la littérature. A l'inverse, face à la puissante accélération des connaissances et à la vague numérique, on peut s'interroger sur la pérennité de ces valeurs, et donc des matières qui en soutiennent le développement. Ne vaut-il pas mieux étudier la programmation informatique pour s'assurer un poste de travail à l'ère des robots et des algorithmes ? Plus fondamentalement, l'épanouissement dans un monde globalisé, soumis à des changements rapides, plus fluide, induit-il une éducation uniquement focalisée sur la méthode, les capacités cognitives, les compétences de recherche et de solution de nouveaux problèmes ? Largement oui, mais pas seulement, et cela pour une bonne raison à mon avis.

L'irruption du numérique provoque la désintermédiation, à savoir la disparition des intermédiaires, et permet le contact direct entre la personne / le client et le fournisseur de service. Exemple : je ne passe plus par une agence de voyage, mais réserve mes vacances directement sur le web. Les places de marché d'échange direct entre individus se développent à grande vitesse. On prédit même la réduction de l'importance des banques, fournisseurs de confiance dans les transactions

financières, au profit de sécurisation par la technologie blockchain.

En matière d'information, de débat politique, d'analyse des phénomènes sociaux, la désintermédiation de la presse provoque une situation potentiellement plus grave. Nous avons l'habitude de forger nos opinions en partie grâce aux media, en croisant faits journalistiques et opinions exprimées dans les journaux, télévisions et radios de référence. Or le web a la spécificité de gommer les hiérarchies : sur Internet, chaque opinion en vaut une autre. Le blog d'un théoricien du complot a la même audience que celle d'un professeur d'université. Les rumeurs se répandent plus vite que les faits avérés. Les émotions de chaque individu reçoivent une audience démultipliée, sans filtre. Simplement dit, le rapport avec la vérité se distend. La propagande occupe l'espace et les esprits, comme prédit par Orwell.

Dans ce contexte, comment les nouvelles générations pourront-elle découvrir le monde réel, se forger une opinion, prendre des responsabilités et guider la société vers le progrès ? La seule solution disponible réside dans l'étude des sociétés humaines, donc de l'histoire, de la philo et des textes. Depuis l'aube des temps, la tyrannie, la corruption et l'abus de pouvoir ont existé : leurs signes sont reconnaissables à qui a étudié. De même le vrai courage, l'honnêteté, la performance de nos anciens sont des modèles dignes d'être connus et revisités.

Alors, convaincus que les classiques donnent aussi les compétences clé du futur?



Philippe de Korodi

Directeur Général
College Champittet

The page translation feature will be returning to NAU very soon, allowing you to choose the best language for your learning.

Ensemble, on est plus fort!

IGCSE French First Language - devising a collaborative approach

The English International School of Prague has been offering IGCSE French first language since September 2016. Teaching this course can sometimes be challenging as no training is available with CIE and no textbook or resources are available. It seems that this feeling was shared with other Nord Anglia teachers. One way to address this situation was to provide an opportunity for IGCSE French first language teachers to meet around a workshop.

The workshop was held in Prague on 3rd February and 6 delegates attended. The aims of the workshop were to create a professional network, to get a better understanding of the course and to develop a collaborative approach.

During the day, we compared our schemes of work, shared resources and unit of works. Part of the day looked at moderation of students' written work (Paper 2) and how to develop strategies to best prepare our students for Paper 1. Finally, a list of useful websites was shared and each participant added their own recommendations.

The day was very successful with lots of fruitful discussions and exchanges of resources. This is only a start to further collaboration between our schools. We would like to extend this and invite any other Nord Anglia school to join us via the Communauté Française area. If you teach IGCSE French first language, we would like to get to know you and your experience.

Finally, if you could not attend the workshop, resources will be shared shortly on NAU in the Communauté Française area.

A bientôt!



Claudine Santrain
French Language Teacher
The English International School
Prague

Feedback from the workshop...

It's always a pleasure to meet new colleagues and discover other Nord Anglia settings and campuses. What made this session particularly successful was the fact that we started with very little in the sense that when it comes to IGCSE A French, Cambridge provides teachers a guide and a handful of powerpoint presentations but not much more.

After 8 hours of team work, I have access to four very comprehensive schemes of work, inspirational novels (many of which I had never come across), and further opportunities for my students to stretch their skills and build their knowledge towards the IB. Furthermore, I now have a network of teachers with whom I will continue to share resources and moderate work. Sharing best practice is such a powerful, empowering and efficient tool. Thank you Claudine for making it happen.



Aurelia McNicol
Head of World Languages
College Beau Soleil



Building for the *future*

When news hit that Nord Anglia were collaborating with UNICEF to raise awareness of and respond to the Sustainable Development Goals, our excitement at San Roberto International School reached new heights. As a school that has hosted model U.N. competitions for many years, we see clear benefits to the real world application this program adds.

At the same time, our school has been working collaboratively on our new strategic management plan that will lead us across the next 5 years. With a bold new mission and vision, we needed to create the bridge that would connect the two of them. This strategic plan includes 4 key pillars: Learning, Culture, Global and Talent Management. Many of the components bleed together, supporting a student-centered environment where kids will follow their passions, build strong, supportive relationships and create globally impactful outcomes through project based learning.

So at the thought of working with UNICEF on the 17 Sustainable Development Goals through the annual Global Challenge, our eyes lit up! Not only are many of our students already familiar with these 17 goals, but these goals could now be a guiding force for our projects that we would like to see students engaged with.

Last June we sent four leaders to a Buck Institute training session to learn more about project-based

learning. These same leaders have facilitated 3 professional development sessions with our staff to begin to understand the teaching framework that is PBL. As we look at our Strategic Plan, we have clearly articulated our next moves with regard to PBL. With the Global Challenge focused on the 17 goals, we have added these pieces to the plan to ensure that our staff will know and understand the goals, as well as be able to build projects that have a global impact. Some of our teacher leaders will work collaboratively to develop a scope and sequence with the 17 goals, to better align projects with developmentally appropriate ages. This is not to say that certain grade levels can only work on certain goals, however we feel that some fit better in middle school or elementary.

While we are still in the infancy stages with project-based learning, anchoring our projects in the 17 sustainable goals will broaden our scope and truly provide a lasting, global impact on our world. We look forward to working with schools within the Nord Anglia community, sharing our findings and process. As we say here, process over product. We will be working on some specific protocols within our project based professional development. One is a tuning protocol that brings strong reflection into the project and helps us improve. We hope to share these protocols with other schools, and build in some wonderful connections.



Matthew Woodward
Academic Director
San Roberto International School



Developing a learning culture - the roadmap to outstanding

In a motivational talk to the students at Wellington School about effective teams, Clive Woodward OBE talked about the necessity of individual 'teachability' in terms of always seeking out and improving ways of doing and being. In an educational context, some might feel that this term sets the individual in a passive role as being 'taught', and that it is more effective to think of individuals as having not 'teachability' but 'learnability'. A headline of the whole school strategic plan at Regents International School Pattaya was to develop a whole school learning or 'learnability' culture through fostering teacher-led approaches to investigate current best practice.

Our particular journey to becoming a learning-focused school began with a whole school staff audit (or 'Learning Harvest') - not only of skills, expertise and specialisms - but of areas of interest based on identified school need. To build on this in-house learning 'clout' - clear structures for supporting development opportunities and the sharing of expertise - were then put in place; 20 minute 'breakfast forums' for quick impact CPD, 'trios', lesson studies, action research and visits to other schools, as well as full-blown practitioner enquiries where teachers collaborate with colleagues asking similar questions, or consult with those holding relevant expertise.

Inspired by the learning undertaken by the teachers, the children were also encouraged to carry out their own enquiries to turn them from 'passengers' into 'crew members'; - feedback from Year 6 research on the effectiveness of home learning has indeed impacted on our current practice.

To further enable a sense of accumulated experience, in-house teacher forums on Regents Moodle were set up to share learning journeys; with time allocated for teachers to engage and comment on content. Our in-house whole school Sharing Teaching and Resources Newsletter (STAR) complements this collaboration by further collating and sharing excellent practice across the school. 'Learning Reports' focusing on great learning seen and experienced in the school community are now a firmly established part of every meeting at all levels across the school.

Our particular learning journey was also inspired by Ross Morrison McGill (aka [@teachertoolkit](#)) and his work on tailored CPD pathways for individuals at each strata of the school; - and in this vein the Learning Harvest audit continues to be used to identify and develop opportunities for leadership at all levels. A higher skills TA programme within the school is mirrored at class teacher level by an inspirational Aspiring Middle Leaders course led by Karyn Walton, our Acting Head of Primary. 20 Regents Primary teachers are currently working through five modules based on the Core 7 with an expectation of practitioner enquiry and engagement with the NAU programmes to support and challenge them. In addition, for those already in middle leadership positions, the opportunity to be seconded to the Leadership Teams has not only developed these outstanding leaders of learning, but has succeeded in widening the skills base of this particular school motor engine. As Leadership Team's collaboratively working on recruitment, we specifically devised an interview question in order to establish candidates' 'learnability' and therefore their suitability for a school which sets great store in teachers taking ownership of school development.

Finally, our identity as a learning-focussed school feels further consolidated by our gradual turn outwards to leading learning in the wider community - through parent workshops, hosting conferences and using social media to engage with learners who are on the same path all over the world. This enables us to embed what we do with the mind-set that learning, and therefore growing, as a school can never stand still.



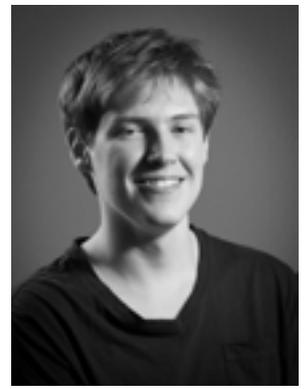
Sara Berenguer

Assistant Head of Primary
Regents International School
Pattaya

What does it take to get an audition at The Juilliard School?

Well, for an International student it takes an essay, 2 filmed audition pieces, a letter of recommendation and the support of a University Guidance Counsellor. Ben Bieri, from BIS HCMC, had all of these things and was delighted when he heard that he had been invited to audition in Chicago. With this news a further support network kicked into place and it was a whole school effort. His Drama teachers rehearsed his three audition speeches, his Head of Year ensured that he was supported pastorally and that his teachers knew the demands on his time, his teachers were there to congratulate and wish him support and his friends were there for when he needed time away from the pressure of it all. Behind this was also a family that supported his dreams of attending Drama school.

As a Drama department we couldn't be prouder of him and whilst the audition didn't go the way Ben had hoped he showed true perseverance during the whole process. We can't wait to see where this journey takes him next.



“Overall, the experience was enlightening - it was amazing to be working in the profession, as they (Juilliard) put it, and I met some wacky and interesting people. It was some of the most fun I've ever had, and I'm very happy to have had the privilege to go to audition, no matter the outcome.”

Ben Bieri



Anne-Marie Astley
Drama Teacher
British International School
Ho Chi Minh City

Juilliard

Would you like to be involved in the FOBISIA Jobs Alike Workshops (JAWS)/Conference?

This year, the FOBISIA JAWS/Conference is being hosted by the community team at BVIS, Ho Chi Minh City. They have opened attendance up to non-FOBISIA members and BVIS, HCM are extending an invitation to any educators who coordinate Service Learning/Community projects at their schools.

There is a [flyer available on NAU](#) with more information including event programme and costs.

For more information please contact [Gillie Robson](#), Primary EAL Teacher and Community Coordinator at BVIS, HCM.



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Unlocking the visioneers of the future

In August 2015, I attended the World GnT conference in Denmark. There, the ex-CEO of Nokia showed us a video of a group of pioneers taking part in a contest called 'X-prize Visioneering'. The video made a lasting impression on me and it has been playing on my mind a lot recently, since the launch of the MIT-Nord Anglia collaboration. X-Prize is a competition, where a group of forward thinkers come together to solve the world's biggest problems and create meaningful change. They are 'visioneers'. The MIT collaboration is enabling us to create a 'visioneering' culture in our schools and children. We are helping create the 'visioneers' of the future.

It has been amazing to watch the MIT data driven challenge unfold here at the British School of Warsaw. Not only is it enabling the whole student body to work on a very meaningful local problem together, but it has allowed the community to unite with a purpose.

Posing the question at launch, "Warsaw, What's Our Worry?", ignited a spark and our students have since identified local environmental problems and collected masses of data. They also reached out to local experts. It has enabled our talented and passionate parent body, along with fantastic local firms and NGOs, to get involved and share their drive, passion and expertise on environmental initiatives – helping to create that 'visioneering culture'.

We had an MIT alumni (parent) come and discuss a building firm's environmental successes in Poland (one of the best in Europe) as well as discussing his MIT experience and the culture of MIT; a parent who started an NGO - aimed at tackling the serious SMOG problem in Warsaw; a parent who started the Helsinki Foundation - a pioneering virtual charity, aimed at protecting land around the globe; as well as three local firms. Success is often linked to the strength of the community, and what a wonderful community we have across our network and within our school!

As Leonardo DiCaprio, the environmental activist, put it, "This is the most urgent of times and the most urgent of messages. Solving this crisis is not a question of politics but a question of our own survival". Education is critical to supporting our future and solving the problems of tomorrow. MIT challenges have put a framework in place, where students can focus on critical problems that will

support meaningful and impactful learning experiences, while creating a 'visioneering' mind-set. While this is the inaugural year of the collaboration and a continual learning process, it is very exciting to be able to enable our students to take ownership of their learning and help us, as educators, to unlock the 'visioneers' of the future.



David McCammon

Learning Leader Year 5 & KS1 Science
The British School Warsaw



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Professional Learning - making it innovative, interesting, informative

Earlier this academic year primary colleagues at BSB Beijing Shunyi enjoyed trying out a couple of new approaches to Professional Learning. Well, they were new for us but based upon ideas which have been around for a while.

Browsing Fortnight

This is an alternative approach to Peer Observations. During a two week period colleagues were asked to 'browse' for 15 minutes in the classroom or teaching space of three different colleagues. For our first one we opted to leave the focus open but did specify that teachers should observe at least one specialist teacher and also a teacher working in a different key stage or department, in order to encourage them to look beyond their comfort zone.

Colleagues had autonomy as to when to complete their Browsing sessions and did not have to negotiate times with fellow teachers. If it was not a good time for colleagues to Browse, a teacher simply posted a 'Closed for Browsing' sign on their door. All Browsing was completed during colleagues' non-contact time.

At the end of each session, teachers completed two feedback slips. One was given to the teacher they had observed, recording something positive that they had seen in their colleague's classroom. This provided teachers with a very welcome 'pat on the back' from their colleagues. The other slip highlighted an idea that the observer would take away and try in their own classroom, or a simple reflection on what they had observed. This slip had the names of the observee and the observer on it and was posted into the lucky draw box. At the end of the fortnight the lucky draw took place and two staff members received prizes. These slips were then returned to teachers so that they had a record of what they had observed in their colleagues' classrooms.

Next time we run Browsing Fortnight we will agree a focus for the classroom visits linked to our school development plan. For example, it could be that colleagues are asked to look for ways in which our EAL learners are supported in class.



Nonie Adams
Head of Primary
BSB Shunyi



Adele Corry
Deputy Head of Primary
BSB Shunyi

Speed Dating

The invitation for staff to attend a speed dating professional learning session was received with some initial dubious curiosity. However, all staff came along fully prepared to impress their 'dates'. Staff were asked to bring along an idea from their own teaching practice which has had a positive impact on the learning of the students in their class. They could bring along a prop to illustrate this idea, and we had puppets, cards, photos on iPADS, coloured cups etc. Colleagues then had 2 minutes to 'sell' their idea to their 'date' before partners were swapped. We managed to have teachers meet with six 'dates' over the course of a 45 minute Professional Learning session.

At the end of the session each staff member completed a reflection card, writing down the idea which they had heard that afternoon which they would most like to try in their own classroom. Votes were counted and the results announced at the following staff meeting with prizes going to the top three ideas, as voted by colleagues. Amongst the most popular ideas were:

- Dice of Destiny
- Genius Representatives
- Vertical Mind-Mapping
- Just a Minute
- Around the World Mental Maths Challenge

All of the above plus others are well worth exploring further and sharing with NAE colleagues on a broader basis.

The above approaches to Professional Learning were not only fun and informative but they also provided the opportunity for staff who may not usually interact regularly to get to know each other a little better and therefore strengthen working relationships across the school. The addition of prizes and a slight competitive element to each initiative enabled us to celebrate staff with a range of roles in primary, fully engage all staff members and remind ourselves what an excellent teaching team, full of creative, innovative and impactful ideas, we have in our school.

A Magic Wearing Business with Sir John Jones

When you walk out of professional development in time to Moon River, you know that the day has had impact.

Sir John Jones visited BIS Abu Dhabi and revived our staff talking about the magic that we weave daily. It was an emotional rollercoaster; we cried, we laughed, and we nodded. We related ashamedly to the anecdotes he told but more importantly, acknowledged the impact we want to have and are having on young, impressionable minds.

This was not the launch of any new initiative, we weren't being force fed the latest in fashionable terminology or revolutionary ideas. We were being reminded to walk a little slower, hold our heads a little higher, ensure our shoulders were a little lower. At BIS Abu Dhabi we want our students to remember us for the way we made our love for learning ignite a passion in them that will carry them into adulthood and how we facilitated their learning rather than led them down an already well-trodden path. But fundamentally, students should remember how we knew even the smallest things that happened in their lives and how we cared for them all as individuals.

Sir John Jones not only captured our hearts and restored our passion for the incredible privilege that we have chosen as a profession, but he also restored our faith in being the best versions of the professionals that inspired us from our past, to be a better version of ourselves in the future.

A truly emotional, powerful and inspirational day that will cultivate the philosophical ethos that BIS Abu Dhabi already exudes.

British International School Abu Dhabi

And if you are interested to find out more about Sir John Jones we featured him in the [Big Reading Challenge](#) earlier this year.





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

We're lucky enough to have two school-hosted books in this month's Big Reading Challenge and we're really looking forward to finding out what people think.

The books are:

[The Optimistic Child](#) by Martin Seligman, chosen by BVIS Hanoi

[This Much I Know About Love over Fear](#) by John Tomsett, chosen by College Beau Soleil

The schools will be hosting the discussion on NAU and would love for you all to be involved. Don't forget, if you contribute to the discussion, you'll receive a Big Reading Challenge badge!

Clive Leach webinar.... Positive Education - Policy, Research & Good Practice

Join Organisational Coach and IPEN Global Rep Clive Leach for this exciting, experiential and engaging webinar introduction to Positive Education. Clive will be drawing on the very latest global policy, research and good practice along with his direct experience in the design and delivery of Positive Education programs in leading schools around the world, including a number from the Nord Anglia Education community:

- Well-being and engagement
- PERMAH - The foundation for flourishing
- What is Positive Education? - Policy
- How do we know it can work? - Research
- How to introduce Positive Education in schools? - Good Practice

Clive will also make reference to numerous tools, tips and resources and interventions designed to enhance well-being amongst staff and students relating to strengths use; Mental Toughness & Grit; Hope & Optimism; Evidence-based Coaching. We look forward to you joining this unique and timely webinar.

You can read [Clive's bio here](#).

You'll be able to [access the webinar here](#) on Wednesday 15th March at 11am GMT. If you'd like an email reminder for this event, please email nau@nordanglia.com and we'll add you to the list.



Catherine Bailey
NAU Programme Officer
Education Team

Don't forget that the NAU Library contains thousands of articles if you'd prefer to find your own Big Read.

Collaborate and share

[NAU Communities](#) are your opportunity to get to know colleagues from across the Nord Anglia Education family and network. If you want to go a step further and lead a community area please contact [Joanna Lay](#).

Featured forum post of the Month

Terry Creissen drew some interest in the International Staffroom this month reflecting on the use of cameras within the classroom environment. Interested? You can read the [full post and responses here](#).

Contributor of the Month

Drum roll please... We can reveal this month's winner of Contributor of the Month is Harbans Kaur from Dover Court International School for her engaging and detailed contributions within the Establishing Effective Teaching and Learning in Primary course. Well done Harbans!

Could you be the next 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.



COURSES

Are you going to apply for the Masters Programme?

Applications will open for the 2nd cohort of the [Masters Programme](#) at the beginning of April. Look out for updates in the newsletter and on NAU or you can visit our Masters area for more information.

Remember – you'll need the support of your Principal to apply, if you haven't already go and talk to them!

We need you to get involved!

We're reviewing how successful the NAU upgrade and refresh went six months ago and we'd like to hear what you think.

Please take 5 minutes to fill in our anonymous survey, it will help us to understand how we can better support you.

The NAU Team

Immersive learning

Recently we visited the BETT show and the Learning Technologies exhibition in London, engaging with others about learning trends and getting a hands-on feel for some of them. One such trend that we had a lot of fun with is immersive learning – that is to say, using virtual or augmented reality to teach and train people.

Most of us probably know the term ‘virtual reality’ – it is a computer generated, 3D environment which you can become a part of and explore. This means that I could ‘experience’ walking with dinosaurs, when in reality I was in a conference centre, surrounded by hundreds of people.

‘Augmented reality’ may be a lesser known term, but you are probably interacting with it a lot more than you think. QR codes are an example. Also just think Pokemon Go and you’ll get the idea. This is where you have real world objects (usually images or videos) that can be enhanced for a more realistic experience.



Virtual reality is creeping into our personal lives more and more too as a popular form of entertainment. For example, this is what Google Cardboard is doing (in a nutshell: attaching a phone to a virtual reality

headset). This is an ‘un-tethered’ form – a great way to make content accessible to many people, even if it’s of a slightly lower spec. For more sophisticated stuff, it’s still best to use ‘untethered’ forms – where the software sits on a computer and the headset is connected to that instead.

Both can be used in teaching/training contexts, and many businesses are already using it, to varying degrees. There are some great platforms that can be used in



Tom Preskett
Learning Technologist
Education Team



Jolandi Augustyn
Trainee Learning Technologist
Education Team

Do you want to book on a facilitated course?

Bookings for courses running between 28th April and 8th June will be open from 9am on Monday 13th March in the facilitated study course area. Look out for notices on the NAU front page!

schools. The technology lends itself more easily to some subjects. Here are some applications that caught our eye at the BETT show:

History

- ActiveLens – use an app held over worksheets, or a mobile phone with Google Cardboard to bring to life the Mayans, pre-historic Britain, WW1 and more.
- Partake AR – use an app pointed towards single target sheets to augment environments that explore the Egyptians, stone, bronze and iron ages, Vikings, the Tudors and WW2 to name a few. You can also explore space and the human body, leading nicely onto the next subject.



Science

- Octagon Studios – makes use of augmented reality flashcards to explore animals, dinosaurs and space.
- Nano Simbox – learners can build molecular systems and interact with the molecular world that escapes us in ordinary life.
- Touchable universe – connected to a desktop this uses 3D software to engage with the periodic table.

Languages

- Touchable universe also has some environments that allows students to interact with other languages.

Most solutions at the moment are pre-built, or bespoke-made by VR/AR experts. But immersive learning has definitely arrived and wants to stick around – so it may not be too long until the market enables many of us to build and create our own environments.

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