



NORD ANGLIA
UNIVERSITY



Nord Anglia *University*
Connect-ed Newsletter May 2017

Learn more. Achieve more. Collaborate more

Welcome to the May 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?

- Future, Engage, Deliver - Professional Development Leaders Event 2017
- Leadership Programmes starting in January 2018 - thinking of applying?
- Reading for professional development and more...
- Big Reading Challenge for May
- Read all about it! Your free EBook trial
- NAU Talks... Leadership Programme Professional Enquiries
- Student voice in NAE
- Professional Development: Why do soft skills matter?
- Seminar Series: Third Culture Children
- Quality Education: The Global Goals Project
- Your new iSAMS Hub - join us on a new and innovative online journey
- Learning Technology Corner: Creating interactive content
- Communities
- Access

THERE ARE ONLY THREE ASPECTS OF LEADING TO GRASP. THEY ARE:

FUTURE

ENGAGE

DELIVER

Future, Engage, Deliver – Professional Development Leaders event 2017

As part of our organisational goal to give NAE staff the best professional development opportunities available we recently held a global event for professional development leads from schools across the organization. Here's a report from Debbie Murray-Smith on what she experienced at the event.

“Steve Radcliffe’s renowned “FED” outlook on leadership, Future, Engage, Deliver provided an ideal introduction to this year’s Nord Anglia Professional Development residential in Abu Dhabi. As leaders of professional development in Nord Anglia schools we were challenged to ask ourselves: can we articulate what the future of professional development will look like in our schools? How will we share this vision and engage others in the same goal? Finally, how do we intend to deliver this vision?”

This year’s PD residential centred largely on these themes. Delegates from 22 International Schools in the Nord Anglia group participated in workshops that focussed on: clarifying a vision for professional development, establishing a strong culture for PD in our schools and engaging staff every step along the way.

The clear emphasis on developing a cohesive strategic plan along with the power of networking and sharing good practice culminated in opportunities for deep reflection and a steep learning curve for new ideas and future implementation.

PD leaders left the residential with a shared vision that professional development should not be on the periphery of the running of our schools, but should instead remain ambitious and be positioned at the heart of what we do. The result of which will help lead to effective development of not only staff but all stakeholders in the school.”



Debbie Murray-Smith

Secondary Professional Development Lead
British Vietnamese International School Hanoi

Why don't you ask your professional development lead more about the event if you're interested in the ideas and concepts that Debbie described?





Leadership Programmes starting in January 2018 – thinking of applying?

The application area for Senior Leadership and Middle Leadership Programmes which will start in January 2018 will be open from May to September 2017. This is to allow you sufficient time to read the course information, talk to your line manager and be endorsed by your Principal. We're waiting to receive your application – take a look today.

To help you decide here are some quotes from staff who've already taken the course:

“The SLP was really well planned and delivered; it challenged our thinking and behaviours. I learned a huge amount that shapes how I move forward as a senior leader in school. Making connections with other senior leaders around the world was incredibly valuable and I hope I get the opportunity to work with some of them again in the future. What an investment from the company - I can't recommend it highly enough.”

Rebecca Carroll - Deputy Head of Primary, British International School Bratislava

“Having completed the MLP many years ago, I felt very fortunate to secure a place on the SLP to further my professional development. The programme has been fantastic, and having completed the final residential and my research project this October, I finished having grown as a person, a leader and an educationalist.

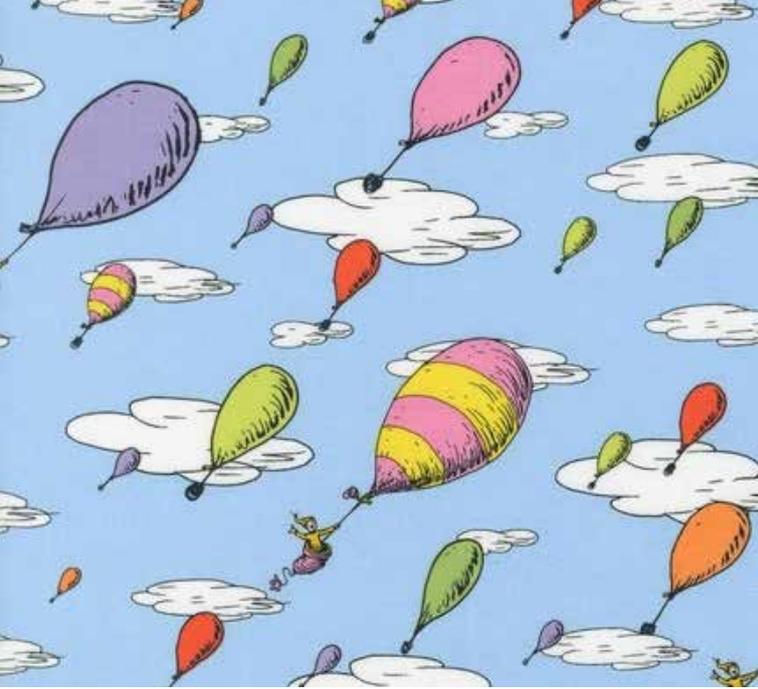
I cannot speak highly enough about the team that put the programme together. Their support, guidance and enthusiasm throughout was contagious.”

Christine Armstrong, Deputy Headteacher, British School of Beijing, Sanlitun

Our Leadership programmes are one year courses which include monthly online activities as well as two residential events.

- Middle Leadership applicants should be current middle leaders or have held a phase wide strategic role
- Senior Leadership applicants must be able to demonstrate whole school strategic responsibility but do not need to be a current senior leader.

More information on the programmes can be found on the [Leadership Programme area](#) of NAU.



NAU Talks... Leadership Programme Professional Enquiries

Have you watched our NAU Talks yet? We've put seven videos online created by some of last year's Leadership Programme participants. They'll tell you about the professional enquiry project they created and how the process has impacted their teaching. You could read about:

- *Effective strategies for working with parents in Early Years* from Meg King
- *How documentation supports the learning process* from Emma Pickering
- *The role of appraisal in teacher performance* with Steve Lewis
- *An investigation into leading change implementation* with Aidan Edmanson
- *The impact of professional enquiries* with Maria Britton
- *Making CAS more meaningful* with Philippa Williams
- *Heritage ambassadors and EAL intervention* with Dougie McNeill

We'll also be adding more videos soon.

Read all about it! Your free EBook trial

To help you find more things to read we've got some exciting news - for six weeks from the beginning of May, via the NAU library, you'll have access to an EBook library containing over 3000 education-related books. We'd love to make this a permanent fixture, but it depends on usage over the trial period.

Please spread the word around your schools and encourage your colleagues to log on and have a look.

The books will be accessible to read online, to download, or read in the EBSCO reading app (or iBooks).

If you have any feedback on the trial, we'd love to hear it. Please email us at nau@nordanglia.com to let us know what you think.

You could also head over to the Big Read and let us know what you're reading.



Catherine Bailey
NAU Programme Officer
Education Team

“ The more you read the more things you know. The more that you learn the more places you'll go. ”

Dr Seuss



Student voice in Nord Anglia Education

This month I want to focus on student voice. We are really pleased that so far nearly 4000 students have responded to the Nord Anglia Student Survey, and will share their views of how they are learning in the next issue. However, this is not the first global student survey... in January, two students from NAIS Pudong, Sammi and I-Zac, conducted their own global survey on Internationalism and Global Citizenship. Therese Andrews tells us what they discovered:

“74% of NAE students live outside of the country they were born in. Collectively they have lived in 110 countries, with students between the ages of 11-18 having lived in an average of 2.6 countries”. These are just some of the statistics Sammi and I-Zac uncovered through Nord Anglia’s first student-led Student Survey.

Upon their election to lead the Internationalism Committee Sammi and I-Zac, both Year 13 students, set their sights on learning more about how international their peers were. Originally from Taiwan and Singapore, both value being international students and all that this has taught them. “As we have both lived in Shanghai for the majority of our lives, we naturally embraced the role of being leaders for internationalism. We set out to investigate our peers’ opinions on internationalism and global citizenship in the Nord Anglia family,” they told me as the inspiration behind their research.

As their ideas developed, Sammi and I-Zac embraced Nord Anglia’s Be Ambitious philosophy and worked with senior members of central teams on developing the survey. The questions were distributed to students aged 11-18 across the family of schools through Global Campus Leaders. Nearly 1400 responses were received and the results are illuminating:

- 20% of our Nord Anglia students have lived overseas for more than 11 years
- 29% speak French fluently
- 26% speak Chinese fluently
- 22% speak Spanish fluently
- 90% consider themselves to be international
- 80% consider themselves global citizens

One of the hardest tasks they faced was sifting through the open responses to the question ‘What does it mean to be a global citizen?’ Favourite answers to this were ‘accepting others no matter race, religion, culture or physical aspects’ and ‘the world is becoming more globalized every day which means we will be exposed to many different cultures and ways of thinking throughout our lives’ as they felt that these quotes summarized and represented their research best.

As they hand the Internationalism Committee baton over to their successors, Sammi and I-Zac have demonstrated the power of our students and the strength of their voice. We are so proud of their work on this student led survey and can’t wait to see them in action at the United Nations headquarters in July at the Nord Anglia Global Goals Summit.



Mark Orrow-Whiting
 Director of Curriculum
 and Student Performance
 Education Team



Why do *soft skills* matter?

You may have noticed that on NAU we've been mentioning soft skills a lot this year – but have you ever wondered why they are so important? At the most basic level your soft skills (or workplace skills) represent your ability to get along with other people. They have impact on every part of your daily life at work and at home.

“Technical skills may get you the job, but soft skills can make you or break you” (Anon)

Everyone has had times when they have struggled to relate to a colleague, or can't quite work out the best way to present an idea, or need some suggestions for how to resolve an issue that just won't go away. Having an issue like this doesn't mean that you've failed, although it can feel like it. Every one of us is different and will need to work on some of our skills at different points in our lives and careers.

Don't undervalue the importance of good soft skills and how often you need to practise them! We recently set this year's MLP participants the challenge to take some of our courses and this is what they had to say afterwards:

“I was really pleased this was our task. These courses are really useful and I have applied them already in my work and home life!”

Claire Statovci, The British International School Bratislava

“I really enjoyed these videos. They were engaging, had

practical tips for leaders, were concise and gave further reading examples - exactly what I am looking for in CPD.”

Douglas Allen, Compass International School, Doha

“What a fantastic range of choice there is with these pockets of one hour informative areas of NAU.”

Jane Hall, British International School Ho Chi Minh City

“These courses have been highly beneficial and I shall certainly recommend them to colleagues.”

Ashley Phillipson, British International School Budapest

We're continuing to add more courses to NAU to support your core skills development. This month we've launched a new section on personal skills which includes:

- Developing resilience
- Be Assertive – the right way
- Emotional Intelligence

We've selected these 3 courses as a result of feedback from schools and central departments in the areas that staff have asked for training. They are perfect for anyone who needs ideas or a refresher in their key skills. Each short course contains a video presentation, a workbook and opportunities to reflect on your personal situation. They also come with a transcript of the video to support EAL colleagues.

Inspired to take a look? You can find all of these courses on the [workplace and personal skills area](#) of NAU.

SEMINAR SERIES

Third Culture Children

As part of our ongoing collaboration with Oxford University Press we are bringing you a new set of videos focusing of the challenges facing Third Culture Children. Eithne Gallagher is a renowned author of ESL and mother tongue issues; she has over twenty years' experience of International School Teaching and currently works as a consultant for schools implementing inclusive education policies.

Eithne has produced three short videos for us talking through the issues that Third Culture Children face:

- Who are Cross Culture Children?
- Challenges and the transition experience
- Learning to adapt and affirming identify

In the videos she will explore with you the challenges they face and propose a practical, pedagogical approach to deal with our changing realities. You can watch these and many more videos on the [Seminar Series](#) page of your NAU.





Quality Education: The Global Goals Project at BIS HCMC

In 2015, the United Nations introduced a set of 17 goals called the Sustainable Development Goals (SDGs) that they aim to achieve by 2030. The student-run Global Goals club at BIS HCMC focus their efforts on raising awareness of these goals and encouraging students to get involved with the efforts to achieve them. Earlier this year they delivered a campaign based on Goal 4 - Quality Education, with different activities to educate students about the importance of receiving education and the barriers to achieving this goal. We have been really impressed with the way that the Science department and Year 9 students have further developed this and shown that quality education can be made available to all.

Teaching Science can be challenging and very expensive. Not all schools have the same access to resources that we have. With this in mind, our Year 9s were tasked with planning and teaching a lesson for one of our community partner schools. This lesson would teach a scientific idea effectively and cheaply (with a limit of approx. US\$5) to Year 7 age students.

After a morning teaching the students, these lessons and resources would then be shared with our community partners, with the aim that they continue using these lessons at their school.

Our students gained an understanding of how to communicate and teach effectively, how people learn best and the importance of practical activities in teaching Science.

Matthew Lambert, Head of Science



To find out more about how you can incorporate the Global Goals at your school, visit the [Global Goals Community](#) on NAU.

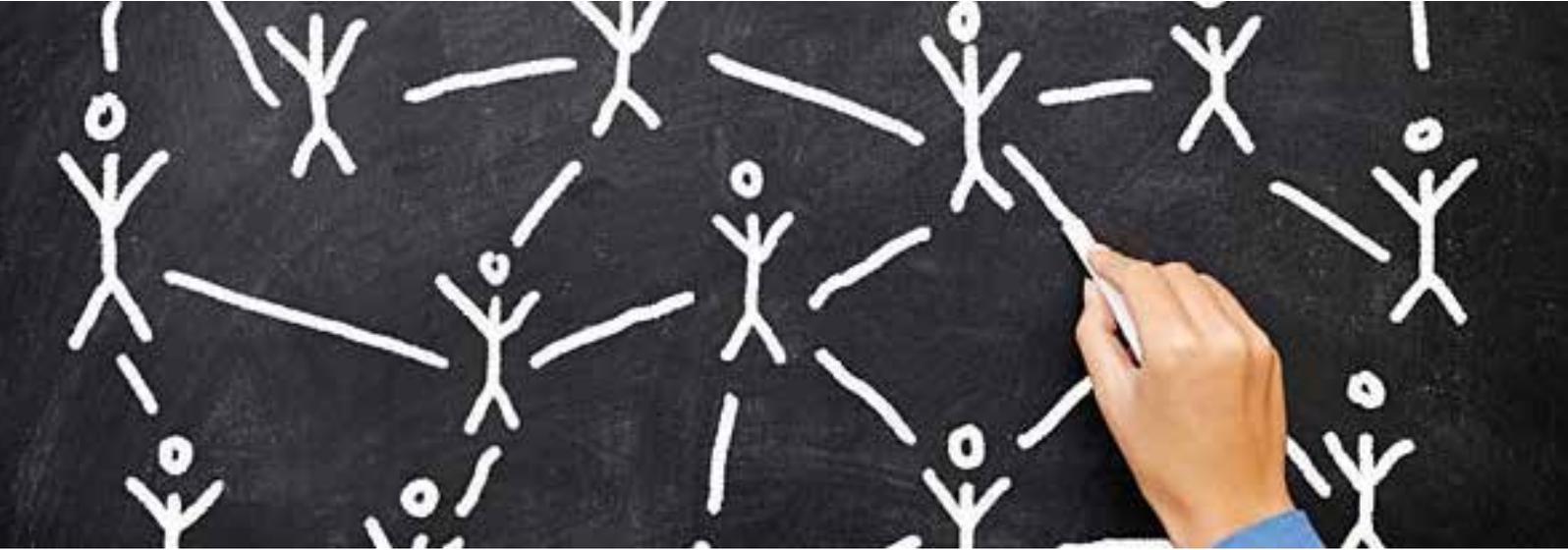
A budget of 120,000 VND and a science lesson to teach - that was the challenge our Year 9s were given. This was the Shoestring Science project.

The challenge was to plan a lesson in both English and Vietnamese revolving around a theme, including an experiment within the budget. Sounds simple, but it was no easy task. The children we were teaching are our community partners from Tran Quoc Toan, a Vietnamese primary school. We had to ensure our lessons were engaging and easy to understand as well as providing a chance for the children to learn some new science.

After weeks of preparation, we were ready. I was pacing around the lab setting up our lesson and experiment just moments before the children came. Excited energy buzzed throughout the lab as the final touches were made. Individually, to see the children enjoy our lesson was the most rewarding part of the project - they were all very enthusiastic and eager to learn. As the school the children came from do not usually do practicals due to their lack of resources, the experiments were no doubt their favourite part of our lessons.

Personally, this project is one of the highlights of the school year. To see something that we have planned meticulously come to life so successfully was a highly rewarding experience that I'd love to give a second try.

Rose Duong, 9I



Your new iSAMS Hub

– join us on a new and innovative online journey

Tired of missing important news about iSAMS? Frustrated that you can never find what you need? Would you like to talk to your peers or just ask questions and get answers from other users? Then you need the [iSAMS Hub](#), your re-invented iSAMS Community.

The Hub plans to be a common connection point for all your iSAMS interactions just like the hub and spokes of a wheel. This is not just the reimagining of an old theme but the start of an innovative journey to which you are all invited. We plan to add relevant new articles each month with linked forums and these are not just a place for seeking out solutions on your own as this peer to peer community will start to involve 10's and 100's of iSAMS active users, who will answer questions and contribute to the discussions.

What will you find in the Hub:

- Monthly Articles
- Forums and topical discussion
- Helpful documents
- Useful resources and example reports
- New developments and functionality

If you visit the site and are unable to find or get the answer on your own or with the help of colleagues from our family of schools then simply click the link to the iSAMS company [iCommunity](#). As with any community it's people in the forums who count and we are fortunate to have a small but passionate group of iSAMS users and experts just like you and are committed to help with whatever question you might have. It is these members who have helped us to keep this community lively and we hope this redesign and more formal approach to topics and courses over the forthcoming terms is something that you will appreciate and use.

This is just the first stage of the online presence. We'll be developing it further over the coming months, so please read the articles, join the discussions, seek advice and help and tell us what you'd like to see in the future.



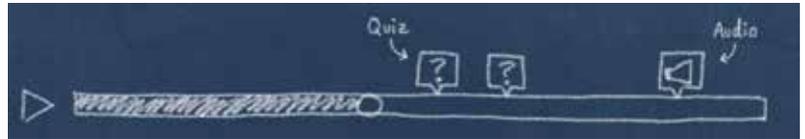
Nick Chadband
IT Project Manager
Information Systems



Creating interactive content

Interactive content is something that we design into many of our online courses. It stems from a desire to provide an active learning experience that engages our staff. Until recently, creating this type of content was the domain of the Learning Technologists or Instructional Designers using specialist authoring tools. Now tools are starting to spring up which allow classroom teachers to do it quickly and easily themselves. Here are a few options:

- [H5P](#) – this is a Moodle plugin which we have recently starting using on NAU and the Global Campus online. It is a collection of tools including interactive presentation and video options as well as lots of quiz questions. Check out what's possible.
- [Youtube annotations](#) – for public facing videos the annotation option allows for the display of extra information via speech bubbles, spotlights and labels. It's simple but effective.
- [EDpuzzle](#) – This is another interactive video option but allows for quiz questions as well as extra clickable content. It's easy to set up, and designed with education in mind. Like other interactive video options, you can use an existing video you find on Youtube or Vimeo, or create your own. Edpuzzle also has a classroom management option.
- [Thinglink](#) – The main tool is for creating interactive images. Great for large images where clickable labels or links would enhance the students' learning experience. This is a newer interactive video option.
- [Playposit](#) – Another education focused interactive video option that can be integrated with an LMS. Similar to EDpuzzle, you can use branching to take learners to different places depending on their answers to questions you create.
- [Nearpod](#) – created on desktop PCs and engaged with on tablets, this interactive slideshow creation tool allows for teacher or student paced delivery. Engagement in a live classroom adds a fun element to the quiz questions that you can dovetail with video and images.
- [Kahoot](#) – This very popular application is a straight quizzing app that helped educators realise how they could enhance the learning experience using mobile devices. You can set formative assessment quizzes to check learning throughout your lesson. There are many, many other quizzing app options.



What tools do you use to create interactive content? Please share on the [Learning Technologies community](#).



Tom Preskett
Learning Technologist
Education Team



Jolandi Augustyn
Learning Technologist
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; there are over 80 to choose from...so there must be one that's right for you!

Featured Community

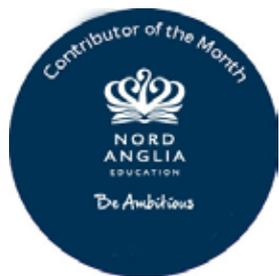
Our featured community this month is the [International Staffroom](#). Paul Jones from British School Guangzhou has recently taken over managing this community and he would love to see you in there to discuss all things education and NAE related.



Contributor of the Month

We've had some excellent contributions this month on NAU and it's been tough to choose the winner of the Contributor of the Month. However, [this post from Alfred Creissen](#) was detailed and thoughtful and got people talking. Have you read it? Head over to the [Teaching 5s to 7s Community](#) to find out more.

The winner of contributor of the month receives an NAU badge and a £20 Amazon voucher. If you would like to nominate someone for next month, please email nau@nordanglia.com to let us know.



Collaboration Topic – STEAM: Learning and Playpods in Early Years

This topic will be led by Helen Heun (BIS Charlotte), Myrna Garcia and Blanka Andrade (San Roberto). The topic will run from 8th – 15th May.

Head over to the [Early Years forum](#) to get involved!



Joanna Lay
Programme Lead for NAU
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