



NORD ANGLIA
UNIVERSITY



Nord Anglia *University*

Connect-ed Newsletter October 2017

Learn more. Achieve more. Collaborate more

Welcome to the October 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?

- The impact of PD
- Quality Assurance Regional Training - 1 down, 5 to go!
- Big read: Teaching Writing While Standing on One Foot
- Featured functionality... the translator
- Getting started with Project Based Learning
- NAE – a big company, with personal learning
- Just Google It!
- From our archive: Skills courses
- The Power of Coaching
- Preparing Students for Future Success through Intercultural Competences
- Nord Anglia Remembers
- Getting started with UNICEF and Global Goals
- Middle Leaders Programme –residentials, professional enquiries and rewarding learning
- Featured community – Juilliard
- Collaboration topics
- Learning Technology corner - being creative online and developing student literacy
- Access

And if you missed some of the great content in last month's edition, you can [access it here](#).



PROFESSIONAL DEVELOPMENT

The impact of PD

Why should we seek out new opportunities and new ways to develop ourselves, personally and in our careers? It really comes down to mastery... we want to get better at what we do and make a bigger difference for the students that we teach; after all, that's why most of us are here – to make a difference in the lives of the children.

If nothing ever changed in the way we approach life, relationships or teaching then life would be pretty boring, but we'd also miss out on endless opportunities which are waiting for us. The change and impact doesn't have to be huge; you'll likely have heard of the theory of marginal gains before, but you could also call it the snowball effect. One change leads to another, and gets bigger and bigger until it has made a massive difference. That's when you'll start to see the real impact.

So we encourage you to be bold, seek out new opportunities, look for ways to make a difference. You'll find lots of opportunities for you to engage in your professional development on NAU, such as courses, ebooks, videos, forums and collaboration topics. Each brings its own ways for you to build a bigger snowball. And remember to keep focusing on why you're doing it – to get better at what you do and make a bigger impact – there can't be a bigger or better reason!



Inderjit Dehal

Director of Professional Development
Education Team



Quality

Degree of excellence or work
the standard of something
superiority, high grade, or
essential characteristic of

Quality Assurance Regional Training - 1 down, 5 to go!

We had the pleasure of working with Principals and Senior Leaders from our schools in the Middle East in a very warm Abu Dhabi. The aim of the day was to discuss:

- key messages and implications for leadership of the NAE QA Framework and process for review
- Effective school self-evaluation – developing processes and sharing good practice
- High quality evidence - our expectations for evidence based review
- Leading a self-evaluating school – creating a climate of enquiry in our schools

Feedback from the day was positive and it was felt this had given us a really good start to our development journey with the QA Framework. Attendees from this first round of face to face sessions have excellent advice for colleagues.... reflect before the session on the contextual factors for your school such as local compliance requirements for inspection or accreditation. Throughout the day we discussed ways of working collaboratively as we all move forward with QA, including opportunities to moderate the evidence being used.

We are looking forward to the next session, and rest assured we are reflecting and evaluating our approach to the training as we go. We encourage everyone to take a look at the [online training on NAU](#) that will support your understanding of using the framework and how to make a best fit judgement. Please let us know how you are using the online course in your schools: are you using it to

support discussion? Are you sharing your thoughts and questions with colleagues in your school? Are there any of the short videos that you have returned to watch again? Let us know via the QA discussion forum.

You can find the training and more information about the new framework in the [QA area of NAU](#). Use this link or search for Quality Assurance on the website.



Jayne Bennion

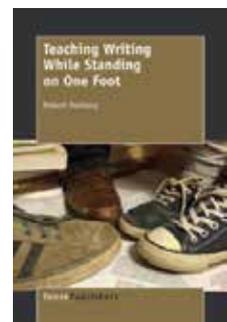
Director of Quality
Education Team

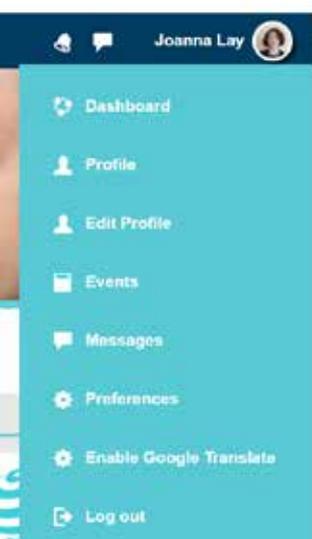
Big read: Teaching Writing While Standing on One Foot

Our [big read this month](#) is *Teaching Writing While Standing on One Foot* by Robert Danberg. In his book Danberg encourages teachers to see classrooms as laboratories and themselves as artists, intellectuals and researchers. It is written from his perspective as a learner growing up with a learning disability and explores the question “How do we teach what we can only learn for ourselves?” This book is a thought provoking exploration of how to inspire students and will make you reflect on and want to write the story of your own life.

Don't forget that you can read it for free – the eBook is available in the [NAU Library](#)!

If this book isn't for you then you could look for another one, the NAU Library has thousands of articles, periodicals and eBooks on a wide range of topics for you to start reading today.





Featured functionality... the translator

Last month we told you about our favourite feature on NAU - the search. Have you tried the search yet? Give it a try, it's the easiest way to find any area, course or topic in NAU.

This month we'd like to highlight the translator.

You can find it in your user profile menu. Just click your name at the top of the NAU page and select Enable Google Translate. Then once it loads choose your language. You can also turn it off by going back to this menu screen.

The translator is powered by Google translate and will update most page content in the site for you if you prefer to read in another language. Translation options are also available for articles and eBooks in our NAU library.

Getting started with Project Based Learning

Do you want to get a head start on Project Based Learning? Maybe you've thought about starting a project and don't know how to get started? Or perhaps your school are talking about starting to teach using PBL and you want to know more? Well it's lucky for you that we've got a new [self-study course](#) that you can use to find out about the basics of PBL. It's packed full of practical activities to undertake with your students and advice on what works and what doesn't. Written by world renowned PBL experts David Price and Clare Price this course will help you create the right projects for you and your students, set your projects up for success and help you to understand how to successfully assess the project to complete the learning loop.

If you want even more training on PBL then our Teaching Fellows Anastasia Georgoulis and Jeremy Hall will also be running a collaboration topic this month on PBL - head over to the [PBL community](#) and get involved.

NAE - a big company, with personal learning

Did you know that there are over 8000 staff employed at Nord Anglia Education? With a company of this size you can't possibly know everyone. Just this month there have been over 2000 of you online! If we're not careful NAU could start to feel anonymous and generic. The good news is that we're working hard to keep NAU feeling personal and the content tailored to you. We will shortly be launching some new features on the website that make it easier to keep in touch with your favourite topics and also to keep track of your own learning.

What can you do?

Firstly, keep doing what you're already doing, say hello, thank others for posting ideas that you like. Get involved in training and conversations that you find useful.

But we also have a little task for you - if you haven't already done so - please add your profile picture to NAU so that we can all see who is online. It makes NAU a friendlier place to learn and helps you to meet others from around the organisation.

How do you change your profile?

On any page in NAU click on your name to open your profile menu, click edit profile and add your picture in to the file upload box. It's that simple. We're looking forward to seeing you online!



Joanna Lay
Programme Lead for NAU
Education Team

Just Google It!

This week I've begun a two-week research assignment with my vibrant and enthusiastic class of Year 2 children. Our topic? "Our World", specifically, a short study on 3 biomes of the planet. We're looking closely at the plants and animals from the Rainforest, Desert and the Polar Regions.

We've started well, sharing a general overview of what each environment looks like and they've been busy identifying key global areas on a world map; eager to share what they already know and prove that I have a class of mini David Attenboroughs in the making!

But things came to a rather abrupt halt this week when I asked how we might go about researching information about each environment's plant and animal life.

"Google it" was the first answer. Righto, let's tick that off – excellent suggestion.

Next suggestion.... "You can tell us!" Then the eager hands disappeared.

"How else could we find information about the animals and plants for each region?" I asked.

With some encouragement, finally the suggestion to visit the library and use books as a way to gather our information was put forward. I felt immensely relieved... if not a little concerned that the answer didn't seem to come so automatically from my budding researchers.

As an avid reader myself and a diehard advocate for all things reading, it really made me think about how much we rely on the quadru colours of the world's most popular search engine to answer all our important (and not so important) questions about everything. What potential impact does this have on our approach to education and investigation?

Coming up in the [Primary 5-7s Community](#) on NAU we will be discussing some of the pros and cons of using technology (hardware, software, mobile devices and anything related) and the impact we feel in the classroom.

In the meantime, it's back to basics for us in our next research lesson. I have a stack of non-fiction texts prepared and I'm making it 'google free'. We are going to read through a range of information and identify the key elements important to us. I admit

that this may make the process slightly lengthier... but in the long run I think it's a valuable exercise! We'll continue to use technology to reaffirm some of our original investigations later in the week.

If you're interested in sharing your ideas on technology and its use in the classroom, keep a look out for the up and coming discussion in the NAU primary community.



Emma Noonan

Class Teacher
Dover Court International School
Primary/Guided Reading Teaching
Fellow for NAU

From our archive: Skills Courses

Do you ever feel not quite up to scratch in your role? Maybe you find it difficult to have conversations with some colleagues, or worry about speaking in public, or have to keep asking for help using Word or Excel? You could see any of these as failings or inadequacies...but why not turn it around and make them opportunities to grow or areas that you're going to improve this year. You can start by finding better ways to engage with that colleague, to embrace talking in public or to learn that new skill. We'd like to suggest that you give our workplace skills courses a try. Each course offers bite sized learning materials with practical ideas for how to make a small change which could have a big impact on your personal or professional life. We have courses on:

- Difficult conversations
- Negotiating and influencing
- MS Excel, Word, PowerPoint and Outlook
- Working in a team
- Presenting to others
- Making decisions
- Delegating
- Leadership and management

For the full list of courses visit the [Workplace skills area](#) on NAU or look at our [course menu](#).





The Power of Coaching

Coaching is a powerful tool for development in which a person supports a learner to achieve a specific personal or professional goal. It can be invaluable to support staff during their performance management and can also be used with your students.

We are currently launching AMBITIOUS Coaching at Dover Court International School. John Nicholls, Assistant Director of Professional Development and Leadership Development (Asia) from the Education Team, has created the model, which stems from the GROW coaching model. This superb NAE self-study course provides the opportunity for all colleagues to learn about the concepts of coaching and participate in a range of online modules, such as conditions for coaching, use of language and professional growth as a coach.



At DCIS we are using this self-study course to launch coaching to our staff. I am leading weekly coaching sessions which run alongside these modules, putting theory into practice. This voluntary CPD has had great response with over 35 members of staff opting to become a school coach. We are currently 3 weeks into this CPD and the feedback, progress and results have been excellent. By the end of this term we look forward to having 35 school coaches at DCIS, ready to embark on their coaching journey; we anticipate they will draw on their coaching skillset to be able to support other coachees in areas of their choice.

For any questions on how this has been launched at the school, please [contact Ian](#).

Interested in the [NAU introduction to coaching course](#)? Or you might want to join the [Coaching Community](#) and talk to your colleagues who are practicing coaching in their school already.



Ian Rinaldi

Deputy Head of Primary
Dover Court International School
Singapore

Preparing Students for Future Success through Intercultural Competences

In the 21st Century, intercultural competences have been acknowledged as essential skills for students' future success. Individuals that interact and communicate effectively in a multicultural world are those that minimize conflict, promote understanding and establish relationships of trust and respect. Thus, the primary goal of intercultural education is to assist students to develop such aptitudes, as well as fostering respect for other cultures and people. Nonetheless, intercultural competences are not automatically attained due to the multicultural students' body; international schools would need to embrace intercultural education through the internationalization of the curriculum. Academic research has revealed close links between intercultural learning and pupils' positive attitudes towards cultural diversity.

In today's globalized world, intercultural learning and the internationalization of the curriculum have become fundamental prerequisites for building a sustainable way of living together in a complex and multicultural environment. However, sustainability requires the stimulation of critically thinking skills to enable students to accept that cultural heterogeneity is not only a reality, but also, and more importantly; an inherent characteristic of humankind. Henceforth, the role of educators become seminal in promoting intercultural learning and critical thinking skills through the internationalisation of the curriculum...

Read the [full article by Ruth](#) on NAU in the Third Culture Learner community. Ruth is also currently taking part in our Masters Programme – if you think you'd like to apply next year take a look at the [Masters area on NAU](#).



Ruth Pasquier (Rios-Morales)

Teacher of Economics
College Champittet



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Getting started with UNICEF & Global Goals



Nord Anglia Remembers

Moving to teach History in China was full of revelations, but one of the quickest, and most significant, was the realisation that the context of my teaching had changed completely. This applied especially to Remembrance Day – which is not very well known in China, and very difficult for the students to personally identify with. The solution was fairly simple – discuss with the students what Remembrance Day meant to them. With this in mind the first collaboration topic that I will run as History Teaching Fellow is based around this – what does Remembrance Day mean to your school?

The aim is for all 46 schools to find what Remembrance Day means to their unique context, and demonstrate this in any way they choose. To make this easier, a PPT that could be used in form time, lesson time or an assembly is available in the History subject area of NAU. There are several suggestions outlined within the PPT, for example, creating a unique symbol (such as the poppy) to wear in remembrance. Schools can then post about what they have done in the [History NAU area](#) – making this the first Nord Anglia Remembrance Collaboration. Through collaboration Nord Anglia remembers.

Charlotte’s collaboration topic will be running between 15th October and 12th November on NAU.



Charlotte Giles
History Teaching Fellow
The British School of Guangzhou



Kaye MacIver
Head of Humanities
The British School of Beijing, Shunyi &
NAE Teaching Fellow- UNICEF
and the Global Goals

The [UNICEF and Global Goals area on NAU](#) is new this year. The aim of this community is to build on the amazing work we all started in embedding the teaching of the Sustainable Development Goals (SDGs) into our lessons across all phases.

We started by focusing on Goals 2&3 in the 2017 Global Challenge and this saw our students ambitiously tackle these goals and look for solutions in their local communities. Over the summer I was lucky to be a part of the great team of NAE teachers and students who went to New York the first Global Goals Summit. There is currently the Global Campus Photographer of the year competition, which incorporates the SDGs with the theme ‘Where I Live’. This is an excellent opportunity to make links to our students’ local environment and the need for sustainability across the world.

Later in the year we have the next Global Challenge which will consider SDG 11 Sustainable Cities and Communities and SDG 12 Responsible Consumption and Production. This area is for teachers to share ideas and resources on embedding the goals into our curriculum and around our schools. The cross-curricular ideas are endless; the links with STEAM are natural and if we want our students to gain confidence in presenting their ideas on the world stage we need to use the expertise from the Juilliard team. Please use this page for collaboration with the brilliant team of educators that we are. It will be great to harness the expertise and experience we have out there in our NAE family to develop our collaboration with UNICEF. Please use #NAEUNICEF to let us all know what you’re up to in your school. See you online!

Kaye’s collaboration topic on Sustainable Development Goals will be running this month.





Middle Leaders Programme - residentials, professional enquiries and rewarding learning

The second residential workshops for the Middle Leaders Programmes have taken place in Europe, China and the Middle East, with SE Asia running in early October.

The facilitators have been impressed with how much the participants have grown as leaders since the first residential in January. A combination of monthly tasks, mini leadership experiments and reflective practice has made a strong impact on the growth of our colleagues.

In the second residential workshop, we have looked at the role of middle leaders, the growth and purpose of leadership, school self-evaluation, finance and data analysis. We also spent time on how to lead yourself and others using the Core 7 before using this to explore next career steps.



Our colleagues are putting their final efforts into their Professional Enquiries before submission at the end of October. The general feedback has been that



the course has been demanding but very rewarding.



If you would like to [apply for the next Leadership Programmes](#) which start in January there's still a few days left; log in to NAU and apply now.



John Nicholls
Assistant Director, Leadership Development and Professional Development (Asia)



Featured community - Juilliard

Our featured community this month is the Juilliard and Performing Arts community. Our collaboration with Juilliard is expanding and our new revamped pages on NAU reflect this. So, If you've ever wondered just what the Juilliard-Nord Anglia Performing Arts collaboration is all about and why Music, Dance and Drama are so important for our students then this is the ideal area of NAU for you to visit. It contains information about the Juilliard Team, key links for staff engaging with the programme, details on events and webinars as well as resources containing key information resources and data. It is also the ideal way to connect with other colleagues who are involved in the collaboration.

Juilliard

The Juilliard area of NAU has recently been updated to reflect the new subject areas added to the collaboration and changes to the programme since it was initiated.

We hope you take the time to [visit the community today](#).

Collaboration Topics

Last month our Teaching Fellows hosted some incredibly successful collaboration topics – don't forget that you can still engage with any of the materials even if the collaboration week is over.

New topics for this month are:

Topic	Dates	Area	Host
Project based learning vs project adjacent learning	16-23 Oct	Project Based Learning	Anastasia Georgoulis and Jeremy Hall
Igniting curiosity and wonderment	Oct	Primary	Stacey Crump
Ensuring effective reflection	Oct	CAS	Philippa Williams
Remembrance Day	15 Oct-12 Nov	History	Charlotte Giles
Promoting the Sustainable Development Goals	Sept-13 Oct	Global goals and UNICEF	Kaye MacIver
Introducing a PBL approach	Oct	Professional Development Leads	Matt Woodward

To take part simply visit the area using the link provided and get involved in the discussion or activity. Our collaborations are made better by you, so don't just visit and look, get involved and say hello too.

Being creative online and developing student literacy

Creative writing is the pursuit of fun. It's the opportunity your students have to play with words, write what they want, and develop their voice. And while they play, they are developing important literacy, language and communication skills.

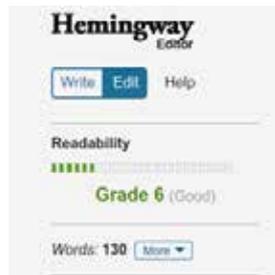
There are a number of apps that can support and encourage your students in their creative writing. The following apps support a different aspect of the writing process. Do you use any of these? Do you have other recommendations? Share your thoughts in the [English community](#).

Story-telling—The world-renowned Story Cubes also come as an app. Story Cubes are nine dice, which display different images on each side. Children quickly understand how to use the dice to build a story and these are effective across all learning stages and EAL contexts. The app lets you roll the cubes by shaking your device and you are able to move and rotate them as you tell the story. The Original and Clues sets are included for free, additional cube sets are available as in-app purchases.



Brainstorming – The Brainstormer is arguably the most unique and beautifully designed app providing randomly generated inspiration. Use the three spinning wheels to generate combinations of your creative prompts for plot, theme, subject and location. You can move the wheels yourself or do a random spin. The World Builder and Character Builder wheels help to develop these parts of your story and you can even create your own wheels of inspiration. At the moment it is only available on iOS (Apple devices).

Editing – If only Hemingway Editor had been around when I was 16! This fantastic desktop app makes your writing clearer and tighter by providing editorial and formatting recommendations directly on to your text. It provides explanations with its recommendations, so rather than simply accepting changes, users can learn how to improve their writing going forward. Although this app is not free, students who take their writing seriously are likely to see \$19.99 as a good investment.



Publishing – Storybird is a publishing platform rather than an app. Described as ‘visual storytelling for everyone’, it lets users publish their stories and illustrate them using images from a large artwork library. It provides advice and guidance for teachers and parents about how to make the most of the learning opportunities provided by the platform. It is a safe, advert-free space where your students can enjoy illustrating, publishing and sharing their work.

So these are our ideas, how about putting it in to action? You could use your new online creative skills to take part in the annual Global Campus Creative Writing competition, which starts soon! This is your students' opportunity to become a published author. Ask your Global Campus Leader about the competition.



Or maybe you'd like some best practice examples for teaching writing in Primary? Visit the [Seminar Series](#) section on NAU and click on 'Primary Teaching'. Literacy expert James Clement provides ideas and strategies to support writing skills as part of your curriculum. James has also produced a fantastic new video for us on using Poetry with Primary students, containing practical examples of how you can embed creative and ambitious literacy techniques in your teaching and how you inspire your students to produce creative writing.



Sara Tindall
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