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Nord Anglia *University*

Connect-ed Newsletter November 2017

Learn more. Achieve more. Collaborate more

Welcome to the November 2017 edition of Connect-ed

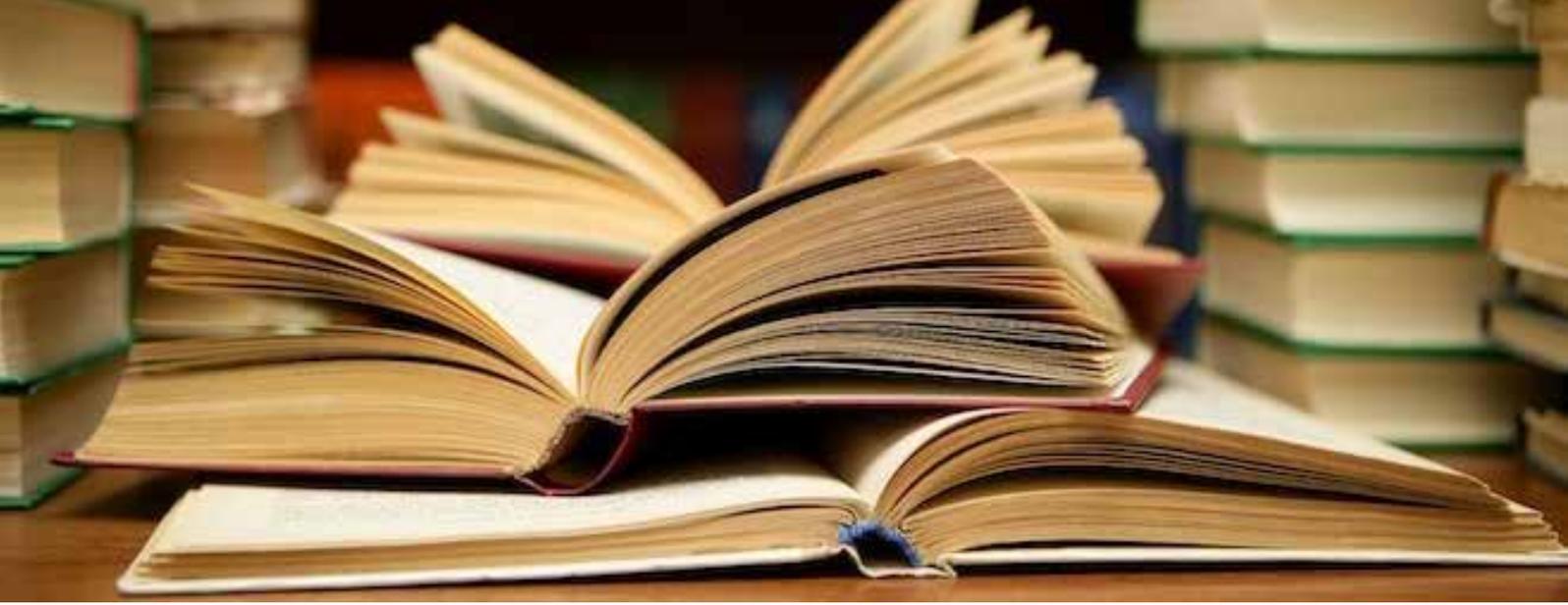
We're delighted to bring you the latest edition of our newsletter, packed with articles to help you find out more about the professional learning, good practice and collaboration opportunities that are available for you at Nord Anglia Education.

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?

- Academic Reading
- Professional Reading
- Search
- Quality Assurance Regional Training
- The Big Read: it's all about Project Based Learning
- Reimagining a school - The British International School of Houston
- UNICEF
- Safeguarding
- Seeing the impact of our Masters programme
- Entrepreneurialism
- From our archive: creating effective learning spaces
- Communities - Got 10 minutes for Mindfulness today?
- Collaboration topics
- Learning Technology corner - Well-being, habits and technology
- Access

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



PROFESSIONAL DEVELOPMENT

Academic Reading

One of the joys of working for a large (and growing) thriving schools' organisation is the huge opportunity it brings to learn from each other. But there is also the potential risk with this that it can make us introverted and less likely to seek out best practice elsewhere. That is why I, along with many others, am so excited about our Education Advisory Board, chaired by Lord David Puttnam, which will help us to reflect on our own practice but also have access to the widest possible network of educational thinking and influence.

At the recent SLT meeting in Switzerland, as well as introducing the EAB and doing some excellent work on our offer to parents, we reflected on our current vision and practice for PD, and on ways we might develop it further. We have seen PD, and NAU, grow and thrive significantly over the years, and I have to say personally that reading ConnectEd has always been a great stimulus to me to find out more. My thanks as ever go to all the contributors. But we were also reminded how many of our leaders and teachers post stimulating articles and links on social media, and therefore of the wealth of educational reading and research that is always available and literally at our fingertips.

I am sure that I will touch a chord with everyone reading this in saying that, over the course of our careers, it is academic reading and in-depth research into the very best educational practice that has been the most influential in changing and developing my own; I can still vividly remember digging deeply (somewhat scarily, 20 years ago!) into what came to be referred to as Assessment for Learning and realising what a difference this could make to young people if we scratched below the surface. And that is what I encourage myself and colleagues to do; if you find an article in ConnectEd which interests you, follow the links to the community on NAU, dig deeper and then, most importantly, share what you have found with others. There can be no greater complement to our schools and to NAE than to say we are true learning organisations, and I believe that reading and research are right at the heart.



Andy Puttock

Director of Education
Education Team



Professional Reading

At NAU we believe that reading, research and exploration of ideas is the best way to make an impact on the learning of your students.

“Read the literature. Subscribe to at least one professional journal. This is the easiest way to know how, who, and what is happening in education.”

Harry Wong

But we know that finding time to look for books, journals and articles can be difficult so we've embedded opportunities across our programmes including:

- on our Masters Programme
- on our Leadership Programmes
- the Big Read, with new books and a new article promoted every month
- our journal library and ebook library, with suggested reading ideas
- our Seminar Series brought to you by experts and authors in education

If you'd like some inspiration here are the ebooks NAE have been reading – [read them for yourself in our Library](#).

The Management and Leadership of Educational Marketing : Research, Practice and Applications (Advances in Educational Administration Volume 15)

Math Wonders to Inspire Teachers and Students

Opening the Door to Coaching Conversations

Learning Teaching: Becoming an Outstanding Teacher

Gratitude in Education: A Radical View

Feminist Theory and Educational Leadership: Much Ado About Nothing?

The Teacher's Ultimate Stress Mastery Guide: 77 Proven Prescriptions to Build Your Resilience

Arts Activities for Children and Young People in Need : Helping Children to Develop Mindfulness, Spiritual Awareness and Self-Esteem

From School Improvement to Sustained Capacity: The Parallel Leadership Pathway

Measuring up: What Educational Testing Really Tells Us

Meeting the Needs of Second Language Learners: An Educator's Guide

Oplatka, Izhar; Hemsley-Brown, Jane

Posamentier, Alfred S.

Reilly, Marceta Fleming; Cheliotis, Linda Gross

Boyd, Pete; Hymer, Barry; Lockney, Karen

Howells, Kerry

Palestini, Robert H.

Singer, Jack; Ontario Principals' Council

Coholic, Diana

Hargreaves, Andy; Crowther, Frank

Koretz, Daniel M.

Lessow-Hurley, Judith

Search

If you can't find what you're looking for on NAU we've got two new features that might help:

1. Our global search – use it to find any conversation, article, page or resource on the site. For example, last month you could have typed remembrance to find the collaboration being run by Charlotte Giles.
2. Our course search – use it to find an area or course on NAU. For example, you could type 'UNICEF' to find support, training, discussions and resources that will help you with the UNICEF programme and your global goals.

So keep looking and you'll find exactly what you need!

“If you haven't found it yet, keep looking”

Steve Jobs



Joanna Lay

Programme Lead for NAU
Education Team



Quality

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

Quality Assurance

Regional Training

We have just returned from China and North America following the regional Quality Assurance training sessions with Principals and Senior Leaders. It's been interesting to hear the reactions and thoughts each person has to the new framework and the processes of effective evaluation. So far it's been very positive and we seem to be getting a great deal of consensus that this is very much the direction of travel we all want and, more importantly, need. The training videos on NAU have also been really well received, and many have said they are returning to videos to revisit key messages which is exactly as we had hoped! If you haven't yet looked at the online training please do, and take the opportunity to talk to your colleagues in school. It's always good to share the learning.

We are delighted that so many schools were willing to share their thinking about self-evaluation during the regional training and it would be even better if this was extended onto the QA forum. So here is your challenge... [get posting about how you are approaching self-evaluation in your school](#), or post a question that you have, or perhaps a resource or article that will get us all discussing online as well as in the region.



Jayne Bennion

Director of Quality Education Team

The Big Read: it's all about Project Based Learning

[This month's Big Read](#) is Suzie Boss's 'Reinventing Project Based Learning', which explores the tools you can use to deliver PBL to your students. Find examples of technology tools, assessment strategies and practices that have been successfully used in a classroom setting.

If you'd like a [quicker read](#) how about the article '7 Essentials for Project Based Learning' by John Larmer and John R Mergendoller with examples for a seven step approach that will produce meaningful learning activities for your students. The focus is on a personalized delivery with a clear learning goal or outcome.

And if you're interested in [even more PBL](#) don't forget that we have a community on NAU and our Teaching Fellows Anastasia and Jeremy are running collaborations that you might be interested in joining.

Global Library Club

Led by the team at NAIS Hong Kong there is also a teacher's version of the Global Library taking place with discussion in the Big Read area of NAU.

In the next few months they'll be reading:

- November* Homegoing by Yaa Gyasi
- December* Stepping Stones (a picture book you could read in 10 mins about Syrian refugees)
A Game of Swallows, graphic novel by Zeina Abi Rached (both have a Middle East connection)
- January* Several books about brains and mental health:
Your Fantastic Elastic Brain (10 min read)
Blame my Brain by Nicola Morgan
How to Stay Alive by Matt Haig
Neurocomic by Dr Matteo Farinella (30 min read)
- February* The Three Body Problem by Liu Cixin
A Little Leap Forward by Guo Yue (both with China connection)
- March* Music related books – Drum Dream Girl
When Nijinsky met Stravinsky
Symphony for the City of the Dead

There will be copies of some of these titles available for free in the NAU Library – details are available in the [Big Read area](#).



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Reimagining a school - The British International School of Houston

Last year we featured an article from Andrew Derry on the challenges for teaching and learning at their revolutionary new campus. You can view the original article [here in our case studies section](#) and below an update from Andrew on the impact it's had on staff and students.

The British International School of Houston (BISH) opened its brand new, state-of-the-art campus last year. Its previous campus was what might be called a 'traditional' school, it had corridors with classrooms along each side. Each classroom belonged to a teacher, and had a teacher's desk, with a teacher's white board. Students moved from room to room as they got a year older, or



as they changed subject. The whole educational concept was designed around the teaching and the needs of the teacher.

But, what happens if you reverse the paradigm? What happens if you design the educational process, and the campus

itself, around learning and the individualized, personalized needs of the learner. What would that look like?

This is what BISH has set out to do. In

the new campus, teachers are not assigned to a classroom. There are no teacher's desks nor fronts to classrooms. The learning environments, called neighbourhoods, have a variety of flexible learning spaces that teachers and students can adapt and personalize as needed for each learning experience.

We are still analyzing the impact of this approach on learning, but the immediate and obvious effect has been on the level of ownership and engagement of the students, of all ages. [These TEDEd videos](#) aim to give an insight in to how this all fits together on a daily basis.



Andrew Derry

Principal
The British International School
of Houston



Safeguarding

As part of our work with UNICEF we have been invited to take part in activities for World Children’s Day on 20th November. World Children’s Day marks the anniversary of the UN’s Convention on the Rights of the Child. It is a global movement where young people tell the world what needs to be done to address some of the biggest issues facing children. Our students will play a significant role as we have been invited to take part in 2 ways:

1. A global ‘chain reaction’ dialogue for all of our schools

We would like all of our schools to create a chain of NAE student voices to show the determination of our students to help address the Sustainable Development Goals.

We have split schools into timezones to discuss solutions to questions that are passed from schools in one timezone to the next. Each school will tweet a 1 minute video summarising the question, students’ responses and asking a question that will be answered by other schools in the next timezone. A summary of the dialogue will be presented by a group of our students who participate in an event at the UN.

2. 40 NAE students help take over the UN on World Children’s Day

To celebrate World Children’s Day there will be an event in New York where students will takeover the UN. 40 students from The Americas region will represent our family of schools speaking on behalf of our 40,000 students.

To help you prepare a pack of information on what else you can do on World Children’s Day is [available here on NAU](#). Please tweet what you are doing in your schools using #NAEUNICEF and contact me if you have any questions about these activities!



Jenny McWalter
Assistant Director for Global Campus,
Education Team

Over a weekend in October our Bratislava school hosted the first Regional Safeguarding event. Colleagues from European schools attended the workshop, which taught the knowledge needed to meet level 3 standards (required for all safeguarding leads).

Subjects covered throughout a busy day included:

- institutional grooming /offender behaviour
- managing allegations
- online grooming
- peer-on-peer abuse
- the new Schools Safeguarding Self-Evaluation

The session on the Self-Evaluation was designed to support colleagues in undertaking the evaluation itself, something which all schools are due to complete and return via NAU by the end of this term.

Leading the event I was supported by Katie Rigg and Jane Foster from Farrer and Co, a respected London law firm with considerable experience in the International Safeguarding arena.

Judging by the initial feedback the event appears to have been very well received with delegates indicating that they enjoyed the workshop and found the input helpful and stimulating.

The next regional event is for SEA will be hosted by the British International School, Ho Chi Minh City. The offer of a safeguarding event of your own is open to all regions so to learn more [please contact me](#).



Barry Armstrong
Head of Safeguarding
Education Team

Seeing the impact of our Masters programme

It's now year 2 of the King's College Masters in International Education and we thought we'd share with you the impact that the course has already been having on the staff taking part and therefore our schools. Recently cohort 1 were offered the opportunity to take part in a PTES evaluation and below you can see the results.



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The King's College London | NAE Masters in International Education Leadership

PTES Satisfaction scores



100 % are satisfied with the course



91 % say the course will help them with their career goals



100 % have developed their research and analysis skills



83 % are more confident in independent learning



91 % say the course has improved their academic abilities



83 % say they have been challenged to create their best work

The aim of offering this exclusive Masters programme to our employees is to develop the talent within our organization and to ensure that NAE is at the forefront of International Education research. We're making a significant investment in each member of staff taking part and it's great to see a measureable change in the staff taking part.



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Entrepreneurialism

Increasingly disruptive technologies, the changing landscape of post-secondary education, and shifting economic realities are combining to cause educational leaders across the globe to re-evaluate the ways and means of educating children for success in a future world. We are now experiencing the beginning stages of “The Fourth Industrial Revolution” that will radically change the way our students live and work in the future. It has become a well-known and much discussed reality that students of tomorrow will need more than proficiency in academics to embrace the challenges of the future.

At Windermere Preparatory School, we have taken an important step in a direction that aims to address these issues and position our students for success in an uncertain future, through the development of a hands-on, real world focused, entrepreneurship program for our high school students. This program has been built with real world experience as an essential part of the student learning, and developed with a local practicing entrepreneur, who is passionate about the ways that students can grow and learn through the business start-up process. Throughout the program our students are exposed to and interact with businesses and their leaders from across the school community.

We have seen the growth and development of our students as entrepreneurs have an amazing positive impact on their ability to self-regulate their learning, to identify what they need to learn next, and to interact with adult professionals with confidence in unfamiliar situations. In short, it is much of what we might call “futureproofing”- the development of the essential soft skills that are fundamental for success in an uncertain future.

In the words of one COO that worked with our students last spring:

“I was happy to help with the growth of students and opened our doors to this program. What I didn’t expect was to work with such an empowered group of students that not only learned something from participating in this project, but helped me to wrap my arms around real, workable solutions to a big challenge facing our company.”

The world is changing. The best thing we can do for our students is to develop them as independent thinkers who have the confidence and experience to chart their own course as they grow into adults. In our experience, a well-developed entrepreneurship program is proving to be an effective way of meeting this challenge.



Dr Steven Lyng

Assistant Headmaster
Windermere Preparatory School

From our archive: creating effective learning spaces

Last year we recorded a fantastic webinar with Elizabeth Jarman where she talked about her Communication Friendly Spaces Approach.

If you didn’t watch it I would highly recommend it for any educator who wants to review their learning spaces. Her focus is at Primary, but there are lots of takeaways here for all learning levels. For example, have you ever thought about the way the entrance to your school or classroom sets the right tone for learning? Elizabeth has some suggested do’s and don’ts for you. Similarly, she talks about creating spaces to use with parents which create the right atmosphere for your parental meetings.

The video will really make you think and give you some good examples to start to review your own learning area.

Watch the video and find out more about Elizabeth [in our Seminar Series](#).



Got 10 minutes for Mindfulness today?

Looking for ideas for mindfulness, wellbeing and positivity? For starters take a look at the wellbeing community on NAU – it’s full of helpful ideas from colleagues around the organisation and ways to get engaged with mindfulness for yourself, your colleagues and your students.

Excitingly, we’ve also launched [our first mindfulness podcast this month](#). It’s delivered by Sue Smith who is co-facilitating our mindfulness Tutored Course. In about 10 minutes it will give you ideas for getting in the right mindset, focusing and preparing for your day.

We recommend you find a spare 10 minutes and give it a try today.

Collaboration Topics

We had some exciting collaboration topics during October, looking at a huge range of issues from how we tackle remembrance day internationally, to setting up effective reflection activities with students to the challenges to a PBL approach.

You can still take a look and get involved and this month we’re launching a new set of collaborations – our Teaching fellows will be online and waiting to hear from you!

Topic	Area	Host
Less is more!	Early Years	Meg King and the Early Years team at Bangkok
Mission impossible – assessment in writing 2017	English	Rachel Preston
Composing in the Classroom	Music	Tim Hainsworth
Sustainable Development Goals and STEAM	Global Goals & UNICEF	Kaye MacIver
Flexible Seating	Primary	Stacey Crump
Student Choice – how much is too much?	CAS	Philippa Williams
Blogging in the Classroom	Learning Technologies	Angel Bradford
Remembrance Day at NAE	History	Charlotte Giles
How should I approach teaching and sensitive subjects?	History	Charlotte Giles
Unpacking the May 2018 essay titles	TOK	Bevan Graham



Well-being, habits and technology

It is hard to miss the growing interest in and focus on health and well-being. This trend has entered the workplace and is also becoming a concern in schools. Research in the field has identified a number of issues that have a negative impact on health and well-being. Whether it's work, addiction to technology, a fear of failure... the reasons as to why we may not 'be well' seem legion. There is a plethora of wisdom on this topic and finding a path that addresses your needs or the needs of the students in your care can be difficult.

The topic is on our minds this month, as we are currently developing a course with Clive Leach, an expert in this field with many years' experience. The self-study course, titled '*Feeling good and functioning well*', is a practical introduction to Positive Psychology and is coming soon. Through our work with Clive, we are learning that well-being is more than the mere absence of physical or mental illness. It goes beyond cure and into prevention, by learning and applying positive habits that help you to be well and to flourish in all aspects of your life.

Habits are not easy to learn. They are not a matter of knowledge. They are a matter of practice and the responsibility of the individual to keep up the practice. How do you learn, or teach, new habits? What are your 'triggers' to prompt you to practice? Share your thoughts with us on NAU.

Your mobile device, possibly something that drains your well-being, can be turned into a partner to help you practice positive habits. Here are some suggestions:



Use your scheduling and to-do apps to schedule times and prompts for time-out/reflection/meditation/prayer



Use your mailing and messaging apps as communication tools to build up meaningful and positive relationships



Find apps that help you in your particular area of need – as a starting point, our Mindfulness for Beginners tutored course suggests [Headspace](#) and [Smiling Mind](#).



Get motivated and keep it simple by logging on to NAU. Our resources and courses on this topic are a great place to start:

- [Tutored course on Mindfulness](#), runs once a term (booking required)
- [Mindfulness podcasts](#) – the perfect follow-up to the tutored course
- [Personal development self-study courses](#)
- Feeling good and functioning well self-study course - a practical introduction to Positive Psychology (Coming Soon!)



Sara Tindall & Jolandi Augustyn

Learning Technologists
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