

Connected

June 2015 | **ISSUE 10**

Welcome to the June 2015 edition of connect-ed.

It's our pleasure to deliver to you the June edition of Connect-ed, the newsletter supporting professional development across Nord Anglia Education. Our articles are chosen to help you find out more about the professional learning, good practice and collaboration that have been going on across the organisation this month.

Read on to find out more about what's new and the new opportunities that we're adding this month just for you. We've also highlighted the many significant contributions that we have received from around the Nord Anglia Education family.

Stat-tastic

Last month:

- **More than 370 people were active on NAU**
- **That's 24,000 pages viewed**
- **444 comments in community discussions**
- **and 100 of you taking part in online or face-to-face course events**

The three most active schools on NAU were... Compass International School, Al Khor, Nord Anglia International School, New York and Nord Anglia International School Hong Kong. You can see a comment from our Al Khor school on their professional development programme below.

We'd also like to acknowledge our most active participant last month who was Eileen Groenewald, also from Compass International School, Al Khor.

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Spotlight on... Compass International School, Al Khor

"Being part of the Nord Anglia family of schools is one of two things that we consider to be our school's unique selling point (USP). The other is the excellent quality of our teaching team who inspire our students to be ambitious in all that they undertake to achieve. Our Academic Leadership Team (ALT) find Nord Anglia University an extremely useful professional development tool. It helps to structure enabling and collaborative learning meetings that lead to pedagogical discussions between teachers and students. Usually, as a result of a new strategy or principle discovered through NAU.

Most recently, our school has explored the method 'Lesson Study', following a webinar delivered through NAU. We have used and conjoined this philosophy with our own lesson observation tool 'Looking for Learning', making this term's cycle concerted and focused on learning outcomes. NAU has really shaped our professional development plan this year and teachers feel that they are personally benefiting from the directed time allocated to the learning opportunities that one can sign up to on this platform."

Sarah Graves, Vice Principal at Compass International School, Al Khor talking about the PD strategy which led to Al Khor being the most active school on NAU last month.

Can you help your school appear here next time? Take up the challenge and get involved on NAU today.

Webinars this month

We have a fantastic programme of webinars offering high quality subject specific learning opportunities led by expert teachers from across our family of schools. Here is June's offering:

Maths	11 June	Entertaining Mathematics: Keeping students motivated and engaged at the end of the year
Science	16 June	The Group 4 project
PD Leaders	17 June	Looking back - what's worked and what hasn't
Geography	17 June	iGCSE Geography
Primary	23 Jun	Teaching Computing at KS1
World Languages	23 Jun	Provision for native speakers in our schools & planning for the next year
PE	24 Jun	The role of an outstanding teaching assistant in PE

Our webinars are open to all staff regardless of your role or teaching subject.

Details of how to join these webinars can be found on NAU on the [webinars page](#) and in the related subject community areas. All our webinars are recorded and archived online so that you can watch them again and again - or, just at another time if you can't make the live event!

Get involved - webinar leaders for NAU

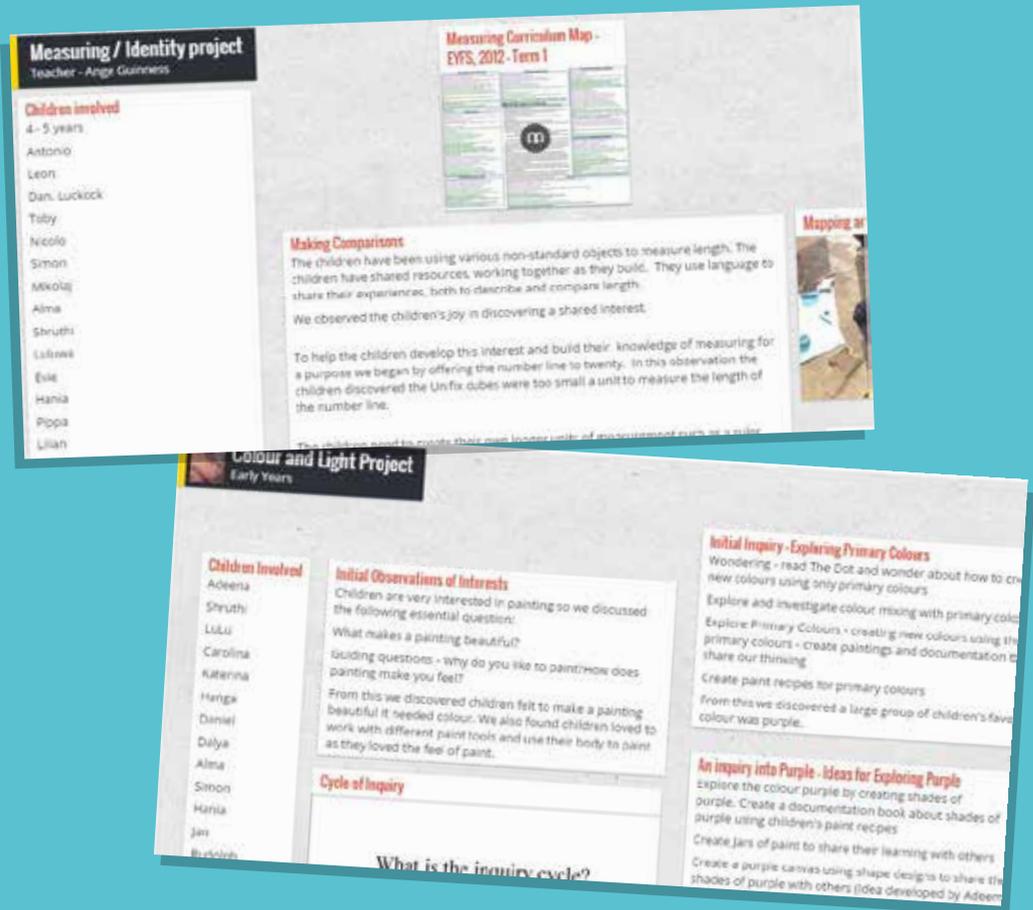
We know that there is a wealth of knowledge and skills around the organisation and we're looking for colleagues who would like to lead a webinar session online, on a topic of their choice, for the rest of the organisation. Are you interested? Got a skill that you want to share? Email Joanna Lay for details of how to apply (joanna.lay@nordanglia.com).



Case studies on NAU

The case studies section is proving very popular and we have a brand new case study to highlight this month on Early Years Development from the British International School, Budapest:

“At the British International School, Budapest we develop long term projects based on the children’s interests. Below you can see two of our Project walls of documentation and some sample inquiries from these projects in Powerpoint.”



Emma Pickering, Early Years 2 Teacher and Primary Leadership Team & Angelique Guinness, Early Years 1 Teacher and Primary Leadership Team, the British International School, Budapest

You can read the supporting documents provided by Emma and Angelique online in the [School Case Study](#) section of NAU.

To read more case studies go to the school case study section on NAU. Or have you been inspired to tell everyone what you’ve been doing? Want to add your own case study? Then contact Joanna Lay (joanna.lay@nordanglia.com).



Imagination take flight

For our exit point on Forces, we wanted to investigate what forces affect an aeroplane and how we could take off and land using our knowledge.

To begin with the students learned about the different forces that act on an aeroplane and how it flies, turns and lands. After this important understanding, we had to test our theory with an experiment. The children were asked to design paper aeroplanes to see if what they had learned was true. They tested different wing designs, speed and how drag could affect their models. If this wasn't fun enough, the children were then treated to the best surprise of all: actual flying time!



Microsoft Flight Simulator replicates flying a proper aircraft in the real world. I brought my simulator into the classroom for our day of flying and the children had the task of learning to take off from Princess Juliana Airport in the Caribbean, fly a circuit round the island of Saint Martin and land again. Students now had the opportunity to put their theory into practice and it wasn't as easy as they thought. We had a few aborted take-offs and the odd missed approach but overall the children were impressed at how good they were.

By bringing students' interests and teaching the curriculum together, we can engage and motivate the students with the help of technology. Students may become intrinsically motivated to learn more about the subject being taught along with more technological skills, writing, reading and communication, just by the infusion of technology into the classroom.

The concentration required to complete a landing is much more than some had ever experienced so it was a steep learning curve. This project really engaged the students in Y4GC and we are currently exploring further ways of how we can use the simulator and other games to enhance our learning.

"When we had the flight simulator in class everyone was amazed, even me! Air flows faster over the top of a wing and slower under it which makes it fly. The flight simulator taught me what it's like to fly. I loved it. I thought what Mr Higgins did for us was magnificent."

Oliver Braddock, Y4GC.

"In Science our topic was all about forces. The forces we learned about were push, pull, gravity, thrust, air resistance, water resistance and lots more. Most importantly we started learning about how aeroplanes fly and turn and how to fly them. Mr Higgins brought in a flight simulator. When we had learned how to fly a paper aeroplane we could have a turn. Our goal was to take off and land without crashing. I did it successfully. I learned all about how to fly an aeroplane and all the forces that are used which are: thrust, lift, drag and weight. I thought it was a little bit challenging, but fun and exciting."

Holly Crowe, Y4GC.

Francis Higgins, Year 4 Teacher at Compass International School Doha

Have you got a project or learning experience that you want to share? Contact Joanna Lay (joanna.lay@nordanglia.com) with details.



Communities - 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 55 to choose from...so there must be one that's right for you!

This month's highlighted community is the Juilliard-Nord Anglia Performing Arts Programme Community

This is a space for the latest information to be shared about the programme and an opportunity for all Nord Anglia staff to share their views on the development of this exciting work.

"The Juilliard-Nord Anglia Performing Arts Community has been created to allow all interested staff to engage with our curriculum project. Our Music Curriculum Fellows, Rachel White-Hunt and Naomi Rowan have worked really hard to create a space where you can find out more about the team who are engaging closely with Juilliard, and also see the latest progress on curriculum documents as we move in to our trial period with the 10 Juilliard inaugural schools.

We would very much value your feedback and questions as the programme progresses and NAU will be the platform we use for discussion and development across all our schools music departments. Everyone's input is very important to the ongoing success of this programme."

Eluned Mansell, Programme Manager, Education Department

If you teach Music or are interested in the Juilliard-Nord Anglia Performing Arts Programme why not go on to NAU and join in online; you'll find colleagues with whom you can share your thoughts, experiences, issues and resources.



Learning Technology Corner - Online Noticeboard

"I've noticed recently on NAU that 'Online noticeboards' have been mentioned numerous times and in particular the Padlet (<https://padlet.com>). A noticeboard can be accessed by anyone with the URL or embedded into a Moodle page. The users (teachers or students) can then post sticky notes on a coloured background. Only the teacher needs to create an account, the users simply click to add text, images, embedded content or links. Its strength lies with its visual impact and ease of use. We've used them on NAU and Global Campus where we embed the boards on our webpages. For the student, the tool feel very much like part of the page. It's great as an icebreaker, for brainstorming, for collating resources and links, simple text dialogue or posting questions. Also, with each board having its own URL students can access easily on any device.

- Mhairi Gibson, Shunyi** - 'Each group will create a Padlet page and add notes from different sources of info - books, websites, videos - and share this info with the class.'
- Teresa Loader, Pattaya** - 'Using Padlet allows me to pose questions/tasks to the class. They can then reply to that message on the board and as a class we review what other students have said.'
- Jason Dawson, Boston** - 'The children researched information about Ancient Egyptians. They worked collaboratively to record their research by creating a team Padlet, in which each of them added notes from different sources of information. The children watched videos, read books, took part in a web quest and visited websites. They recorded all their research from lessons on their team Padlet, which they were able to access individually at home. Using the Padlet, they selected at least three areas of Ancient Egyptian life to create a display board for a class exhibition. The children cross referenced their information and included QR codes on their board to make them interactive.'

Alternatives to Padlet are Linoit (<http://en.linoit.com>) which is my favourite and Post It Plus which is an example of a noticeboard iPad app.”

To comment on and read a fuller version of this article please visit Tom’s blog area of the [Learning Technologies community](#).

Tom Preskett, Learning Technologist, Education Department

If you are interested in finding out more you can visit the [‘Learning Technologies’](#) or [‘iPads in the Classroom’](#) communities on NAU for advice, tips and information about good practice.



Teaching Fellows

“Getting to know the Geography teachers across the company has been a fantastic experience this year. It was great to have such a high level of engagement and 100% completion rate of the first Study Course, so far the second cohort is off to a good start. By the end of May, the majority of the Geography teachers across all of our schools will have completed the Study Course. This has facilitated much communication between departments, the exchange of many ideas online and also some IGCSE moderation between schools.

Through the development of this global Geography community, shared ideas have included how Decision Making Exercises could facilitate geographical student discussion and how a ‘Where in the World?’ activity could function on the Global Classroom. These developments are currently being refined by a particularly enthusiastic group of teachers and will hopefully be up and running in the new school year. I hope to see many of your students engaging with these activities!

Additionally, further to the work that the Assessment Working Group completed in Dubai recently, a small group of Geography teachers are building on the work already completed in Puxi to develop Individual Learning Records in Geography for Years 7-9. This has involved adapting statements from the National Curriculum, taking advice from the Geographical Association and ensuring that they are relevant to our schools. The end product might be something that schools choose to differentiate, although they could be used as they are and will be shared as soon as they are complete.

Getting to know the Geographers across the company has been hugely rewarding, and there is a huge amount of experience and expertise within this subject area. If you are interested in getting involved in any of the initiatives I have outlined, or have ideas that you would like to share, please do so in the Geography forums on NAU or send me an email– I’d love to hear from you!

Finally, thank you to all of the wonderful Geographers for their enthusiastic efforts to build a supportive and collaborative community across our schools.”

Therese Andrews, NAU Teaching Fellow for Geography and Head of Middle School at the British International School of Boston (t.andrews@wclschools.org)

Leadership programmes

Over 60 delegates from across our schools and central function teams joined together in Warwick for the final residential of this years cohort of the Middle and Senior leadership programmes. Colleagues were inspired by the wide range of speakers who offered thought and reflection on growing as leaders within our organisation.



Opportunities for collaboration were invaluable and delegates continued to build on the strengths of the partnerships they had made across the schools.

Thank you to delegates for the commitment you made to your learning across the week and also to the many representatives from all corners of our organisation to make this such a successful event.

Particular thanks to Dr Terry Creissen, Principal of Compass International School, Doha who gave his time throughout the week to share invaluable knowledge from a Principal's perspective.

Watch this space for future leadership programme opportunities.

Nicola Morris, Assistant Director for Leadership Programmes and NAU, Education Department

Curriculum Corner

- Look out: The Global Classroom is changing

The Global Classroom was launched to Nord Anglia Education schools in September 2011. Since that time it has grown from strength to strength and, this year, it has broken all previous records for users, posts and views. . .20,000 users, 48,000 posts and 812,000 views. This is a remarkable achievement and one that really shows the power of 35 schools – connecting together, learning from each other, sharing experiences.

However, as the world's leading premium schools organisation we are ambitious! We think that the Global Classroom can do more; can touch more lives; can make more of a difference, can involve more teachers.

That is why we are launching the Global Classroom in September as the Global Campus. But it isn't just a change of name. A "classroom" gives an impression of a room, with walls, a few desks and 20 or so children. A "campus" is much more than that.

So the new Global Campus will have 3 main "faculties":

Global Campus Online:

Before now you would have thought that this was the description of "Tanzania". Well in part it is. The Global Campus Worldwide will indeed cover the global expeditions – starting with service work in Tanzania, but also including leadership and personal challenge in Switzerland as our second global experience and other global, regional and local expeditions for younger as well as older students. It will also be the place where students come together for the Global Orchestra, or take part in the Global Exchange Programme or any number of other face-to-face events

Global Campus Worldwide:

This will be most like all the things that you have been used to over the last few years in the Global Classroom such as discussion forums and online challenges and activities. However, we will be regrouping the Global Campus Online into 6 areas to respond to your feedback and better link the online world with the student's experience of school. So we are creating the following departments:

1. **Arts – covering music, drama, dance, art, photography, crafts, Juilliard...**
2. **Sports and Health – covering PE, sport, sports dates, PSHE, expeditionary preparation...**
3. **Humanities – covering citizenship, business studies, history, geography, philosophy, politics, psychology...**
4. **Languages – covering English, world languages, EAL, global library...**
5. **Science, Technology, Maths – covering science, design and technology, computing, maths...**
6. **Have your say – covering community chat, GC TV, debating...**

Global Campus In-School:

This will include everything that you do in school – from the well understood creative writing competition and big challenges such as “Make it Right” (that you did as part of Global Classroom), through opportunities to develop music, drama and dance through the Juilliard-Nord Anglia Education curriculum, through to your own school curriculum offers and in-school activities (which we hope you will share with others on Global Campus Online...and encourage others to take part in).

After discussion with Principals and Global Classroom Lead Teachers across our family, we have started to develop some of these ideas further but now we need your help...

Do you have ideas of what the Global Campus can offer you in future?

Can you spare some time to devote an activity or opportunity for others to experience?

Can you celebrate and promote the Global Campus in your school and be an advocate of what we are all trying to achieve?

What other thoughts and ideas do you have for the Global Campus?

We would love to hear from you on globalcampus@nordanglia.com in private or on the Global Campus forum on Nord Anglia University.

We look forward to seeing you, and your students, on the Global Campus next term.

**Mark Orow-Whiting, Director of Curriculum and Student Performance,
Education Department**

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 Moodle 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 Moodle champion who can help you to get online.

If you work in another location:

Visit www.naeuniversity.com and enter your Nord Anglia University account details. If you don't have an account, contact Joanna Lay (joanna.lay@nordanglia.com.)