

BSME Newsletter

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Eddie Liptrot
Chairman

We are already off to a flying start with several successes under the BSME belt for the 2017 – 2018 academic year. We are particularly proud of the numerous BSME schools nominated for [British International School Awards](#) and [TES Schools Awards](#).

Our [Music and Drama Conference](#), held in November at Dubai British School Jumeirah Park, was met with rave reviews by teachers whose learning was taken to the next level by no less than ten engaging and dynamic speakers from the UK. The [CPD calendar](#) is proving popular too with excellent provision for schools who have had new directives around Inclusion.

[Events](#) has featured a successful Triathlon (our thanks to Kuwait English School), a world-class U15 Games hosted by British School Al Khubairat, and the Netball tournaments grew considerably with new U11 and U19 categories; our thanks to Brighton College, Abu Dhabi and Kings' School Dubai for hosting these tournaments.

[Membership](#) continues to grow; we are now 117 school members strong with several new Associates joining us too. Olivia, BSME CEO, enjoyed engaging with many of you at the well-attended Principal and Headteachers meetings during Term 1; she hopes to get around to all our member countries this year.

"I look forward to seeing each of you at the Annual Conference in Abu Dhabi from 13 – 15 March 2018. "




25+
New Members


CPD
Music & Drama
Conference


Heads
Meetings


2018
Conference Launch


U15
Games


New
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Accreditation remains a work in progress. The Executive Committee thought it prudent to take this opportunity to ensure that we got it right, to benefit schools and the organisation. We will update you shortly and final decisions will be made by members at the Annual Conference; your voice matters.

The BSME Team in Bahrain also have much to celebrate and anticipate. They are settled in the new BSME offices, Emma Wales welcomed a new baby boy into her family and the new BSME website build is on track.

I look forward to seeing each of you at the Annual Conference in Abu Dhabi from 13 – 15 March 2018. Please join the [Conference](#) in its entirety; we are trying a new structure this year with more opportunities for Head to Head meetings as well as several workshops presented by, amongst others, BSME schools. Three outstanding [Key Note Speakers](#) will tie together what promises to be an excellent Conference.



 **BSME**
BRITISH SCHOOLS IN THE MIDDLE EAST

Annual Conference 2018

The countdown has begun.

Tuesday 13 – Thursday 15 March 2018
Crowne Plaza Yas Island and Yas Marina Circuit, Abu Dhabi

For further information please email business@bsme.org.uk | www.bsme.org.uk

News from the British Overseas School, Karachi



Andrew Williams
Country Rep, Karachi

“Our teaching is exploratory and interactive, our children are confident and they learn in an environment in which we try to bring the best out of everyone – including the teachers.”

Over my twelve years of attending BSME conferences and events I have become accustomed to the greeting, “Ahhh...you’re the one from Pakistan!”

Yes. I am the one from Pakistan - quite literally. I am the Country Rep in a country that has only one BSME member – my own school, The British Overseas School.

If you are familiar with data produced by ISC Research, that might be something of a surprise. In 2016, they reported 440 international schools in Pakistan teaching 151,560 students who make over 270,000 entries for CIE examinations. To make performance still more dismal, 121 of those international schools are in Karachi.

In fact, the idea of “British” education is embedded in Pakistan, and has been since Macauley’s children. And therein lies the rub. It is fair to say that the Pakistani version of British education can be a little old-fashioned: teacher-led and rote learning being to the fore. Most teachers are locally educated and trained. And, if a teacher learns most about teaching in the first sixteen years of their life, it is hardly surprising that they tend to perpetuate an outdated method.

So, what’s my point? Don’t blame me... our schools simply do not qualify for membership of BSME? Quite the opposite. Our schools need organisations, such as the BSME, more than most.

I am very proud that the British Overseas School stands out in Pakistan as a beacon of contemporary British education in Pakistan. Our teaching is exploratory and interactive, our children are confident and they learn in an environment in which we try to bring the best out of everyone – including the teachers. Our IGCSE grades are very good (68 per cent A*-A). But even the BOS suffers at times from its isolation and the insularity of the country. That is why we are trying so hard to be a more extrovert school, with a more global perspective. For us, the BSME is a valuable channel for these ambitions. It could be for other schools in Pakistan too.

I understand that the BSME has high standards for membership, but high standards can become high walls and Pakistanis can tell you better than most why high walls do not better neighbours make.

British International School Awards 2018



What are they? The British International School Awards were launched to recognise excellence in British schools overseas, celebrate the success of the sector and help set benchmarks in best practice

Why? The sector is recognised as fast-growing and innovative, but individual schools had not previously been recognised for their endeavours in a variety of disciplines that clearly demonstrate effectiveness in school management

When? The presentations will take place on 22 January 2018

Where? Grand Connaught Rooms, Covent Garden, London

How? The awards are free to enter.

Who? The event is organised by BIS magazine with the support of ISC Research. The judging panel is made up of highly respected and experienced sector leaders

BIS Awards Nominations

BSME is incredibly proud that our Member Schools are shortlisted for the following categories. Click on each school's logo below to read more about their category and what they've achieved.

Outstanding Strategic Initiative



Outstanding Community Initiative



Outstanding Pastoral Care Initiative



Outstanding Initiative to Support Student Safeguarding



Outstanding Teaching Initiative



Outstanding Digital Technology Initiative



Outstanding Senior Leadership Team of the Year



British School Al Khubairat is shortlisted for BIS Outstanding Strategic Initiative Award!



The nomination and shortlist for Outstanding Strategic Initiative was in response to Al Khubairat's A-Level Reform and the move to linear A Levels. As part of this change, the school introduced a new academic and leadership enrichment programme called the Future Leaders Diploma which seeks to develop students' wider skills and to prepare them for life beyond school.

There are 4 pillars to their programme:

1. University and careers preparation
2. Extended learning
3. Service and global citizenship
4. Leadership, including the option to complete a mini-MBA in partnership with Abu Dhabi University.

More information is included in their digital booklet [available here](#).

Victory Heights Primary School is shortlisted for BIS Outstanding Strategic Initiative Award!



The Victory Heights Primary School University (VHPSu) is an innovative approach to professional development, which delivers personalised and flexible ongoing training opportunities to staff at Victory Heights Primary School.

The VHPSu is rooted in the idea that the development needs and interests of academic professionals are enormously varied, and hence the offer of a wide range of training mediums is essential for the facilitation of their ongoing development.

As opposed to attending prescribed, one-size-fits-all CPD training sessions within a pre-determined timeframe, staff at VHPS are empowered to choose their own development pathways from a broad spectrum of opportunities. These may include (but are not limited to):

- Conducting action research;
- Pursuing Masters accreditation;
- Participating in or leading internal and/or external training sessions;
- Conducting and reflecting on peer observations;

- Writing blogs/journals;
- Forming network groups with other schools, or focus groups within school.

Attendance at any one session is not mandatory. Rather, members are required to reach a baseline CPD 'hours target' each academic year.

Aside from overseeing that this goal is met, the role of the leadership team in the facilitation of the VHPSu is largely in ensuring that both individual and school-wide KPIs and development points are provided for within the schedule. In this sense, the impact of the leadership team is significant yet subliminal, encouraging a culture that fosters autonomous self-improvement, with the professionals themselves becoming the chief catalysts for their own growth.

In only eleven months, the impact of the VHPSu on teacher attitudes towards CPD and the consistency of teaching and learning has been substantial. These outcomes have undoubtedly influenced a dramatic upturn in pupil progress and attainment.

Dubai British School Jumeirah Park is shortlisted for the BIS Outstanding Community Initiative Award!



On Saturday, 10th June 2017, Dubai British School Jumeirah Park celebrated the month of Ramadan by organising a charity event to collect food and pack meal boxes for the Ramadan fridges to support workers in our local community.

In the run-up to the event, each class at the school collected food and brought in freshly cooked food in the morning. Parents, teachers, families and friends, who may also have been fasting, joined us on the day. There were too many people to count that volunteered to help and support the event. The cafeteria was a hive of activity and all tables were filled with drinks, cookies, crisps and more which we packed into lunchboxes. We all came together and worked as a team to help the people in need. After all of the packing, parents and teachers dropped off over 2000 meal boxes at the Ramadan Fridges in the Jumeirah Park community and around Dubai. In addition to the packages, there was a team of volunteers making and wrapping sandwiches which were also distributed along with hot meals donated to local labour camps. As a student helping on that day, I felt proud to be part of the event and to be helping a lot of people.

By Malak Mekky 7B

Doha British School, Al Wakra is shortlisted for the Outstanding Pastoral Care Initiative Award!



The intensive intervention, targeted at specific children, was seamlessly integrated into the pupils' day to day lessons allowing them to make rapid progress and close the gap, whilst remaining in a mainstream setting where they gained the vital skills to keep pace with their peers, not only academically, but socially too.

The sustainable success of this initiative is that all teachers can implement the programme and as it is based on accurate data (not unfounded assumptions about groups of pupils) progress is ensured. This success also raises the self-esteem of children at DBS Wakra and allows them to achieve in an atmosphere which supports pupils and enables their success, their development of character and well-being.

As a school with a high percentage of pupils with English as an Additional Language (over 90%), Doha British School Wakra views English language learning for our students as the responsibility of all members of staff. This has led to EAL being the focus of CPD. A result of this consistent focus has been the development of our unique "Core Skills" programme, written in house.

The rationale behind the 'Core Skills' programme was to allow EAL children to access their year group's curriculum and stay in mainstream classes, by focusing on the core skills required to progress in these subjects. The Core Skills Assessment documents were designed so that each skill follows on from the previous one, ensuring that there are no gaps in learning.

This had enabled all teachers to provide EAL provision within the classroom as part of their differentiation. Early results were encouraging, but a more intensive provision in the last two terms of the 2016-2017 academic year resulted in outstanding progress, with children making between 9 months and 2 years progress in English and Maths in 2 terms.

Jumeirah College is shortlisted for the Outstanding Pastoral Care Initiative Award!



competition alongside exercise classes and teacher-led sessions on sleeping better, financial planning and quick meal ideas for the busy teacher.

It is anticipated that if staff and students are happy, 'teaching and learning' will be at its best and our students will continue to progress beyond limits.

The sustainability of the Happiness Project lies in the skill development that underpins the initiative. All student leaders involved are required to complete the Student Leadership Award in order to guide their development while focussing on happiness. Additionally, the Wellbeing Coordinators have been buddied with an experienced Head of Year. The success of the project lies in the ability for our leaders to share their progress and expertise in an annual handover.

The next steps for the Happiness Project include establishing a fully triangulated model to include parent happiness. At present, parent feedback on their experience of the College is sought annually and actioned; however, to ensure that when seeking parent views, the happiness project is embedded, we will review the questions asked in order to target our happiness targets.

It is anticipated that if staff and students are happy, 'teaching and learning' will be at its best and in line with school vision, our students will continue to progress beyond limits in a nurturing and happy community.

The Happiness Project: An Overview

The Happiness Project is a key focus at Jumeirah College with leadership at all levels ensuring that happiness and well-being is a priority. Multiple evidence sources were used to establish measurable targets and indicators of success. PASS surveys, internal student audits and KHDA surveys led to a triangulation of evidence led by three Wellbeing Coordinators, appointed last academic year. A Year 12 Happiness Coordinator (student) sits on the Student Council to address the standing agenda item of wellbeing and coordinate activities suggested by students across all Key Stages. Furthermore, a staff well-being committee meets with the Principal to discuss projects, staff well-being and, ultimately, staff happiness.

Outcomes have been rapid and impressive. A collaborative approach has enhanced the provision of activities including student mentoring with specialist training. Extra Curricular Activities targeting mental health and healthy living, attendance, support for parents, guidance on how to seek help via QR codes on our toilet doors and a whole-school anti-bullying campaign focusing on positive aspects of prevention. For staff; a 'Biggest Loser'



Nadeen School Bahrain is shortlisted for the BIS Outstanding Pastoral Care Initiative!



We are all thrilled that Nadeen School, Bahrain has been shortlisted in the category 'Outstanding Pastoral Care Initiative' for The British International Schools Awards held at The Connaught Hotel in London in January 2018.

As the only outstanding, non-selective school in Bahrain, 25-30 % of our pupils require significant support with their learning. Some pupils enter Nadeen School with a variety of learning needs such as little or no English, considerable gaps in their education, specific learning difficulties, and some profound learning difficulties, and because of these needs, often have very low self-esteem or poor learning habits.

We have found the quickest way to accelerate learning and also raise a child's self-esteem considerably is the "Holistic Hook", our pastoral initiative. Like many schools, we have hooks that capture whole class interests or specific groups' interests and we see their learning accelerate as they become empowered by particular topics or lessons, but at Nadeen School, we like to think we take that a step further. We consider the whole child and take a holistic approach, particularly for those pupils that are struggling to access the curriculum whether that is due to learning difficulties or social and emotional difficulties.

We have introduced some very specific hooks that now benefit many of the school community. We have a garden sustained by the pupils. Many of our maths and English lessons take place around the garden with lessons planned for very specific pupils' needs. We have an active farm, with ducks, chickens and sometimes goats, run by our year 5 and year 6 pupils. Both the farm and the garden give pupils throughout the whole school a chance to continue their learning in an environment that best suits their learning needs. The farm is run as a sustainable business by pupils, often with specific learning or social needs, and the pupils hold an organic egg sale weekly at the school gates. We have also introduced a second business, Sh!ne - a body scrub business, as the farm business was so successful at building pupils' self-esteem. Many of the key roles in the business are held by pupils with very specific learning needs. These businesses recognise pupils' strengths away from the normal academics and showcase their other talents such as collaboration, creativity, organisational abilities, communication and interpersonal skills whilst still developing their English, maths and science skills. To hook pupils further we will teach lessons in many different forms. For a whole term one of our incredibly creative pupils, who came into school as selectively mute due to very low self-esteem, Dyslexia and English as a Second language, had many of her 1:1 support lessons whilst she painted murals around the school. This opportunity developed her self-confidence until she was able to confidently work in small groups and classroom settings.

As we are a primary school, and the only senior schools we recommend on the island are selective, we have a measured amount of time to accelerate the pupils' learning and raise these pupils' attainment to an acceptable level for the other schools. Our hooks help accelerate learning, with some of our pupils making two and three years' progress in a year, and sometimes more. These hooks also benefit the entire school community with accelerated progress happening across the school. More importantly, it is the "can do" attitude by pupils and staff alike, together with the love of learning and feeling of happiness that pervades the school that makes us the "Small school, big family", and so incredibly proud!

British International School Al Khobar is shortlisted for the Outstanding Initiative to Support Student Safeguarding Award!



produced dividends in their academic work, so we will continue to develop and improve our practices. This will be a continuing programme in which we will monitor our achievements and outcomes each year to ensure this positive effect on our pupils continues.

The British International School of Al Khobar is extremely proud to have been nominated for the 'Outstanding Initiative to Support Student Safeguarding' at the British International School Awards 2018.

Our project was to further develop and secure Child Protection, Safeguarding and Safer Recruitment practices across the school. We realised it is easy to become complacent and feel 'we do everything right', so we reviewed all areas where a potential danger could exist and tried to rectify it. This was achieved through policy review, staff training and personal practice development, plus curriculum improvements to ensure all pupils have the most up-to-date information and advice open to them. It was in fact extended to cover all Stakeholders as they are active members of our school community.

Our aim is to ensure the school develops clear and understandable Safeguarding practices for all, which include developing our own training, along with a UK provider, to ensure we have the appropriate, and up-to-date, guidance.

The school has already seen a positive impact on many pupils in terms of their general well-being, which has

St Christopher's School Bahrain is shortlisted for the Outstanding Initiative to Support Student Safeguarding Award!



St Christopher's School is delighted to be shortlisted for the 2018 British International School Award for Outstanding Initiative to Support Student Safeguarding. Our inclusion in these awards is testament to the commitment of our staff to developing our child safeguarding practices to the highest standards.

Our work began in October 2016 when the School invited Tim Gerrish of International Child Protection Advisors to visit the School to audit our child safeguarding policies and procedures. Mr Gerrish's recommendations resulted in a Leadership Management Team (LMT) action plan to bring our child safeguarding practice up to the highest standards. The action plan had a total of 25 targets for improvement across 5 categories: Recruitment, Training, Reporting, Trips & Visits and Miscellaneous over 12 months.

Tim Gerrish returned to the School in August 2017 to offer further guidance and deliver training. He has stated: "The School's now developed Child Safeguarding Policy and Staff Code of Conduct reflect a benchmark of excellence

in their thoughtful approach cognisant of the culture and setting in Bahrain. A commendable whole school approach in raising staff awareness to the issues of child abuse and what to do if a child's welfare might be at risk has been well considered with appropriate training to all concerned. The marked progress during the last twelve months reflects a concerted effort by senior management to continue to strengthen the School's child safeguarding procedures. The School is realistic that we can never be assured abuse will not happen, but they are professionally and thoughtfully doing all they can to prevent it."

The continuing results of this initiative are that:

- The School community as a whole understands and is invested in the safeguarding of children
- Pupils understand who they can approach if they wish to disclose safeguarding information and that they are supported in doing so
- Unsuitable individuals are deterred from seeking employment at the School and rejected should they apply
- Staff understand the child safeguarding responsibilities inherent in any role at a school and feel clear on how they deal with and report a disclosure or other safeguarding concern
- The Leadership Management Team has established links with local safeguarding bodies
- Parents and visitors to the School understand the School's expectations of their conduct, to whom they should report a child safeguarding concern and that the School is committed to the welfare of all children in our care.

We are hugely excited about all the advances we have made in child safeguarding and that these are being recognised internationally.

British School Muscat is shortlisted for the Outstanding Teaching Initiative Award!



Last academic year, Year 1 received training from Anna Ephgrave on how to ensure a more positive transition experience for the children from FS to Year 1. Following this, we adapted the way in which we deliver the national curriculum. Rather than a traditional structure, the curriculum was taught through 'Discovery Learning'.

Discovery Learning at BSM looks to educate the whole child by using a holistic approach to teaching and learning. Through a range of cross curricular activities, pupils cover the learning objectives outlined in the English National Curriculum. The learning environment and opportunities are designed to promote critical thinking skills, high levels of engagement and collaboration.

During Discovery Learning time, all of the children are able to choose when, where and how their learning takes place. Each learning space was transformed into a 'Workshop' with different curriculum focuses, e.g. Mathematics Workshop, Creative Workshop and Writing Workshop. During this time, the whole Year 1 unit is opened up to every child. Each child can choose who they work with and what they want to do. This has supported the development of social skills tremendously and also allowed for a more personalised learning approach, enabling all children to become high performing learners.

Through spending time ensuring that the environment and adult support matches the learning needs, children are far more engaged, have an active role in their education and can articulate their next steps in learning. Additionally, more children are now working 'within age related

expectations' and 'above age related expectations' in Reading, Writing and Mathematics.

Following feedback from both Parent and Staff Surveys over a number of years, it became clear that the transition between Foundation Stage 2 and Year 1 was an area for development. The children went from a fluid, flexible teaching approach to a more formal structure upon the move to Year 1. As a result of this, more children took longer to settle into the new academic year and some children struggled to work at the age-related expectations for the year group.

We opened up the Year 1 area for parents to look around and then held a 'Year 1 Theory' session, explaining the changes in detail and the reasoning behind it. Once this had been done, the parents were more confident in the way that the curriculum was being delivered and are now fully on board, resulting in us continuing to deliver the curriculum this way into Year 2 this academic year.

Despite this challenge early on, we have found a number of benefits to using 'Discovery Learning' such as:

- The quality of writing has dramatically improved through the use of Story Scribing which has been amazingly successful, particularly with our boys.
- The transition from FS2 to Year 1 has been far smoother, with children being more actively engaged throughout the year.
- Engagement across the year group is constantly graded as outstanding.
- The level of children working at age related expectations and above age-related expectations is higher than previous years in Mathematics, Reading and Writing.
- Parents have been involved in their child's education
- Children have pride in their education, take an ownership of their own learning and are able to clearly articulate their next steps.

Jumeirah College is shortlisted for the Outstanding Teaching Initiative Award!



The discussions in weekly meetings quickly focussed on pedagogy and the development of the teaching and learning that goes on in classrooms. The department were inspired to share, and furthermore, take the ideas they saw back into the classroom themselves and try them out.

Since the initial roll within the department, the initiative is now a project across the school and, indeed, beyond. It has had with far reaching positive outcomes for all our staff.



The Learning Tree

The English department at Jumeirah College is a highly collaborative hub of the College. Last year, the Head of Department recognised the opportunity to use lesson observations as a positive learning experience for both the staff undertaking the observation and the teacher delivering the lesson. The 'Learning Tree' aims to give staff the freedom to celebrate best practice in an informal, supportive and non-judgmental way, thus maximising the learning potential of the open-door policy in operation at Jumeirah College.

Being in an International setting, it is a challenge to obtain quality professional development opportunities. So, the Learning Tree was planted. Starting as a departmental focus, the department were tasked to take a leaf and head out into each other's classroom to view evidence of excellent practice that could be brought back to the tree and pinned to a branch. The imagery of the tree was important to the department as the metaphor for growth and, as the tree grew, it became a way of choosing who to share with next.





Doha College is shortlisted for the Outstanding Digital Technology Initiative Award!



Dr Steffen Sommer,
Principal of Doha College

"I am truly delighted that our school has been shortlisted in a category that is gaining growing relevance in today's world. Technology pervades our lives and our students must be entirely fluent in exploiting it for the best outcomes".



Mr Brian Kerr,
Head of Digital Learning

"We are delighted to have been nominated for the BIS Award. Our learning model has helped to shape the direction of digital learning in Doha College over the past year and has provided a clear framework for students and staff in this ever-growing field of education. Our team of student Digital Leaders have worked incredibly hard to ensure that Doha College is at the forefront of using technology within the classroom".

Doha College's nomination came in recognition of its spearheading work in the Digital Learning arena. The college has a long history of integrating digital technology in all areas of the curriculum from a young age, aiming to create a generation that is ready for whatever technology the world of tomorrow may bring. The School has successfully implemented an iPad programme for students, for Years 3 to Year 13. By integrating 1:1 iPad access across the curriculum, the advantages of digital technology for student learning was quickly recognised and adopted by both teachers and students.

Following the resounding success of the initiative in 2013, the college appointed primary and secondary Heads of Digital Learning in 2016; to affirm its commitment to drive forward the use of digital technologies within teaching and learning.

A Digital Learning Model and Leadership Initiative was also launched to further improve the 1:1 iPad Programme and the scheme's primary objective focused on developing efficacy in the use of iPad technology by creating a 'Digital Learning Model', which provided students, teachers and parents with a clear rationale for the use of digital technology and a solid framework in which high performance learning takes place. This new direction also encompassed the introduction of core applications such as Google Apps and Apple Classroom.

To qualify for shortlisting, Doha College had to prove that their digital technology initiative was successful, genuinely innovative, broadly scalable, reasonably affordable and widely shareable. Lead by Brian Kerr, Head of Digital Learning at Doha College, the initiative focuses on eight key qualities to equip students in becoming: digitally literate, creative explorers, independent enquirers, collaborative participants, engaged learners, innovative leaders, responsible users and organised scholars. Each of these qualities has links to High Performance Learning, an educational approach which leads to significantly improved results and has been pioneered at Doha College since 2016.

The English School Kuwait is shortlisted for the Outstanding Digital Technology Initiative Award!



In November 2013, TES was a 21st century school delivering education in a fairly comfortable 20th century way. This had to change as curricula evolved, if we were to prepare our children for this brave new world.

In the absence of a clear model of how to do this in the Middle East, our new ELS team met to form a cohesive strategy. Having identified the pillars of a new eLearning strategy, we moved to carry out research in a number of successful schools around the region and beyond. Some key prerequisites emerged that needed to be in place to ensure success. These included, to have a strong IT infrastructure, stable WiFi and sufficient bandwidth, eSafety procedures in place protected by a robust firewall, supportive and educated parents, clear documentation and policies and a well-informed and educated pupil body.

We have invested in some key systems, but other solutions have been sourced at a very low, or nil cost. With good planning and budget setting this type of strategy is affordable. However, we were very fortunate to have the right skillset in our team, which enabled us to move forward reasonably confidently.

This initiative has impacted significantly on the school's teaching and learning. Children are connected 24/7, have access to IT research routes that were limited in the past and manage their own cloud storage from an impressively early age. We are in a very strong position now to build on these initiatives. Overall, I would say to other schools thinking of embarking on such a project: build a good strategy team with a range of complementary skills, involve key stakeholders at every stage of development, and research, research, research!



The English School Kuwait is shortlisted for the Outstanding Senior Leadership Team of the Year Award!



Kieron Peacock (Headmaster) and Alison Peterson (Deputy Head), The English School Kuwait

1. collaborated as an SLT, with the ELST (e-learning strategy team) and whole staff to establish a plan of improvement;
2. successfully managed a cohesive rollout and development of infrastructure, hardware, software, staff training and all relevant policies and guides for staff, parents and pupils.

This has resulted in e-learning becoming an integral part of the school's everyday life.

The leadership team has excelled in its creative thinking and in managing the demands across the school during this paradigm shift. Dovetailing with their roles in the ELST, and both supporting and managing this change across the wider school, has required exemplary leadership, collaboration, attention to detail, incredible interpersonal skills, resilience, flexibility and a willingness to take and manage risks.

Latest ISI BSO 2016 Inspection evaluation of leadership:

"Leadership and management are excellent. Leadership supports the achievement of the school's aims and the implementation of its values. It has a clear vision for the school and is effective in realising this. Processes for planning improvement and implementing new initiatives are well developed by the leadership team, harnessing effective teamwork across the school."



The English School Kuwait: Senior Leadership Team

It was clear that what was already a successful school needed to look at a new teaching and learning strategy to embrace technology more widely into the curriculum. We developed a strategic initiative and digital technology initiative, managed and overseen by a flexible and resilient leadership team.

Managing change is difficult at any time, but in driving such a significant change in teaching and learning, members of the leadership team have had to plan at great length, interface with staff, manage children and their parents through this change and, most importantly, share thoughts and ideas that have gently been moulded into our vision. To this day, the vision remains the same: 'To become one of the region's leading e-learning schools - with high quality Teaching and Learning and technology seamlessly incorporated into our daily delivery, in all that we do!' Whether we can ever reach a time where we have achieved this is somewhat of a moot point, but the school will push on regardless, as excellent schools must do.

During the course of the last four years, and consolidated during the last year in particular, we have:

Jumeirah College is shortlisted for the Outstanding Senior Leadership Team of the Year Award!

Progressing beyond limits

In 2013, the examination results of the College were excellent. However, the leadership of the College recognised that practice could be improved still further. It was also seen that the greatest limitation on students' achievement was their own expectations. Jumeirah College is non-selective and many students did not believe that they were capable of achieving the highest grades. There was a determination to change this.

The first element of the plan was to ensure that changes were inclusive. A consultation was conducted to establish a new College vision. This has driven the College ethos with exceptional success. The result was:-

'A vibrant learning community, nurturing happy, confident and accomplished students who, through a commitment to academic and personal excellence, progress beyond limits.'

In order to achieve this ambition, a series of measures were put into place:

1. Unrelenting focus on standards in teaching and learning

Continual improvements to the standards of teaching and learning dominate the organisation.

2. Message of unlimited expectations

All students are taught that the top grades are within their reach.

3. Establishment of structures to provide assessment data which informs teaching and learning

Close monitoring of student performance, ensuring interventions are personalised and focused on student need.

4. Development of assessment practice to enhance opportunities for student improvements

All students are required to evidence the impact of feedback.

5. New professional development opportunities to enable staff to learn from each other

Staff now select their own in-house opportunities which reflect their personal needs.

The consequences of this plan have been significant:

At GCSE results have improved from 46% to 62% of grades at A*/A, and 70% to 90% A*-B. Of greater significance, however, has been the improvement of the percentage of students gaining top grades. In 2013 50% gained 5 or more A*/A grades. In 2017 this was 64%. In 2013, 33% gained 8 or more A*/A grades. In 2017 this was 44%.

This success has been echoed at A level. In 2017 18% of all grades were at A*, which 54% at either A* or A grade. Of particular pride is this year's ALPS report, which gives Jumeirah College an overall value added 'T score' of 1 – within the top percentile of all schools within the A level system. This success has enabled our graduating cohort of 2017 to enter universities around the world, including Oxford, Cambridge, Harvard, Yale, Imperial College, Monash and Toronto.

The lessons learnt from this progress have been substantial.

1. **Power of expectations.** Students are freed when traditional expectations are removed. They should be encouraged to perform as highly as they can, rather than 'realising their potential'.

2. **Importance of incremental changes.** The nature of change in schools needs to be approached with care. However, even the most highly performing schools can reflect on their practice and make.

3. **To always focus on the students and their classroom experience.** Leadership of learning should always replace a focus on 'whole school management'.



BSME is proud to celebrate with British School Muscat, Cranleigh Abu Dhabi and Jumeirah College for their nomination in the category of International School of the Year.

TES Independent School Awards 2018: British School Muscat



British School Muscat (BSM)'s vision is to be one of the world's leading British international schools. Furthermore, to maintain its position as Oman's leading British international school in an increasingly competitive market, four development goals drive the BSM strategy:

- First class teaching and learning;
- An engaging, stimulating and rigorous curriculum and enrichment programme;
- Deep pastoral care;
- Inspiring facilities.

This award submission highlights the most visible manifestation of this strategy: creating inspiring facilities for our 1240 students and the BSM community. The aged campus on a tightly constrained urban site was out-dated for our student's educational needs.



After appointing award-winning UK architects Jestico+Whiles in April 2014, an innovative and extensive stakeholder consultation took place to create an ambitious masterplan, rooted in the aspirations of the BSM community. The masterplan, when completed, will deliver inspiring facilities to support first class teaching and learning, an engaging and stimulating curriculum and a broad range of extra-curricular activities. The phased re-developments will span ten years following the priorities identified.



Phase 1 of the re-development commenced in April 2015. Two and a half years later the new sports facilities, world class sixth-form centre, state of the art science laboratories, new classrooms and under-croft parking were opened. Phase 2 will commence in April 2018.

Phase 1 of our inspiring facilities has already had a positive and demonstrable impact on our students, staff and wider community.

We look forward to the continuing effects of the redevelopment when phases 2 & 3 are complete.

TES Independent School Awards 2018: Cranleigh Abu Dhabi



The UAE is a young, ambitious country with a clear vision for education. Its founder, Sheikh Zayed bin Sultan Al Nahyan, said: '...the prosperity and success of a country are measured by the standard of education available.'

Abu Dhabi's Economic Vision 2030 states: "The Emirate intends to become a regional centre of learning and culture with world-class higher education institutions and schools."

It was against this backdrop that Cranleigh Abu Dhabi opened in 2014, believing that its holistic educational style could act as a catalyst for the kind of curriculum change the UAE needs.

Historically, Abu Dhabi schools focused on a relatively limited timetable, not embracing sports or performing/creative arts. With *Ex Cultu Robur* as its motto and a strong history of sporting prowess, a Cranleigh education focuses on the whole child. It was this philosophy above all, that the team believed would make a difference.

Entering a market with a proposition that challenges the status quo is not easy. It calls for courage, commitment and conviction. We had to prove that schools can achieve strong academic results as well as breadth and community spirit. We had to show that our curriculum equips children

with the skills they need for the future, together with a solid base of moral values.

This has been achieved at a level beyond our expectations. Pupil numbers have exceeded initial targets, staff retention is 90% and positive feedback from all quarters indicates the model works.

Change is never easy and the journey has required us to push boundaries and take risks.

When we announced we would run an extended day to ensure every child takes part in sporting and extra-curricular activities every week, many ventured that this would not last; that the children would be too tired and academic work would suffer. This has not proved to be the case. Our pupils are energised as a result of the variety of their lessons and our first GCSE results were well above UK and UAE averages.

When we said we were going to give 80 pupils and staff the opportunity to create an opera in five days, people didn't believe it could be done. Our *Beautiful World* opera was recognised by the Ministry of Culture who brought it to the national stage for a revival and has become a strategic partner working with us on the next project.

When we built strong pastoral, 'Learning for Life' sessions into the timetable, this caught the eye of the Crown Prince Court who invited us to take a leading role in shaping its Moral Education Programme which is now being rolled out across all UAE schools.

When we developed our Sixth Form, we introduced Harkness – where students lead their lessons in dialogue-based learning – knowing that young adults need to be agile thinkers, ready for a 21st century job that does not exist yet.

Strategically, our approach has resulted an exceptionally high profile very quickly helping to support the national agenda as well as giving Cranleighans an outstanding education.

TES Independent School Awards 2018: Jumeirah College

Progressing beyond limits

In 2013, the examination results of the College were excellent. However, the leadership of the College recognised that practice could be improved still further. It was also seen that the greatest limitation on students' achievement was their own expectations. Jumeirah College is non-selective and many students did not believe that they were capable of achieving the highest grades. There was a determination to change this.

The first element of the plan was to ensure that changes were inclusive. A consultation was conducted to establish a new College vision. This has driven the College ethos with exceptional success. The result was:-

'A vibrant learning community, nurturing happy, confident and accomplished students who, through a commitment to academic and personal excellence, progress beyond limits.'

In order to achieve this ambition, a series of measures were put into place:

1. Unrelenting focus on standards in teaching and learning

Continual improvements to the standards of teaching and learning dominate the organisation.

2. Message of unlimited expectations

All students are taught that the top grades are within their reach.

3. Establishment of structures to provide assessment data which informs teaching and learning

Close monitoring of student performance, ensuring interventions are personalised and focused on student need.

4. Development of assessment practice to enhance opportunities for student improvements

All students are required to evidence the impact of feedback.

5. New professional development opportunities to enable staff to learn from each other

Staff now select their own in-house opportunities which reflect their personal needs.

The consequences of this plan have been significant:

At GCSE results have improved from 46% to 62% of grades at A*/A, and 70% to 90% A*-B. Of greater significance, however, has been the improvement of the percentage of students gaining top grades. In 2013 50% gained 5 or more A*/A grades. In 2017 this was 64%. In 2013, 33% gained 8 or more A*/A grades. In 2017 this was 44%.

This success has been echoed at A level. In 2017 18% of all grades were at A*, which 54% at either A* or A grade. Of particular pride is this year's ALPS report, which gives Jumeirah College an overall value added 'T score' of 1 – within the top percentile of all schools within the A level system. This success has enabled our graduating cohort of 2017 to enter universities around the world, including Oxford, Cambridge, Harvard, Yale, Imperial College, Monash and Toronto.

The lessons learnt from this progress have been substantial.

1. **Power of expectations.** Students are freed when traditional expectations are removed. They should be encouraged to perform as highly as they can, rather than 'realising their potential'.

2. **Importance of incremental changes.** The nature of change in schools needs to be approached with care. However, even the most highly performing schools can reflect on their practice and make

3. **To always focus on the students and their classroom experience.** Leadership of learning should always replace a focus on 'whole school management'.



Husain Shafei
Events Coordinator

"The level of sportsmanship and teamwork demonstrated by our students was nothing short of outstanding, and every student tried their very best in both individual and team events."

Term 1 Overview

Term 1 has been very exciting, starting off with the BSME U19 Triathlon. We had 23 students compete this year in the Fly Sprint Triathlon in Kuwait in October.

November was packed with three events: Brighton College Abu Dhabi hosted the BSME U13/U15/U19 Netball Tournaments which saw 18 schools and 30 teams, in total, competing.

British School Al Khubairat, hosting for the second time this year, welcomed 14 schools competing in the BSME U15 Games. They delivered an amazing Games experience for our participating schools representing 6 different countries.

Parallel to the Games, Kings' School Dubai hosted the inauguration of the BSME U11 Netball Tournament, which was a wonderful competitive opportunity for 13 teams from 11 schools.

Overall, 700 students participated in our events in Term 1!

We would like to congratulate the winners and all school teams for participating in this term's events. Thank you for making the tournament a great environment for improving our students' skills and talents in sports.

BSME U15 Games

Click below to view

[Photos Day 1](#)

[Photo overview of the 3 days](#)

[Related Videos](#)



12 Events



116 School Teams



2427 Students



8 Countries

For further information contact:

events@bsme.org.uk



Coming up in term 2



25 January - 26 January
BSME Golf

25 January - 28 January
BSME U13 Games

31 January - 1 February
BSME YMOG

2 February - 3 February
BSME U11 Football

February 22 - 24 February
BSME Dance Invitational
Inauguration

March 1 - 4
BSME U11 Large Games

March 8 - 11
BSME U11 Small Games

March 16 - 18
BSME Music Festival



Shaun Libeau
CPD Coordinator

“All of our webinars are free to attend, and we’re continually working with our Associate members and external companies to offer our membership a variety of free, purposeful content.”

Think CPD, Think BSME

It’s been a busy start to the new academic year for CPD with a large number of delegates attending courses from across the region. This year’s programme has been designed to provide opportunities for colleagues through various career progression pathways. CPD has been well-attended.

Leadership

65 leaders and aspiring leaders attended our Penta Level 1: Inspection Accreditation and International Middle Leadership Programme (IMLP) courses in early November. Delegates were offered the opportunity to delve deeper into leadership theories and the inspection and accreditation processes which support school improvement. 100% of the delegates rated the programmes either ‘Excellent’ or ‘Very Good’ - here are a couple of examples of the fantastic feedback we received:

“Colin drew from extensive experience and gave real life examples of the inspection process. He was incredibly knowledgeable and personable throughout the course. The course was the best CPD course I have attended in years.” Mary Stuart of Sharjah English School, Penta Level 1 Delegate.

“Coleen Jackson was exceptional, enthusiastic and a great leader/facilitator. Participation was high, sharing of learning, experiences and group participation was excellent and the learning atmosphere was relaxed and amiable.” Soraya Kehoe of Dhahran British Grammar School, IMLP Delegate.

Webinars

We’ve seen a significant increase in the number of participants attending our webinar programmes too, with over 100 delegates contributing from across the Middle East and beyond. All of our webinars are free to attend, and we’re continually working with our Associate members and external companies to offer our membership a variety of free, purposeful content. We have recorded each of our webinars ahead of the launch of our new, updated website to enable CPD whenever suits you.

For further information contact:

cpd@bsme.org.uk

Coming Up...

We have an array of courses, conferences and webinars available to schools this term:



Courses

February

04 February
Practical Differentiation for Students with Specific Learning Needs

05 - 06 February
Maximising Progress by Differentiation

March

14 - 15 March
Extending Leadership

18 - 19 March
Removing Low-Level Disruption to Improve Learning

18 March
Accelerating the learning of EAL learners in the primary classroom

19 March
Accelerating the learning of EAL learners in the secondary classroom

Webinars

January

18 January
Technologies for Transition! Shifting from Analogue to Digital

March

20 March
Safer Recruitment for International Schools

21 March
Being the Best TA - the 101s of how to be your best!

NB: Music and Drama Conference has been moved to the Conferences tab!

CPD Offers



Book **two** delegates,
get your **third**
FREE!



Official Platinum Sponsor, BSME
Annual Conference 2018

Registration is now open for the 36th BSME Annual Conference! The conference will take place 13 - 15 March 2018 at the Crowne Plaza Yas Island and Yas Marina Circuit, Abu Dhabi. BSME is delighted to be working alongside Pascal Eggerstedt at the Crowne Plaza; many of you will remember Pascal who offered us exceptional hospitality at the 2015 and 2016 conferences in Doha, and we're excited to be working with him again at this year's conference in Abu Dhabi.

This year's conference will focus on Leadership, Assessment and Innovative Curriculum. Our [Keynote speakers](#), Hazel Jackson, Deborah Eyre and Floyd Woodrow have been carefully selected to incorporate these three elements, and in addition, we will be hearing from several of our schools from across the membership in dedicated workshops designed to inspire and share best practice. Please click [here](#) to view our programme.

Hotel Bookings

We have secured rooms at a discounted rate for this conference. In order to benefit from these reduced rates, [please click here](#) to book your rooms. Discounted rates will be offered until 31 January 2018.

BSME Conference App

BSME is going green! In order to reduce paper wastage and improve our eco footprint, BSME will be launching a dedicated app which will be available to download in early March. Delegates will be able to stay up-to-date with news across the conference, increase interaction with other delegates, engage with speakers and increase networking opportunities. Further updates will be issued in due course!

Please note that the deadline for conference registrations and payments is Thursday 01 February 2018.

We look forward to welcoming you to Abu Dhabi in March!

If you have any further questions or queries, please don't hesitate to get in touch by email

BSME Music and Drama Conference



Dubai British School Jumeirah Park hosted our inaugural Music and Drama Conference in Dubai. 50 delegates from 28 schools participated in the two day event, which offered 12 highly motivated and captivating speakers who led our delegates through an array of professional development workshops. The feedback we have received from the delegates has been fantastic and we're already working on a bigger and better programme for membership next year!

"This conference was absolutely fantastic and I am so pleased that I attended! The workshops and presentations from a range of professional speakers were very inspiring and have given me a bank of new ideas that I have taken back to my department. I learnt about new rehearsal

techniques and approaches for my choirs, a range of ideas to implement into the curriculum and strategies to raise performance levels. It was also a wonderful opportunity to network with other Music teachers in the Middle East. This is definitely a CPD opportunity that is not to be missed!"
Kristina Bourner of St Christopher's School, MDC Delegate.

Coming Up...

More information about this year's BSME PE Conference will be released to membership in the coming weeks - keep your eyes peeled!

AoBSO Conference

The AoBSO conference was attended by just over 30 delegates from schools around the world (including an impressive turn-out from BSME heads). The event took place in the wonderful ambiance of the Renaissance Hotel, St. Pancras, London.

The opening session, given by Amanda Picillo, CEO of the Buckinghamshire Learning, invited delegates to envisage how schools of the future may operate. Amanda gave us an intriguing vision of a future involving a very high level of personalised learning and technology.

Simon Noakes, CEO & Founder of Interactive Schools, stressed the need for quality marketing and the need for social media, websites and all elements of online presence to be integrated and dynamic.

Richard Pursey, CEO of Safe to Net (find him on safetonet.com) shared his vision of the creation of a safe online world for children to enter. His fascinating presentation "Using Artificial Intelligence to Protect Children Online", gave an insight into the complexities of the task.

Day one was brought to a close with excellent head-to-head presentations from delegates – always well-received. The evening saw all of us enjoying a wonderful Conference Dinner.

The main presenter on Day 2 was Mark Russell. Mark is an executive coach (and previously a member of Harlequins and Blackheath Rugby teams!). His values: Respect, Integrity, Honesty and Learning came across to us all in thought-provoking sessions on "Brilliant Leadership", leaving us realising that our attitude to life and its possibilities are what determines success or failure – his mission is to help people succeed.

A briefing on BSO issues, from Mark Evans of Penta International, and further head-to-head presentations took us to a discussion on the BSO inspection system and the future development of AoBSO. The majority view was clearly that BSO remains the premier standard, externally validate quality mark for British international schools outside of the United Kingdom. There was also a strong wish to continue to develop AoBSO and, to this end, a committee was selected including James McDonald (Doha British School), Stefan Rumistrzewicz (King's College,

Murcia) and Stephen Viner (British International School, Al Khobar). These three will be working on constitutional, membership and other matters to present at the 2018 conference. Many thanks for stepping-up!

In the final section, everyone agreed that the conference had been, as was the case with the previous five events, highly successful with debate and discussion between heads, at an elevated level.

I would like to give my thanks to Kieran Millar and Richard Jones of Double First for the very generous sponsorship. Amanda Picillo, Mark Bignell and Isabel Hall of Buckinghamshire Learning Trust, as in recent years, sourced the venue and managed all admin and logistics. Penta International, as always, gave their support too.

Thanks also to the heads who presented: Ann McDonald, Elaine Brennan, Pauline Puri, Abigail White, Matthew Taylor, Stefan Rumistrzewicz, Paul Young, Jeff Smith and Nigel Melen.

The AoBSO Conference 2018 will return to London in November: I highly recommend it to all heads of BSO schools!

Ed Goodwin

HMC Conference 2017

This year's Headmasters' and Headmistresses' Conference (HMC) was held in Belfast. The conference is always well attended by member schools and has a very strong international representation, that has grown in number and profile over the past few years. The focus of the conference was 'Celebrate the Difference'. The speakers included Jonathan Powell, Former Chief of Staff to Tony Blair and CEO and Founder of Inter/Mediate, Barbara Oakley, Professor of Engineering at Oakland University, Michigan and Founder of the world's largest MOOC, John Lloyd, Creator of Blackadder, Not the Nine O'clock News and QI and Mark Steed, Director of JESS.

The Conference included a range of workshops and panel discussions. This year there was an International Panel. This was a significant move forward as previous conferences have been UK-centric.

For more details on the conference and HMC as an organisation, please go to <http://www.hmc.org.uk/annual-conference-2/>



Lisay Kirkley
BSME Membership and
Communications Officer

British International School Awards 2018

BSME are incredibly proud that our Member Schools are shortlisted!

[Click here to find out more.](#)

TES Independent School Awards 2018

BSME is proud to celebrate with British School Muscat, Cranleigh Abu Dhabi and Jumeirah College for their nomination in the category of International School of the Year.

[Click here to find out more.](#)

Happy New Year to all BSME members.

I would like to take this opportunity to thank you for your continued support and valid contribution during 2017.

2018 brings everyone together at the Yas Marina Circuit and Crowne Plaza Yas Island, Abu Dhabi for the 36th Annual Conference and Exhibition. If you have not yet registered, please do so by 1st February. I very much look forward to seeing as many members there as possible.

I am pleased to report that we have increased school membership by 9 School Members and Associate Membership by 13 since September 2017. To see who our new members are, and welcome them into the BSME community, please click on the links below.

As always, if you have any questions regarding your membership, you know where I am.

All the best

Lisay

Associates Charity Initiatives

[Click here to find out more.](#)

New School members

Dubai Scholars Private School



The Alpha School



Kings' College Doha



King's College
DOHA

GEMS Metropole School – Motor City

مدرسة جيمس متروبوليس
GEMS Metropole School
MOTOR CITY

Al Rabeeh Academy



Star International School, Mirdiff



The English School Fahaheel



Aspen Heights British School



Sunmarke School



New Associates

[Click here to find out more.](#)



Official Platinum Sponsor, BSME Annual Conference 2018



Official Platinum Sponsor, BSME Annual Conference 2018



Unifrog are hosting an exciting and informative **CPD event** for **University counsellors, Heads of 6th** and **Heads of Secondary** based in the Middle East.

Guest speakers including **Elisabeth Marksteiner** (Independent counsellor and IACAC Board member for the UK), **Carolyn Barr** (Leiden University) and **Ms. Shana Russell** (GEMS Dubai American Academy) present on topics including:

- Dutch university admissions**
- Emerging European Destinations and their Application Systems**
- Gaining successful entry to Oxbridge – essential knowledge**
- US Colleges and the Holistic Admissions Process**
- Mental Health and wellbeing for students**

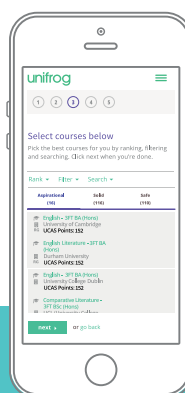
The free event begins at 08:30am and will finish up with a buffet lunch.
Drinks and snacks served throughout the day.

Unifrog is the universal destinations platform used by over 1000 schools globally, helping students find the best university choices for them and create successful applications.

University guidance staff use Unifrog to track their students' progress and offer guidance in a centralised online space. Unifrog is optimised for use on phones, tablets and computers.

Book a free demonstration at unifrog.org

unifrog



New Associate members

Compass Education Consultancy



Pacific Prime – Simplifying Insurance



Hodder Education



Focus Education UK Ltd



Gold Education Group



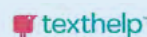
Kognity AB



Independent Schools Cultural Alliance



Text Help Ltd



Connexions UK FZE

Picture News



Early Years Resources



Learn IT

Classroom Monitor



TIECARE - International Private Medical Insurance for Schools



International Private Medical Insurance (IPMI) is a highly desired employee benefit for most international schools around the world, and BSME schools are no exception.

The key for any school is to customise its medical plan to fit the specific needs of its faculty and the school's budget. Key questions for schools to ask include:

1. What medical insurance needs will the teachers have at the school location AND in their home countries?
2. How robust of a plan is required? Should coverage for spouses and children be included? Will there be co-insurance or member contribution to the insurance premium? What about dental and vision coverage?
3. How does a school develop a medical insurance plan that becomes a key component of its compensation package that can then be promoted to help recruit top-level educators?

At TieCare International, we have been working with international schools for more than 35 years and assisting our clients in answering exactly these types of questions. We currently work with more than 150 schools around the world, and we are responsive to the unique needs of every one of them. Rarely are two of our coverage plans exactly alike.

As the educational division of Global Benefits Group, a Guernsey-domiciled insurance company, TieCare prides itself by providing bespoke solutions to a wide range of clients in the BSME region. In addition to health insurance, TieCare can also offer group life, disability and travel insurance plans, or we can set up your school with a custom web portal to allow your faculty members to purchase voluntary plans.

TieCare looks forward to expanding its reach among BSME schools and would be happy to entertain any requests.

Please email inquiries to me at MarkT@gbg.com

MIS moves to true cloud bringing big data benefits for schools



The need for an information management platform that is highly secure, flexible and easy-to-use is a priority for most schools. BSME Associate member, WCBS, has expanded into true cloud technology to provide the best possible MIS solutions for international schools today. Here's how WCBS has achieved this:

- This year, WCBS acquired KSM Online, a company that since 2009 has focused on marrying the nuances of edtech with the big data requirements of fintech. This means WCBS has cutting-edge technology and an expanded team of skilled cloud experts and tech designers to deliver true cloud technology to schools.
- Now, WCBS has launched HUB, a true cloud, software-as-a-service, multi-tenanted information management system designed for schools.
- True cloud means HUB provides almost 100% guaranteed uptime and is fully managed by cloud providers and independent software vendors rather than a local or in-house IT manager. As a result, hardware warranties, installation and upgrades, software compliance, and data backups are automatically

provided by some of the best cloud tech experts in the world, ensuring the system is always up-to-date and protected from any potential vulnerability.

- It is user-centric and flexible, built to be intuitive for staff, parents and students in multiple languages. As a true cloud solution, it provides immediate access to users anytime, anywhere, through most devices, even including WeChat integration for schools in China.
- With enhanced use of data and information to support academic achievement and to facilitate every student's learning journey, and with extensive communication capabilities, the entire school community benefits.

For more information, contact [Ian Hunter](#), COO at WCBS or [find out more here](#).

Give a student a fish...

The true value of independent study skills

Robin Drummond



We've all heard the saying 'Give a man a fish and you feed him for a day but teach him how to fish and you feed him for a lifetime', but what might its implications be for education?

First, traditional didactic teaching methods have come under criticism from top universities for failing to prepare students for the independent nature of undergraduate study. Second, the last ten years has seen an explosion in **project-based learning** – where students carry out extended, research-based work on a topic of their choice.

So the saying might be rephrased as 'Give a student facts and he might pass the next test, but give him independent study skills and he will become a successful, lifelong learner'.

A nice sentiment, but is it anything more than that? Recent research would suggest so. AQA's Ben Jones found that, regardless of prior attainment, taking a **project qualification** enhances the odds of achieving a high grade at A-level by 29%, demonstrating the ability of **project-based learning** to develop cross-curricular skills. Further, Cambridge Assessment's Tim Gill found that

completing a project qualification alongside A-levels was associated with better degree performance than taking A-levels only. Finally, qualitative research by David Stoten, Anthony Daly and Anne Pinot de Moira reveal the efficacy of **project-based learning** to increase motivation and self-regulated learning, as well lowering participation barriers.

The Independent Project Qualification (IPQ) is Oxford AQA's **project-based qualification** for A-level students. Based on AQA's UK market-leading Extended Project Qualification, the IPQ involves students taking sovereignty over their work and letting intellectual curiosity power their learning. So, whether it's a study into the ethics of predictive genetic testing, or an exploration of the role of the hero in English Literature, the IPQ is the best way to feed students with an approach to learning that will last a lifetime.

Find out more at oxfordaqaexams.org.uk/IPQ

Following huge success in 2017, Bett Middle East is returning to Abu Dhabi in 2018 as the bigger, bolder and better, Bett MEA (Middle East & Africa)!



Set to take place on 23-24 April at Abu Dhabi National Exhibition Centre (ADNEC) for the first time, Bett MEA, the region's most senior gathering of education leaders, will continue to address the needs of decision-makers through its Leadership Summit programme and multiple Exhibition content stages.

The Bett MEA agenda has been carefully crafted after months of research with key education stakeholders in the region: government officials, education leaders, educators and solution providers. A line-up of high-level speakers will deliver presentations, facilitate workshops and discussions, share innovations, case studies and best practices, and demonstrate solutions across the two-day summit. We look forward to welcoming 2500 policy-makers, leaders, technology specialists, experts and educators to the two day Leadership Summit & Expo to strategise, source new technology, participate in professional development and share their vision of how to improve learning outcomes across the Middle East and Africa regions.

If you wish to participate at [Bett MEA 2018](#), please contact our Bett MEA Ambassador Hessa Rifai for more information.

TIC raise over £1000 in climb for Kathmandu



Southern Britain's two highest peaks were tackled to fundraise for school rebuilding in Nepal

This March, the intrepid TIC team donned hiking boots, waterproofs, woolly hats and backpacks to tackle two of the highest mountains in the south of Britain in aid of The British School of Kathmandu's Appeal.

We climbed the summits of Pen Y Fan and Corn Du in the Brecon Beacons to a height of 2,907 feet (886 metres) up a mountain range that is used by the military as part of the selection process for the UK's Special Forces personnel! We left in sunshine and spring weather but by the time we reached the summit two hours later we were surrounded by snow and freezing gales. Despite this, both the fit and less fit made it to the top to fly the Nepal and Welsh flags.

Our efforts proved to be a huge charitable success, raising over £1,000 for BIS Kathmandu's appeal. We would like to thank everyone who so generously supported us.

TIC has been supporting The British School Kathmandu's charity work in Nepal since the earthquake in 2015. We have a long and positive relationship with the school, helping to recruit their teachers since 2011. So far we

have raised over £5000 for the cause which has helped to re-build three schools in the Dhading area that were damaged and destroyed in the earthquake. Funds are now being raised to complete building work on more schools, including a fourth school in Dhading and Gram Sudhar school in Kathmandu. Both schools continue to be used but are at high risk from collapsing. Our recent mountain climb will contribute towards this work.

Click below to read more on TIC's other initiatives:

[TIC cycles for Nepal](#)

[TIC Sponsored Charity BOTH Prepares First Trip](#)



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BSME is a not-for-profit organisation