

BSME Newsletter

JANUARY 2019

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Eddie Liptrot
Chairman

Dear Colleagues

I hope that the momentum of the dynamic educational developments in the UK and the region is driving you and your teams to new heights.

I wanted to briefly restate the purpose of the BSME Newsletter; not only is it a helpful “meeting” point for BSME members during the academic year, it also

- collates a range of essential updates for British international schools
- informs members about relevant international conferences and educational research
- shares good practice
- celebrates the successes of members, new and old

In short, it is essential reading.

I look forward to us all meeting again at the Annual Conference from 19 - 21 March 2019 in Abu Dhabi. We have an outstanding Conference planned; more details in the ‘Conferences’ tab.

“I look forward to us all meeting again at the Annual Conference from 19 - 21 March 2019 in Abu Dhabi.”



15+
New Members



CPD
EYFS Conference



Heads
Meetings



2019
Conference Launch



U11
Large and Small
Games

Best Practice in BSME Schools



New Beginnings Art Exhibition

On Tuesday 2nd October 2018, students and teachers from British International School Abu Dhabi, Brighton College Abu Dhabi, British School Al Khubairat and Cranleigh Abu Dhabi celebrated the inaugural Abu Dhabi Schools Art Exhibition at Warehouse 421 gallery...

[Read more](#)



British School Muscat Wins!

British School Muscat were awarded British International School of the Year 2019 at The International School Awards. They also scooped up the Strategic Leadership Initiative Award. Read more about BSM's best practice in our Awards section.



STEAM

Last year we decided to fundamentally change the way we taught ICT within our school. Prior to this we taught ICT as a standalone subject with equal weighting towards IT as Computer Science. Students spent a lot of time programming and developing digital content using traditional office software...

[Read more](#)

BSME
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Annual Conference | **2019**

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in a millennial world

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19 - 21 MARCH 2019

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Hashtag communication at the International Community School #weareics



Matthew Savage is the BSME Country Representative in Jordan



At our 65th Birthday Gala Dinner last month, in the presence of HRH Prince Hassan, I said, proudly and honestly, to an audience of VIPs, parents and staff, that we are a school that does things “differently and well”. It can be increasingly difficult to communicate, with clarity and potency, what one is, and what one does, as an international school in today’s marketplace, but, over the past two years, the International Community School has attempted to do just that.

Firstly, like many schools under new leadership and governance and about to embrace CIS accreditation, we reviewed our Guiding Statements, with a relentless determination to be able, daily and authentically, to live and breathe every single word. Then we took these principles and distilled them into three strategic **#hashtags** to encapsulate all that we are and do into the ultimate essence of the social media age.

As the regional hub of Polio Points, the student reward programme I founded in Brunei Darussalam in 2012 through which students save lives every single day, and as a school which gives back to its local, regional and global community with unusual passion and determination, we aim to **#makethepoint** in everything we do. Convinced as we are that much of the best pedagogy and practice worldwide begins within the Early Years classroom and

needs to flood the veins of the whole school, we espouse a learning climate which is truly **#earlyyearsup**.

Finally, as many BSME schools will know, we are the global home of **#themonalisaeffect**, pioneering and personalising new ways to take a triangle of student-level data and use it to enhance learning and wellbeing for every child, every day. And on the back of these have followed others which increasingly define us as a school - one in which we place, always, **#wellbeingfirst**; one whose startling and rich diversity has engendered, in a very real sense, **#theworldinoneclassroom**; and one which seeks to sustain a brightly burning **#candleofcuriosity** in every child.

Interestingly, as a school which has bucked the trend and embraced mobile devices within and outside the classroom, we are also connecting with the very, device-hungry, generation whose learning and wellbeing needs we must serve. Our school, like any with claims to or aims for outstanding provision, puts the individual child at the centre of all that we are and all that we do; but we ignore at our peril the importance in achieving this of effective marketing and communication. We may, indeed, do things “differently and well”, but it is the humble hashtag which has helped us to communicate this.

Action required: Data for Leadership Survey

How do you use student assessment data in your school? How does your practice compare with other schools like yours?

In conjunction with BSME, CIS, COBIS & FOBISIA, GL Education is repeating last year's Data for Leadership survey to find out how international schools use student data: what information they collect; who the data is shared with and what purposes it's used for. Last year, schools from over 40 countries took part.

Once again, participating schools will receive a summary report of the findings which can be used to benchmark their school's practices and also enable them to compare trends with the previous year's responses.

The survey takes less than 10 minutes. [Click here](#) to take part.

International education for children in the Middle East continues to expand

Parents of 1.5million children throughout the Middle East are now choosing to send their child to a local private, English-medium international school.

[Read more](#)

UK UPDATES

Developing a School Curriculum

The quality of a school's curriculum will become a strong focus for Ofsted from September 2019 and it is likely to be a key starting point for discussions during an inspection.

[Read more](#)

Ofsted checks workload when inspecting schools

Ofsted will check that inspectors follow the principles of the workload report when inspecting schools. Ofsted has asked for the help of school leaders in consigning the inspection myths into history.

[Read more](#)

SEN, Disability and attainment

Only a small proportion of pupils have disabilities, special educational needs and low attainment. It is crucial to challenge any assumptions about there being a strong overlap between the 3 groups as this distracts from focusing on the individual needs of a pupil.

[Read more](#)

TES Independent School Awards 2019



Tes, short for “The Education Specialists”, was established in 2002 and are industry leaders in bespoke recruitment for schools and colleges worldwide. Their awards programme singles out the most outstanding individuals and institutions that the independent education sector has to offer.

The winners will be revealed at a gala awards evening in London, UK, on Friday 1 February 2019.

TES Independent School Awards 2019 Shortlisted

BSME is incredibly proud that our Member Schools are shortlisted for the **International School of the Year Award**.

Click on each school's logo below to read more about what they've achieved.



The International School Awards 2019



The International School Awards 2019 were opened to all international schools for the first time this year. The judges considered more than 200 high-quality initiatives.

The awards, which this year are sponsored by Pearson, aim to highlight some of the best practices in learning, teaching, well-being, leadership, use of technology, pastoral support, community impact, inclusion, pathway support, and international impact. At the awards ceremony on 21st January 2019 in London, winners of 12 awards were announced, including an Individual Achievement award and an overall International School of the Year award selected from the winning category schools.

We join International School Leader Magazine, in collaboration with ISC Research, in congratulating all the shortlisted and winning BSME schools!

The following BSME Schools won their categories:

1. British School Muscat
International School of the Year
Outstanding Strategic Leadership
2. British International School Riyadh
Outstanding Community Initiative
3. GEMS Jumeirah Primary School
Outstanding Initiative to Support Wellbeing

The International School Awards 2019 Shortlisted

BSME is incredibly proud that our Member Schools were shortlisted for the following categories.

Click on each school's logo below to read more about what they've achieved.

Initiative to support pathway to university



Innovative Use of Technology across the School



Community Initiative



Strategic Leadership



Initiative to Support Inclusion



International Impact



Initiative to Support Well-Being



Creativity in Learning



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Husain Shafei
Students Coordinator

“For the first time we had Cranleigh Abu Dhabi hosting the BSME U15 Games.”

“U13 Games set a new record!”

U13 Games in the Media!

1. The National [read more](#)
2. Gulf Youth Sport [read more](#)

Dear Colleagues,

Hope the term is going well. We are very excited to welcome new and returning schools participating in our BSME Students Events this year! We are proud to have our hosting schools provide our students with the opportunity to represent their school and talents.

Our Student events began with the BSME U19 Triathlon, hosted by Kuwait English School, where 9 teams (27 students) proudly represented their schools. Congratulations to the winning teams, where they managed to push through the windy conditions!

For the first time we had Cranleigh Abu Dhabi hosting the BSME U15 Games. They welcomed 13 teams (300 students!) from the region.

During the same weekend, hosting their second BSME U11 Netball tournament, Kings School Dubai welcomed 14 teams (over a 100 students) from 11 schools.

Moving on to the music scene and our last Students event of term one, The English School (TES) and The New English School Kuwait (NESK) hosted over 300 students from 9 different schools to celebrate their love of music at the BSME Music Festival, one of the largest BSME music events yet!

The U13 Games set a new record in BSME history as the largest student Games to date. With 21 Schools participating, more than 500 students had the opportunity to compete at the highest levels. Congratulations to Brighton College Abu Dhabi with an impressive win. The Games website will be updated shortly.

We look forward to the rest of term two and three where it is the peak of BSME Student events! Keep an eye on our social media platforms to see your schools in action!



12 Events



116 School Teams



2427 Students



8 Countries

For further information contact:

students@bsme.org.uk



Term 1 BSME Student numbers:

BSME U19 Triathlon

27 students from 3 schools:

Hosting school: Kuwait English School (KES)

The English School Fahaheel (TESF)

New English School Kuwait (NESK)

Results:

Boys: 1st TEF, 2nd KES, 3rd NESK

Mixed: 1st NESK; 2nd KES, 3rd KES

[Click here to view photos](#)

BSME U15

304 students from 13 schools:

Hosting school: Cranleigh Abu Dhabi

Kuwait English School

St Christopher's School Senior

Brighton College, Abu Dhabi

British International School Jeddah

British School Kuwait

British International School Abu Dhabi

British School Muscat

British International School Cairo

Kings School Al Barsha

Cairo English School

Al Yasmina Academy

British School Al Khubairat

[Click here to view photos](#)

Overall winners:

1. British School Al Khubairat
2. British International School Jeddah
3. Brighton College Abu Dhabi





Photo credit Gulf Youth Sport



Photo credit Gulf Youth Sport

BSME U11 Netball Tournament

approx. 100 students from 11 schools:

Victory Heights Primary School

Horizon International School

Dubai English Speaking School

St Christopher's School

Horizon English School

Scholars International Academy

British School Muscat

GEMS Jumeirah Primary School

Nord Anglia International School Dubai

Kings School Dubai

Kings School Al Barsha

Overall winners:

1. Nord Anglia International School Dubai
2. GEMS Jumeirah Primary School

BSME Music Festival

approx. 300 students from 8 schools:

Hosting school: The English School, 49

Hosting school: The New English School, 101

Kuwait English School, 52

British School Kuwait, 17

The English Academy, 8

Dhahran British Grammar School, 29

British International School Al Khobar, 28

British International School Abu Dhabi, 11



Term 2 BSME Student numbers:

BSME U13/U15/U19 Netball Tournament, hosted by Brighton College

10 schools, 20 teams

BSME U13 Games, venue locations: Dubai Sports City, Dubai British School Jumeirah Park, Kings School Al Barsha

21 schools

BSME Young Musicians of the Gulf 2019, hosted by St Christopher's School Bahrain

9 schools, 124 students

BSME U11 Football Tournament, hosted by St Christopher's School Bahrain

10 schools, approx. 270 students

BSME Golf Open, hosted by Dubai English Speaking College

7 schools, 39 students

BSME Dance Invitational, hosted by Cranleigh Abu Dhabi

9 schools, 127 students (TBC)

BSME U11 Large Games, hosted by British International School Abu Dhabi

16 schools

BSME U11 Small Games, hosted by Victory Heights Primary School

15 schools

Online Events:

BSME Writing competition

BSME App Design challenge

BSME Art & Photography competition



Cheryl Stewart
CPD Coordinator

Research for School Leaders

1. Higher Education: Pathways from International School to University
[read more](#)
2. Well-Being Survey 2018
[read more](#)
3. UK Updates
[read more](#)
4. International School Leaders Magazine
[read more](#)
5. EdTech capabilities in the UK
[read more](#)

BSME's CPD Calendar has never been more exciting. Our extensive range of courses, conferences and webinars keep our members up-to-date across a range of educational priorities from leadership and teaching and learning to inspections and curriculum updates.

Leadership Courses

November has been a busy month for CPD in the region. Andy Vass led Coaching Unplugged successfully (even through regional floods) to help leaders grow and improve their own and their staff's performance.

"...a relaxed atmosphere but a powerful experience"

Keeping our members updated on Safeguarding, Robin Watts delivered accredited courses to enhance the quality of child protection in the region. "...Very beneficial" was some of the feedback from the course. If your school requires Safeguarding CPD, please contact Cheryl cpd@bsme.org.uk to set up bespoke training from Robin.

We were delighted to expand the scope of our leadership courses with a new course, Leading Inclusion for SEND Students. Nina Jackson supported leaders in evaluating SEND provision, planning for improvement and implementation strategies, preparing our members for the changing regional requirements.

Teaching and Learning

Primary English Teachers embarked on a journey towards Mastery with TT Education leading the way. Founder David Maytham explored the most up-to-date principles of mastery in this intensive 1-day course (photo).

Continuing on our journey towards Mastery, Nick Asker will help you to improve your maths curriculum and teaching with evidence-informed recommendations.

Jane Davies will deliver Moving to Mastery in English in Secondary Schools which will support teachers in developing and embedding the skills that learners need to be successful in English at Key Stages 3 and 4.

Neuroscience is the study of how we learn best. David Hodgson from VEEMA is an author and researcher in the neuroscience of the brain and learning (David's paper) David will change the way your students approach their learning both in the classroom and during independent study. Practical strategies will be showcased that have been developed from evidence-based brain research. Register now for Neuroscience in Education: Unlocking the Science of how we Learn Best.

For further information contact:
cpd@bsme.org.uk

Conferences:

In addition to our incredibly successful Annual Conference for Headteachers, BSME is excited to present our inaugural EYFS Conference 2019: Taking Small Steps, Shaping Big Minds, in collaboration with GEMS Founders Schools.



Registration is now open for our PE Conference in Dubai 03 - 04 May 2019.



Learning Support

Find out what it takes to be an incredible TA. Eva Cartwright of The TA College shares her extensive expertise with your invaluable learning support staff. Making an Impact: Being an Amazing TA will move additional adults in the classroom to High-Level Teaching Assistants.

Webinars

Our Webinar series is well underway with something for everyone in British international schools. Past webinars are available to view on our [youtube](#) channel

Peter Fidczuk from the International Baccalaureate updated colleagues about recent changes in the IB's Middle Years Programme. The webinar gave an overview of how the IBCP offers a blend between academic and technical education to prepare students for a changing world.

Gooseberry Planet helped students, parents, and educators decode online safety. Stella James' comfortable and confident delivery style speaks to the tech-savvy and beginner alike. Offering extensive information in an easy to access way Gooseberry facilitates internet safety while dispelling fear and myth.

Flick Learning provided a quick overview of their online courses which are available to BSME members at a reduced rate. Contact Louisa Farina at Flick Learning louisa@flicklearning.com

The Virtual Marketer aka Alta Justus advised us on how to Fill Your Admissions Funnel Through Content Marketing. Alta delivers a polished webinar allowing our members some insight into her great experience in online educational marketing.

Join us for the rest of our webinar series:

Improving Your School Website Using Google Analytics - Alta Justus - The Virtual Marketer - 09 May, 2019

[Click here to register](#)

Using Virtual Reality and Augmented Reality in Your Classroom - Creative Education - 16 May, 2019

[Click here to register](#)

Making an Impact: Being an Amazing TA - Eva Cartwright - The TA College - 23 May, 2019

[Click here to register](#)

Getting Started on Instagram - Alta Justus - The Virtual Marketer - 30 May 2019

[Click here to register](#)

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Registration is now open for the **37th BSME Annual Conference!** The conference will take place **19 - 21 March, 2019 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; Pascal has helped deliver exceptional hospitality for BSME at the 2018 (Abu Dhabi), 2016 (Doha), and 2015 (Doha) conferences. We are excited to be working with him in Abu Dhabi again this year.

This year's conference theme is "Transforming Learning in a Millennial World". Our keynote speakers and break out sessions are focused on the changes necessary in education in the current technology-based landscape.

Mark Steed, Principal of JESS Dubai, will lead our Keynote discussions and help Schools identify how to manage not only millennial students but millennial teachers and parents too.

The latest curriculum updates and insights will be presented by Christine Counsell, and practical curriculum applications will be explored by Chris Quigley.

Alison Peacock, chief executive of The Chartered College of Teaching will discuss leadership development in education.

Digital Awareness UK, an award winning, leading digital wellbeing agency promoting safe and responsible use of technology will help us to embrace the advantages of technology and explore healthy management of social media.

After the success of last year's dedicated conference app we are excited to launch an improved version, offering you the ability to engage with speakers, stay up-to-date with news across the conference, increase interaction with other delegates, and increase networking opportunities.

unifrog

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If you have any further questions or queries, please don't hesitate to get in touch by email at business@bsme.org.uk

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HMC Conference 2018

Tailored, Not Uniform

Matthew Judd, Head of Leighton Park School, Reading, reflects as a new Head on the ideas emerging from this year's HMC Conference held in Manchester, 1 – 4 October.

Attending the HMC autumn conference for the first time, I was reminded of our professional collective noun, a 'quiz of teachers.' The conference began with quizzical looks and a readiness to explore the best practice and learn from expert speakers but also from each other, the theme being 'Together to Learn'. In a pre-conference letter and speech to HMC members, HMC Chair, Shaun Fenton, Head of Reigate Grammar School, set a clear, ethical and optimistic tone: that we need to be proud of and distinctive in what our individual schools do, and that what we do is vital for the UK educational community. The conference bowled new ideas at us, encouraging us to take away those fresh concepts which were right for us and would work in our own schools. To use the collective inspiration but apply it to our own schools. Not uniform, but tailored to us.

The conference offered both practical tips and inspirational ideas to inform strategic thinking. Shaun encouraged us as Heads to reflect, for our pupils' sake, on his top ten ingredients for a lifetime education:

1. Joy
2. Community
3. Good mental health
4. Knowledge
5. Physical health and happiness
6. Focus and aspiration
7. Creativity
8. Moral and ethical purpose
9. Flexibility
10. Emotional literacy

This was a reminder, if reminder were needed, that independent school heads should think less of targets, dashboards, clipboards, metrics, spreadsheets, compliance and box ticking, and more of our ethical purpose as educators. Valuing more than that which can

be measured (if we had indeed ever become ethically blind). The Bishop of Manchester similarly inspired us in his address: to educate the young to be wise and ensure they are well-informed and commission them to make the world a better place. That will be crucial as 50% of children born today will live to be 105 years old.

Ensuring the current public discourse understands the real value of independent schools to the UK was a message Heads were invited to evangelise about. ISC's independently researched report shows that their schools contribute £11.9bn to UK GDP and save British taxpayers at least £3.5bn annually. ISC schools directly employ at least 250,000 in the UK. The message was clear: we should be proud of what we are doing and not embarrassed to defend the independent education sector when it comes under threat.

The work that HMC does on wellbeing is vitally important. The Tech Control campaign, with new resources launched at the conference, empowers young people to take control of their use of technology. Its new free materials, including a video and lesson plans, give Heads and schools new tools to promote young people's healthy online living. Heads at the conference viewed this work as a helpful contribution to the welfare and wellbeing of their pupils; something to take away and use in their school, the materials being available through the public HMC website.

In several sessions debate rumbled about the attractiveness of unconditional offers by universities. It is a measure of how far the emotional welfare focus of schools has come that most Heads saw the unconditional offers as helping the stress levels of leavers rather than cause for them to be demotivated by the absence of target grades.

In workshops, the work of what the best schools do in the light of John Hattie's meta studies confirmed the power of Heads understanding the Visible Learning concepts. In summary, the latest (and gigantic) studies show that the best learners understand how to learn, interconnect with feedback, explain and understand progress and apply the habits of thinking and doing. Teachers can work less frenetically and add more value if they work within the Hattie framework, but, encouragingly, Heads need to know how to make this academic research bespoke to their own school.

The collective dialogue between Heads at the conference, understanding the issues facing us, was a highlight. The burning issues: safeguarding children and the increasing workload that is generating for schools; the growing prevalence of drugs amongst teenagers; the powerful external financial threats to independent schools; and the passionate and wholehearted commitment to interlinkage with our colleagues and pupils in the maintained sector. In this collegiality the Conference came alive.

Alongside the profound and the useful, the conference heard from speakers who delighted with memorable one-liners. How useful to hear the former Virgin Atlantic Marketing Director tell us to “remember to take your own sandwiches on their flights” or understand that in order to become a millionaire airline owner you must start out as a billionaire. Or indeed the BBC’s Michael Buerk’s observation to us of a world so mad that Netflix’s ‘The Crown’ series cost more than the cost of keeping the royal family last year.

I left Manchester with a very clear sense of pride in what independent schools add to the landscape of education in the UK. HMC schools have a role as beacons of best practice, a supreme collaborator with educators of all types, grounded in doing all that it can to drive a passion for learning in young people and ensure their wellbeing and life chances are as developed as possible. To use each school’s very independence to the full. HMC Manchester 2018 revealed to me that, quite simply, the ‘quiz of teachers’ needs to be an ‘inspiration of heads.’

Matthew L S Judd

October 2018

The views are personal to the Author.



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PE Conference | 2019

03 - 04 MAY 2019

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Independent Association of Prep Schools (IAPS) Conference

This year's annual Independent Association of Prep Schools (IAPS) Conference took place at Celtic Manor, close to Newport in Wales, between 26th - 28th September. With some 600 delegates including around 100 exhibitors it was once again excellent for conference content and also for networking. Around half of the 50+ international IAPS schools were represented and the international element of the conference is always a great way of mixing with and getting to know fellow IAPS heads from around the globe as well as the leaders from many of the very best prep schools in the UK. Like all such events, including our very own excellent annual BSME Conference, attendance refreshes the soul, makes us appreciate how lucky we are and also promotes thoughts and ideas. You get time to think, time to chat, time to reflect, time to share stories and it also allows time for members of your team to grasp the opportunity to take the lead in your absence, so it's a win-win situation!

This year's theme was, 'Tomorrow's World; Global Citizens' - undoubtedly a meaty topic as we all spend time contemplating, often without answers, exactly what sort of world we are preparing the children in our schools for? Again, like all conferences, it is impossible to provide content to please all of the delegates all of the time. But there were a number of what I felt to be 'points worth sharing', although you, the reader, might feel otherwise!



Dr Harriett Marshall @ham1, #TeachSDGs, www.harrietmarshall.com/globallearning delivered an excellent presentation on - Global Goals in Schools: Global Citizenship Re-Examined. This is something that has been on the educational radar for schools for a while, but her impassioned presentation certainly gave us all a conscience kick to reevaluate what, if anything, we are doing in our schools to promote not just thought, but action regarding sustainable global development goals? As I was listening I thought about the region in which we all work. Now, some countries are better than others, and some regions are positively promoting SDGs, but not everyone. If you haven't yet, take a look at the UN's webpage, and take a look soon! Here's the link: <https://sustainabledevelopment.un.org/?menu=1300> As Harriet suggested, you don't have to start big: think about your community; think about the issues; consider potential partnerships; consider promoting Global Citizenship Education and the Movement to Teach SDGs! As a part of her presentation she incorporated some of Hans Rosling's questions from his excellent book, Factfulness. Take a look at them here and see how well you do in answering the questions: <https://alexdenne.com/blog/world-knowledge-test-questions-by-hans-rosling-from-his-factfulness-book>

It's an excellent book and I recommend it to you. Don't be too disappointed if you scored badly. In his book, Rosling goes on to share that when UN leaders, academic scholars and attendees at the Davos World Economic Forum, amongst many other esteemed gatherings, sat the test they scored as well, or badly, as chimpanzees would when randomly choosing bananas labelled A, B or C in answer to the same questions. Obviously chimpanzees would not understand the question, and that's the clarity of his point; neither do humans because they think they know but often don't! The world is not quite the way we think it to be as a lot of good has been achieved in recent history, despite what we hear in the news. After all, who wants to read a good story in the press? It seems we'd much rather

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read about doom and gloom and sometimes, neigh often, distorted statistical bias. Regardless, the SDGS provide us with an opportunity to consider how we might all begin to make a difference for our children and their future, and we should be helping to educate and prepare our children to do so.



Dr Anne-Marie Imafidon was also a most engaging and passionate speaker. Her theme - Eat, Sleep, STEM. Repeat: The role of education in an inclusive innovative economy - challenged the attentive audience to consider how we might develop and further promote STEM in schools, and especially for girls. Her unique set of achievements include passing two GCSEs aged ten (Mathematics & ICT), being the youngest girl ever to pass A-level computing (aged 11) and being one of the youngest to be awarded a Masters' degree in Mathematics & Computer Science by Oxford University, aged 20. She is also CEO, 'Head Stemettes' & co-founder of Stemettes <https://stemettes.org/> @Stemmettes – an award-winning social enterprise inspiring just under 40,000 young people & young women into Science, Technology, Engineering and Mathematics. As part of this work she has also co-founded Outbox Incubator: the world's first tech incubator for teenage girls. Aged 27, Anne-Marie was awarded an MBE in the 2017 New Years Honours for services to young women and STEM sectors. Thought-provoking and challenging throughout, Ann-Marie shared her own journey with the delegates and her passion for STEM, but also strongly believes in the power of STEAM. She asked the question: What are we, as educators, doing for the sciences as well as the arts? Anne-Marie encouraged us to use STEAM to build and develop altruism in our young learners, which links directly with Dr Harriet Marshall's #TeachSDGs. In addition, what sort of environment for females are we creating in schools and is your school environment enabling change in stereotyping? Finally, new technologies are already impacting upon our lives. Automation, AI, The Internet of Things, VR, algorithms are

composing complex musical scores for performance (AIVA) - we should all be promoting reading, writing, arithmetic and digital literacy to enable our children to develop the skills and interests to embrace the challenges of our world today!



Lord Hastings, the Global Head of Citizenship for KPMG, was also a most enlightening speaker and talked about AI, its impact on the here and now and the future. He posed the question that we all often ask ourselves as educators: What are we preparing the children in our schools for? He suggested that the global and household name, Amazon, from order to despatch uses automation. What will AI do to the job market and how do we prepare for it? The Davos World Economic Forum considers the skills required in what will be the Fourth Industrial Revolution (2020, the [Fourth Industrial Revolution](#) will have brought us advanced robotics and autonomous transport, artificial intelligence and machine learning, advanced materials, biotechnology and genomics) will be very different from 2015.

2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgement and Decision Making
9. Active Listening
10. Creativity

2020

1. Complex Problem Solving

2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence (new)
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility (new)

He hypothesised that by 2022 machines will have the skills to make some of these decisions for you and that, by 2022, when our current Year 8s are sitting important exams, the WEF consider that Analytical Thinking and Innovation will be at the top of the list! Emotional Intelligence will still be number 7. What are we all doing to develop analytical thinking, innovation and emotional intelligence? Finally, one of the key characteristics or requirements, Lord Hastings suggested, for those interested in joining the CIA is for applicants to be intellectually curious adventurers.

Lord Hastings' CIA observation made me think, can we create intellectually curious and resilient adventurers in schools who test the truth with rigour - not necessarily to join the CIA, but maybe - to cope successfully with the challenges and questions raised by all three of these excellent speakers as we prepare our children in school for the future? I decided quite rapidly that it is not a question of can we; we must!

There were a number of other excellent speakers, but these three particularly resonated with me, and they may well with you. Educating children effectively for the future is now more of a challenge than it has perhaps ever been, so let's get cracking!

Kieron Peacock is Headmaster at The English School, Kuwait. The school was founded in 1953 (Kieron wasn't there at the time!) for children between of 2 ½ - 13 years of age and is one of the oldest international schools in the region. Kieron, as well as being a loyal and supportive member of BSME, is also District Representative (Chair) of IAPS Middle East.

Association of British Schools Overseas (AoBSO)

"By schools – for schools"

AoBSO is a not-for-profit membership organisation of British Schools Overseas (BSO), which strives to connect the best in educational thinking and practices in British Schools Overseas around the world.

The AoBSO is the organisation that has been established to be that voice of BSO schools and work with the regional organisations to support and champion British Schools. The DfE have signalled that the AoBSO will be the lead organisation they will speak to regarding the further development of the BSO. As you may already be aware the association has already worked with the DfE to ensure that all schools can now obtain full BSO accreditation regardless of their location and local laws, if successful in all other aspects.

The AoBSO continues to expand and we would encourage all BSO accredited schools to join. It is imperative that BSO schools use one voice to further improve and develop the process to benefit all our children.

AoBSO membership is open to all BSO accredited schools. If you would like to find out more about AoBSO please contact James McDonald james.mcdonald@dohabritishschool.com or Stephen Viner stephenviner@bisak.org.





Lisay Kirkley
BSME Membership
Coordinator

Dear Colleagues

Happy New Year!
Conference season is almost upon us and I am looking forward to catching up with you in Abu Dhabi in March. If you haven't already registered please do remember to do so before the 14th February.

I will shortly be writing to the Associate membership to invite candidates to register their interest in the Associate Executive Representative role for 2019-2020.

In the meantime please read the update from your AER, Mark Duncan.

All the best

A Note from your Associate Representative

Dear all,

Happy New Year! Amazingly we're already speeding into the end of January. It's a difficult time for educators in International Schools as exams are just around the corner - there is never enough time!

Talking of speed, we're speeding closer and closer to the BSME Annual Conference 19th - 21st March 2019, held at the Crown Plaza and Yas Conference Center. It's a beautiful location for the 37th Annual Conference and we can't wait to reconnect with educators and associates.

For associates, if you haven't already, make sure you've contacted the BSME team to ensure you've secured your pitch at the conference!

The BSME have worked very hard behind the scenes to improve the experience for educators and associates. I'll be talking at the start of the event to highlight these changes - watch this space!

It's been a great year working with the BSME team as Associate Representative. The role has included meetings across the Middle East to analyse previous event feedback, helping plan the agenda, set-up and layout of the event, discussing ways to improve the BSME app and much more!

If you're interested in applying for the 2019-20 role, I'd highly recommend it and you'll be welcomed into a great team. The BSME is always looking to improve how it serves both educators and associates and continue to drive the organisation as the leading network of British Schools in the Middle East.

Kind Regards,

Mark Duncan

New School members

International School of Creative Science - Nad Al Sheba



Belvedere International School



Brighton College, Al Ain



BRIGHTON COLLEGE
AL AIN

The British School of Bahrain (BSB)



The International School Awards 2019

BSME are incredibly proud that our Member Schools are shortlisted!

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

TES Independent School Awards 2019

BSME is proud to celebrate with our Member Schools who have been shortlisted.

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

New Associates

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

Official Gold Sponsor, BSME Annual Conference 2019



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New Associate members

SAMS Labs



BlueSky Education



TimePlan Education Group Ltd



Unlimited Press



Teacherly



My School Portal Ltd



My School Portal

ZEN PD



Highfield International



9ine Consulting



Alps Alkemygold Ltd





Enriching learning and creating opportunities: integration of vocational qualifications into your curriculum

the Highfield timeline

"We would like to thank our customers for enabling our family business to grow over the past 30 years."

1982 Joyce & Richard launch Highfield

1982 Headline: Handbook becomes best selling Food Safety book in the UK

1984 Highfield publishes first book on behalf of HSE - relationship still very strong today

1984 Highfield publishes first book on behalf of HSE - relationship still very strong today

1995 Launch of Health & Safety product range. Now including First Aid and used by over 200,000 people each year

1999 Highfield launches first e-learning course, now the leading e-learning provider in the UK. Cullum's was the first customer, with opening the product today

2000 First contact with Marks & Spencer

2001 Highfield publishes its first foreign language into Highfield now has products in 24 different languages

2003 Christen and Jason join the family business. Today there are 8 family members working at Highfield

2006 Highfield wins Chamber Business of the Year Award

2007 Highfield launches Learning product range. Wins largest UK management training contract with McDonald's

2008 Highfield Awarding Body (HAB) complies (and is) successful

2009 Highfield launches Security product range. Today we are the largest supplier in the UK

2010 Highfield signs Dubai office, sign partnership agreement with Ambulance Service and launches Response Charge (RC)

2011 Over 2,000,000 people trained using Highfield materials. HSE reaches 100 centres

2012 HSE becomes the UK's largest provider of Security First Aid, Fire Safety and First Aid Safety management qualifications

2013 Highfield enters the apprenticeship market launching the revolutionary Apprenti-kits concept

2014 Highfield and HSE continue to grow

2014 Vision: Setting the global standard for listening and responding

Highfield is the UK and Middle East's leading supplier of compliance qualifications, training products, e-learning and apprenticeships.

Highfield International is part of the Highfield Group, a leading UK provider of vocational qualifications, training materials and e-learning. Highfield started as a family business in 1982 and has today grown to become a top 5 UK awarding organisation (and FAB's 'Awarding Body of the Year' 2018). Our qualifications are delivered in 50 countries with our international offices in Dubai and Abu Dhabi.

In 2019, Highfield will be introducing a new solution that will enrich school curricula and provide learning opportunities that can lead to UK-regulated and international qualifications. Highfield InEd will equip students with work-related knowledge and skills that enhance students' existing learning. This will empower students by increasing their confidence, developing their awareness in areas of safety in and around the community and facilitate their transition into further study and/or work.

Edward Dawson, Highfield's International Development Manager has extensive experience in teaching, training

and educational publishing and has been instrumental in the development of Highfield InEd:

"Most of my training in schools was for teachers and support staff – primarily first aid, pool safety and other health and safety related subjects. Teachers regularly asked about delivering training to their students and were enthusiastic about implementing vocational skills programmes but found there were multiple barriers to achieving this. Highfield is responding to this by developing a solution to deliver qualification content that can slot comfortably into existing curricula without impacting on timetables. BSME is the perfect platform for us to introduce Highfield InEd to your school. If you would like to find out how this will benefit your students, school and community, I'd welcome the opportunity to arrange a meeting."

Edward Dawson is contactable on +971 4 449 4042/+971 50 303 6016 or via email: edawson@highfieldinternational.com.

STEAM and Computational Thinking

Figure 1¹



Why STEAM?

The questions of our time are transdisciplinary. Their solutions require students to develop a deep understanding of how knowledge interrelates. STEAM offers a framework for how cross-cutting concepts converge within and across disciplines. Patterns, models, cause and effect, systems and systems models are all examples of interrelated concepts that emerge through STEAM.

There are a variety of ways to engage students in STEAM learning, The most encouraging, emergent benefit from research into teaching computational thinking (CT) is its broader impact on students' academic performance.

We leverage computational thinking as a set of concepts for student mastery and instructional approaches for teachers (see Figure 1).

What is Computational Thinking?

CAS computational thinking - A Guide for teachers, defines computational thinking as a thought process involving logical reasoning by which problems are solved and artefacts, procedures and systems are better

understood. Computational thinking is made up of 6 key practices:

- The ability to think **algorithmically**;
- The ability to think in terms of **decomposition**;
- The ability to think in generalizations, identifying and making use of **patterns**;
- The ability to think in **abstractions**, choosing good representations; and
- The ability to think in terms of **evaluation**

Logical Reasoning enables pupils to make sense of things by analysing and checking facts through thinking clearly and precisely.

Algorithmic Thinking is a way of getting to a solution through a clear definition of the steps.

Decomposition is a way of thinking about artefacts in terms of their component parts. The parts can then be understood, solved, developed and evaluated separately.

Patterns are associated with making similarities and connections, and exploiting those features. It is a way of quickly solving new problems based on previous

solutions to problems, and building on prior experience.

Abstraction makes problems or systems easier to think about. Abstraction is the process of making an artefact more understandable through reducing the unnecessary detail.

Evaluation is the process of ensuring that a solution, whether an algorithm, system, or process, is a good one: that it is fit for purpose.

What is “Computational Teaching”?

Computational teaching is an instructional approach, coined

by SAM Labs, that develops computational thinking. We enable computational teaching through the design of our curriculum as described above.

Go to <http://lessons.samlabs.com/> to learn more about SAM STEAM Lesson Plans and see how they integrate to Computational Thinking.

Nadia Baraghithi

nadia@samlabs.com



TT Education’s ‘School Improvement Provider of the Year’ award!

TT Education was extremely proud to be awarded Education Investor Global’s School Improvement Provider Award this October. This industry-leading award recognises the best of the best in the education sector, so we were delighted to receive a powerful symbol of recognition from such a prestigious source. Our company was founded on the belief that empowering teachers and leaders to help create sustainable improvement is the single greatest factor in enabling children to succeed. With that in mind, we have grown year on year for the five years since the company began, constantly looking for ways to make CPD more accessible, more practical and, always, remain wholly people-centric.

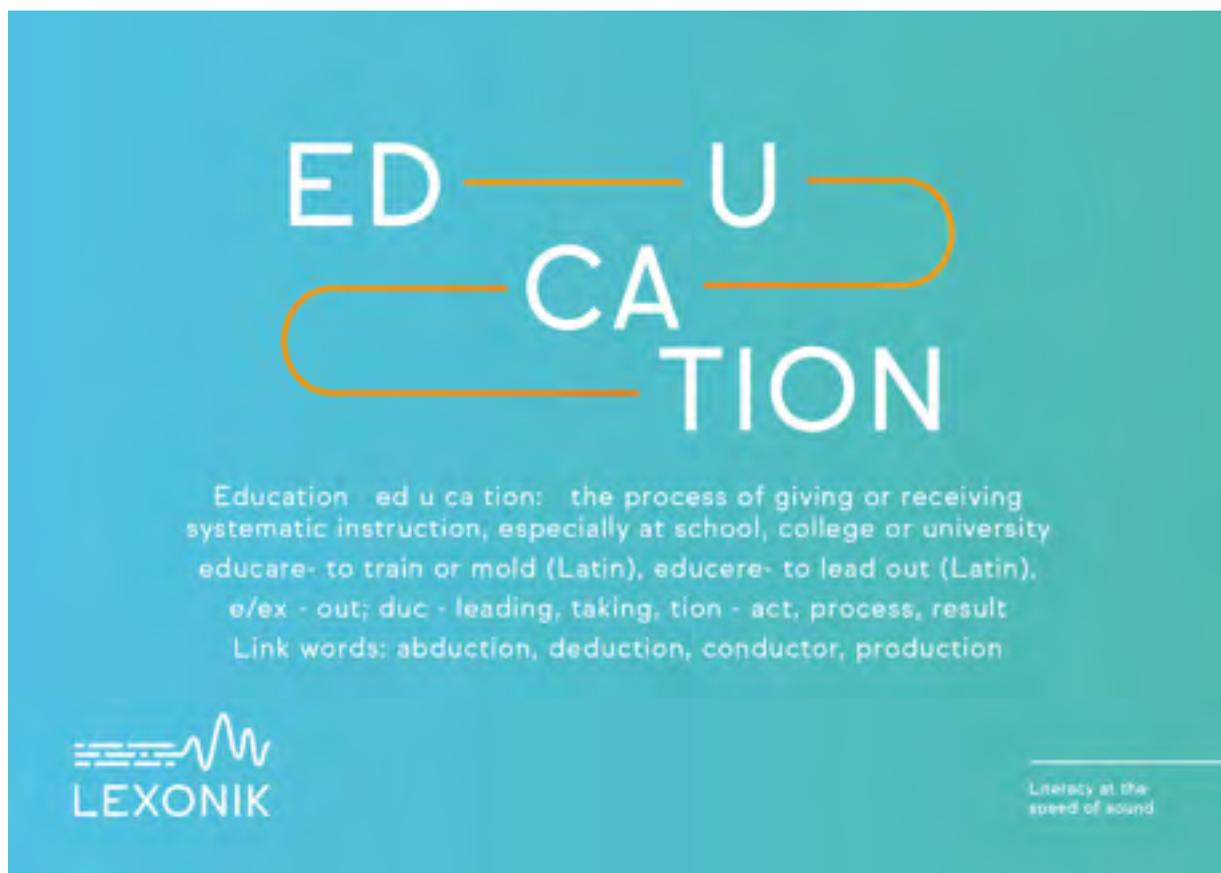
The criteria we were judged on for the award recognised all these factors, asking companies to show that their CPD is not only of the very highest quality, but also that it has a positive, measurable impact on school improvement and that the range of services is expanding. This is definitely true of TT Education. In the academic year 2017-2018, we have:

- introduced 15 new CPD courses, targeted to meet the specific needs of teachers and leaders, leading us to deliver outstanding CPD to 45% more teachers than the previous year;
- provided training in a wider range of international schools in more countries than ever before;
- launched our brand new School CPD Tracker software (for more details see www.schoolcpdtracker.com), an online performance management platform that supports effective professional development;
- initiated a partnership with the University of Essex to offer cutting-edge Executive Leadership CPD, based on world-class research;
- introduced a range of virtual CPD courses, available as ‘on-demand’ videos, live interactive webinars and virtual twilight training sessions.

However, as always, the statistic that we are proudest of is that the number of teachers and children we support has continued to grow. In 2017-2018, we have worked with over 20,000, thereby improving the educational chances for over 700,000 children.

If you’re interested in how TT Education can support you, please visit www.tteducation.co.uk or call us on +44-1206-625626.

Katy Parkinson, Founder Director of Lexonik, explains a little about what is behind Lexonik's methodology and why this approach to learning is so effective.



When I was out in America recently, I happened to come across an article called 'Principles of Instruction' Barak Rosenshine (2012)*. His research focused on learning, teacher performance and student achievement. Lexonik's methodology embraces many of his principles.

Here are 6 of his principles and how they relate to Lexonik:

1. Begin a lesson with a short review of previous learning:

We start with a 2-minute recap covering previous information. Each student takes part in this process so that any misunderstanding can be sorted out straight away.

This directed practice ensures students are able to recall information automatically, freeing up that valuable working memory space so they can move on to the next part of the learning activity.

2. Present new material in small steps with student practice after each step:

All of our Lexonik activities are broken down into small learning activities. They are all timed and repeated to develop speed, fluency and accuracy of recall. The activities are great fun, and because students know we set high expectations within every session and that activities are

timed and recorded to monitor progress, they know their practise will result in quicker and more accurate responses.

3. Ask questions and check the responses of all students:

We continually ask questions; we ask students to explain their answers whether their answers are correct or incorrect. Getting them to provide an explanation as to why they believe their answer is correct is a quick and very powerful way to ensure they have a good, solid understanding of what is being discussed. We also ensure students link new information with things they already know.

4. Provide models so they can solve problems faster:

When it comes to developing vocabulary we continually model and provide think alouds so that students can hear how we go about thinking when faced with an unfamiliar word. We ask certain questions, leading them towards the definition for themselves, making them active learners but more importantly modelling how to think.

5. Guide student practice:

Recap, rehearsal and repetition is what Lexonik is all about. We do not expect students to remember things first time or even second time around. For language-starved students it may take four, five, six or more exposures to words before they will remember them, so that is why we continually and repeatedly talk about language, provide the necessary

support and get students to discuss their answers.

6. Check for student understanding:

We adopt a very fast pace in our teaching sessions but at the same time we continually check that all students understand each step. Where there are any misconceptions, they are dealt with during that session and a record of it is kept so that during the next session we can check again to see if the student now understands correctly.

So there you have it - our Lexonik programmes have these six principles firmly embedded into the methodology; that's why they work.

Lexonik programmes are a unique combination of methodology and structured activities and deliver consistently dramatic results. The average reading age gain of students after six, one hour weekly sessions, is an incredible 27 months and the programmes are particularly effective for ELL students.

For more about the Lexonik literacy programmes and case studies showing impact in international schools, please see www.lexonik.co.uk or email michelle.hicks@lexonik.co.uk

*Rosenshine, Barak. (2012) 'Principles of Instruction: Research-based Strategies That All Teachers Should Know' published in American Educator (Spring 2012) Vol. 36, No. 1 (p.p. 12-19) 'Lead the way: the Case for Fully Guided Instruction', AFT

Changes at Buckinghamshire Learning Trust



In a move to offer clarity of focus with Buckinghamshire schools and partners we have recently received confirmation that from 1 January 2019 BLT will not be offering support beyond the boundaries of Buckinghamshire. As evidence of their commitment to BSME schools Mark Bignell and Isabel Hall will both be leaving BLT and taking up posts with Educational Success Partners (ESP) to continue to offer services to our member schools. Mark will be working in the role of Business Development Director and Izzy will be taking up the role of NQT and Teacher Development

Director. As an association customer with a long relationship with Mark and Izzy, I am sure this will offer reassurance and ensure a smooth transition of support from BLT to ESP for all. ESP will be offering BSME schools access to the same suite of

CPD and school improvement services that Mark and Izzy have offered in their time at BLT. They will also continue to act as management partners for AoBSO supporting BSME schools with BSO accreditation.

Using Technology to impact Learning



Texthelp have long been known for their innovative literacy solutions in the form of 'Read&Write' - a software toolbar that supports reading, writing and comprehension on PCs, Macs and iPads. They've had reason to celebrate recently - two weeks ago the company reached 17 million users. In use around the globe, Read&Write usage in the Middle East has been growing as well - with a significant number of International and English medium schools adopting the tool as a crucial part of their literacy strategies to support their EAL and bilingual students.

To support this, the team at Texthelp have now added the Arabic language to the software to ensure that students studying through the medium of English have dedicated Arabic support to help build oral, written and reading fluency. The software reads Arabic text aloud plus provides a culturally appropriate dictionary and picture dictionary. It's been incredibly well received, having launched at the recent EdExMena event in Dubai.

November also saw the company work with hundreds of educators across Dubai, Abu Dhabi and Muscat in a series of certified professional development workshops sessions titled 'Engage, Include and Challenge'.



The Texthelp team for these events included Patrick McGrath, who leads their EdTech initiatives. “We have a simple mission at Texthelp - to help everyone understand and be understood,” Patrick explained. “So when running educator workshops like these, we focus on CPD across EdTech in general, not just our own great tools,” he added.

Hosted at GEMS World Academy in Dubai, and A'Soud Global School, Muscat, the hundreds of teachers and educators who attended the events experienced a day of hands-on workshops, focused very much on teaching and learning. Running through a series of ways to implement specific technology tools for literacy, attendees were able to explore a wide range of tools, hear success stories and build practical frameworks to ensure impact with their technology.

Jamie Ball who heads up the region for Texthelp feels events like these are crucial to support schools in innovation and practical strategies for success. “It was

fantastic to see the enthusiasm and thirst to learn from the educators we met in this series of events,” said Jamie. “CPD is critical to successful technology integration. But so too is face-time with users and educators - as an EdTech company we want to understand how best to support teachers and students with our technology,” added Ball.

That’s likely why the team at Texthelp are committed to developing further CPD events across the region - high quality, practical, focused and free. They’ll be rolling these out in the new year with everyone welcome to attend, across a range of themes.

If you can’t wait until then - Texthelp products are free for teachers. Just visit text.help/vYVJGF , sign up and you’re good to go. Or, join them on 28th November for a free online webinar exploring Read&Write, and in particular the new Arabic version - it’s a simple sign-up here: <https://text.help/jKGYtr>

Myths Around UK University Fee Status

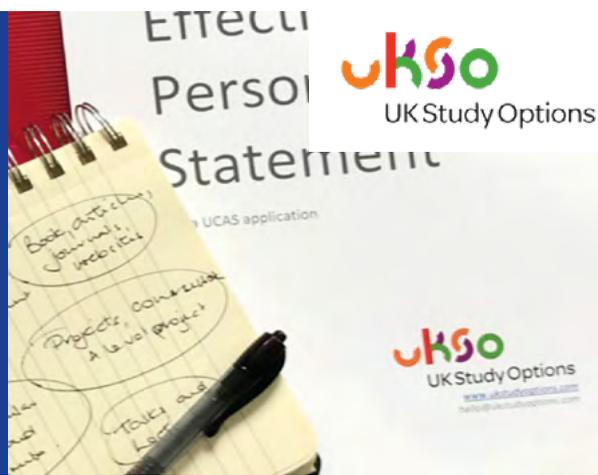
UK Study Options are experts in UK higher education and the only independent advisors on fee status.

We offer free fee status webinars to expat families, via our school partners, so they are better able to navigate this complex process before submitting the UCAS application. We also offer a personalised fee status assessment service for individual families.

Get in touch if you would like a free webinar for your school.

hello@ukstudyoptions.com

www.ukstudyoptions.com



Many UK/EU expat families are surprised to receive overseas offers when their son or daughter applies to university in the UK. This is often due to several assumptions made about what entitles them to home/EU fees.

Here we spell out the most common myths around fee status to make sure your students don't unwittingly lose their eligibility.

1. Myth: a UK/EU passport is enough to entitle students to home/EU fees.

No, this is just one of the factors for consideration. It's not enough to have a British or EU passport, they also need to show that they maintain their 'ordinary residence' in their home country by visiting as a family regularly each year.

2. Myth: being overseas on a visa means that they have to return to their home country and therefore, are entitled to home/EU fees.

Thousands of expat families are based overseas on a succession of visas which doesn't mean that their son/daughter is automatically entitled to home/EU fees. Universities want to know how they maintain their connections to the UK/EU – do they return to the same place, as a family, for several weeks each year?

3. Myth: owning property in the UK/EU should ensure home/EU fees.

No. In actual fact, it's not necessary to own property in the UK to be eligible. However, it does help and even better if that property is kept for sole family use.

4. Myth: visiting the UK for long enough each year will ensure home/EU fees.

Regular visits to the UK are important, but this alone won't secure home/EU fees. They should show that they have a single 'home base' to establish a pattern of 'ordinary residence'. Universities may ask for evidence of visits home before the three years prior to university - some go as far back as the student's birth!

5. Myth: Returning permanently to the UK three years prior to starting at university will ensure home/EU fees.

Families often move back for their son/daughter to attend sixth form in the UK/EU but this won't necessarily grant them home/EU fees. They must demonstrate 'ordinary residence' for (at least) the three years prior to university but their 'main purpose' of residence cannot be to receive full-time education.

Very rarely does one of these elements entitle expat families home/EU fees. Families need to build a portfolio of evidence that demonstrates their eligibility. The above is not an exhaustive list - there are many more elements to consider such as employment contracts, universities and courses applying to, student profile etc.



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BSME is a not-for-profit organisation