

NEWSLETTER

JUNE 2023

Note from the BSME Chair

Dear BSME Colleagues



It really does only seem like a few weeks ago that I wrote to you to wish you a successful year ahead. Looking at the BSME social media feeds and many of your own school social media, I am certain that the year has not only passed swiftly, but also with huge success for all of our BSME schools. This success comes from great schools bringing in great people to create wonderful opportunities for their students. As a collective you shine in this area and this year is no exception.

The year will have seen you face many challenges, but again, through strong leadership, you have come through these to ensure your school has been successful, continually developing and improving. That is what the BSME family of schools does so well.

I have visited a number of BSME schools this year through their hosting of BSME events and it really has been a pleasure to see you as leaders in action. You talk about your schools with great pride and it is brilliant to witness you, in your space, shining brightly as leaders. Next year I am going to make an even greater effort to attend more BSME events as these really do highlight the BSME family working together for our students.

CPD has been a fantastic story this year. The amount of high quality CPD that your staff have accessed through BSME is very impressive. Later this month BSME CEO, Debra and I are meeting with Nick Gibb MP, UK Minister for Schools, and one point I want to hammer home is how well our staff are provided for in terms of latest CPD offerings. We need to break the mindset that when teachers come overseas, they lose out on quality training. Watch this space.

Our own network has grown this year in terms of the number of new BSME schools, number of new Partners and our ever growing relationships with other member organisations. This has been a focused effort and will continue next year. We have also focused on quality with this growth. At the recent Executive meeting in Dubai we set out clear criteria for new and existing membership to ensure BSME stands for and maintains quality.

I am going to finish now because you are busy as we approach the end of the year, but before I do, I want to personally thank you as members for your commitment to BSME. I want to thank the voluntary Executive who always look to serve you as members and drive the organisation forward and I want to say a huge thank you to the BSME Head Office Team who carry out their roles of supporting members absolutely brilliantly. They are always completely focused on supporting members to get the very best from our organisation.

Have a great summer and please take time to relax, recharge and refresh ready for the excitement that the 2023-2024 academic year is sure to bring.

Kind Regards
Mark Leppard MBE
BSME Chair

CEO UPDATE

It seems hard to believe that I have almost completed a year with BSME. Time has flown, as it does when you love what you are doing. As the academic year nears an end, I'd like to take this opportunity to offer a brief update on current BSME activities and other relevant information.



BSME Vision

During our Annual Conference, we enjoyed an energised BSME Revisioning session where members discussed what BSME means for them and their school communities. Your collaboration yielded incredibly valuable views to feed into the redrawing of the organisation's guiding statements. The Executive Committee have since shaped your collated input and we are looking forward to sharing the outcomes with you at the start of the new year.

Membership and Accreditation

BSME's reach and reputation continue to grow, with many new schools keen to join. We do though prioritise the quality of members over quantity and school accreditation is our QA mechanism. All BSME schools are expected to achieve accredited status within two years of joining and maintain it thereafter. We recommend accreditation through British Schools Overseas (BSO), as the only inspection scheme endorsed by the UK Government. However, we also have [accreditation routes](#) that accommodate other agencies. Schools declining accreditation have had their membership revoked. Schools who, due to extenuating circumstances, have not yet met accreditation requirements are granted a final six-month window in which to finalise their accreditation. We are committed to maintaining the credibility and integrity of the BSME brand through the excellence of our member schools. (See p6 for recent changes to BSO framework)

BSME Networks

BSME subject-based Network are undergoing a transformation for the coming year. Moving away from on-demand webinars, they will refocus on the core purpose of networking. The revamped Network Groups will serve as a platform for like-minded BSME members to connect, build a community, and share best practices. To allow networking across countries, online meetings will be facilitated by our Network Leads once per term. We encourage active participation and will welcome contributions from network members and visiting speakers on relevant topics of interest. To ensure inclusivity, all meetings will be recorded and shared for those unable to attend.

BSME Heads of PE (HoPE) Committee

The BSME HoPE Committee acts as a steering group for BSME Sporting events. So that we can best serve the needs of all our schools we have restructured and extended the Committee to include representation from across the region. Welcome to our new members and thanks to outgoing members for their dedicated service.

Annual Conference

Finally, I would like to invite you all to *Save the Date* for the BSME Annual Conference 2024. The conference will run from 5th to 7th March 2024 and will be hosted by Grand Hyatt Hotel and Villas in Qatar. We are very excited to be planning our first 'away' conference for many years.

We look forward to seeing you in Doha for BSME AC24. Until then, I wish you all a wonderful summer break.

BSME Executive Committee and Country Representatives

At the recent BSME Headteachers' Annual Conference a new Executive Committee was formed to lead the organisation.

Mark Leppard MBE, Headmaster of British School Al Khubairat, Abu Dhabi was re-elected as Chair of BSME for another two-year term. Helen Olds was elected as Vice Chair and John Smith was re-elected as Honorary Treasurer.

Deane Baker and Matthew Burfield were re-elected as Committee members and Alison Lloyd, Craig Halsall and Giles Pruett were elected as new Executive Committee members. Andy Gibbs remains on the committee in the second year of his tenure.



Alongside the BSME Executive Committee, our Country Representatives support the work of BSME more locally and act as focal points for the BSME network in each of our member countries.

We welcome all new team members and thank our Executive Committee members and Country Reps for the time and effort they dedicate to BSME - epitomising our 'by members, for members' ethos.



Membership

School Members

The reach and reputation of BSME continue to grow each year, as does our membership. We are delighted to report that BSME now has 157 member schools spanning nine countries in the Middle East region. We wish a very warm welcome to the new school members who have joined us this year.



Partner Members

Our Partner members have also increased in number to 105. Details of all partners and the wide range of educational service and products they offer to our schools can be seen on our [Find a Partner page](#). Following feedback from Partner members and a review of Partner benefits, we are excited to be launching our new Partner package for 2023-24 renewals.

A Message from our Partner Rep

We finally made it to the last term, with the summer in sight, but this is a great period of productivity for vendors and teachers alike as budgets are tweaked, final exams reach some dizzy heights of emotion and celebration, and for many, a shuffle in roles and responsibilities for the coming academic year.

In this partner rep role, I'm really looking forward to hearing from as many of you as possible over the coming months, and looking at making the most of our collaborations with BSME. Our collective goals are varied, and nuanced as always in education, but I couldn't be happier learning about them, and working towards them.



Victoria James, Edpuzzle

Revisions to BSO Standards



In April 2023 the UK Department for Education published a revised version of the British Schools Overseas (BSO) Standards, which will take effect from 14th August 2023.

The update is part of the DfE's commitment to the International Education Strategy (IES); the UK government's cross departmental approach to establishing the practical, advisory, and promotional support required to strengthen the UK's position at the forefront of global education.

The update does three things:

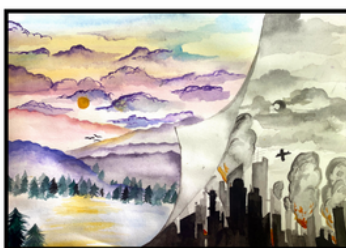
1. **Aligns the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarders applied to schools in England.** Maintaining the link between BSO standards and the standards independent schools in England are inspected against.
2. **Clarifies and reiterates the relationship between the UK and host country laws.** Clearly stating that host nation laws take precedent; and that failure to meet a standard (or standards) due to host country laws, does not mean a school cannot become BSO accredited if incompatibility is evidenced, and all other standards are met.
3. **Reshapes staff recruitment standards to ensure international applicability.** Removing reference to UK specific law and checks which international schools cannot carry out and introducing the international child protection certificate (ICPC) where prospective staff are working in or have worked in the UK.

BSO accreditation is, and remains, the only inspection scheme endorsed by the UK Government and is advocated within the 2019 International Education Strategy. It enables successful schools to compare themselves to leading independent schools in England and many of the very best British Schools around the world.

Follow these links to access the [new BSO standards](#) and a [table of substantive changes](#).



Malak Jasim Khalfan Al Suraie
GEMS Founders Al Mizhar
Runner Up 2nd Place



Maya Constantine
Cranleigh Abu Dhabi
Runner Up 2nd Place



Maryam Sharif Namvar
School of Research Science
Runner Up 3rd Place

BSME Ed Goodwin Award for Exceptional Service

The BSME Ed Goodwin Award for Exceptional Service is an annual award, given in honour of previous BSME Chair, Mr Ed Goodwin OBE, recognising students' dedication to serving their local and global communities. This service can take many forms, from fundraising to supporting research, to providing their time and talents to support others. The underlying principle is clear: these students are committed to helping others.

Schools nominate their students for the award, with BSME Country Reps and the Executive Committee involved in selecting the winner who is announced at the BSME Annual Conference each year.

The winner of the Ed Goodwin Award for Exceptional Service for 2022-2023 was Khushi Gadhia from Jumeirah Primary School, Dubai for her inspiring creation of the *Old Books for New Eyes* initiative, which Khushi tells us about below.

Old Books for New Eyes was an idea that was born in the summer of 2018 when I went to Kenya and saw the plight of under-resourced schools that, amongst other basic needs, did not have any story books. In Ramadan of 2019, GEMS Jumeirah Primary School announced that students were welcome to start a kindness project in school, I immediately set up a collection box for used story books accompanied with a poster encouraging students and parents to donate their pre-loved books. The response was overwhelming and resulted in the first 1000 books library being set up in a school in summer of 2019.

When I returned to Dubai after spending the summer in Kenya, there were more than 5,000 books waiting for me. With the help of my parents and other supporters, I managed to form a partnership with Lions Club of Kenya and Maersk Shipping and Freight Systems that enabled me to grow the project including local collection of boxes, transportation to Kenya and setting up libraries in underprivileged schools. I did not expect this seed to grow into a beautiful tree that bears fruits of literacy and knowledge for thousands of students. Today, *Old Books for New Eyes* partners with more than 35 schools in UAE, has collected over 200,000 books, set up more than 100 libraries and made a difference in the lives of more than 100,000 students and 150,000 refugees across Kenya, Uganda and Tanzania. In addition to this, *Old Books for New Eyes* has provided volunteering opportunities to more than 100 students in the UAE who were presented an award in 2022 by H.E. Shamma Al Mazrui, who was then the UAE Minister of State for Youth Affairs. I am honored that the success of the charity has been recognised by BSME and am very thankful to receive this award.



Khushi Gadhia with her award

British School Muscat First School to Gain Coaching Award

Kai Vacher, Principal of British School Muscat, was presented with the very first Persyou Fundamental Coaching Culture Award this week by Persyou Director Nicholas McKie.

The school is the first globally to attain the Award, which combines strategy sessions and International Coaching Federation-accredited coaching training with staff actively engaging with model-based and non-directive coaching. Personalised coaching feedback ignites reflections on the knowledge and appropriate skills for effective coaching, with the school also presenting reflections of their coaching development to an experienced coaching panel.

"Kai and his wonderful team have embraced the coaching training, both in person and using our online hub to complement their sessions and learning. We're looking forward to moving on to the next level of coaching, the Systemic Award, with the School to further and embed those skills in the service of their colleagues and the young people in their care."

"Thank you to Nicholas for working with us in such an engaging, informative and supportive manner and training us with such wisdom, generosity and kindness" said Kai Vacher. "I am grateful for all the time, energy and enthusiasm that my colleagues have given to support our transition to create a coaching culture where trust and dialogue support professional growth. We are looking forward to the next stage of our coaching journey."

Nicholas McKie commented, "The CCAs are a unique suite of progressive awards designed to create a practical pathway for schools to develop a coaching culture among their community, for the benefit of the staff, students and parents.



Principal of BSM, Kai Vacher, receives the Fundamental Coaching Culture Award from Nicholas McKie

Persyou offers coaching programmes that create coherence and flow in individuals and teams shaping inspiring leadership and refreshed organisational cultures. Our holistic approach combines premium coaching with leading-edge thinking from across a range of disciplines, creating the space for you to learn, develop and grow.

Find out more about Persyou's 1-to-1 coaching team coaching and our unique Coaching Culture Awards for school communities by visiting our website or simply get in touch.

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Linkedin: Nicholas McKie

Linkedin: Persyou

SENDIA Inclusion Award for Oryx International School

Working towards the SENDIA Award has been a reflective and insightful experience for our Inclusion Team at Oryx School. It was an opportunity to rediscover and draw on the qualities they possess. Although we were already meeting most of the key performance indicators, as part of best practice, there were some areas to reflect upon and improve in order to promote better outcomes within the four areas of SEND. Questionnaire responses from pupils, parents and staff were very supportive and helped to evaluate where we were and inform the next crucial steps in our action plan.

Our teaching staff were receptive to changes and adoptions and the process raised the profile of SEND even further within our school. Throughout the process, we were supported by a SENDIA advisor, who provided guidance and support.



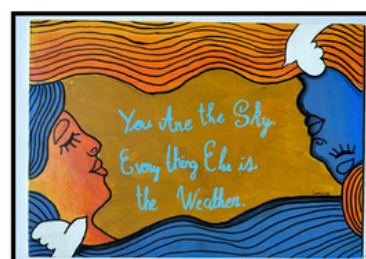
This was a valuable experience, from which we have certainly benefited as a school community, and we would definitely recommend the process to other schools. In addition to improving our own school provision, working towards this award will hopefully lead the way for other schools to embrace the SENDIA approach. This is an important milestone and confirms our commitment to providing the highest level of inclusive education for all our pupils at Oryx International School. We were delighted to learn that we are the first school in Qatar to achieve this award.



Justin Burak Gutzmann
Multinational School Bahrain
Runner Up 2nd Place



Kamal Fahed Abou Hechme
Multinational School Bahrain
Runner Up 3rd Place



Samira Gupta
Kings School Al Barsha
Runner Up 3rd Place

Dubai Inspires: A learning tour of Dubai schools for UK Headteachers

March saw an exciting and ground-breaking tour of Dubai schools by UK headteachers, developed by British school consultancy services provider RSAcademics in cooperation with select Dubai schools and with the support of Dubai's Knowledge & Human Development Authority (KHDA).

The aim of the programme was for Headteachers to be inspired by, and learn from, some of the most pioneering and interesting schools in the world, located in the innovative international hub of Dubai. Delegates made new connections and gained exposure to new ideas, expanding their frame of reference as they plan for the future of their own schools back home.

Dr Abdulla Al Karam, Director General, Knowledge and Human Development Authority (KHDA) said: "British schools have made a great contribution to education in Dubai – they are known for their expertise and quality, while they are further enhanced by the diversity of the community and our global, future-focused approach to education. We welcome our British friends to Dubai, and look forward to working together as we continue building a world-class education sector."



The delegation comprised seven Heads of independent schools, one CEO of a large multi-academy trust, and one senior figure with a UK sector-wide remit. There were three school visits per day, concluding with a symposium attended by representatives from each of the host schools, leaders from other Dubai schools, as well as others with a sector-wide perspective. It provided a wonderful opportunity to share observations and discuss the main learning points from the visit.

Thank you to all the BSME member schools who took part in this special programme!



To read about the findings from the week please click here: www.rsacademics.com/dubai-inspires
To find out more about RSAcademics, visit: www.rsacademics.com

Bright Start for Preschoolers at Brighton College Dubai

Brighton College Dubai has launched a school readiness program called 'Bright Start' that aims to help young children transition successfully into a school environment. The program spans a 10-week period, during which children, accompanied by their parents or caregivers, attend the school environment twice a week. The sessions are designed to familiarise children with the school environment, build relationships with staff, and understand the routines and expectations.

The primary goal of the program is to ensure that pupils feel secure, happy, and confident when they begin the academic year. In addition to supporting the children, Bright Start offers parent workshops conducted by the Head of Pre-Prep, Katy Cooke, School Counsellor, Dr. Lene Janse van Rensburg, and other experts in early child development. These workshops cover various topics such as an introduction to Brighton College and its core values, the Early Years Foundation Stage curriculum, supporting children's communication and language skills at home, and toilet training assistance. Additionally, there will be specialist workshops on *Taming the Tantrum*, which explores learning how to set boundaries and encourage positive behaviours and *Drop and Go*, which addresses anxiety at the 'school gates' and how best to manage this.



Throughout the Bright Start program, pupils are encouraged to develop a love for reading, as it is considered an integral part of education at Brighton College Dubai. Each session is centred around a story that conveys a message related to change and transition, and children also have the opportunity to visit the school library. The program focuses on fostering friendships, enhancing communication and language, acquiring new skills, participating in specialist lessons such as music, engaging in play-based exploration, and developing independence. These skills are essential for a confident and happy start to their school journey.

Brighton College Dubai believes in building strong foundations for its pupils at the earliest opportunity. The Bright Start program is specifically designed for children entering FS1 (Foundation Stage 1) to ensure the best possible start on their path to becoming lifelong "Brightonians." The program runs from April to June, preparing children for the start of the new academic year in August.

The Early Years section of Brighton College Dubai aims to create a nurturing and supportive environment that feels like a 'home away from home' for its students.



How are Schools Building Resilience and Enhancing Crisis Management

Dubai English Speaking School and College (DESSC), the oldest English school in Dubai, was conscious of the need to demonstrate that the protection and safeguarding of its pupils and staff is a top priority, by strengthening their crisis management framework and capability.

Recognising the need to embrace external expertise, DESSC tasked Cognitas Global to help them assess their risk planning, policies & procedures and to train and exercise their team.

The first task was to assess the current risks facing DESSC and review their existing crisis management framework. Cognitas and DESSC then jointly drafted an updated comprehensive crisis management plan that better reflected the current risk environment and mitigating control measures, which would provide clear guidance on how multiple types of emergency should be handled. In addition, a crisis communication plan was created to improve the flow of messaging in the event of an incident to reduce the possibility of misinformation and rumours. This ensures that DESSC remain in control of the narrative whilst managing an incident in order to mitigate reputational impact.



Integrating technology into crisis management

Being very aware that a crisis management document alone isn't likely to be at hand to the right people in the event of an emergency, Cognitas Global developed a bespoke mobile phone App, incident360. This App takes the content of a crisis management plan and turns it into an easily accessible format for use by the crisis team in the event of an actual incident. With essential information, checklists, logging and mapping functionality, the effective management and subsequent review of an incident is easily achieved and recorded for accountability and review

Training & Exercising

After assessing and planning, the next step in the transition from risk to resilience was to implement a training programme to educate the team on the policies, processes and tools available to effectively manage a crisis. Implementation was exercised through a series of simulated scenarios using realistic mixed media to immerse the participants into situations which would prompt decision making. Cognitas Global facilitated this using their proprietary view360global training platform which has been used in over 40 countries as a multi-lingual training tool of choice for many leading global organisations.

"Cognitas Global have worked with us to maximise our crisis management capability providing expertise and innovative technologies. We now feel much better prepared to protect our pupils, staff and the reputation of the school from the variety of risks that schools currently face."

Matthew Cotgrove, Deputy Head, DESSC

Arcadia School Pilots CENTURY



Arcadia is a British School in Dubai offering British education to students aged 3 to 18. We spoke to Ryan Kenny, Head of Science at Arcadia, about their recent successful pilot with CENTURY.

Why did you opt for a pilot with CENTURY?

Before joining Arcadia I was teaching at another school that went through a trial with CENTURY, so I was familiar with the product and had seen its value.

The pilot at Arcadia worked really well to showcase what CENTURY can do, as I find it very difficult to explain how much it does without sounding like I'm making it up. You tell your colleagues that it can do this, and that, and this, and you see them questioning if it actually can. With the pilot I was able to show that it can actually do all those things, and they were on board right away.

A trial allows exploration too, as different people will often gravitate towards different aspects of the product. I really like the nuggets and intervention, and in secondary we prefer to use CENTURY for homework or pre-learning, whilst our primary colleagues were more interested in the individual data sets.

Was the pilot essential in making the transition to a full subscription?

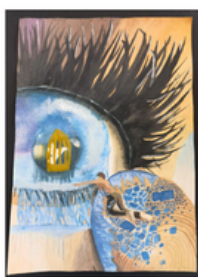
Undoubtedly. Without the pilot, we may not have managed to get it approved. I presented a review to the Senior Leadership Team at the end and the pilot and CENTURY allowed me to provide hard facts and data about our students, showing what how the platform could be used in our school. Some edtech pilots will just send you data templates, which are meaningless if they are not relevant to your context. CENTURY, however, gave us real, useful information about our students. When I shared CENTURY's intervention graphs with a primary leader showing that Student X needed targeted support she was instantly sold because she knew that child needed intervention and CENTURY had validated that.

I asked my students to rate their understanding of some key exam topics, on a scale of 1 to 10, and CENTURY's Teacher Dashboard rated the students almost identically to their self assessment. One of my colleagues said that CENTURY is amazing because it is very accurate at helping understand where students are in their learning and, best of all, it's reliable, because it's showing that in lots of different ways.

[Read the full case study here.](#)



Salwa Putri Andini Nurul Ummah
Al Khor International School
Runner Up 2nd Place



Hajra Shahzad
Dharan British Grammar school
Runner Up 2nd Place



Madeleine Jackson
Doha College
Runner Up 3rd Place

Developing an Autism Strategy at Al Karamah School

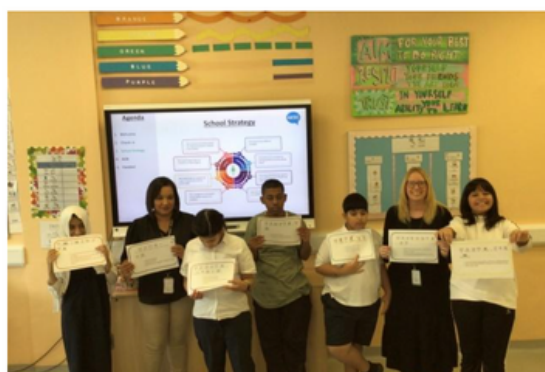
It may seem rather odd to believe that it is necessary to have an autism strategy in an autism specific educational provision, however after receiving our 'Outstanding' grade after our BSO Inspection we felt it was necessary to define how we move the school to the next level.

The strategy is based upon the work of Karen Guldberg and her 8 principals of good practice which have been embedded into the Autism Education framework for good practice under the 4 key themes. We also felt that the work of Damien Milton and his double empathy theory was vital to ensure that 'Understanding the Individual' and giving all students a voice to be fully involved in the development of services and decisions made about the school. This, alongside positive and effective relationships across the community with all stakeholders, enabling environments which support inclusion and effective implementation of plans to enhance and support academic learning, vocational skills, emotional wellbeing and lifelong learning skills.

The vital part of making this strategy more than just a document was to make sure that all stakeholder had a part in its development, and also its implementation. We carefully planned the stages of development in our School Development plan and sought the views of the SLT. We canvassed parents through parent forum and also through regular newsletters and engaged our Lead for Mothers Council to share information and feedback to the Senior Leadership team. We provided presentations and workshops for parents to understand autism in a more positive light and to embrace the skills that their children have. Students were involved through our very strong student council and versions of the strategy were made child friendly. Staff were also canvassed for their views and the completed document was translated into Arabic to ensure access for all.

At the beginning of the academic year a steering group was assembled consisting of senior managers in the school and Training Institute and senior therapists. The therapy input was significant in the success of the strategy because of the development and use of 'Blended Learning' which is a pivotal approach across all teaching and learning at Al Karamah. The blended integrated approach at Al Karamah School is a collaborative intervention model where therapists and teachers work alongside each other in planning and delivering modified and targeted lessons based on the curriculum.

In this blended setting any concerns and needs are addressed as they arise and assessments are performed across various routines, allowing therapists and teachers make immediate adjustments and modifications in more relaxed, real time situations for students. Furthermore, students don't miss out on classroom activities and lessons in order to attend therapy, allowing for academic gains at the pace of their peers and uninterrupted social interactions. Teachers taking part in blended therapy sessions have opportunities to expand their skill set by observing and working together with therapists to guide children, track outcomes, determine the feasibility of strategies in addition to adjusting treatment plans as needed.



Developing an Autism Strategy at Al Karamah School (continued)

A workshop was held for all teaching staff to explore what the strategy would mean for them and how they intended to implement it. From this we developed our Intent, Implementation and Impact statements.

The steering group met on a bi weekly basis for a number of months to plan for the successful implementation of the strategy and made decisions on Implementation to achieve the best outcomes. From this an action plan was developed.

To share the strategy with students we asked them to design a mug for all staff and a wristband with a catchphrase on it. Parents were also asked to join in with the catchphrase. The winning phrase is "Always Unique Totally Intelligent Sometimes Mysterious". These were used to formally launch the strategy at the beginning of the year.

We designed student friendly graphics which are displayed around the school to keep the focus fresh and current. We had a brochure designed in English and Arabic so that the strategy could be shared more widely and sit alongside our school and Training Institute brochure. We reworded our vision and mission statement to reflect the strategy.

During all of the development we undertook a baseline of our practice across all areas outlined by Karen Guldberg and were delighted that it indicated

that we had extremely good practice in many of the areas scrutinised through the Autism Education Trust Standards and Competencies. From this we were able to decide on focus areas for students to engage with on a monthly basis and produce student-friendly graphics to be displays on student noticeboards across the school so that we continue to focus on this key document.

We were delighted to host a visit from Karen Guldberg who later went on to mention us in an [article she wrote](#) for The National Newspaper praising our approach. The impact that this strategy has had is vast. Student voice has never been stronger and parents are now embracing their child's differences because of a greater understanding of their autism. Staff are very clear on the vision and share this with the community and visitors to the school. Students are making exceptional progress and we have been successful in transitioning a number of them to inclusion units in mainstream schools as well as some transitioning into mainstream schools full time.

The strategy has, and will continue to permeate every part of school life and we feel that this is a really positive way to reflect the way forward in our understanding of autism and how it can be reframed from a disordered way of being to a different way.



Counting with Therapy
(Stretch and Breathe)



Messy Play with Therapy
(Zones of Regulation - Happy)



Life Skills with Therapy
(Washing Hands)

The Wellbeing Journey of International British School Kuwait

Implementing a wellbeing framework can be challenging at the best of times, let alone after COVID, which affected students and teachers alike. There were many questions: How to start? Who will be responsible for the policy? What issues are most pressing, etc. There were also a plethora of models and frameworks to choose from, each with their own specifications and desired outcomes. So, it was fortuitous that the British council were running a course on wellbeing. We signed up immediately, sought volunteers in the secondary school and joined the MENA Mental Wellbeing (MWB) course.

The Wellbeing team initially consisted of the principal of the school and volunteer secondary teachers. We met for the introductory course presented by Rolla Khaddage and then began to have weekly meetings. The first task given by the MENA MWB was to evaluate our school through questions from the framework. We graded the school on the categories of leadership, school culture, ethos and environment, professional development and training, supporting teacher and student wellbeing and lastly, supporting and working with parents and caregivers.

The MENA MWB framework provided research areas for us to look at and we each completed one CPD course to evaluate its relevance for our school and further our own knowledge of wellbeing. We selected five areas where we, as a school, wanted to develop. These were time together as a school, a wellbeing policy, extra training for staff, a survey to collect teacher and student's ideas on wellbeing and to create a wellbeing week.

Time then to action our ideas. We put up a wellbeing wall in both staff and student areas and planned a wellbeing day for students. The students were involved in this process and the school council came up with ideas that they believed would be beneficial.

The wellbeing day involved team building activities, a bleep test, healthy food tasting activities, Zumba, meditation, a chat and vent session and a seminar by the school nurse on monitoring personal health and dealing with stress. It was declared a resounding success, with students learning new information and techniques.

With classes at IBS from pre-school to Y13, the wellbeing team felt wider representation was needed so volunteers were sought from across the school community. Teachers were also given a blank MENA Framework to note areas where the school is doing well and what can be improved. The larger team then started to write a wellbeing policy that encompassed the whole school. We also ensured that wellbeing days were included in primary and early years calendars.

In an anonymous survey, 88% of parents and 96% of teachers felt that IBS promotes an environment which successfully supports the students' personal development and meets the students' pastoral and welfare needs effectively.

IBS will be showcasing its implementation of the MWB MENA framework at the School Now 2023! conference, organised by the British Council, and are available to support other schools to implement the framework. At IBS we recognise that wellbeing is an ongoing process, and the school calendar has been organised to incorporate staff wellbeing days where teachers can get to know other departments and promote a sense of community as well as take part in some professional training. Of course, there will be cake!



Junior Duke Award

Rachael Wilding - Principal of SVS

"The Junior Duke Award has made me more independent, confident and helped me learn new skills, I especially have enjoyed the cooking, budgeting and sustainability challenges. This is my 3rd year and I am so proud of all the different things I have tried and learnt."

Sofia Abbas, Year 6



Overview

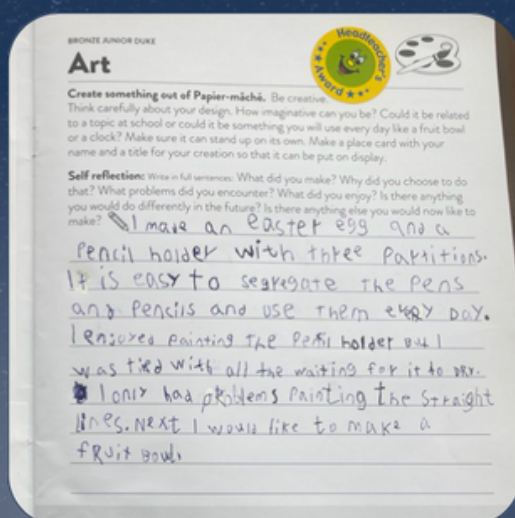
The Junior Duke Award was founded in Scotland in 2007 to provide schools with an opportunity to have a progressive age-related series of challenges to support learning appropriate life skills. In 2019, after our school's DSIB inspection and working on the next action plan, we were looking for something that supported wider world knowledge and life skills, that used enquiry and elements of self reflection. We found this in the Junior Duke Award scheme. After meetings with the founder, Dawn Waugh, adaptations were made and four cultural challenges were added to the existing ten progressive life skills challenges for each year group. This was the creation of the International Junior Duke Award. Trialled originally at Smart Vision School and then Horizon International School in Dubai. Four years later, the International Junior Duke Award is now used in over 30 countries world wide with 10,000's of children benefiting from the experience annually.



Impact on our school

Our Head of Primary and school Junior Duke Leader, Sarah MacAskill stated "The Micro, Mini and Junior Duke award provides opportunities for children to complete challenges that they may never have been exposed to before. It promotes independence from a young age and creates a community of students who encompass resilience, responsibility and perseverance."

It has been wonderful to see the whole school community rally behind this Award. This additional layer of ECA's has benefited our entire school. From our security team feeling the pride and elevated status of signing off the bicycle tyre repair challenge to our students budgeting and making their own lunchboxes. Time and time again we are seeing children take pride in trying new experiences confidently, and our annual sign up increases in numbers year on year.



For more information contact www.juniorduke.com

HPL Growing Entrepreneurs



Nawal AbuObaida Fagir - Cambridge Int. Sch.

The concept of High Performance Learning was first introduced to me at school. It has affected our learning in so many ways, but the biggest impact has been shift in mindset. With the help of HPL, anyone and everyone can be a high achiever, regardless of their background, predicted grades, or previous achievements. HPL aims to produce students who are intellectually and socially confident, workplace and life ready, and who also have a concern for others, which is wonderful

What I found most exciting is that HPL could also be applied outside of the classroom, and I did a little experiment to test this. In my startup group, we teach all sorts of different real-life skills to make people more confident and we decided to teach them public speaking. HPL made what would have otherwise been a horrifying mess, a huge success! Now we know that we need to engage different parts of their brain skills such as linking, meta-thinking thinking, creating analyzing, and realizing. By the end of it, every single student was able to go on stage and speak in front of a hall filled with strangers!

HPL is not just about improving academics, it's also about learning how to be confident, communicate, and become a better human in general. Now there's no barrier to success.

Find out more and get in touch:

highperformancelearning.co.uk/introducing-hpl

Verify - Protect your school with Schrole's screening and verification solution

When it comes to recruiting candidates in the international teaching landscape, ensuring a candidate is who they claim to be, and that they are not going to pose a risk to your school or its student, is every recruiter's number one priority.

That's why it can be distressing to learn that conducting criminal background checks alone results in fewer than 0.2% of abusers being identified. (Source: International Centre for Missing and Exploited Children).

With Schrole Verify, you can complete the same in-depth background checks recommended by the Council of International Schools (CIS), Council of British International Schools (COBIS), Western Association of Schools and Colleges (WASC) and New England Association of Schools and Colleges (NEASC), with just a few clicks.

There are no subscription costs and no ongoing obligations. Just a clear, simple and completely transparent pay-as-you-go process. Identity Checks are just \$10 USD (fixed cost) and Criminal Checks start from just \$20 USD (Variable cost).

For more information, including our full list of checks, visit Schrole's website:

<https://content.schrole.edu.au/verity-bmse>



Professional Learning



BSME Professional Learning has been incredibly busy in 2023. The Annual Conference took place in Term 2 and was held at the Rosewood Abu Dhabi, which offered Principals a fantastic venue to delve into a CPD programme, created exclusively for Senior Leaders. The conference theme centered around educating the global citizens of tomorrow and how school leaders play an integral part in designing a brighter future. The opening keynote was delivered by Sir Clive Woodward who shared his lessons on peak performance and how to coach yourself and your students for long term success.

Delegates also heard from: Prof Dr Ger Graus who shared his expertise on how education must be reimaged for the future; Matthew Savage who delivered a wellbeing-first approach in his keynote and a workshop focusing on how to design schools with equity for all; and, Julie Keyes, the Educational Coach, to aid our understanding of identity principles and belief systems which a 'global citizen' embodies.

There were also a variety of workshops available which allowed our Principals to choose to expand their professional learning on topics such as whole-school considerations of DEI, creativity and innovation in the curriculum, recruitment and retention of Generation Z and building STEM into the school curriculum. Alongside the high quality CPD on offer, Principals were given the opportunity to connect and engage with one another to share best practice, as well as networking with our BSME Partners to find products and services suitable to their individual school needs. Overall, the Annual Conference remains an integral item on the BSME calendar for Principals and planning is already underway for the 2023-24 academic year.



Term 3 also included the BSME PE Conference, hosted by South View School Dubai. This conference provided an opportunity for delegates to attend a full day workshop with Neil Rollings, Tamsin Greenway or Caroline Park. Neil's expertise lie in Leadership and was aimed at current and aspiring Directors of Sport in BSME Schools. Tamsin is the current Head Coach for the Scotland National Netball team and delivered her workshop through a practical, hands-on-approach with drills and exercises that delegates could take away and apply in their own schools. Caroline's expertise is with Primary schools and allowed Primary PE teachers an opportunity to learn a variety of new games focused on decision making skills with younger students. Bibs, balls and fancy footwork were all certainly on display and the high energy and engagement from the speakers and delegates was prominent throughout the day.

Professional Learning



BSME's final conference for this academic year was the EYFS Conference hosted by Hartland International School. Always one of the most popular conferences on the calendar, over 250 delegates were in attendance. The enthusiasm and commitment to professional learning was visible throughout this high-energy day where delegates were able to enjoy keynotes and workshops from four globally recognised experts in the EYFS space: Greg Bottrill, Karen Wilding, Helen Battelley and Ruth Swailes. Our sincere thanks to Aminah Evans and Gemma Watson for supporting in the curation of the programme.



6 Steps for Professional Development that Really Works

Get BlueSky's guide to the 6 key things you need to consider when designing an effective professional development programme in your school.

Professional learning in the education sector has come a long way in the last few years. In many schools, professional development and learning has moved to the centre of strategies for improving quality of education, and is shown to have significant benefits for pupils and staff alike.

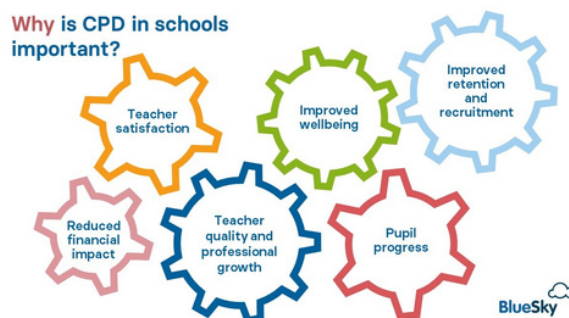
There are many different ways that professional development may be provided in schools, from external courses to modular online learning, instructional coaching to 360 reviews. What is clear is that for professional development to be effective, it should be relevant to the individual, within the context of the school's priorities. In this guide, we explore some of the different approaches to professional development and how these might be applied in your setting.

Get *BlueSky's guide* to the 6 key things you need to consider when designing an effective professional development programme in your school

There are many different ways that professional development may be provided in schools, from external courses to modular online learning, instructional coaching to 360 reviews. BlueSky's Guide to build a school CPD programme with impact provides a easy-to-read overview of the key considerations for developing a professional development programme for your school, including:

1. How to establish School and Trust priorities
2. How to determine quality of teaching in your context
3. How to identify the forms, programmes and mechanisms
5. How to consider the context & needs of your organisation
5. How to use quality assurance to support a forensic diagnosis of needs
6. Why personalisation of CPD for staff is important

Learn more and get the guide here: bit.ly/BuildCPD



The Best at Getting Better - Professional Development at Horizon English School

Research shows significant variation in a teacher's professional learning experiences within a school and between different schools.

Effective professional learning can improve teacher quality and consistency, yet quality professional learning for teachers is recognised as needing improvement. Ironically teachers, whose core purpose is to help their students learn, often experience ineffective learning opportunities themselves. It is for this reason that at Horizon, teachers' professional learning is seen as essential and not left to chance.

Investing protected time, funding, professional development and care into our teachers has long been a priority for Horizon English School. We attract and retain teachers from schools across Dubai based on referrals from existing staff. In the past 5 years, teacher retention rates have been exceptional with turnover consistently below 5% for teaching staff; this provided stability which enables progress in all areas of school life.

By retaining and developing the best and most passionate teachers, the school is able to equip its

with the skills and knowledge they need to become successful and contributing members of society. One of the key elements of flourishing is learning; research shows that when a child or adult is genuinely learning new things, their sense of happiness and wellbeing is positively impacted.

The Power of Action Research

An action research approach to professional development empowers and inspires teachers to drive their own development in a way that is purposeful for their own context. Rather than blanket top-down CPD sessions, year group specific projects enable teachers to work collaboratively to make meaningful improvements to their classrooms. Such an approach is structured in a way that encourages peer observations, team teaching and classroom application of CPD initiatives; this approach makes up a significant part of the Horizon English School Teaching for Effective Learning Policy. The approach used successfully mitigates the pitfalls so common in professional development in schools and has repeatedly been recognised during external inspection processes as exemplary and underpins the highest outcomes which are achieved for all students.

Master's Level Research into Professional Learning



The Best at Getting Better (continued)

A Deliberate Culture to Facilitate Adult Learning

To support accessibility to research and professional development, the launch of the Horizon podcast has been actioned. Annual staff surveys recognise this as a valuable learning resource. In term 2 and 3 each year, episodes are created and a platform provided for staff to discuss their own research, ideas, motivation and experiences.

Middle and departmental meetings start with 'Three Minute Shares'. These are a short 3-minute think pieces based on an area of passion or expertise chosen by a member of staff. These act as short professional development reflections and also provide an opportunity for passions, interests and insights to be shared to enrich relationships, staff connections and keep self-driven research informed professional learning at the forefront of staff culture.

Each teacher is provided an 'individual continued professional learning (CPL) budget' whereby they can purchase a course, subscription, piece of research or book of their choice that links to their own professional learning. This is an annual initiative that was intended as a one off in the 2020-21 academic year but was so successful, the budget has been increased and it is approved for the 23-24 academic year already.

The Power of Effective Learning Experiences for Teachers

With the right teachers and professional learning in place, we can ensure our students are receiving the best education possible, that they are engaging with meaningful material, and that they are learning how to be successful in their future endeavours. The impact of the school's approach is highlighted in a plethora of data sources including PASS data which continues to show an increase in pupil attitudes to school and self in the 2022-23 academic year.

Professional Burnout

Continued complexity and unpredictability, a need to deliver more with fewer resources and conflicting demands means that burnout has never been higher in school leadership.

"Most professionals will experience burnout at least once in their career, 82% feel high levels of stress regularly & 40% exhausted most of the time..."

Rock, 2020

Many school leaders do not recognise burnout as it comes from ongoing, increasing stress. Burnout manifests physically in our bodies. It shows up emotionally & impacts us cognitively.

A professional coach can work with school leaders and teachers on ways to manage stress before it turns into burnout. This has a positive impact on individuals, teams, schools and family life as it ripples into our wider systems.

Signs of burnout include:

- Physical & mental overwhelm
- Irritability
- Inability to make decisions
- Loss of motivation
- Feeling negative
- Withdrawing from support systems
- Hopelessness
- Excessive use of substances, including alcohol and drugs

Recovering from burnout requires blending of rituals daily to provide our brains with a message that, "these are the habits that work". Coaching can support you to create and stick to such habits. We enable you to manage setbacks & dependencies, be at your best & stay fit for purpose. It is a leader's job to prevent workplace stress in order to provide positive health & well-being for all; we therefore work with whole schools, including students.

Reach out for a chat: office@beckett-mcainroy.com or to read more [here](#).

Student Events



It has been an incredibly busy and exciting year for BSME Student Events. An increased number and range of events attracted much wider participation and we had an incredible 18,000+ entries for BSME Student Events.

Thank you to our wonderful host schools for your fantastic organisation, and to all the supervising teachers for making it possible for your students to take part. We could not provide these amazing experiences for students without your valuable support. Registration is already underway for some of next year's events and we are excited to be expanding our BSME Games to include more schools and adding new events to our 2023-24 calendar. We can't wait to share these events with you all.

Event	No. of Schools	No. of Students
BSME/Education Perfect Learning Festival - Online	13	1538
BSME/Education Perfect Languages Championships - Online	22	6260
BSME Golf Open - Cranleigh Abu Dhabi	15	60
BSME U11 Netball Tournament - Dubai English Speaking School	12	140
BSME Arabic Challenge - Online	22	1361
BSME U13 Games - Deira International School	20	475
Young Musicians of the Gulf - Dubai College	27	300
BSME U11 Football - St Christopher's School	11	350
BSME U19 Games - British School Al Khubairat	11	250
BSME Maths & Science Challenge - Online	37	4873
BSME U13/U15 Netball Tournament - Brighton College Abu Dhabi	11	210
BSME U11 Small Games - British School Muscat	8	250
BSME U11 Large Games - Cranleigh Abu Dhabi	11	350
BSME U11 Large Games - British International School Abu Dhabi	10	306
BSME U15 Games - Al Yasmina School	18	442
BSME Swimming Championships - St Christopher's School & British International School Abu Dhabi	23	470
BSME Primary Writing Event - Online	35	243
BSME SRS Art & Photography Competition - Online	33	190
BSME Secondary Writing Event - Online	34	179
BSME Dance Invitational - Cranleigh Abu Dhabi	11	175
BSME App Design Challenge - Online	Ongoing	
BSME Quran Competition - Horizon English School	Ongoing	



PARTNER RESOURCES



BSME-SRS Art and Photography Competition



Peace was the inspiring theme of this year's BSME-SRS Art and Photography Competition. This event provides students the opportunity to showcase their artistic talents with their peers regionally. The competition, launched by the Research Science Institute, aims to encourage student creativity, increase artistic awareness in schools and enable talented students to communicate through the field of art.

190 students from 33 schools used the theme as stimulus for their creativity, producing some excellent pieces of work, which our judges thoroughly enjoyed viewing. The winning entries from each category can be seen below and overleaf two students from Doha College explore their interpretations of Peace.

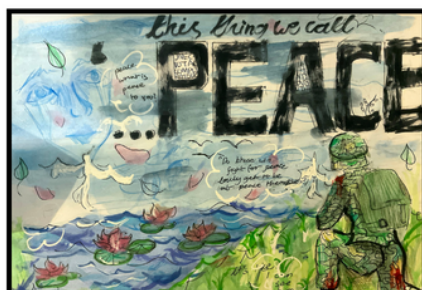
Look out for the runner up art work celebrated elsewhere in the newsletter. Further details of the competition can be seen on the [RSI website](#)

Category A - Years 5 and 6



Gabriela Focke
Amity International School
Winner

Category B - Years 7 to 9



Eva Burfoot
Cranleigh Abu Dhabi
Winner

Category C - Years 10 to 11



Jodi Van Der Westhuizen
Amity International School
Winner

Category D - Years 12 to 13



Nadia Thayyiba
Al Khor International School
Winner

Category E - PoD



Ashton Apolls
School of Research Science
Winner

BSME-SRS Art & Photography at Doha College

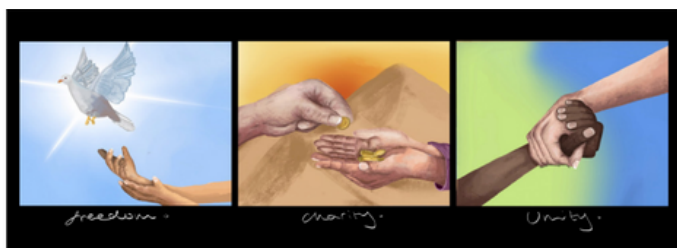


'Family' by Madeleine Jackson

My image I submitted for the competition was based on the theme of peace and the first thing which sprung to my mind was the idea of war and a longing for peace.

Palestine resonates with me as a good friend of mine is from the area and is extremely passionate about peace in the country. I included the use of three different generations of the same family to show the extraordinary length of time that the struggle has continued for.

'Freedom, Charity, Unity' by Layla Shouman



My entry was inspired by Jackie Liu's art, specifically a piece expressing grief through different hand positions. Peace could be interpreted in different ways too, as people find their peace differently. I incorporated three art pieces in one, a triptych, to show the variety of definitions of peace: freedom, charity and unity.

In the square about freedom, the background of a light blue sky creates a sense of tranquility; the hands are open, welcoming, and gracefully free a dove. In the square of charity, it's as simple as the act of giving that could bring peace to people. The warm tones in the sunset emphasize the warm feeling that peace and charity achieve. The vibrant red sun in the centre helps fill in the negative space and make the piece complete. I've decided to include coins in both hands to show the relationship between two different classes, lower class and higher class. The last square expresses unity, the hands firmly holding onto each other, and there, and how one hand is coming from the bottom while the other hand helps them get up. I've used earthy tones to further represent the idea of unity; blue and green are commonly associated with earth, which symbolizes a community.

Madeleine and Layla celebrating their awards with art teachers Ms Walker and Ms Tamburini, Principal, Martin George and Head of Secondary, Jerome Scafe.



iSAMS in BSME Schools

iSAMS' Student Information System (SIS) supports over 1,300 schools in more than 90 countries worldwide, and we're proud to support over 40% of BSME member schools. Our range of solutions streamlines every area of school life, including administration, finance, admissions and more.

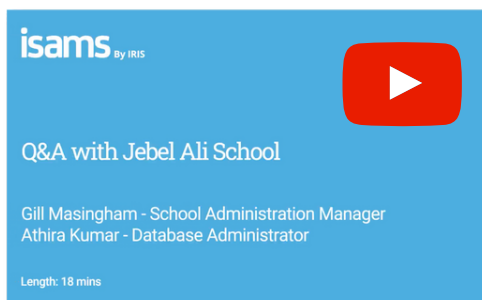
Jebel Ali School in Dubai migrated to the iSAMS SIS in September 2017 and has been growing their system ever since.

"The iSAMS system is extremely user friendly and flexible. Any of our staff can use the system easily. Since the system is cloud-based it's accessible from anywhere... I'm continually looking for ways to extend our use of the system because I think it's great!" - Gill Massingham, School Admissions Manager at Jebel Ali School

Dubai English Speaking School and College uses iSAMS to manage their school operations every day, including our cloud finance system, iFinance, for international school finance teams.

"The team love the fact that iFinance is cloud-based and they can access it from anywhere. Also, having the school and the college data in one platform makes it much easier for them to consolidate their data. They find it very user friendly and the help and support that they get from the iSAMS staff is phenomenal." - Wendy Booth, iSAMS Coordinator at DESSC

Watch the full Q&A sessions with Jebel Ali School and DESSC below.



4 Essential Steps in Creating a School Brand

Blue Apple Education followers and acolytes (don't laugh!) will have a good idea of what we mean when we talk about 'Unearthing Your Remarkable'. We look for your school's USP, the special things that make you stand out for all the right reasons. But less well-known is how we approach this task and what role you play in the process. Here, for devotees and newcomers alike, is BAE's secret-no-longer recipe for success.

Discovery Call

We start by meeting with you. Usually, we appear via the wonders of technology - Google Meets (or Zoom, WhatsApp, Facetime, we're easy!), or we can cope with the old-fashioned telephone call - to spend time chatting through what your school stands for. We might cover the contents of display cabinets, newspaper reports, statistics or legend; we will definitely find out what's distinctive or exceptional. Remarkable, because this is the cornerstone on which we build your brand. And that brand is what will help us make your prospectus or yearbook look great; your logo, photography or video stand out; your marketing and promotions have real impact.

Briefing

Next, we look at what we've unearthed. We create a summary document detailing the stand-out qualities we will use going forward. What is special about this school? What are the key qualities, values, history or facilities that we can use to design something unique?



Creative Beginnings

You'll know that creative types are like, we can verge on dramatic! But at this stage we put together a tight rationale and make decisions around final products, based on strong links to that reasoning. We look for solutions that will offer lasting impact and make a real difference to your school or Trust colours, style, image, stories, suggestion, attention, audience - we look at what it is you offer and align it with what you must achieve.

Presentation

Our work is built on showing off your strengths to the world you target. Here, for a moment, we enjoy showing off ourselves. Because we are always pleased with what we present to you (yes, we may have binned several ideas and sweated over graphics that don't do what we expected). When we reach this point, we are ready and we want to take you through the process as well as introduce the final result; from mission, through research and experiments, to ingenious triumph, we'll share our process and thinking, because we want you to know how your Remarkable inspired us.

98% of the time we get it completely right the first time and when we don't, it's usually just a tweak or two that's needed. We tweak quickly and responsively because it's important you are completely happy with the results. That's how we extend that list of BAE admirers, though sadly we can't spare anyone to run the fan club.

Let us help you develop a school brand that increases pupil enrollments. Click to find out more <https://blueappleeducation.ae>

Staff Wellbeing: Your Guide to Avoiding Teacher Burnout

The role of the educator and academic leader has drastically changed in the past 20 years. We are seeing increases in expectations, variation within roles, technology shifts, and new mental health and pastoral care elements. When you consider the wide scope of skills the average teacher is required to engage in on a daily basis, it is understandable that reported stress levels of school leaders are increasing. In fact, teacher burnout from excessive stress has been identified as a significant occupational hazard. In the modern world, workplace stress is inevitable as professional role requirements evolve and expand, but we can learn to minimise its impact on wellbeing by focusing on beneficial self-care strategies.

How do we mitigate stress in order to manage burnout? Two words: self-care. Ultimately, the self-care journey begins with the individual but is maintained and supported by the policies and processes surrounding the professionals within the workplace. When wellbeing is prioritised, synergy occurs as leaders and teachers have space to flourish and sustain professional output, whilst feeling backed and encouraged to utilise self-care tools when needed. It is crucial to prioritise self-care and wellbeing in order to protect leaders and staff within the teaching team. To enable positive output, a sense of workplace support and positively prime everyone to do their best work.

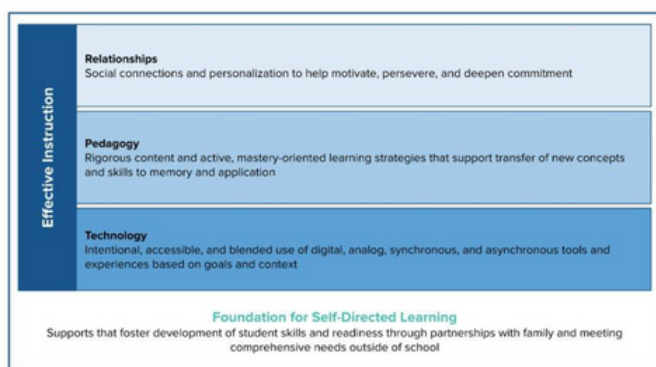
Check out the Komodo's psychologist-written guide to developing a self-care plan for teachers. Understand what contributes to resilient wellbeing and create your own self-care plan. By the end of this guide, you will be left with a roadmap of what wellness looks like for you, an understanding of what signs of stress and burnout look like across all domains of health and some ideas for what can help you restore and "fill up your cup." We cannot pour from an empty cup and, if we want the best for our staff and students, we need to first look within and improve and maintain our wellness. If your school wants to be seen as well-oiled with a consistently high-performing team, it all starts with laying a strong foundation of resilience which comes first and foremost from a priority of wellbeing!

<https://bit.ly/teacherwellbeingbsme>



Building Flexible Learning Spaces at Your School

How do you build an effective, engaging and equitable learning experience for your students? Research from [The Learning Accelerator](#) (2020, shows that when designing the learning experience, educators need to first focus on building a strong foundation for self-directed learning - which enables the successful implementation of student-centred learning within a flexible learning space.



The Foundation for Self-Directed Learning

Students need a foundation for self-directed learning before considering effective instruction. Students should build skills around goal setting, progress monitoring, and social-emotional skills to be able to leverage those skills in a more student-centered learning environment. It is also important to build strong partnerships with students' families to better understand the whole child.

Once those foundational skills are built, you can focus on effective instruction. It's important to reflect on how you are designing tasks that allow personalisation and enable students to build relationships and trust with each other and with the teacher.

Finally, the technology - technology should only be included when it can be leveraged to address instructional challenges, build teacher capacity, and/or impact student learning and not just for the sake of technology. For example, using technology like Vivi enables students to build skills around collaboration and engagement and enables them to drive their own learning through seamless wireless screen sharing and whiteboard tools.

Review Your Current Teaching & Learning Landscape

- Have you started to build a foundation for self-directed learning?
- What does student-driven learning look like to you?
- What instructional challenges are you currently facing to get there?
- How can you leverage technology to address those challenges?
- What are your goals for the next month, term or year?



Next step... building a flexible learning space. For details & tips on how to build flexible learning spaces on a budget, watch our webinar.

The Data Guide for Schools

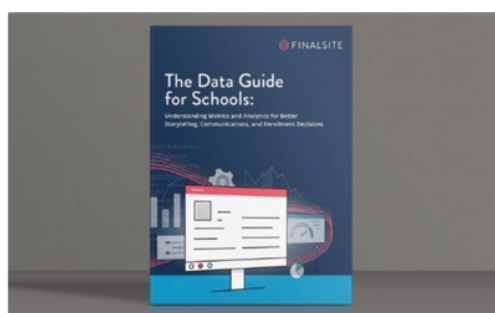
Do your marketing and admissions department have the right data to make informed decisions? In the busy world of international schools, many just don't have time to dig deep into data.

A data-centric culture helps create a holistic view of your school and improves performances across all teams and offices. Whether it's helping to meet admission and enrollment goals, setting marketing and communication benchmarks, assisting the IT office, or boosting engagement with school communications, tapping into data can support a multitude of strategic initiatives.

Hidden just beneath the surface of your school's website lies a powerful story; an ocean of metrics, numbers, and critical information that can tell you how visitors are using your site, what content they find useful, and ultimately, how to create a better user experience that keeps visitors engaged longer. Crafted just for schools, the Data Guide for Schools, can help you and your team focus on the data that matter to help you:

- Become a data-informed school
- Measure the metrics that matter
- Report key analytics to your board
- Use school data to make informed marketing, communications, and enrollment decisions, and more!

Download your [free copy](#) today.



OxfordAQA

OxfordAQA is excited to officially announce the launch of five new qualifications! We are proud to now offer international GCSEs in:

- French
- Spanish
- Design & Technology: Product Design
- Economics
- Psychology

Benchmarked to UK standards, OxfordAQA exams only ever test subject ability, not language skills or cultural knowledge. This gives every student the best possible chance to show what they can do and get the results they deserve.

[Learn more here](#)

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Introducing OxfordAQA's
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International GCSE **Psychology**
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International GCSE **French**
International GCSE **Spanish**
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International **Extended Project Qualification (EPQ)**

Discover international qualifications with
Fair Assessment at their heart.

Benchmarked to UK standards, our exams only ever test subject ability, not language skills or cultural knowledge. This gives every student the best possible chance to show what they can do and get the results they deserve.

oxfordaqa.com

Introducing TTS Talking Teachers' Podcast

Introducing the new TTS Talking Teachers' Podcast. This new series aims to equip teachers with fresh ideas and inspiration for the classroom and beyond. Each week, our podcast hosts, Mark Steed and Steven Bollar, will be joined by different educational experts from across the globe offering exclusive insights, inspiration, and guidance to help teachers unlock new opportunities to enhance learning outcomes.

Our bitesize episodes are the perfect addition to your morning routine or evening downtime, so grab yourself a cup of tea and get comfortable as we unlock new opportunities to enhance learning outcomes. [Sign up and be the first to hear](#)

Fresh ideas for your classroom

We'll cover some of the topics most important to you, including edutech, inclusion and diversity, wellbeing, classroom management techniques, and much more. Both Mark Steed and Steven Bollar will be talking to a number of global teachers and experts as they aim to inspire your everyday work in education.

In this very first episode of the TTS Talking Teachers' Podcast, Mark is joined by Andrew Tallet, Digital Technology Lead at Kellet School in Hong Kong.

Sharing his passion for integrating technology across the curriculum, Andy offers his guidance on how robotics can support learning from the Early Years through Key Stage 1.

[Listen to the first episode](#)



Universal Design for Learning Examples and Strategies

At Texthelp, we are big fans of Universal Design for Learning (UDL). While UDL is a common phrase in many schools today, it can be difficult to implement practically in the classroom. The key is to start small.

Begin by taking one lesson and consider ways to represent the content in multiple ways to reduce barriers. Then for another lesson, offer students multiple ways to demonstrate their knowledge. Or maybe create a short quiz in Google Docs instead of paper, and demonstrate how students can use a tool like [Read&Write](#) to help with reading and responding to the questions.

By tackling UDL one step at a time, you can see what works and what doesn't for your unique students and classroom. To help with this, we've put together a list of 7 Universal Design for Learning strategies and examples.

[Read more](#)



EdTech that enhances your offering

How often in your school does a new teacher ask, “Why do we do it that way?” and the answer is “that’s how the software is set up”?

As International Leaders you should feel empowered by EdTech, not restricted. If you can’t change how processes are carried out, you quickly become trapped in the “but that’s the way we’ve always done it” cycle. Gradually, your new teaching recruits, with floods of energy, feel let down by your technology; unable to action any of their ideas. Don’t lose staff because of rigid technology

Teacher retention is always tricky, competition is fierce in the Middle East and plenty of jobs are available if someone decides to move on. It’s crucial that staff are satisfied with the technology they’re using daily to maximise retention and innovation at your school. HUB by WCBS does things differently, so that your school can too

WCBS, leading Cloud Native MIS Supplier for International Schools, believe EdTech solutions should work for your school, not the other way around. Modern EdTech should be adaptable to your international school’s individual pedagogical strategy, enhancing your school’s processes, not hindering. HUB is intuitive and instantly familiar, allowing teachers to focus on delivering an outstanding education. The beautiful solutions are designed, built and delivered specifically for the cloud, meaning they grow and adapt with technology, and with your school.

Available across the globe, on any device with an internet connection and available in English and Arabic, HUB is the perfect fit for British International Schools in the Middle East. Learn more about the technology your international school deserves.

WCBS is currently offering no-obligation free trials of HUB. Want to find out more? Contact Alan Clark, MEA Regional Manager alan.clark@wcbs.co.uk.



Voice Magazine

Take a look at this free digital magazine from Access Education, packed with insights, opinions, and real-life stories from those working within the education space.

In this edition, they have explored how to get the most from your money, how to keep the best talent within your school setting, audits and those pesky admissions and academic targets, plus much more..

Download it [here](#)

