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in-house



Number 1 ■ November 2015



**INVESTIGATE
INNOVATE
INSPIRE**

Knowledge mobilisation

is a growing focus of schools and education professionals concerned with making the most of the talents and expertise that our teachers, staff members, students and parent community have to offer.

While 'knowledge mobilization' is the term most commonly used, 'talent mobilisation' may better capture the range of knowledge, understandings, skills and dispositions that our school community members bring to teaching and school development.

While CIM initially had a narrowly focused approach to developing a 'research-engaged' school, our involvement in the recent BIG think and Education SuMMit activities and events has expanded our own view of the role of research and evidence in teaching and school development. It has also helped our wider school community recognise the role and value of participatory action research methods for addressing very practical challenges like developing consensus around our philosophical approaches to education.

New to the CIM agenda this year has been the introduction of our Explorations – workshops and short courses designed to build staff members' capacity to use evidence-informed approaches to improving teaching and learning and to engage more effectively in professional collaboration. The Explorations have provided an opportunity to showcase the experience and expertise present in our school community by placing our own teachers and staff members in the position of professional learning leaders. It has also provided an opportunity for CIM project leaders to share their practical approaches to improving learner outcomes.

If you would like to expand or share your passion for education with others, CIM welcomes the opportunity to help you extend and challenge your thinking about teaching and learning, or to develop a research proposal based on your unique education interests. We look forward to learning with you and from you as the year progresses.

Ben and Latifa



Our on-line CIM library

includes a growing number of literature reviews. They represent an important part in the action research process, used by the Centre for Inspiring Minds (CIM) and its project teams.

Teaching and learning for a changing world

published October 2015

This literature review focuses on academic knowledge skills and dispositions for 21st Century learning, and teaching that is responsive to learners' academic, socio-emotional, and cultural characteristics and needs. It was written by Mallory Perry and edited by Dr. Christina Hinton from Research Schools International, a project of Harvard Graduate School of Education staff members.

Sexual and Relationships Education (SRE)

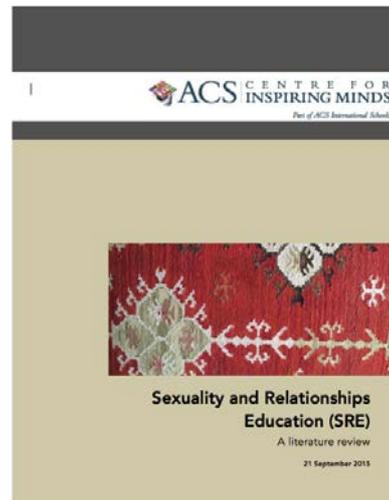
published September 2015

This literature review focuses on effective SRE provision and programme evaluation from a global perspective. It has been written by sexuality education expert, Dr. Elizabeth Schroeder.

International school education for a changing world

published September 2015

This literature review focuses on the evolving position and role of international education within the wider education sector. It was written by Mallory Perry and edited by Dr. Christina Hinton from Research Schools International, a project of Harvard Graduate School of Education staff members.



English as an Additional Language (EAL)

published September 2015

This literature review focuses on EAL provision in England, as well as other relevant national and international research. It has been written by Dr. Dina Mehmedbegovic, Lecturer in Education at University College London's Institute of Education.

Cognitive and non-cognitive learning factors

published June 2015

This literature review was written by Katherine Poynton, a graduate from the Human Development and Psychology program at Harvard Graduate School of Education, in support of CIM's Advocacy for Student Learning project, led by grade 11 student Laura Mullertz.

Working with bilingual and plurilingual learners

published March 2015

This literature review was written by Dr. Dina Mehmedbegovic, Lecturer in Education at University College London's Institute of Education. This literature review was developed in support of CIM's Native Language Enrichment project, led by Jane Fox.

Soft copies of all our literature reviews are available on the CIM website at <http://cim.acs-schools.com/index.php/literature-reviews-2/>

Getting Started with Action Research

is a 10-week course, developed by Harvard Graduate School of Education staff members and delivered by CIM. It combines flipped and on-line learning. The live on-line sessions feature content presentations and group and paired discussions. Participants receive a session guide with weekly assignments that combine reading, viewing selected media, and completing short writing tasks.

By the end of course, participants will:

- Understand how action research differs from traditional research
- Understand action research methodologies
- Understand the role action research plays in informing decisions about teaching and learning
- Understand how to manage collaborative action research
- Be able to apply research-based instructional strategies to enhance student learning
- Be able to locate and review relevant published literature
- Learn to interpret data
- Learn to communicate professional learning associated with action research
- Learn to use findings to help determine future cycles of action research

The course is open to all staff members, but is designed with an emphasis on using action research in the classroom. Participants need a laptop with high-speed Internet connection and a second Skype-enabled device.

The spring course will be held on Wednesdays, from 24 February through 18 May, from 3.30pm-5pm (UK time).

Other upcoming Explorations include:

Talking in Class

22 January | ACS Cobham | 09:00 – 15:00

Design Thinking for Professional Collaboration

27 January | ACS Egham | 14:00 – 16:00

How to Submit a CIM Proposal

8 February | Webinar | 15:45 – 16:45

Collecting and Analysing Qualitative Student Data

10 February | ACS Hillingdon | 14:00 – 16:00

Visible Thinking for Professional Collaboration

10 March | ACS Hillingdon | 14:00 – 16:00



To register for any of these Explorations, please contact Latifa Hassanali at lhassanali@acs-schools.com.

To find out more about CIM Explorations and other professional development opportunities visit the CIM website at <http://cim.acs-schools.com/>.

BIG Thinks and Education SuMMits

have been planned by CIM in partnership with the Head of Schools Committee and the Central Education team.

BIG Thinks

Two BIG Think events were held in autumn 2015. The purpose of these events was to introduce and discuss some of the perennial and emerging big ideas in international school education, teaching and learning in preparation for the winter Education SuMMits.

Each of the BIG Think events was organised with keynotes, short presentations by content experts and practitioners, discussions and round tables.

- BIG Think I, 'International School Education for a Changing World,' was held at ACS Hillingdon on 30 September 2015.
- BIG Think II, 'Teaching and Learning for a Changing World,' was held at ACS Cobham on 11 November 2015.

Literature reviews

Preceding each of the two BIG Think events a literature review summarizing key academic literature on important crosscutting themes in international education was published. An overview of the literature review was presented to members of the ACS community at a Twilight Seminar, and all members of the school community were invited to submit a written consultation response.

Responses from each consultation were compiled and analysed. Findings were presented at the BIG Think event and will be included in the Practitioner Insight Report.

Practitioner Insight Report

The Practitioner Insight Report provides a record of the BIG Think process, including the stimulus presentations by the invited experts and a record of the participants' discussions and conclusions. The Practitioner Insight Report will be available on the CIM website in early December 2015.

Education SuMMits

Key outputs from the BIG Think events will be summarised in the 'practitioner insight report'. This report, along with the literature reviews and responses from a whole school consultation process will be main inputs to two Education SuMMits in 2016. Education SuMMit I will produce the elements for a new ACS-wide school philosophy. Education SuMMit II will translate the new draft school philosophy into expected learner outcomes.

The summits will offer opportunities for whole school participation, available through a consultation process. However attendance to the events will be for an invited cross-section of the ACS community.



Project Zero

was founded by the philosopher Nelson Goodman at the Harvard Graduate School of Education (HSE) in 1967. Its purpose was to study and improve education in the arts. Goodman believed that arts learning should be studied as a serious cognitive activity, but that "zero" had yet been firmly established about the field. Hence, the project was given its name.

Harvard Graduate School of Education (HGSE) professors David Perkins and Howard Gardner served as co-directors of Project Zero from 1972 to 2000. Today the Director is Daniel Wilson, who is also a Project Zero Principal Investigator and a lecturer at HGSE. Howard Gardner and David Perkins continue their active involvement with Project Zero by serving on its steering committee, participating in conferences, and through their own research projects.

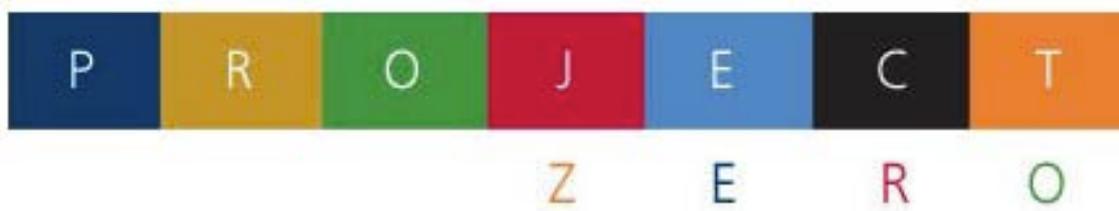
Over the years, Project Zero has maintained a strong research agenda in the arts while gradually expanding to include investigations into the nature of intelligence, understanding, thinking, creativity and ethics. The organization has led dozens of major research initiatives, published over 90 books and hundreds of articles and reports, and collaborated with countless partner schools. Project Zero's work takes place nationally and internationally in a variety of settings. While much of the research occurs in schools, an increasing amount is focused on businesses and cultural organizations such as museums.

Project Zero Professional Education Institutes

Project Zero hosts four professional education institutes throughout the year, two in the summer in collaboration with HGSE's Programs in Professional Development and two during the academic year (October and April/May) in collaboration with CASIE. These institutes vary in length from 2 ½ days to 5 days and provide introduction in core PZ frameworks and opportunities to explore ways to deepen student engagement; encourage learners to think critically and creatively; and make learning and thinking visible.

To learn more about Project Zero's work visit their website at <http://www.pz.harvard.edu>

To learn more about some of Project Zero's research projects visit the CIM website at <http://cim.acs-schools.com/index.php/harvard-project-zero-events/> and read the learning summaries from Project Zero workshops CIM has attended.



ECIS | Barcelona**Annual Conference | 18-21 November 2015**

This November conference brings together practitioners from all areas and disciplines within schools as well as leadership team members who wish to learn what is happening (and what trends will soon manifest themselves) in schools, in terms of teaching and learning.

Through the theme of this year's conference, Designing on Purpose, ECIS hopes to achieve a shift in focus to intention, impact and implementation, so that participants can return to their schools and begin to make a change straight away, as a result of the exchange of ideas at the conference.

Brianna Gray from ACS Cobham, and former ACS MS teacher, Jacob Rosch, will be presenting a 90 minute workshop based on their CIM project, Talking in Class – Designing Academic Conversations, on Saturday, 21st November.

ELMLE | Barcelona**Annual Conference | 29-30 January 2016**

The European League of Middle Level Education (ELMLE) is dedicated to inspiring administrators and teachers of young adolescents to improve their knowledge and professional practices and promote positive student learning.

Amongst the workshops offered at this annual conference will be two presented by ACS staff. Dale Taylor (MS/HS Principal, ACS Doha) and Ben Hren (Head of CIM) will present a session on the Mission Skills Assessment, a tool for measuring non-cognitive skills. Brianna Gray (ACS Cobham), and former ACS teacher, Jacob Rosch, will present Talking in Class.

CIS | London**Symposium on Intercultural Learning | 18-19 January 2016**

CIS is hosting this regional symposium tailored to international school leaders and aspiring leaders focused on the development of intercultural learning. Presenters from the university and school communities versed in the latest research and successful practice will lead interactive sessions and workshops incorporating practical ideas that school leaders can implement. The Symposium programme will consist of sessions within the following categories:

- Dimensions of Intercultural Leadership
- Developing Whole School Commitment to Intercultural Learning
- Bridging Perspectives: Service Learning and Community Engagement

Submit a CIM project proposal by 13 April 2016

The deadline for CIM project proposals for 2016-2017 school year is Wednesday, 13 April, 2016. CIM staff members are available to help you develop your proposal. To make an appointment, contact Latifa Hassanali for more information.

Postcards from Practice

CIM shared the conclusions of their 2014-2015 practitioner-led action research projects in its first project summary report, Postcards from Practice, on September 2015. The report is available to read on the CIM website at <http://cim.acs-schools.com/index.php/publications/>.

'Talking in Class': School-based approaches to enhance the impact of teacher inquiry across an organisation

Congratulations to CIM Project Leaders Brianna Gray and Jacob Rosch for getting their first article published in a peer-review journal. In 2015 Brianna and Jake co-authored 'Talking in Class': School-based approaches to enhance the impact of teacher inquiry across an organisation' with Jade Hunter and Katerina Avramides from the London Knowledge Lad, Institute of Education, and it has been published by Open Education Europa – The Gateway to European Innovative Learning in their [eLearning Papers: Issue No. 44 The Teacher's Role in Educational Innovation](#).

Playful Pedagogies: Young children learning in international and multicultural contexts

CIM Project Leader, Chris Hupp, is a featured contributor to 'Playful Pedagogies: Young children learning in international and multicultural contexts', edited by Dr. Anna Cox and Dr. Estelle Tarry, published by John Catt Publications in partnership with COBIS.

IS Journal, January 2016

CIM Project Leader, Jane Fox's review of Coreen Sears book, 'Second Language Students in English-Medium Classrooms: A Guide for Teachers in International Schools', will be published in the January 2016 issue of the IS Journal.

Save the date!

CIM Celebration of Learning

19 May 2016 | ACS Cobham | 16:30 – 18:30 followed by dinner

a publication of the Centre for Inspiring Minds

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