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**i**nvestigate  
**i**nnovate  
**i**nspire

# **i**n-house



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## At the close of its third year

the Centre for Inspiring Minds would like to thank everyone who has attended our presentations, participated in our workshops and courses, led or contributed to an inter-school action research project, or simply contacted us with words of advice and encouragement.

As a relatively new programme among the rich range of initiatives currently underway within ACS International Schools, the Centre for Inspiring Minds continues to refine its purpose and identify opportunities for building synergistic relationships across programmes, campuses and divisions.

At its core, the Centre for Inspiring Minds remains committed to supporting teacher-led action research and professional development. We recognize and work to harness the experience, expertise and creative energy of our teachers and staff by providing authentic opportunities for them to innovate and build an evidence base for improving teacher effectiveness and enhancing student learning.

Over this past year, we have piloted a number of professional development workshops, seminars and courses. Next year we plan to offer even more opportunities for you to explore topics, pedagogies, and emerging practice topics as part of our cim Explorations series.

The Centre for Inspiring Minds will be staffed during the summer months, so please contact us if you would like to speak to or meet with us during a time when you are relaxed and considering the possibilities of the upcoming school year.

We send our best wishes for a successful and rewarding close of the school year and we look forward to working with you in the future.

*Ben and Latifa*



Presenters Laura Mullertz (left) and Fran Bidwell and Ginger Haag (right) share their cim project reports at the Center for Inspiring Minds first "Celebration of Learning," on 16 May.

## Postcards from practice

was the theme of cim's celebration of learning on Saturday, 16 May. Board Chair, David Thomas opened the event by welcoming forty guests, including Board members, school leaders, teachers and staff members, gathered in the ACS Cobham Interactive Learning Center to listen to presentations by this year's Centre for Inspiring Minds (cim) project leaders. It was an opportunity for cim project leaders to share their experience and enthusiasm, and for our school community to recognize their achievements and to celebrate their creativity and innovation.

Many thanks to the following cim leaders for their inspiring contributions to the day:

- Fran Bidwell and Ginger Haag presented on *Competencies for Global Citizenship*
- Brianna Gray and Jacob Rosch presented on *Talking in Class*
- Jane Fox presented on *Native Language Enrichment*
- Chris Hupp presented on *Outdoor Learning*
- Deanna Milne presented on *Assessing Student Reflections*
- Laura Mullertz presented on *Advocacy for Student Learning*
- Alex Read presented on *Technology Integration*; and
- Dale Taylor presented on *Mission Skills Assessment*.

A closing presentation from Harvard Graduate School of Education faculty member, Dr. Christina Hinton, discussed the university's new Research Schools International program, the partnership with our own Centre for Inspiring Minds, and the collaborative development of an online action research methods course and practitioner-led action research program evaluation tools.

If you would like to learn more about these projects, visit the cim website at [cim.acs-schools.com](http://cim.acs-schools.com).



ACS International Schools Board Chair, David Thomas, welcomed guests to the Centre for Inspiring Minds first "Celebration of Learning," an event highlighting the inspiring teacher-led action research that has been carried out over the course of this school year.

## **Mother tongue support**

in the context of ACS International Schools has been applicable to pupils who have a language or languages other than English as part of their experience and learning in their homes, families and communities.

In contemporary literature, mother tongue maintenance and support are explored under the following linguistic key concepts:

- bilingualism,
- multilingualism, and
- plurilingualism.

With a wealth of research evidence addressing these concepts and their links to student learning, all schools with a culturally and linguistically diverse student body are challenged to develop models of good practice. The following principles are offered as a guide to good practice.

### **1. Recognise bilingualism as an integral part of teaching and learning throughout the curriculum.**

For bilingual children (and adults) home language is an integral part of their cognitive functioning and thinking processes – either at a conscious or subconscious level. It is also the most relevant prior knowledge they have in terms of learning English and all other languages.

### **2. Encourage literacy in two (biliteracy) or more languages.**

Many bilingual children currently in schooling have not developed and are not developing literacy in their home language(s) for a variety of reasons. In most cases children will only develop full literacy skills in their home language if they have structured home language support. There are a range of documented ways to support biliteracy throughout the curriculum.

### **3. Address plurilingualism in philosophy statements and other documents that express the school's ethos and purpose.**

Today nobody is truly monolingual. We are all exposed to different languages. As current ACS International Schools approaches are multilingual, rather than bilingual or plurilingual, there is significant scope for innovation.

**Read** the complete literature review by visiting the cim website at:

<http://bit.ly/1F3nCep>

**Native Language Enrichment project leader, Jane Fox, opened the 'Working with Bilingual and Plurilingual Learners,' Twilight Seminar on 29 April.**



### Project proposal

quality for 2015 – 2016 Centre for Inspiring Minds practitioner-led action research projects was exceptionally high. All the proposals were assessed by the four Heads of School, using the published scoring rubric.

The Heads of School were pleased to receive proposals from staff members who had not previously been involved. They were similarly pleased to receive proposals from current project leaders and team members, which build on current cycles of action research and propose insightful new research questions, based on lessons learned.

The ten projects approved for 2015 – 2016 are:

- Mission Skills Assessment; Dale Taylor – ACS Doha
- Student Reflection Continuum; Deanna Milne – ACS Doha
- Evaluating SRE Programme Impact; Dee Tree – ACS Cobham
- Native Language Enrichment Tutor Development; Jane Fox – ACS Egham
- Approaches to Non-Cognitive Learning; Trevor Furness – ACS Doha
- Intercultural Competency; Fran Bidwell – ACS Cobham
- Advocacy for Student Learning; Laura Mullertz – ACS Cobham
- Cultural Identity and Intercultural Interaction; Georgette Small – ACS Doha
- Collaboration for Engagement and Enjoyment; Chris Hupp – ACS Cobham
- Target Language Communication; Denisse Lie-Nielsen – ACS Cobham

In the coming weeks and months, there will be opportunities for all staff members to get involved with the ten new projects. Participation will build knowledge and understanding of collaborative action research methods, as well as the challenging topics and issues the projects will be addressing.



## **Festival of Education**

18 – 19 June 2015

8 a.m. – 6 p.m.

Wellington College, Crowthorne RG45 7PU



The Sunday Times Festival of Education brings together the very best of Education's most forward thinking advocates, practitioners of change and policy makers. This two-day festival has become one of, if not the leading forum for thought leadership, CPD and debate in the Education sector. The Centre for Inspiring Minds will be presenting its work in a session run by Research Schools International, a programme of the Harvard Graduate School of Education faculty. For registration information, visit the website at <http://www.festivalofeducation.com/>

## **Research and Development Network Conference**

24 June 2015

10 a.m. – 4:30 p.m.

Institute of Education, London, WC1 0AL



This conference brings together teachers across education to share, evaluate and celebrate the activities of the Research and Development Network. There will be opportunities to take part in learning conversations led by schools and hear from key thinkers interested in advancing evidence use and knowledge exchange. The Centre for Inspiring Minds is a member of the Research and Development Network. ACS Staff members attending the event are eligible for the member rate. Please contact Latifa Hassanali if you are interested in attending.

## **CamStar Network Conference**

10 July 2015

Cambridge School Teachers and Research is a programme of University of Cambridge, Faculty of Education. Its annual conference brings together action research project teams from across the UK to share with and learn from one another. The Centre for Inspiring Minds is a new member of CamSTAR. For more information, visit the website at <http://www.camstar.org.uk/>



## Educational Action Research

The Centre for Inspiring Minds subscribes to Educational Action Research, an international journal. Volume 23, Number 2, 2015 has recently been published and contains the following articles that may be of interest to ACS teachers and staff members.

- Ioannidou-Koutselini, Mary and Patsalidou, Frosoula. *Engaging school teachers and school principal in action research in-service development as a means of pedagogical awareness*. pp. 124 – 139.
- Kayaoglu, M. Naci. *Teacher researchers in action research in a heavily centralized education system*. pp 140 – 161.
- Zehetmeier, Stefan, Andreitz, Irina, Erlack, Willibald and Rauch, Franz. *Researching the impact of teacher professional development programmes on action research, constructivism and systems theory*. pp. 162 – 177.

If you would like to learn more about these articles or other action research journal publications, please contact Latifa Hassanali

## Working with bilingual and plurilingual learners

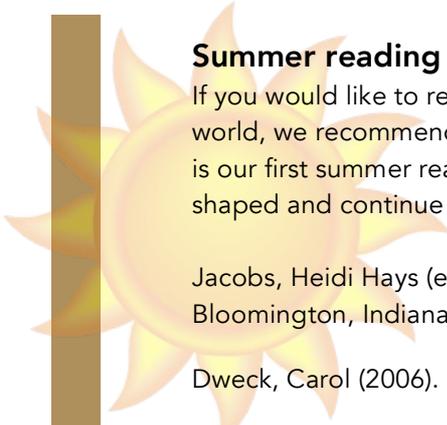
This literature review was commissioned by the Center for Inspiring Minds on behalf of the Native Language Enrichment project being led by Egham Native Language Enrichment Coordinator, Jane Fox. The review was written by Dr Dina Mehmedbegovic, faculty member at University College London's Institute of Education and an expert in the field of sociolinguistics and the positioning of languages in education. A copy of the literature review can be found on the CIM website at <http://bit.ly/1F3nCep>

## Mind, Brain and Student Learning

This literature review was commissioned by the Centre for Inspiring Minds on behalf of Grade 11 student Laura Mullertz, who is the first student to lead a CIM project. The review was written by Katherine Poynton, a researcher with Research Schools International, a program of the Harvard Graduate School of Education faculty. A copy of the literature review can be found on the CIM website at <http://bit.ly/1JvJ37T>

The following freely accessible journals focus on action research in education.

- **Inquiry in Education**  
A freely accessible peer-reviewed online journal published by the Center for Practitioner Research at National-Louis University. The journal features original practitioner research studies, theoretical articles pertaining to practitioner research, descriptions of practitioner research centers and book reviews. On-line at <http://digitalcommons.nl.edu/ie/>
- **Networks**  
A freely accessible journal, published by the University of Wisconsin. The journal features articles and reports from teachers at all levels, kindergarten to postgraduate. On-line at <http://journals.library.wisc.edu/index.php/networks>
- **The Canadian Journal of Action Research**  
A freely accessible, full-text, peer-reviewed electronic journal intended for elementary, secondary, and university teachers who are concerned with exploring the links between educational research and practice. On-line at <http://cjar.nipissingu.ca/index.php/cjar>



## Summer reading

If you would like to read about some of the inspiring work happening around the world, we recommend the following books for your summer reading list. Since this is our first summer reading list, we've included books from the past that have shaped and continue to shape new thinking in education and learning.

Jacobs, Heidi Hays (editor) (2013). **Mastering Global Literacy**. Solution Tree: Bloomington, Indiana.

Dweck, Carol (2006). **Mindset**. Ballantine Books: New York.

Grotzer, Tina (2012). **Learning Causality in a Complex World: Understandings of Consequence**. R&L Education: Lanham, Maryland.

Hargreaves, Andy and Fullan, Michael (2012). **Professional Capital: Transforming Teaching in Every School**. Teachers College Press: New York.

Horn, Michael and Staker, Heather (2015). **Blended: Using Disruptive Innovation to Improve Schools**. Jossey Bass: San Francisco.

Morrison, Karin, Church, Mark and Ritchart, Ron (2011). **Making Thinking Visible**. John Wiley and Sons: Chichester.

Perkins, David (2014). **Future Wise: Educating Our Children for a Changing World**. Jossey Bass: San Francisco.

Pollock, David and Van Reken, Ruth (2001). **Third Culture Kids: Growing Up Among Worlds**. Nicholas Brealey Publishing: Boston.

Ritchart, Ron (2015) **Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform our Schools**. Jossey Bass: San Francisco.

Tough, Paul (2012). **How Children Succeed**. First Manner Books: New York.



**a publication of the Centre for Inspiring Minds**

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