

Contents ■

A message from the Centre	02
2018 CIM Summer Institute summary	03
Introducing the Center for Transformative Teaching and Learning	04
Formulating a problem of practice	05
Professional development opportunities	07

in-house



Number 1 ■ September 2018



**INVESTIGATE
INNOVATE
INSPIRE**

The Centre for Inspiring Minds welcomes the new Head of Education Strategy, Robert Harrison, and looks forward to formally joining the central Education team at West Lodge.

Over the years, CIM has evolved from a Board project to becoming part of the fabric of ACS International Schools.

- We have had the opportunity to design and facilitate the processes that have produced our shared Philosophy of Education and our Expected School-wide Learning Results.
- We have led the development of our practitioner-led action research programme.
- We have cultivated professional collaborations with university partners, researchers and inspirational practitioners from around the world.
- And we have earned recognition for our progress from the National Foundation for Educational Research.

Although the Board leaders who established CIM envisioned a growing role for ACS International Schools as a leader in the use and practice of research to drive innovations in teaching and learning, they never had a fixed idea of what CIM would do, or how we would do it. This has allowed CIM to develop rather organically, responding to changes like our transition to charitable status, the dynamic world of international schools, and the changing role of schools in preparing young people for their futures.

This year, CIM will be supporting five new projects, which all have the potential to transform our approaches to teaching and learning. We encourage you to learn more about them on our website and to get involved with projects that resonate with your own interests or professional challenges.

As the work of CIM continues to evolve, we look forward to hearing from you about how a research-informed approach to professional learning and school development can support your own professional growth. Let us know if you have a research question you would like to investigate. We look forward to learning with you.



Latifa

This year, the Centre for Inspiring Minds hosted its first summer institute. This two-day event provided a unique opportunity for a focused deep dive into a topic that has been the focus of several CIM projects – the quality of the opportunities multilingual students have to use their native languages in mainstream classrooms.

Four campus discussions over the last two years have addressed the question of what it means to be a “global language community.” Key to our evolving understanding of this concept has been the contributions of international educator and Director of Global EDGEducation, Catherine Copeland. Catherine works with schools around the world to explore the role of languages in successful and inclusive school cultures and in the learning outcomes for multilingual students. With her recognized expertise and history of work with the ACS Egham Native Language Enrichment Programme, CIM turned to Catherine to design and deliver our “Power of Language” summer institute.

Over the course of the two days, participants were encouraged to:

- consider how their classroom practices recognise students’ cultural and linguistic identities and their role in engagement and learning
- value all languages and be aware of overt or implied language hierarchies in mainstream classrooms – especially the relationship between English and other languages
- support students in the development of academic vocabulary in their native languages; and
- understand that the learning variables among multilingual learners are similar to the learning differences among native English speakers, including learning differences, developmental differences (age, maturity, etc.) and differences in academic readiness (below grade level, highly able, etc.).

Participants were also introduced to Content Language Integrated Lessons (CLIL) and its practical use for developing and delivering learning experiences in their own context and content areas. In the final afternoon of the institute, participants were introduced to planning tools, methods for explicit and systematic language integration, and assessment tools for evaluating academic progress and non-cognitive development. Before departing, participants drafted personal action plans to implement what they had learned in their classroom practice.

To learn more about the 2018 CIM Summer Institute, read Latifa’s Learning Summary on the CIM website at <http://cim.acs-schools.com/wp-content/uploads/2018/08/34-The-Power-of-Language.pdf>

Catherine Copeland and co-presenter Niki Cooper are pictured on the cover of this issue of in-house.

Four years ago, when the Centre for Inspiring Minds began expanding the scope of its focus, we discovered that we were not alone in the school-based research centre universe. There were other schools who had also seen the need for dedicated staff and resources to support the practice and use of research to identify and apply the most promising education innovations to drive teaching and learning excellence. One of the first schools to have done this was the US-based St. Andrews Episcopal School in Potomac, Maryland.

St. Andrews maintains that it offers the most research-informed education you'll find anywhere and that 100% of its teachers are research informed. Key to the development of this extraordinary level of practice is the school's commitment to the training and on-going professional development of all its staff members in the Science of Mind Brain Education (MBE) – the knowledge of how the brain learns. The school's hub of expertise can be found in its Center for Transformational Teaching and Learning (CTTL).

The CTTL was established more than 10 years ago and has developed an international reputation as a leader in the training and use of its Neurodevelopmental Learning Framework. Based on the research of staff members Glenn Whitman and Dr Ian Kelleher, and their collaborators at Johns Hopkins University Science of Learning Institute, the school has pioneered the practical application of the emerging MBE Science to instructional strategies, student assessment and feedback, and its understanding of the role of social and emotional learning in academic success.

Each summer, CTLL welcomes around 200 educators from across the United States to its Science of Teaching and Learning Leadership Academy. The five-day programme combines practical learning with action planning for applying professional learning. CIM Programme Manager, Latifa Hassanali, attended this year's summer Academy.

The objectives of the Academy were:

- to develop participants' knowledge about MBE Science
- to enhance participants' understand of the concept of neuroplasticity, and their perceptions about the role of teachers as brain changers
- to work collaboratively with participants to identify ways in which MBE research can inform, validate, and transform educational practice; and
- to support participants in the develop action research projects to implement MBE-informed strategies in classrooms and evaluate their effectiveness.

To read more about Latifa's experience, read her new Learning Summary, which can be found on the CIM website at <http://cim.acs-schools.com/wp-content/uploads/2018/08/MBE.pdf>

To learn more about the CTTL and its work, visit their website at <http://thecttl.org>

Formulating a problem of practice

Each autumn, all ACS teachers meet with their Division leaders to identify professional growth goals for the new school year. Professional growth goals may address teachers' needs to keep abreast of dynamic content knowledge, to learn to use a school-adopted curriculum or student support intervention, or to identify and address ways to improve the learner outcomes identified in the ACS Expected School-wide Learning Results.

It is this final type of goal that CIM has had the opportunity and privilege to support over the last six years. Here's what we've learned that may help you formulate a professional growth goal that may transform your approach to teaching and learning.

An effective professional growth goal, focusing on improved learner outcomes begins with a clearly articulated, data-informed "problem of practice." Although it may seem obvious that identifying a professional growth goal that does not address an authentic challenge may be an ineffective use of time, it may be uncomfortable for practitioners to state that there is a problem with their practice that is limiting the opportunities for success for some students.

It may also be semantic, but we have noticed that using the word "problem" challenges our notion of effective teaching. From our experience, all teachers, including effective teachers, encounter problems in their practice. What makes effective teachers successful is that they understand and address those problems and they do this in a way that makes their professional learning explicit to them and to their colleagues.

ACS Doha International School staff members review learner data from a variety of sources, including observations and self-reported learning experience surveys.

Analysing and interpreting student data from a range of sources is fundamental to formulating an authentic problem of practice.





ACS Doha International School staff members use observation inventories to collect data from video recordings of learners working collaboratively.

So here are a three tips for formulating an effective “problem of practice” to guide your professional growth goal setting.

- ① A problem of practice is grounded in student data from a range of sources, including standardized and teacher-created assessments, teacher observations and self-reported student data about their learning.
- ② A problem of practice focuses on the possible shortcomings of current teaching strategies, classroom management or other factors within the practitioner’s sphere of action. It is not a problem with students or their performance.
- ③ A problem of practice is authentic. It is something real that your students need you to do now to make them more effective learners.

So, as you prepare for your goal-setting conversation with your Division leader, we encourage you to think about what your students need you to do to make them more effective learners. If you find that your problem of practice leads to a bigger question that merits a more research-informed approach, we hope you might consider working with the CIM team to develop a CIM project proposal for the 2019 – 2020 school year. The deadline for this year’s CIM proposals is Thursday, 11 April 2019.

Project Zero

Project Zero Perspectives Conference 2018
Understanding for a Complex World
 26 – 27 October 2018
 Pamplona, Spain

OESIS Network for Innovation in Independent Schools

OESIS Boston 2018
Project-based Learning, Meta Skills, Mastery and Wellness
 29 – 30 October 2018
 Boston, Massachusetts

Educational Collaborative for International Schools

ECIS Educators Conference 2018
The Language and Design of Learning
 16 – 18 November 2018
 International School of Luxembourg
 Luxembourg City, Luxembourg

Learning Forward

Learning Forward 2018 Annual Conference
All Learners, Many Perspectives, One Community
 1 – 5 December 2018
 Dallas, Texas

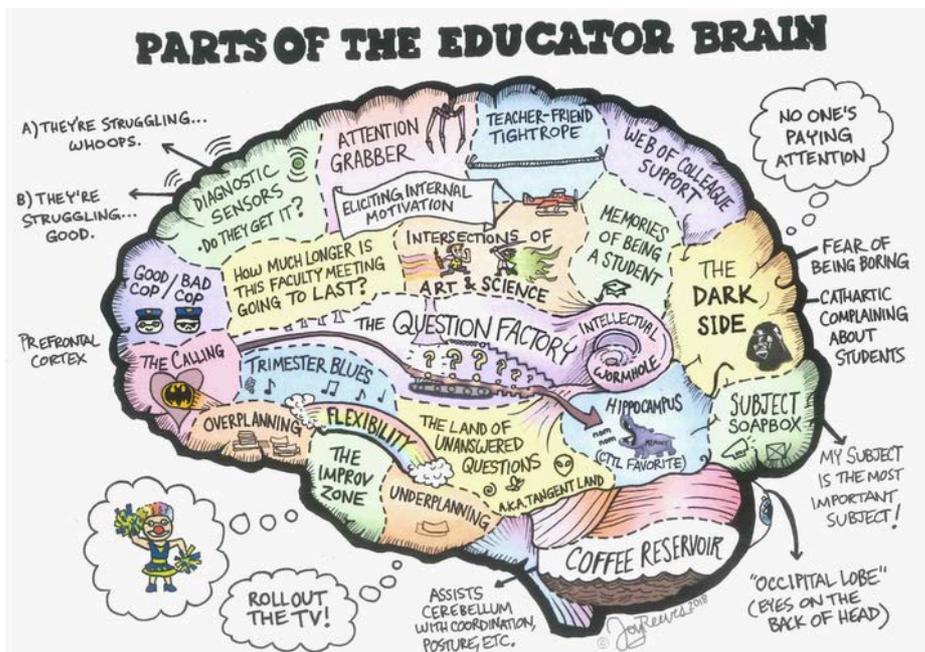


Illustration by Joy Reeves, a graduate of St. Andrew's Episcopal School in Maryland; home of the Centre for Transformative Teaching and Learning.



a publication of the Centre for Inspiring Minds

ACS International Schools
West Lodge, Portsmouth Road
Cobham, Surrey KT11 1BL, England

<http://cim.acs-schools.com>

On Twitter **@acscim**

