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Chairperson's Report, CPD Executive

It has been a great start to the year with a number of very successful Job-a-like workshops (JAWS) opportunities taking place across the FOBISIA regions for a wide range of the community; teaching assistants through to computer science experts. The launch of the National Professional Qualifications (NPQ) Leadership qualifications has also progressed and the Institute of Education (IOE) University College London (UCL), one of the world's leading centres for education and related social science, will be delivering a series of leadership training programmes in November in collaboration with FOBISIA. As mentioned previously, all opportunities will be hosted in Region A during the academic year 2016–2017 and the plan moving forward will be to rotate the opportunities around the three CPD regions looking for schools who are willing to host similar training opportunities in conjunction with UCL.

The CPD Executive Committee has set four strategic areas of development for this year. Some of these ideas are new and others are a continuation of strands identified previously. The strategic areas have already been introduced to CPD Leaders at virtual meetings and will be discussed in greater detail at the CPD Leaders' Conference in March 2017 at British International School, Ho Chi Minh. The Conference will be a JAWS style event at which CPD Leaders will explore the leadership of professional learning in schools sharing good practice, strategies and approaches.

The strategic areas for the academic year 2016 – 2017 include:

- NPQ Development within the FOBISIA network
- Induction Programme for new CPD Leaders
- Calendar Planning
- FOBISIA Portal

Plans for the second FOBISIA Teachers' Conference which will be co-hosted by British Vietnamese International School, Ho Chi Minh and British International School, Hanoi in October 2017 have already started. The theme for the Conference will be '**Care**' and has been specifically chosen so that it links to the areas that will be addressed at the Heads and Senior Leaders' Conference, Bangkok in November 2016. Under the umbrella theme 'Care', we hope to provide opportunities for teachers to explore questions related to differentiation, safeguarding, Third Culture Kids and Mindfulness.

So as you can see, there is an exciting year ahead of professional learning opportunities and developments for the FOBISIA community.

**Jackie Houghton, Assistant Principal Professional Learning
Bangkok Patana School**

Community Service Conference & JAWS

The British School Kathmandu, Nepal

The British School, Kathmandu was the venue was the FOBISIA Community Service Conference and JAWS on the 20th and 21st May. Thanks to all our FOBISIA partner schools who sent delegates, it was great to welcome representatives from BISHCMC, BVIS, RIS Pattaya, KLASS, BIS Hanoi, Regents Bangkok, BS Jakarta, BS New Delhi and Bangkok Prep to Kathmandu. The variety of experiences shared by all delegates in relation to projects and links in their own communities was inspiring.



The conference opened with a welcome from Mrs Genevieve Aitchison of the British Embassy Kathmandu and the keynote address was delivered by Heidi Wilson from Thaga Connect.

She delivered a comprehensive view on “Strategic needs assessments for community partners”. Programme leaders from the Kathmandu International Study Centre shared knowledge and experiences of their EQUIP programme (KISC EQUIP works with teachers to equip them with the tools and skills necessary to develop problem solving and creative thinking). Their presentation showcased how to take community service to the next level.



Delegate presentations shared experience and advice on a wide range of issues relating to community service and this was a great opportunity to learn from each other. The delegates had a chance to visit some of the TBS community partners in the Kathmandu valley and experience some of our challenges and successes. Post earthquake project information was also shared which served as a great reminder of how the fantastic network of support in the FOBISIA community reached out to touch so many lives in Nepal.

This conference facilitated not only the sharing of ideas, but it served as a real time platform to develop collaboration between schools in the pursuit of more enriching and meaningful community service for all our students.

Emma Malla & Larica Wambeek
The British School, Kathmandu, Nepal

Marketing and Admission JAWS

Harrow International School, Bangkok, Thailand

'A fantastic opportunity for knowledge sharing' is how one delegate summed up March 2016's FOBISIA Marketing and Admissions JAWS workshop. Held at Harrow International School Bangkok between 18th-20th March, 25 colleagues from around region enjoyed a programme of events designed to give insight into the areas of admissions and marketing in international schools.



Much debate was sparked following educational consultant Denry Machin's workshop focusing on understanding the point of difference that sets your school apart from the competition, and also his presentation on how to pin down an effective strategy for marketing international schools.

As with many of these JAWS events, some of the most valuable conversations actually took place in the coffee breaks. Having the opportunity to network with colleagues and discuss the issues and developments in international education was much appreciated. An evening cruise along the Chao Phraya River on the first night boosted the friendly atmosphere of this JAWS event, as we all sampled traditional Thai food and took in the sights of Bangkok's famous temples.

Hands-on workshops on the second day furthered our technical knowledge of topics such as brand management, measuring success of alumni relations, best use of social media, and tips on effective writing.

Liz Hammond, Director of Development at Harrow Bangkok, is pleased the event was such a success: *"This is the first Marketing and Admissions JAWS we've held at Harrow Bangkok, but certainly not the last. The talent and professionalism of all our colleagues around the region is truly impressive, and we had many thought-provoking discussions about the hot topics in our industry."*

Gayle van den Berg, Development Team
Harrow International School Bangkok, Thailand

Infant and Junior PE JAWS

Tanglin Trust School, Singapore

Tanglin Trust School was delighted to host the Primary PE Job-Alike-Workshop (JAWS), on Friday 30 September and Saturday 1 October 2016. Thirteen keen PE colleagues in similar roles across nine different FOBISIA schools joined six Tanglin teachers at TTS.

The group gathered to share best practice and experiences, both theoretically and practically. Every one of these enthusiastic teachers engaged in professional dialogue and openly shared resources and expertise, whilst helping each other to reflect and review current practices.

These passionate and enthusiastic educators shared their experiences and embraced new ideas across multiple aspects, such as: Assessment in PE, The Use of Technology in PE, The Fundamental Motor Programme (FMP), Safety in Swimming, Teaching Outdoor Adventurous Activities in the PE Curriculum, International Games. Dance and Layering Games for skill development. A big 'thank you' to those who were brave enough to facilitate and present sessions and to all who actively engaged in everything, from Dance to Swimming!



Valuable connections were formed between schools throughout the two days, and the impact will continue well beyond the JAWS sessions, with dialogue continuing between individuals after the event and the continued sharing of resources in 'the cloud'. Many participants have already acknowledged the impact of the two days of sharing and have gone back to their schools both enthused and Inspired.

Maggie Derby Crook, Head of Infant PE
Tanglin Trust School, Singapore

Early Years JAWS

Shrewsbury International School, Thailand

The delegates who attended the Early Years JAWS entitled 'Enabling Environments' at Shrewsbury International School on the 6th and 7th May were an enthusiastic and passionate group of practitioners. We enjoyed a variety of workshops in which we shared knowledge and experience of the Early Years. The workshops facilitated were based around how to create enabling environments to support teaching and learning in the following areas: Creating a Natural Environment, indoors and outdoors; Maths in the Environment; How to Enhance your Learning Environment; Growth v Fixed Mindset; Pre Reading and Writing skills in the Early Years; Music Wake Up; Bridging the Gap from Early Years to Year 1; Drama and Storytelling.



We started the JAWS with a tour of the Early Years and Key Stage One, which allowed the participants to see the journey that Shrewsbury have taken with regards to creating a natural and enabling environment. This was followed by the Shrewsbury Early Years Leaders presenting on how the change in their environment took place. Following this, two Shrewsbury Early Years teachers facilitated a workshop on Maths in the environment with lots of hands on activities to try. Jennie and Sophie from Taipei European School then delivered an inspiring presentation on provocations in the environment, with ideas such as process cooking and mud kitchens. David from Shrewsbury Key Stage 1 then lead a session on Growth versus Fixed Mindsets, which allowed us to consider our own and team members mindsets, as well as the children's. The tour of the whole school gave the delegates a bigger picture of where the Early Years fits into the school community. Finally, the Shrewsbury SEN Co-ordinator lead a practical session on the importance of developing pre-reading and writing skills. The Friday evening social meal allowed the delegates chance to relax and reflect with a river view.

On Saturday morning, we started the day with an all important 'wake up-shake up' lead by the Shrewsbury Music Teacher, Dan. He introduced us to the world of barn dancing! This was followed by a presentation from the Shrewsbury Year 1 team on the ever-evolving transition between the Early Years and Year 1. This encouraged discussion and reflection on how best to support this, particularly with regards to setting up the environment. We ended with a lively session led by Cath, the Shrewsbury Drama Co-ordinator. She introduced us to practical ways of encouraging drama and storytelling, with the 'Story-telling Story-acting' approach. This culminated with a 'Dough Disco' workout, after we had all got our hands messy making our own dough.

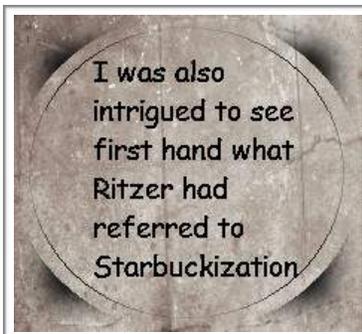


The Shrewsbury Team would like to thank all of the enthusiastic participants who made the JAWS a memorable and successful event, and for all of the positive feedback.

Rationale for Teaching Sociology in China

Shenzhen International College of Education, China

On completing my PGCE in social sciences at the Institute of Education in 2007 I spent a month travelling around China and developed a fascination with the country which would lead to subsequent visits and eventually to my current situation of leading an expanding Sociology department. Many of my initial observations on my first trip to China formed the basis of my introductory lessons on both the formation of culture and global culture. For example, on a local Yangtze river cruise in which I was exposed to the differences in would regularly have my shoulder would request a photo with his photographer. In addition, a group direct and personal questions in income. I was also intrigued to referred to Starbuckization of shopping centres in every major clearly evident. In Chengdu I had the spiciness scale was outnumbered the customers by a overpriced and bland pizza hut had a queue to get a reservation. My Sociology students in the state comprehensive school where I taught in Epsom were fascinated by many of the cross cultural examples in class and would occasionally attempt filibuster tactics to try and steer a discussion onto the topic of China.



was one of three western tourists I personal space and privacy. I tapped by a Chinese man who wife or children by a professional of teachers on board would ask relation to my marriage status and see first hand what Ritzer had society (1) and the cloned city with conspicuous consumption a Sichuan fish which despite off particularly tasty. The staff ratio of three to one. Next door an

After seven enjoyable years teaching and then leading a social sciences department, I was hoping to get the opportunity of finding a Sociology job in China. With very few international schools offering Sociology (I did not see any adverts on TES in two years), I was fortunate to find out about a position at Shenzhen College of International Education by a chance Facebook message from a friend from my PGCE course. Within a week a Skype interview had taken place, and I was researching a city I knew very little about, despite it boasting a population of over ten million.

Sociology in China a brief overview

For an account of Sociology in China as a discipline, a good starting point would be the journal article by Yanjie Bian and Lei Zhang 'Sociology in the People's Republic. (2) In brief, Sociology as a subject emerged in China in the 1920s only to be banned in 1952, partly influenced by Lenin's assertion that Comte's sociology was bourgeois. In the modernisation era, Sociology returned in 1979 with the reestablishment of the Chinese Sociological Association. Whilst over seventy universities offer Sociology at undergraduate level, the picture is different at high school. The public schools do not offer Sociology, with the typical humanities offer being history, politics and geography. Whilst there has been a substantial growth in the number of international schools in China, very few have Sociology as part of their curriculum. Based on the uptake at the school I would not be surprised if this was to change in the short to medium term, especially in the context of a recent discussion I had with a professor of Social Policy at York who highlighted that the majority of masters' students are from the South East Asia region.

Teaching sociology at Shenzhen College of International Education (SCIE)

First impressions

I started employment at SCIE in August 2014. SCIE is a fee paying international school following the IGCSE and IA Level with only a few non Chinese students. It has a high ability cohort with typically about 16 students going on to study at Oxford or Cambridge university. There has been a recent increase in the number of applications to American universities. Sociology had been introduced the previous year following the Cambridge International Education (CIE) International A-level.

My first challenge was that I had been given one class but had 72 students wanting to enroll onto the course. So I was in a new experience of delivering lessons in an auditorium and then devising a fair selection criterion to narrow down the students. At the end of my second lesson on the nature/nurture debate it became apparent that one of the students had ordered in advance the vast majority of the CIE recommended reading list and had in fact read and understood Gender by R W Connell applying the readings to the lesson. I quickly realised that I was in a privileged position and had an exciting opportunity. It was also a very difficult decision to have to turn away many enthusiastic students who could not be accommodated and to see their obvious bitter disappointment. This is something I never had to do in the UK where on, occasion, students would be recommended towards signing up to make up the numbers, as opposed to having a specific passion for the subject. I was pleased therefore that the department was expanded this year. With 3 students from the first cohort obtaining A* and the highest examination result in China I expect the demand to continue to rise.

Challenges and experiences of teaching sociology in an international context

When teaching Sociology in an international school for the first time there are many challenges which at first can be somewhat daunting. The CIE exam board has a syllabus which allows for flexibility so as to utilise the experiences of the student's home country, whilst still having a framework based upon the context of Sociological research from UK and USA. A good starting point to the course is the well known 'Shirbit Culture' example to explore some of the features of British culture although I was surprised that one student guessed first time where this culture was, having been accustomed over the years to guesses of the Amazon, to the Pacific islands to somewhere in Africa.



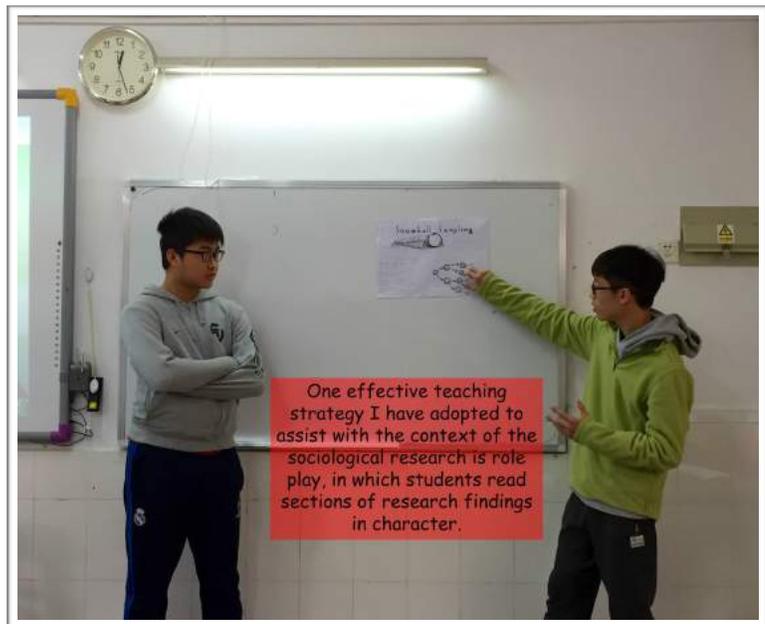
The topics I teach on the Sociology of the Media, Religion, Education and the Family require a substantial amount of contextual knowledge of the situation in the UK. When I taught in the UK I used twitter to share contemporary examples which were often used in a starter activity called 'Have I got Sociology for You'. In China twitter is blocked alongside many useful blogs. The guardian website is available and alongside 'Sociology Review' magazines I was able to provide the relevant material from the UK. I found it interesting that the writings and television interviews of Owen Jones were just as popular with the Chinese students as the UK. The case study of the media portrayal of Shannon Matthews, in the excellent chapter in the demonization of the working class, resonated equally with my Chinese students as it had with my previous students in Epsom. Similarly, when exploring subcultures, the popularity of

Louis Theroux is obviously universal. In fact, surprisingly, my poor attempts of humour, for example, on questions on conflict approaches asking students to check their MARX scheme, have the very same groans as I encountered in England

One effective teaching strategy I have adopted to assist with the context of the sociological research is role play, in which students read sections of research findings in character. This has worked well with studies such as Learning to Labour, Wilmot and Young Kinship networks and Ann Oakley's Housewives study.

Having established the importance of explaining the UK or USA context of Sociological research, another challenge is to have the right balance of cross cultural comparisons from China, in order for the lessons to remain relevant and engaging to the students. Of course it is a two-way process and I am fortunate to gain an insight into Chinese culture. One effective example to illustrate this point is, following a lesson on family diversity, a student of mine, Hecate exposed me to a rare example of a matriarchal tribe, the Mosuo. Hecate decided to carry out a small scale ethnographic piece of research in the summer with a research partner. I shared the findings with text book author Chris Livesey who has included this on his blog (3).

One of the most interesting aspects of teaching in an international school is adapting a teaching style which is suitable to your students whilst staying true to your teaching philosophy. Having been trained in a pedagogy which places great emphasis on the importance of questioning, I found it disconcerting in my first few lessons when I posed a question to be met with absolute silence. At the end of the lesson, feeling a bit disheartened that I had failed to enthuse, I was then met with a queue of students all asking me excellent and insightful questions based on the lesson. When I asked why they had not asked them in the lesson, it became apparent it was largely not to lose face in case the rest of the class thought the questions were not of sufficient usefulness. It took a while to embed a culture of questioning. Similarly, it took a while before students worked effectively through group work. Other teaching methods were assimilated far more quickly. For example, the WWW, EBI, INT feedback approach appeared to be popular. Students acted on feedback in a more thoughtful way to my students in UK and their progress particularly in terms of essays was rapid. In fact, by the end of the year many of the essays would gain full marks.



Student successes

In a short period of time there have been many successes by SCIE sociology students. A few students inspired by fourth wave feminism campaigns, such as the work of UK Feminista decided to create awareness around school by designing a T-shirt with the slogan “The F-Word not a Dirty Word” and on the back “Proud to be a SCIE Feminist”. Students have carried out some really exciting research on China, on topics such as cultural capital, parental pressure on marriage and impact of mass media on changing perceptions of Americans. Undoubtedly the success which has caused most excitement in the school was the news that Kari Wang had won the BSA’s annual essay competition with her entry on globalisation and education.

News of her achievement spread “wechat” rapidly and is likely to students being encouraged to view what was most been studying Sociology Kari to summarise what sociology so far and she and privilege to read the dedicated their whole life society for all of us. have different approaches they’re all more or less terms of understanding social policies, and maintaining social mature and perceptive attitude



through the social networking application have a knock on effect with even more study Sociology. From my point of impressive was that she had only for just over three months. I asked she she has gained from studying wrote “It’s been really a pleasure works from people who had in hopes of making a better Though different sociologists and look into different issues, contributing to the human society in relations, improving government justice”. This strikes me as a very from a sixteen-year-old student.

In addition, I arranged for Stefan Kühner from the University of York to give a lecture to the students on ‘Are we growing unequal, and if so should we care?’ Events such as this, as well as extra sessions I deliver which go beyond the curriculum, have helped to inspire six students to study sociology or social policy at institutions such LSE, Durham and Warwick.

The future

Next year I look forward to even more students going on to study social sciences at university and perhaps explore the opportunity of a project with UK students. A student I taught as a NQT teacher went on to to become a teacher of sociology in Epsom and I joke to my current cohort that in five years’ time I hope to return to see one of them teaching. It may not be such a far fetched idea!

References

- 1) Ritzer, George. The McDonalidization of Society 5. Sage publications 2008
- 2) Bian, Yanjie, and Lei Zhang. “Sociology in China”. Contexts 7.3 (2008): 20-25. Web
- 3) <http://www.shortcutstv.com/blog.htm> accessed on 1st March 2016

**Richard Driscoll, Teacher of Sociology and History
Shenzhen College of International Education, China**

Creative Problem Solving in Science JAWS

The British School Manila, Philippines

The British School Manila hosted a JAWS aimed at developing a Science curriculum that challenges students to use their creativity and Science skills in more authentic learning experiences. Our goal was to discuss how to best help students develop the awareness and skills to solve the problems arising in our rapidly changing world. The presentations and workshops were wide ranging but all of them focused on ensuring challenging activities where the students developed as Scientists whilst the teachers learnt more about how the students were thinking.

In the first session the group discussed how to re-design classic practicals into more authentic and challenging learning experiences. Often students can fall into the trap of following a set of instructions for a practical like a recipe rather than thinking about the Science behind what is actually happening. Numerous examples of well planned activities were discussed and they all had the same features; there was a clear, challenging goal, the big picture was firmly established and there was individual accountability. The session ended with a brilliant demonstration of how Hot Wheels car tracks can be used to challenge students understanding of motion and also their ability to use our Vernier data logging equipment.



A really well researched presentation of how to best group students in Science was followed by a discussion about the use of curriculum enhancement days. The British School Manila devotes a number of whole school days a year to cross-curricular or subject enhancement days and we discuss the use of these days. Last year the rollercoaster design day and the Ocean acidification days were outstanding experiences for the students. We looked in depth at the various KS3 curriculum at the different FOBISIA schools and had a lively debate about dissection and its role in learning about structure and function. The flipped classroom is key to ensuring an exciting and enriching curriculum and the afternoon session was spent debating the advantages and the challenges of this model. The day ended with some wonderful activities that encouraged collaboration and ensuring that the learning was 'visible' to the teacher. Everybody will have gone back home and made themselves a set of spider pens!



The second day offered a chance for everyone to share their experiences of project based learning in Science and we also looked at a range of the new apps and websites that support flipped classrooms and visible learning in Science. The shoe-string Science presentation showed a really thoughtful way to engage with the local community and we finished the day by heading to the Mind Museum to look at how Science museums can be used in a more thoughtful way. Thanks to all of the amazing teachers that travelled to Manila for this workshop.

Thomas Moore, Curriculum Leader for Science
British International School Manila

Student Data Conference

Bromsgrove International School, Thailand

Bromsgrove International School Thailand was excited and delighted to host, for the second year running, the FOBISIA Student Data Conference, which took place on its Windsor Park campus on 11th and 12th March 2016. Over 40 delegates attended the two-day event, representing schools across all three FOBISIA regions, from Ulaanbatar in the north to Jakarta in the south, and from Seoul in the east to New Delhi in the west.

The conference began with a keynote presentation from Matthew Savage, Deputy Head of School, entitled "The Mona Lisa Effect: Digging for Treasure on the Student Data Map", in which he explored our moral imperative to use the full triangle of student-level data to personalise learning and teaching and maximise wellbeing for every child.

A menu of 14 workshops followed, each facilitated by a pair of teachers from different FOBISIA schools, exploring how student-level data can improve everything from parent consultations and academic reports to progress tracking and phase transition, from academic mentoring and 'Life After Levels' to peer-/self-assessment and feedback, not to mention a seminar on the #TTOG movement and the 'gradeless classroom'.

Delegates also had the chance to fire questions about data and assessment to a panel of Primary and Secondary students, which was as enlightening as ever, and to arrange a 1:1 consultation with a representative of GL Education, who kindly sponsored drinks at the conference dinner.

Now a highlight of the FOBISIA CPD calendar, this conference is increasingly fuelling innovation and excellence in the use of student-level data across FOBISIA, and Bromsgrove is looking forward to hosting again next year.



**Matthew Savage, Deputy Head of School
Bromsgrove International School Thailand**

** note: Matthew has since accepted a position as Secondary Headteacher at International Community School, Jordan*

The Art of Seeing

Tanglin Trust School, Singapore

Tanglin were delighted to host the first Primary Art Jobs Alike Workshop, entitled 'The Art of Seeing' in May. Fourteen enthusiastic colleagues in similar roles across 10 different FOBISIA schools gathered together to share their experiences and practice.



Practical workshops were held to demonstrate techniques and strategies and this created a wonderfully relaxed atmosphere where everyone felt included and open to share their experiences of Art teaching.

Colleagues requested to share and find out about collaborative projects, extension activities for the more able artist, integrating art into the early years, Maker spaces, creating units of work, primary assessment, skill sharing and iPad technology. There was a real mix of both requests and offers to share

expertise and this fitted perfectly into the relaxed atmosphere that we were keen to create.

Everyone participated and shared their ideas; there was a fantastic feeling of camaraderie and because the group was relatively small, we were flexible and fortunate enough to be able to have open informal discussions about any concerns. We were able to celebrate and deconstruct success stories too.



Throughout the two days valuable connections were made and media accounts such as Pinterest were set up to ensure that we could continue to share and keep in touch.

A big thank you to our colleagues for being so open, positive and enthusiastic. It was truly a great and enjoyable experience. The feedback that we received exemplified the Workshop:

“The whole experience was really valuable, engaging professional and I can’t wait for the next one!”

“It was even better than just meeting fellow art teachers - the networking that went on and the conversations that were sparked from all teachers sharing ideas, skills and teaching concepts was fantastic!”

**Peter Hinckley, Head of Junior Art & Design, Helen Sampson, Head of Infant Art & Design
Tanglin Trust, Singapore**

Drama JAWS

Bromsgrove International School, Thailand

Bromsgrove International School Thailand was delighted to host the 2016 FOBISIA Drama JAWS on Thursday 8th- Sunday 11th September. We were joined in Bangkok by 19 Drama specialists, who all teach in international schools across the Asian region. The focus of the JAWS was collaborative working and sharing of good practice, both of which allowed for a successful weekend of practical workshops, discussion and planning for the FOBISIA drama festival, which is being held at Bromsgrove International School Thailand in March 2017. It was wonderful to gain an insight into how Drama is led in a wide variety of different schools and be able to engage in professional dialogues with other practitioners across our network.



Andrew Rankin from Garden International School led a very popular workshop as part of the JAWS and he provided us with a number of successfully trialled exercises for experimenting with 'immersive theatre' in the classroom. Catherine Sargent from BIS Vietnam also led a very interesting practical workshop based on preparing and delivering monologues within lessons. As well as sharing ideas from a practical perspective, we felt it important to discuss key examination boards at Key Stages 4 and 5 which allowed us to show our mutual understanding and appreciation for teaching students in an international setting. We felt privileged to be able to learn from each other and develop new strategies for learning within a classroom environment as it is such a valuable experience to be able to question and share methods for student engagement and also how to stretch their abilities in Drama.



Andrew Williams and I are so excited to be hosting the annual FOBISIA Drama festival. The festival is themed around the concept of 'Same Same but Different,' which means that students will explore one traditional Thai story and then retell it using different styles of Drama, drawn from a range of different techniques. We envisage the students embracing the beautiful culture of Thailand via the folk tale, whilst gaining knowledge of key Drama practitioners when devising their performance. It is wonderful that this FOBISIA event is developing every year and that we can all share our enthusiasm and passion for Drama through both the JAWS and festival events.

Gemma Reeks, Head of Arts
Bromsgrove International School, Thailand

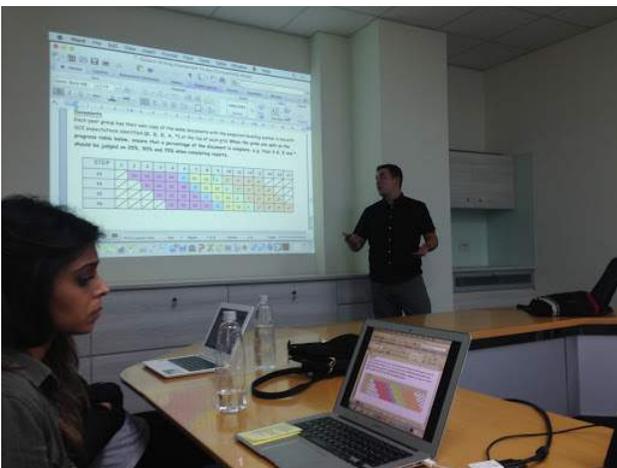
Primary Assessment JAWS: Life Without Levels

Taipei European School, Taiwan

During Friday 30th September and Saturday 1st October, the British Primary Section hosted the Primary Assessment JAWS: Life Without Levels. Organised in response to the changes to the English National Curriculum and assessment reform from the government in the United Kingdom, the JAWS was a way for educators from around the region to see share how their schools have tackled these changes in terms of assessment.

Life After Levels was attended by:

- British Primary Section, Taipei European School - Duncan Millward, Craig Gamble, Peter Groom
- British Secondary and High School, Taipei European School - Daisy Rana, Chrysta Garnett
- British International School of Hanoi - Kate Fitzpatrick
- British International School Vietnam - David Cotmore, Matthew Dudley
- The British School of Guangzhou - Aidan Stallwood
- International School Brunei - Mark Green
- British International School Jakarta - Iain Hope
- Dulwich College, Beijing - Patrick Webb, Rachel Haldane, Donica Dhamelia, Jack Alford



Schools shared their experiences with various assessment tools both formative and summative, with some schools removing National Curriculum levels, while others are moving towards this point. Various topics on the theme of assessment were followed over the day and a half, including the Mastery Approach, use of technology in both formative and summative assessments and reporting to parents.

JAWS are always a positive way to share practice within schools, and Assessment Life Without Levels was no different.

**Duncan Millward, Deputy Head, British Section
Taipei European School**

Developing a Professional Learning Culture - The Power of Developing Teachers To Be The Best That They Can Be

Garden International School, Kuala Lumpur, Malaysia

Educators around the world aspire to provide learning opportunities of the highest standard. Much research has been carried out about which factors have the greatest impact on student's achievement. John Hattie¹ identifies in his research "Visible Learning" up to 138 influences across all areas related to student achievement. Whether it be class size, curriculum content, differentiation by ability, etc one of the most influential factors is the quality of the teachers; considerably more effective than for example the quality of the school leadership. To further develop the quality of our teachers we have developed a personalised programme of professional learning opportunities.

The drive to create an education system that continually improves the quality of learning is a key motivator for many school leaders. Those leaders are very familiar with the seemingly obvious statement "the quality of learning can only be as good as the quality of the teachers, exemplified in the (McKinsey, 2007)² and (McKinsey, 2010)³ reports.

Based on this research and with the aim to develop and attract the best possible teachers for our school, we decided to involve all the stakeholders to plan how to best introduce this new professional learning initiative to maximise the student's learning opportunities through the increased opportunities for professional learning.

Our journey begun 3 years ago in search of the most effective ways to develop the quality of teaching and learning and after extensive research and planning, we proudly launched the GIS Professional Learning Afternoons in September 2015.

Our initiative was strengthened by Fullan's idea of community empowerment "The power of collective capacity is that it enables ordinary people to accomplish extraordinary things." (Fullan, 2010)⁴ Our shared vision was to develop a professional learning culture that engages teachers in developing collective capacity whilst also being responsive to individual developmental needs.



Our 'Professional Learning Afternoons' Programme enabled that sense of community empowerment. A key aspect to achieve this culture of growth, development and innovation is the need for academic staff to feel safe whilst trying new initiatives and taking risks. The renewed developmental school culture provided a sense of simultaneous trust and vulnerability. Taking risks and not immediately achieving the desired outcome was expected. The real focus was on the critical reflection of the initial attempt. This reflection radically increased the success rate of future interventions.

As well as the development of trust, another key factor for success was enhancing teacher autonomy and the need to personalise professional learning opportunities to match the teacher's needs. In education systems aiming to move from 'Great' to 'Excellent', the schools focus on creating learning communities that allow school-based learning led by peers within environments that will unleash creativity and innovation of its educators. These 'Great' to Excellent systems provide schools and teachers with greater pedagogical autonomy.

We achieved this influential level of autonomy by enabling academic staff to choose the focus of their professional learning opportunities on a weekly basis based on their professional needs. A range of learning opportunities planned around the foci below is available on a weekly basis.

Learning Opportunities			
Professional Learning Goal-setting	Well-being development	Collaborative Focus groups linked to School's priorities	Personal reflection time
Professional Learning Courses	Technology development	Personal Learning time	Whole School reflection

This professional development programme has increased the number of professional learning hours from approximately 30 to over 70.

This level of autonomy and personalisation also helps the school to identify individual strengths and increase collaboration across the whole school. The focus to further develop internal and vertical collaboration was based on research by Cuttance 5 who observed that the impact of schools on student learning shows that a large proportion of the difference in individual learning outcomes for students exists within schools rather than between schools.

After only 4 months since the launch of the Professional Learning Afternoons we have noticed the following:

- An increased amount of collaboration across the whole school.
- Staff demonstrate deeper levels regular critical reflection.
- Staff have set more ambitious developmental targets.
- An increased number of staff seek to lead on Professional Learning

Our focus now will evaluate and gather data to assess the impact on quality of teaching and learning; considering factors such as student engagement, attitude to learning, student attainment, student progress and their social/emotional wellbeing.

With the school's commitment and investment in professional development our school now thrives in climate of innovation and research-led development. The culture of critical reflection and increased whole school collaboration has provided our teachers with the tools and opportunities to be the best they can be and achieve and enable our students to achieve their full potential.

References

1. (Hattie, 2009) "Visible Learning"
2. (McKinsey, 2007) "How the best performing school systems come out on top"
3. (McKinsey, 2010) "How the World's Most Improved School Systems Keep Getting Better".
4. (Fullan, 2010) "All Systems Go: The Change Imperative for Whole System Reform"
5. (Cuttance, 1998) "The Politics of Accountability in Australian Education"

**Jose Diez, Director Professional Learning, Deputy Head - Whole School
Garden International School, Kuala Lumpur, Malaysia**

** Jose has now relocate to Jumeirah English Speaking School as Deputy Head Teacher for KS2.*

Business Studies and Economics JAWS

The Alice Smith School, Kuala Lumpur, Malaysia



The Alice Smith School in Kuala Lumpur were the hosts for the FOBISIA Business Studies and Economics Job-A-Like Workshop (JAWS) on 17th-18th June. Nineteen delegates in total, including sixteen external delegates from nine other FOBISIA schools from Vietnam, Indonesia, Brunei, Thailand and three other schools in Malaysia, attended.

The focus of the JAWS was to bring together subject-specific professionals to contribute sessions and share practice relating to Business Studies and Economics. Sessions were clustered around learning and teaching, technology use in the classroom, assessment and feedback, enrichment and relating our subject to the real world, higher education and revision activities.

All delegates either led or contributed to a session relating to Business Studies and Economics with specific sessions being offered including drama, debating, role-play, newsround, enrichment, reflection and feedback, wikis and iPads, quizizz, self assessment, a higher education guide to business education, exam skills for business, revision ideas, challenge for all learners, flipping AS/A2 Economics.

The flipping AS/A2 Economics workshop led by Mark Solomons from GIS introduced delegates to introducing course content as homework to students two weeks prior to when it would be learnt in the classroom. Using a website to upload key learning materials, students were assessed electronically on their understanding of the subject topic using multiple choice questions via Google Apps. This data was then used by the class teacher to focus on areas of mis-understanding by students during lesson time. It also meant that the class teacher could spend more time refining exam technique rather than by delivering theory in lesson time.

The role-play workshop led by Karan Allan from BVIS gave delegates a great idea on how to use role-play in Business Studies through the 'Roving Reporter'. Delegates all read a news article on the Budget 2016 featuring a 10%-15% increase in excise duty on cigarettes and were then assigned to

be a certain stakeholder, such as the non-smoker, a low income cigarette smoker, CEO of a tobacco company, a doctor etc to analyse the effects of the increase in excise duty. One delegate was assigned the role of the 'Roving Reporter' who roamed the classroom interviewing the different stakeholders.



A Business & Economics higher education guide was provided by Joe Marshall from KLASS whose session contained information for delegates on the skills and attributes required by students applying for Business or Economics courses at university level, with a focus on the requirements of the Russell Group of universities. The session developed into discussing wider reading resources that students could use to add value to their university applications for Business and Economics courses and this gave delegates opportunities to share their recommendations to each other.

The JAWS provided an excellent opportunity for teachers to learn from each other and engage into discussions regarding Business Studies and Economics education. A collegiate atmosphere was very much evident and the JAWS was enjoyed by all delegates - thanks to all delegates for their enthusiasm and contributions during the two day event.

**Rob Small, Head of Business and Economics Department
The Alice Smith School, Malaysia**

Outstanding Pastoral Care JAWS

Bromsgrove International School, Thailand

On Friday 7 and Saturday 8 October 2016, colleagues from fifteen schools across the South East Asian region congregated at Bromsgrove International School Thailand to reflect upon how we provide Outstanding Pastoral Care in our different schools. This was a whole-school Job Alike Workshop and teachers from all Key Stages were represented; from EY to KS5.

The sessions that ran over the two days of the JAWS were thought provoking and interesting and delivered by teachers from a range of school. We looked at how we embed student responsibility within school, the implementation of a bespoke PSHE Curriculum and the use of attitudinal data to monitor the wellbeing of students in our care. One session was delivered by the Secondary Student Leadership Group from Bromsgrove rather than teachers. The students spoke eloquently and passionately about placing Student Voice at the heart of their school life and it was not only an excellent opportunity for attendees to explore the activation of Student Voice in their workplaces, but also for our students to speak to professionals from different schools and learn from their practice.



There were also some practical sessions during the two days: Bromsgrove's School Counsellor ran a session called 'Practicing Mindfulness to Improve Student Well-Being (And Maybe Yours, Too!)' and the group also explored how we can use Drama to deliver PSHE and make it more engaging. With such a range of workshops, it was a great opportunity for colleagues to gain information which they will be able to take away with them and explore and use in their own schools.

As always, it was a pleasure to welcome our colleagues from other schools across the region and the opportunity to share ideas, experiences, and knowledge is never one to be missed. We would like to thank everyone for attending and contributing to what was an extremely valuable professional development event, especially those who volunteered to run workshops and contribute to the variety of opportunities on offer. We hope that the sharing of information, ideas, and experiences continues on thanks to the relationships developed at this JAWS event.

Andrew Williams, Assistant Principal (Pastoral)
Bromsgrove International School, Thailand

Teaching Assistant JAWS (Region A) *Shrewsbury International School, Bangkok, Thailand*

Over 100 teaching assistants gathered together to enjoy a fantastic opportunity to share good practice and make new friends.

The event was held over two days; the first day (Friday) was aimed mainly at TA leaders whilst the second (Saturday) consisted of nearly 30 workshops which were mostly led by Shrewsbury teaching assistants.

On the first day David Lousley and Dawn Symington welcomed over 40 delegates, playing some fun team building games before digging deeper into what the role of a teaching assistant fully entails. Greater consideration was given to the role of a lead TA, with everyone asked to consider how they could take a lead in a particular expertise that they hold. Mindmaps were drawn up and individual targets shared. A Google folder was set up to share all of the wonderful ideas and good links forged between the TAs of different schools.



This was followed by a thought provoking session considering the differences between SEN and EAL - led by the inspirational Rick Kirtland, Director of EAL at Shrewsbury. The focus then shifted to Literacy and Numeracy, with an exploration of ways of teaching reading, led by Louisa Balmer, and an introduction to Numicon, led by Ryan King.

After lunch, all delegates had an opportunity to share something special they do at their own schools, with the rest of the group. We completed the first day with a school tour and group photo.



On the Saturday morning there was a buzz of excitement as we were joined by an extra 70 delegates, and following a short welcome speech everyone settled into the workshops sessions.

These included:

EY/PP Learning Environments	Tips for Display	Basic CPR	Ipads to Support Learning	Supporting Language Acquisition
Google Products	Guided Reading Strategies	The Structure of Tenses	Learning Through Play	Positive Behaviour Strategies
Promoting Positive Behaviour Through Art	Apps for Learning in Prep	An Introduction to Numicon	The Library as an Educational Resource	Year Group Jaws

At the end of the afternoon there were many smiling faces as new friends chatted happily about all they had learned in the JAWS, with everyone already looking forward to resuming their acquaintances next year.



**David Lousley, Director of CPD
Shrewsbury International School, Thailand**

Event	School	Date
Literacy and Literature in SE Asia	Kolej Tuanku Ja'afar	11/11/2016
Primary Creative Curriculum JAWS	St. Christopher's International Primary School, Penang	11/11/2016
JAWS For Science Laboratory Technicians	Tanglin Trust	25/11/2016
Education for Sustainable Development JAWS	Jerudong International School	20/01/2017
Junior Class Teacher JAWS	Jerudong International School	20/01/2017
EYFS JAWS	Regents International School Pattaya (joint with Bromsgrove)	20/01/2017
Teaching Assistants	Alice Smith School	20/01/2017
Geography Jaws	BIS Hanoi	10/02/2017
Art JAWS	Bangkok Patana School	10/02/2017
Meeting the Needs of All Learners (Secondary Focus)	British School Jakarta	24/02/2017
Science JAWS	Garden International School	24/02/2017
FOBIT	Tanglin Trust	03/03/2017
CPD Leaders Conference	BIS HCMC	03/03/2017
Business and Economics Jaws	Jerudong International School	10/03/2017
Safeguarding and Child Protection	Dulwich College Seoul	10/03/2017
Primary Maths Mastery	The British International School KL	17/03/2017
Sixth Form Life - What Makes an Effective Sixth Form?	Harrow International School	17/03/2017
Early Years	Tanglin Trust	24/03/2017
Empowering Educators: Intelligence and Beyond	The British School, New Delhi	24/03/2017
Developing a Love of Reading	Harrow Bangkok	31/03/2017
EAL JAWS	NLCS Jeju	21/04/2017
Library JAWS	NLCS Jeju	28/04/2017
Effective Outdoor Play in the Early Years Foundation Stage	The International School@ParkCity	05/05/2017

Event	School	Date
Sport for All, Striving for Excellence	Harrow Bangkok	05/05/2017
Developing Active Learners in Social Sciences	Shenzhen College of International Education	12/05/2017
Technology/Maker Space - How to enhance your school provision	Alice Smith School	19/05/2017
Psychology JAWS	Jerudong International School	09/06/2017

For full details visit <http://www.fobisia.org/page.cfm?p=518>
 Events prior to this publication have not been included in the above list.

Articles

If you have any interesting article that you want to share with your colleagues, please email them to Daphne Wong (daphne.wong@fobisia.org)

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Professional Learning for Leadership

Hosted by The British International School, HCMC, Vietnam



**BRITISH
INTERNATIONAL
SCHOOL**
HO CHI MINH CITY
A NORD ANGLIA EDUCATION SCHOOL

Friday 3rd and Saturday 4th March 2017

BIS HCMC are proud to be hosting this exciting opportunity for CPD leaders. This year our conference will focus on 'Developing Self' and 'Developing Others' and 'Using Students to Promote Leadership'. It will be an opportunity to share good practice from our schools and a time to reflect and explore professional development opportunities for staff.

The conference will take the format of a combination of presentations, workshops and rondevals (round table discussions led by a facilitator). We will be asking delegates if they would like to facilitate either a workshop or a rondeval.

For further details contact Rebecca Graves rebeccagraves@bisvietnam.com

