

Collegiate

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Introduction

Welcome to the second edition of *Collegiate*! Similar to the first issue, this edition is an eclectic mix of articles that I hope will give you an insight into, and inspiration from, our international family of schools. Thank you very much to all colleagues who submitted articles, particularly at such a busy time of year.

As a reminder, *Collegiate* will be a biannual publication. Some issues may have themes or specific focuses, while others will stay all-encompassing to reflect the glorious diversity of our respective contexts; I will seek to use articles written specifically for this journal, but also some of those written for publication in journals bespoke to each individual school.

To make this journal a truly collaborative celebration of our approach to an NLCS education, I welcome suggestions from you about what you would like to see in subsequent issues. And if you would like to write an article or think-piece about anything to do with teaching and learning, or a formative professional development experience, I would be delighted to publish your contribution. Colleagues are our biggest asset in ensuring that an NLCS education continues to be world-renowned, and I am very excited to share more of your ideas, successes and reflections in future editions.

Wishing you all a splendid summer break.

Humphrey Waddington (Director of Training & Consultancy, NLCS International)
hwaddington@nlcs.org.uk

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I'm delighted to see this second edition of *Collegiate*, coming as it does at the end of another extremely busy year. It's a testament to the commitment and talent of the NLCS community that not only do NLCS students produce collaborative journals, but so do you, as colleagues, sharing a common vision for education.

There is much here to provide food for thought and I hope that it provides topics for discussion in the new academic year. I would also echo Humphrey's encouragement to you all to contribute, particularly if, like me, you have a pile of interesting educational tomes which you are intending to work through in some quieter moments.

In the meantime, have a restful summer break. I look forward to seeing you in person, next year!

Gwen Byrom (Director of Education strategy, NLCS International) gbyrom@nlcs.org.uk

Think Piece: Assuming Excellence (Shelley Swain, Assistant Principal - Senior School Teaching & Learning, NLCS [Singapore])

My favourite pedagogical reads are those uncomplicated papers or books that give words to simple thoughts. On reading Richard Gerver's *Education - A Manifesto for Change*, it was the phrases 'assumed excellence' and 'assumed incompetence,' that created a linear model in my mind on which I immediately started to plot my own practice. In the classroom, when we offer support or frameworks to all students as opposed to those identified as needing them, we are assuming an incompetence. When challenging all students to complete the task without the frameworks, then target the support as students need it, we are assuming excellence. As a school that has a guiding statement to offer our students 'floors, not ceilings', this reflection is not only relevant but crucial in our awareness of stretch and challenge in the classroom. So, what about the implied assumptions made in our Professional Development provision? Surely our teachers not only deserve this differentiated approach but also the assumed belief that they are highly capable educators and subject specialists.

When initiatives are introduced, which the whole school is expected to buy in to and many if not all staff receive the same training, we are assuming incompetence- or at the very least that everyone requires the same level of training, support or focus. It often implies that everyone should be teaching in a certain way or using a particular strategy, taking away the trust that we place in our teachers as autonomous professionals and subject practitioners.

In the same way that our differentiated teaching approach relies almost entirely on knowing our students, the delivery of professional development must start with knowing our teachers. Through the lens of assumed excellence, a culture is established that leans more towards empowerment than micro-management. Academic monitoring (observations, learning walks, work scrutiny, student voice etc.) feels developmental and progressive, without breeding fear or insecurity. Line manager meetings are valued, focusing on keeping staff on track and establishing a feedback dialogue in which practices are reflected upon honestly with a drive to refine and develop. It is through the analysis of academic monitoring and the communication between line managers that trends are identified and in response, specific professional development can be put in place for individuals, groups or the wider teaching body. Knowing our teachers, also means we know where the excellent practice is. What better way to provide contextually relevant professional development than to share the outstanding practices that are already occurring in our school?

And just like the classroom setting, when things aren't on the right track despite targeted support or there are concerns regarding performance and practice, a more micro-managed approach might absolutely be necessary. Which of course, is entirely appropriate...when needed.

Looking back to our students, the academic enrichment opportunities we provide ignite curiosity, encourage personal passions and push students out of their comfort zones to participate in academic activities beyond their expectations. For our teachers, professional development provisions can be built from the same intentions; to ignite curiosity, encourage personal passions and extend experiences and practices beyond what they thought possible from a place of assumed excellence.

Gerver, R. 2019. *Education: A Manifesto for Change*. London: Bloomsbury Education.

Pastoral Reflection: Physical activity and positive mental health (Natasha Taberner, Assistant Head [Head of Upper School], NLCS [UK])

We all know the importance of physical exercise and how it can help enormously with academic studies. Yet it is often disregarded by parents and students alike, with excuses such as: there is no time, the whole evening is needed for working and the focus should be on other things at the moment.

There are so many benefits to exercise: it improves and maintains your physical health, helps you cope with stresses of daily life more efficiently, builds confidence and self-esteem, improves concentration so you can remember information better, improves sleep patterns, gives you a natural energy boost, helps regain focus, reduces rates and symptoms of depression and anxiety, releases chemicals in your brain that make you happy and gives you a natural energy boost. If these benefits were listed on any medicine, people would be queuing up to take it. But instead, we often disregard this free and amazing product.

So why do we avoid exercise when there are pinch points? Parents and pupils often think that revision/work is more important, but we know that quality revision is key. When things get tougher, students often stop extracurricular activities to focus on studies, as it is assumed they need more time. In fact, this is more likely to cause issues. The change of routine and balance they are used to, causes disarray, and changes to mood and motivation are observed. Instead, the attitude should be 'right let's sit down and see how we make this work'.

Good routines often aren't established early enough in childhood and so the benefits are not understood. A pupil shouldn't start running 5km every day a week before exams, it needs to be built in over time. So, we know there are benefits to exercise. So, what types of exercise and how often do we need to do them? The guidelines are 60 mins per day! Ideally this should involve two types of activity:

- Aerobic to increase heart and lung health
- Strength work to develop a better core, posture, and muscle strength.

If a student loves a sport, it is easier. They should make this a regular activity or class or join a club to up engagement. There are also many different clubs in school to participate in, if time outside of school is limited. Workload can then be planned around these commitments and if students love something they will have the motivation to make it work. If a student is new to exercise or reluctant, they should start with small steps. Taking the dog for a brisk walk rather than a slow wander or taking a family walk will all reap benefits. All these activities should be done at the right intensity and the NHS advice that 'you should be able to talk but not sing' is a useful guideline. And remember:

- 'I don't have time' - busy people get more done as they learn to adapt and become time efficient
- 'I need to spend the whole evening revising' - no, we know that short sharp bursts of focused revision are better and more rewarding as it builds confidence, and less time means less procrastination
- 'I'll do better if I just focus on my studies this term' - it can be detrimental and more time available does not necessarily mean success
- 'I don't like exercise' - always a tricky one but find something that works. There are so many types of sport and exercise, and students might not have found their sport just yet.

We should all make exercise a regular part of our lives to aid all-round development, health, and happiness.

Think Piece: What might an effective learning environment look like in the future with continued advances in technology? (Naomi Sautter, Science Leader and Class Teacher, NLCS [Dubai])

As educators, we are tasked with preparing students for a future that we cannot see. Within the literature, there are many different perspectives about what an effective learning environment may look like and the skills and knowledge that people will need to succeed in the 21st century. Effective learning environments are characterised by academic progress and achievement, engagement and the purposeful use of resources – areas that the integration of technology can enhance. Analysing trends and looking at the current issues faced by society can give us some insight into the skills required in the future. With rapid and continued advances in technology, educators have a role to play in imparting digital literacy skills in order to prepare students for an increasingly digital workplace environment. Furthermore, in our ever global and diverse world, students need to be able to communicate and collaborate with their peers effectively through both through technology and face-to-face methods.

There is promising evidence that technology-enhanced learning environments can have a significant and positive impact on student learning. Brooks (2011, p. 719) found that ‘students taking the course in a technologically enhanced environment conducive to active learning techniques outperformed their peers who were taking the same course in a more traditional classroom setting’. All-digital schools are already becoming a reality (Abad-Santos, 2013), and digital technologies enable a wide range of assessment approaches, encourage productive learning outside the classroom and support creative, collaborative and authentic learning.

However, it is vital that schools use technology to enhance teaching and learning and do not overuse it, as this could lead to a negative impact on students’ physical and mental health. Parental concerns around the use of technology in school is a challenge faced by schools currently, and a study conducted by The Alberta Teachers’ Association (2017) found that 60 per cent of parents felt that their child’s use of technology had a negative impact on their physical activity. As educators, we must not lose sight of the importance of safeguarding students’ physical and mental health with the rise in technologies. In this article, several different emergent technologies will be considered, including artificial intelligence, virtual reality and multi-touch tables, along with their impact upon teaching and learning.

COVID-19

COVID-19 and the closure of schools have accelerated the use of technology in education. With teaching redefined from the classroom to virtual online platforms, such as Google Classroom and Microsoft Teams, the need for adaptability as an educator is ever more important with the pedagogical demands of this technology. Schools should ensure guidance and training for teachers to make their provision more consistent, not only in preparation for any future need to return to online learning but also as a learning tool in our modern classrooms. In the wake of the pandemic, these platforms can be used in innovative ways; in the primary setting, this could include giving homework using digital notebooks like OneNote and using the private channel feature of Microsoft Teams as a reading record.

However, the pandemic further highlighted equity issues in education, particularly for disadvantaged children (Cullinane and Montacute, 2020), and online teaching experiences were highly variable for both students and teachers. Not every student has access to these new teaching and learning tools, and this is an ongoing consideration for schools.

Artificial intelligence

With the rapid advances in technology, some have predicted quite radical educational futures, where intelligent machines will replace teachers (Von Radowitz, 2017) and where there are artificial intelligence (AI) teaching assistants (Leopold, 2017). Predictions about the role of the teacher in the future reflect different perspectives held about what it means to be an educator. If the role of the teacher is solely to impart information and assess knowledge recall, then perhaps AI could do this just as well. However, what if the role of an educator is to facilitate collaborative learning through the use of dialogic teaching and learning strategies, or to develop students' ability to empathise? Could AI do this just as well?

The use of AI in education can make a student's learning experience much more adaptive and interactive, giving teachers a sense of how students learn differently and where their interests lie, as well as where they may be less engaged (OECD, 2021). AI can help a teacher to plan the following day's lessons, analysing homework scores to see which students understand and who needs additional support (OECD, 2021). Artificial intelligence tools for education (AIEd) are already being used around the world, including adaptive learning platforms and teacher-facing tools such as Mathletics, which automate marking, and Mathigon, where content adapts to students' ability. One particular educational technology intervention, which focused on mathematics homework, was found to significantly increase student scores for the end-of-year mathematics assessment when compared with a control group (Roschelle et al., 2016). In this way, technology, when used by teachers effectively, can enhance teaching and learning. Furthermore, these innovations can address pressures on our education systems, streamlining teacher workload by using AI to support the role of the teacher. In an increasingly automated learning environment, teachers would then be available for the more human and emotionally complex interactions with students (Jukes and Schaff, 2019). For teachers, the practical implementation of this technology should be prioritised in preparation for the role of the teacher to evolve and be augmented in partnership with the opportunities that AI brings (Baker et al., 2019).

A relatively new area of research is into the use of educational AI robots in the context of early childhood education. Robots may record images and videos of children, which could be uploaded to an e-portfolio for assessment purposes and to share with parents (Prentzas, 2013). A study by Kewalramani et al. (2021) found that AI toys provided opportunities for higher-order-thinking and activated children's creativity, resilience and problem-solving skills. They also highlight the need for teachers to be ready for this 'revolutionisation of teaching and learning' (Kewalramani et al., 2021). In preparation, the education community can support and encourage children's questioning and foster curiosity and the collaborative investigation of innovative ideas and solutions.

Virtual reality

Virtual reality (VR) immerses students in learning experiences wherever they are. Using a VR headset, they can visit Ancient Egypt or travel into space. Researchers at the University of Maryland found an 8.8 per cent improvement overall in recall accuracy when using the VR headset (Krokos et al., 2018). This constitutes an important first step in using virtual environments to create more memorable experiences and enable students to recall larger amounts of information compared to traditional technology like desktop computers or tablets. However, with only a small sample of 40 participants, this study provides just a glimpse into the future benefits of virtual environments in education. Traditionally an expensive resource for schools, there are increasingly affordable ways to access VR, such as the low-tech Google Cardboard, which can be used with a mobile phone.

Multi-touch tables

Multi-touch tables are another emerging resource, supporting effective collaboration and engagement, and we are beginning to see their use in learning spaces. A study conducted by Higgins et al. (2012) found that the features of multi-touch tables supported collaborative interaction more effectively than a paper version of the same task. It enabled several children to interact with the surface at the same time, when compared to other technologies such as a computer and mouse or interactive whiteboard. Collaborative group work between school-aged children can lead to better problem-solving and learning outcomes when compared to individual problem-solving (Barron, 2003).

Flexible teaching and learning spaces

With a focus on communication and collaboration as vital skills for the future (Crockett, 2021), teaching and learning spaces will need to be set up in a flexible way to promote connection and collaboration between students. Classrooms will be organised to accommodate different learning areas and it will be important for the space to be flexible to cater for both current and evolving pedagogies (Jisc, 2006). Teachers could set up their classrooms, for example, with one area with comfortable seating and an interactive whiteboard for small-group instruction or presentations, and another area for collaborative discussion, set up to enable students to face each other and make eye contact.

In order to facilitate these flexible spaces and collaborative learning, classrooms would need to have a range of moveable furniture, including beanbags, sofas, chairs on wheels and different-shaped and -height tables to enable effective groupwork. Although further research is needed in this area, studies have found a link between flexible learning spaces and improved academic performance, as well as the outperformance of similar-ability peers (Byers et al., 2014).

Zoned workflow spaces

A future reimagined learning space proposed by Rudd et al. (2007) is zoned workflow spaces, where learners enter each zone, spending as much time as they need and working to turn ideas into reality. There would be zones such as the 'research' zone, with learners identifying resources and outlining their objectives with their teachers; 'ideas development', where learners can brainstorm ideas and think creatively; a 'production zone', with all the necessary resources for students to use their problem-solving skills; and a 'presentation space', for students to learn from one another and further develop their communication skills. Teachers would be on hand at each stage to facilitate discussions and provide feedback. These zones would promote many of the skills identified as essential for the 21st century, such as problem-solving, collaboration and analytical thinking (Crockett, 2021).

Bring your own device (BYOD)

There has been a significant rise in the percentage of eight- to 11-year-olds who own a tablet, from just two per cent in 2011 to 66 per cent in 2020 (Ofcom, 2021). Schools have varying policies towards the use of personal devices. However, with this trend continuing to rise and the many benefits to students of bringing their own devices to school, including the facts that learners are more comfortable using these, they take care of them (Atherton, 2018) and learning can extend beyond the classroom, it is definitely something for schools to consider. With budgets often tight for

schools, BYOD would also be a way to make savings. In implementing BYOD, however, schools will have a myriad of potential factors to consider, including the infrastructure, safeguarding implications and addressing parental concerns. Implementing a BYOD policy can also further highlight a digital divide, with some students not owning personal devices.

One particular challenge that we face currently with BYOD is the distractions that these can bring, with inappropriate downloaded content, games or social media apps. One step is to adapt connected devices to eliminate distractions while using the many useful educational applications and websites. Apps like Classroom by Apple enable teachers to launch apps, books and websites and lock devices into a single app to avoid distractions. As educators, we can also help to train students to self-regulate and manage their attention in the face of distractions (Christodoulou, 2020). However, as technology continues to develop, and the distractions become more personalised, even adults find it challenging to avoid the distractions that technology brings, and this will undoubtedly be an area of challenge for educators in the future.

As we advance ever further into the digital age, it is crucial that we always keep in mind the environmental impact of technology use. The creation and storage of digital data relies on huge data servers, which use energy and generate heat on a large scale (Energy Innovation, 2020). It will be vital to remain critical about the tension between technology and the environment over the coming years.

Conclusion

Clearly, when it comes to education, the possibilities afforded by advances in technology are immense. When used in partnership with teachers, these innovations can address some of the pressures on our education systems, including teacher workload. The key for schools will be to find a balance where technology enhances teaching and learning and is not to the detriment of children's wellbeing and education – for example, in terms of their physical activity levels or distractions from their learning. Moving towards a more digital approach, students' physical and mental wellbeing, as well as creating an effective learning environment for them to achieve the best academic outcomes, should continue to be firm priorities.

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INSET reflection (Humphrey Waddington, Assistant Head Professional Development, NLCS [UK])

I am lucky in my role to have the opportunity to talk with many different colleagues both here in London and overseas. When I ask them what they most look forward to during INSET, two things are mentioned more than anything else: time, and the opportunity to collaborate with colleagues.

As a result, our whole school INSET day on Monday 13th June was all about taking time; time to collaborate, time to reconnect with our subjects and time to discuss ideas. The first session focused on a series of cross-curricular concepts (such as ‘natural environment’, ‘statistics’ and ‘feminism’) which encouraged colleagues from different subject areas to consider the similarities, differences and opportunities for teaching the same concept. In due course, the seeds of these discussions might be sown in our new ‘IDEAS hub’ as collaborative activities for students to innovate and problem solve. Indeed, a number of colleagues have since spoken to me about their future plans, and their desire to have more collaborative INSET time.

The next session of the day was dedicated to subject knowledge talks or masterclasses – titles of sessions included “Physics and Philosophy” and “the value of musicology for musicians”. These sessions offered us an opportunity to hear from experts in their fields and the chance to reconnect with more esoteric areas of our subjects. Many colleagues make use of our respective schools’ links with the PTI (www.ptieducation.org), CCT (www.chartered.college) or subject associations, and it was wonderful to have our own versions of subject knowledge enrichment talks in school.

Following on from this, our final sessions saw departments, some with new international colleagues in tow (who were attending the first in-person NLCSI training conference run since Covid), discussing ideas arising from the morning sessions and subject talks. This discussion time also offered a great chance at the end of the academic year to reflect on our departmental successes, areas for development and to plan for the future with the input of all colleagues.

The day was a wonderful reminder of the pleasure that is taken from having time to talk, listen and collaborate with colleagues across the school community, and to take these learnings forward into future planning. It was also a joy to once again be able to welcome teachers new to our NLCS family of schools and to hear how they plan on utilising their various experiences and ideas to contribute to the three pillars of an NLCS education.

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Think Piece: Connecting the Person (Nicholas Chaddock, Outdoor Education & International Award Coordinator, NLCS [Jeju])

Even before the Covid pandemic hit there were already serious concerns about how much time our children spent indoors. Surveys from the US and the UK suggested children spent less time outdoors than inmates. Then the pandemic arrived, and we all found ourselves indoors until vaccines were developed. Covid has accentuated the importance of being outdoors and its tremendous influence on our mental health.

For our group of schools this presents a juncture to really stop, analyse and reflect on the quality and breadth of their outdoor education provision - a forensic examination of every field trip, day trip, overnight trip; every year-group, domestic and international trip on offer. We can take this opportunity to make sure all our pupils have access to a variety of different outdoor experiences. How are they linked to the NLCS ethos? How do they grow soft-skills and life experience as well as support subject understanding?

In addition to this I hope there is a fresh focus on domestic travel over international. It is often the case that we jet-off to far flung lands when the countries we are lucky enough to live and work in offer everything we need in terms of learning outcomes and experiences. With regards to safety, expense and the environment - I hope there is a reassessment of our homegrown options.

Most international schools have an ethos and values that are aligned. There is always a fundamental commitment to high quality pastoral care which during the pandemic has put mental health at the forefront for school counselling teams across the globe. A great place to address mental health is outside the classroom - through outdoor education and play pupils are exposed to a lot more than just fresh air.

Neuroscientific research suggests that by upregulating the production of the chemical dopamine the brain is more susceptible to learning and we feel happier. This is achieved through the activation of the reward system, a process heightened in uncertain and unfamiliar environments, places which the classroom cannot simulate. Through well planned outdoor education our pupils are out of their comfort zone but remain safe. Dopamine increases the efficiency in which neurons make connections, increasing the likelihood of engagement and learning within pupils. This is more prevalent in meaningful real-world interaction because what the outside world gives our pupils is spontaneity. The level of uncertainty inherent in an outdoor environment is perfectly conducive to all kinds of learning, the development of soft-skills and more importantly the experience of joy.

It is simple for teachers to see the links between outdoor education and the curriculum, but we must make efforts to emphasise them to our pupils and more importantly their parents. These links are mathematical, scientific, historical, and geographical. We educate pupils about the environment and tell them to make better choices, but will our children really help save something they are not passionate about and cannot relate to? Outdoor education is a way of reconnecting our lockdown urbanised youth with the bucolic world around them. We have to shift focus even further away from knowledge retention and link classroom concepts with practical skills and real-life experiences because it is soft skills that our pupils and employers ultimately need.

Of course, none of these ideas are new. Our founding ethos, established by Mary Buss and Sophie Bryant, is based on Johann Pestalozzi's idea that every aspect of the child's life contributed to the formation of their personality, character, and capacity to reason. Buss wanted this type of education for girls as well as boys. Pestalozzi's educational methods were child-centred and based on individual differences, sense perception, and the student's self-activity. Pestalozzi was an important influence on the theory of physical education and developed a programme of physical exercise and outdoor activity linked to general, moral and intellectual education that reflected Pestalozzi's ideal of harmony and human autonomy. Later Sophie Bryant, a 'Doctor of Mental and Moral Sciences', would imbed this belief at our North London Collegiate School.

This educational philosophy is clear to see in Kurt Hahn's work and the setting up of the Duke of Edinburgh Award and United World Colleges in the UK. Hahn's Ten Expeditionary Learning Principles have been integrated into the IB Learner Profile and the idea of an adventurous IB school culture.

Best practice in education is rarely about reinventing the wheel – this is about refocusing and re-examining what we do, how we do it and why we do it. I believe there has never been a better time to take a closer look at our outdoor education provision.

Formative Assessment in Practice (Nayen Vaghjiani, Second in Mathematics, NLCS [UK])

When I was training for my PGCE, I was under the assumption that, with good subject knowledge and a suitable story to accompany each topic, students would be able to absorb knowledge and readily reapply what they had learnt. After delivering new content, I would test my students, only to be surprised that students I was certain had learnt the content were underperforming. Dylan Wiliam, Emeritus Professor of Educational Assessment, laid out his 5 strategies of formative assessment, seen below. When I asked myself why they underperformed, the middle column of Wiliam's strategies was the missing piece of the puzzle.

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Adapted from Wiliam, Thompson 2007

Assessment for learning (AfL) is a teaching strategy that is revisited countless times in CPD and I want to focus on making AfL effective rather than a 'tick-box' exercise. An *Inside the Black Box* article cites "Many teachers do not plan and conduct classroom dialogue in ways that might help students to learn". I asked myself why this is. One of the primary issues is questions posed by teachers that do not engage learners. Common drawbacks are amending questions before students have time to answer or pushing the question onto another student, expecting a quicker response. Forcing yourself to give students thinking time can feel awkward and unnatural, but repeating this practice generates an environment encouraging pupils to think deeply about answers. Additionally, they become comfortable in giving wrong answers, which is conducive to a positive learning environment. One technique I use to help implement this strategy is to decide before asking a question how long I am willing to wait and to time myself using a watch or clock. After a while, it becomes organic and everyone feels more comfortable in answering challenging questions. Questioning students with time to think is an effective technique, although it can be time consuming to ask every pupil a question requiring deep thinking in a given lesson. As such, we must rely on a variety of approaches, namely those that involve multiple students.

Multiple-choice and voting can be a powerful tool for AfL and can be effective even with little preparation. When asking questions that are more factual in nature, you can give options – I try to stay away from yes and no questions as it can be unclear if a student has guessed. You can ask students to vote for up to five options using their fingers; followed by questioning that can target both correct and incorrect responses. If done in advance, the options can include answers that generate meaningful discussion and uncover misconceptions. Another valuable group approach is to use "Think Pair Share" activities. If you do not have enough time to ask probing questions, students can become proxy teachers for their own learning. A question posed to a student or a multiple-choice activity may lead to an interesting response that can be a foundation for "Think Pair Share" activities. Elaborative-interrogative questions (why? how?) that you ask a single student can facilitate peer discussions led

by students. This activity also encourages students to act as resources for one another (another one of Wiliam’s targets). The effect of this practice is maximised when done in pairs and it can be supplemented with rich follow-on tasks involving exemplars and fact sheets.



Moving forward, I will be aiming to observe teachers and be observed by others to discuss optimal practices and learn about new research-backed strategies. Reflecting on findings in a Department Meeting will be an effective way to encourage pedagogical discussion and improve teaching habits.

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<https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessmentstrategies/> (last viewed 07/06/22)13

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