

ISA

INDEPENDENT
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ASSOCIATION

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THE JOURNAL FOR INDEPENDENT SCHOOLS

ISA JOURNAL



The Wider Language Issue

THE LANGUAGE OF INTERNATIONAL PUPILS
LANGUAGE DEVELOPMENT THROUGH PLAY
LANGUAGE AND SEN
INTERNATIONAL MINDEDNESS IN A VUCA WORLD
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Welcome

FROM THE CEO

Neil Roskilly

“It’s a strange world of language in which skating on thin ice can get you into hot water”.



It’s easy to forget that language development underpins all learning. Language provides the main tools all children need, not just to further their formal learning but also to gain access to the wider world of communication, nuance, subtlety and belonging. It buttresses learning as well as our relationships with other humans. As Steven Pinker reminded us, “whenever you speak to someone, you are presuming the two of you have a certain degree of familiarity, which your words might alter. So every sentence has to do two things at once: convey a message and continue to negotiate that relationship”. As we know, the relationship between a child and the teacher is the most influential feature in learning.

Before throwing a child into more formal education from the age of, say, three, he or she may have already developed a pretty good set of verbal and non-verbal communication means. Of course, this will vary from child to child and to use a common but simple indicator, one who is only using 25 different words at that age clearly exhibits a significant language delay when compared with his or her same-age peers who are using 1,000 different words. Cast forward a few years and imagine now that the child is learning English as a second language and the child’s parents have moved to the UK. Suddenly there’s the challenge of accessing education not just in the target language, but where the child’s previous system of semantics that promoted learning is of little use. What on earth is the teacher talking about with this skating on thin ice, pulling one’s socks up, biting the bullet and eating humble pie?

Language in the wider sense is fundamental to learning and if we are lucky, a child will share a common understanding of meaning with teachers. But that’s not a given. If anything, this edition of the ISA Journal prompts us to

consider how language is vital for children, whether they are from overseas, have different learning needs from ourselves, or are just curious about different things. As educators we overlook language in the wider sense at our peril, but if we get it right, then Bob’s your uncle.

Neil Roskilly
ISA CEO

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Front cover photo: Arnold Lodge School (M)



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SCHOOLS FROM ACROSS THE ISA SHARE THEIR ACHIEVEMENTS



Students Help Local Foodbank for Duke of Edinburgh Award

BEECH HOUSE SCHOOL (N)

Over the school holidays Rochdale Foodbank received generous help from three Beech House girls taking part in the Silver Duke of Edinburgh Award scheme.

This is the testimonial that the girls together wrote:

This year our chosen charity is the Rochdale Foodbank. We (Ellie J, Amy H and Rebecca B) are doing our Silver Duke of Edinburgh Award and for our volunteering section we are helping to raise as much money as we possibly can for a very deserving charity: Rochdale Foodbank. So far we have raised approximately £2000. During the holidays we have all helped volunteer at the foodbank and now appreciate how much people rely on it and what a fantastic job the volunteers do. Once we have completed raising money, we will go to a local supermarket and use the money we have raised to buy food for the bank, which is desperately needed.



Celebrating European Day of Languages

HYDESVILLE TOWER SCHOOL (M)

A huge well done to Senior School pupils, Eve and Louisa, who won the UK Cognita Schools' European Day of Languages competition held at Hydesville in September.

Hydesville Tower School was joined by pupils from Akeley Wood and Northbridge House Senior Schools, to celebrate innovation in teaching and learning. Pupils took to the stage to perform music and drama pieces in a foreign language.

The event was organised by Miss Jenkins. She said: "This is the third year we have celebrated European Day of Languages at Hydesville and second year with the Cognita group and this year we were delighted to host the event and welcome schools to Walsall.

"The day was a huge success; it was lovely to meet and collaborate with our peers and everyone had a great day and I look forward to the competition next year.

"A big well done to all the pupils who took part"



SCHOOL NEWS

If you want to share with us some exciting news about your school, please send a press release for our website and/or journal to jennie.quillen@isaschools.org.uk. Please don't forget to include high-resolution pictures.



Anti-Bullying Week

URSULINE PREPARATORY SCHOOL (E)

It was a very busy Anti-Bullying Week at the Ursuline Preparatory School in Brentwood in early November. The whole school community wore odd socks on Monday 12 November to celebrate diversity, individuality and respect for others. Later that day the children watched a live performance of 'Hope' by the Take Away Theatre company about bullying in school. After the play, the children split into group workshops to discuss various techniques that can be used to combat bullying.

Everybody, including the staff, found the workshops beneficial and felt it was a fantastic tool to help everyone to understand the effects of bullying on the victim. It also gave advice on how to deal with the person or persons that are instigating the bullying.

Mrs Mongelard, Head of Juniors, was very proud of the way the children participated in the workshops and also of her year 4 class, Upper One, and their brilliant assembly. They expressed the importance of how to "Choose Respect" in a mature and clever way. It was an insightful and enjoyable way to discuss such an important topic.



School Opening in Shanghai

LUCTON SCHOOL (M)

Lucton School in Herefordshire has joined a select group of UK schools following the opening of Lucton School Shanghai on 3 September 2018.

The new purpose-built campus is designed to take 300 full boarding pupils and is situated just a few miles from Shanghai International Airport in Pu Dong. Whilst there are already a number of UK schools with a presence in China, Lucton believes that this will be the first British Curriculum 100% boarding school in China, as most others are either day schools or day schools with a boarding element.

Neil Clayton, the founding Headmaster of Lucton School Shanghai is keen to see innovation and development in the curriculum, as he ensures that China's cultural and national preferences are fully integrated with Lucton School's heritage and the British curriculum.

With a population of over 33 million people, Shanghai is the largest city in the world and Lucton School UK, together with their Chinese partners, identified Shanghai as the obvious city to open Lucton's first Chinese senior campus. Lucton School already had a presence in Shanghai, having opened Lucton Kindergarten Shanghai in the Gubei area in January 2018, with a second Kindergarten already set to open in March 2019.

All of these developments do not just raise Lucton's international profile, but represent great news for Herefordshire and UK education in general.

School news

CONTINUING OUR COVERAGE OF EVENTS AND NEWS ACROSS THE ISA COMMUNITY.



RYA Wales National Squad Achievement

MYDDELTON COLLEGE (N)

A young sailor has capped off an impressive season by taking first place at the Independent Schools Association National Sailing Regatta at Datchet Water Sailing Club in September.

Matthew S aged 13, a pupil at Myddelton College (N), Denbigh, has been selected to the Royal Yachting Association Wales Cymru National Topper Squad for a second year, an elite squad which aims to develop the next generation of Olympic sailors.

He said: "It has been a great year and I'm very proud of my achievements. We have had some challenging weather conditions this year like the Beast from the East, so it has been fantastic to get so much recognition throughout the year.

"The support from my school, fellow team mates and coaches has been fantastic as well."

Matthew also placed first boy in the Topper Gold Fleet at the Bala On Board competition and first Topper Gold Fleet at the North Wales Club Youth Racing Circuit event at Llyn Brenig.

Independent Schools Join Together to form the Cavendish Schools Choir

THE MOAT SCHOOL (LW)

The Moat School is a specialist day school for dyslexics, who recently joined the Cavendish Education Group which specialises in working with pupils with unique learning profiles. To celebrate joining the group, in September this year, they brought pupils together from all the schools in the group to record an original composition 'I Believe In Me', and the Cavendish Schools Choir was born!

This exciting, inclusive project was designed to support and encourage pupils' self-esteem and communication through a shared creative performance, and to build strong and positive connections between the schools. Their aim is that



the Cavendish Schools Choir project will create a foundation for further shared performance opportunities between the schools, and provide opportunities for the pupils that they otherwise might not have in small specialist schools.



Oakhurst Pupil recognised in East Surrey WW1 Centenary Poem Competition

OAKHYRST GRANGE SCHOOL (LS)

Sam Gymiah MP held a '100 Years On: Remembering East Surrey's Role in the Great War' Campaign. Oakhurst Grange School entered some themed poems written by Years 5 and 6, as well as letters from Years 3 and 4. Darcey B's poem was selected for entry into the special commemorative book:

One hundred years since the guns fell silent,
 Oh, how we remember the war, so violent.
 The repetitive sounds of the guns in their ears,
 All across their faces, bloody smears.
 Dead bodies all over the floor,
 Begging, praying, 'Please no more'
 Muddy trenches where they slept
 That was the place where they secretly wept.
 Sharp as a thorn, the barbed wire lay
 The war ground on, day after day.
 A fatigued, listless faded air,
 Everyone, in need of desperate care.
 We will never forget them, they were so brave
 Each soldier that died, each life that was saved.
 The poppy is worn with pride each November
 Lest we never forget, we will always remember



Creating a Nation of Lifesavers

BRIDGEWATER SCHOOL (N)

CPR training has been introduced into the PSHE curriculum for the Senior Department at Bridgewater School, helping The British Heart Foundation to create Nation of Lifesavers

In support of the British Heart Foundation's mission to train 5,000 people in life-saving skills by 2020, Senior School pupils at Bridgewater School in Worsley are now receiving invaluable CPR instruction, thanks to the BHF Call Push Rescue programme.

The training is being delivered as part of the Personal, Social, Health & Economic (PSHE) education curriculum, with the School aiming to train over 200 students in life-saving skills by the end of October.

According to The BHF, every year in the UK 30,000 cardiac arrests happen outside the hospital and there is currently a less than a 1 in 10 chance of survival. In countries where CPR is on the school curriculum the survival rates are 1 in 4.

Phil Lyons, Deputy Head said: "Whilst we hope that none of our pupils will be faced with a life-threatening situation, it is important that our students are prepared for not only the opportunities but also the responsibilities of later life. This subject has particular significance for us as a school following the death of a former pupil who tragically passed away following a cardiac arrest in his home in 2011. If we can do anything to help increase the survival rates, we will."

Mr. Lyons continues: "The training will enable our pupils to not only understand the importance of lifesaving techniques, but give them the confidence to act in an emergency as we equip them with the skills needed to potentially save a life."

The Language of International Pupils

1: Every Lesson is an English lesson

Dr Sarah Lockyer, ISA Executive member and Principal of CATS College Canterbury, reminds us that for overseas students, every lesson is an English lesson, on top of the demands of the subject.



It is 8.30 am on a cold, grey January morning. The first time you set foot in the UK was when you arrived at Heathrow yesterday morning after an 11 hour flight from Shanghai. You have slept in a boarding house for the first time, and for the first time have had an English breakfast in the school canteen. Yesterday was a blur of unpacking, being shown around the school, receiving information about rules and routines, meeting your Venezuelan roommate, and staying up late to Skype home. Now you are waiting with a group of other students from a dozen different countries to have your paperwork checked by the student services team and get booked in for police registration before you go to Matron for your physical check-up. You have been given your timetable: your first lesson after break is A Level

Maths; after school is Medics club; and this evening there is a UCAS twilight session with a visiting speaker from the University of Durham, which you want to attend. Tomorrow, you plan to sign up for a weekend trip to Windsor Castle and to ask the activities team about Duke of Edinburgh and joining the basketball team. You are determined to hit the ground running and make the most of the opportunity to study in the UK, something you have dreamed of and planned for which has now become a reality.

It seems a long time ago that you started planning to come to the UK. There were discussions at home about exchange rates, deposits, fees and the cost of living. You and your parents spent a lot of time talking to agents about the best schools and the most appropriate programmes of study. It was important that you understood how the UK examination system and school years related to your own educational experience, and where there might be gaps or overlaps in your subject knowledge. You went to education fairs to meet representatives from British schools, some traditional boarding schools, others international colleges. They were all appealing in different ways. You thought about whether the full Hogwarts experience was what you wanted, with school uniform, House competitions and lots of British students, or if a school specialising in teaching students from overseas with a range of programmes of study and entry points was a better option.

Once you and your parents had finally decided on a school in the UK, you

had to apply for a visa and take an IELTS examination, which tested your speaking, reading, writing and listening skills. Your reading test was based on a passage about how government subsidies to farmers can lead to activities which cause irreversible changes to the environment. The vocabulary and ideas were challenging, but the practice you had done meant you coped well. You were most nervous about the speaking test, but the examiner was friendly, and you tried your best to respond clearly to questions about what kind of possessions give people status, concentrating on your grammar and pronunciation.

“How often do those of us who work with international students every day stop and remind ourselves about what they have been through simply in order to join us, and what resilience, determination and courage they need to succeed both academically and socially in our schools?”

You had always performed well at school and were proud of your academic achievements, so you decided to apply for one of the scholarships the UK school



was offering. This meant another set of tests, completed under examination conditions in the agent's office, and a Skype interview late one evening with the Principal. You had spent a lot of time on the school website and watched video clips on YouTube, but this was the first time you had a glimpse inside the school in real time and spoke in person to a member of staff. She asked questions about your personal interests, your attitude to learning, your future plans. And then it was time to ask her questions. Where to begin... What is the food like? Will I make friends? Can I go into town after lessons? Can I join a choir? Can I use my mobile phone? How will you help me get into a top university?

By now, you were really looking forward to starting at your new school, and made preparations enthusiastically: shopping, packing, booking flights. Your family threw a party for you the day before you set off, which is when it hit you that you would not be seeing them again for many months. But there was no going back now.

How often do those of us who work with international students every day stop and remind ourselves about what they have been through simply in order to join us, and what resilience, determination and courage they need to succeed both academically and socially in our schools?

We can help to give our international students the best possible educational experience by keeping the following things at the front of our minds.

EVERY LESSON IS AN ENGLISH LESSON

Teachers need not only to be subject specialists but also to be adept at recognising where language problems may be a barrier to learning—for example, in understanding technical vocabulary. They can help students by speaking clearly, avoiding too much idiom, and resisting the British inclination towards circumlocution and litotes ('It might not be a very good idea for you to add too much sulphuric acid').

LACK OF ENGLISH DOES NOT MEAN LACK OF ACADEMIC ABILITY

This may seem obvious, but we sometimes need to remember that a student who is not understanding a concept is probably only struggling with language, while their analytical and creative abilities are well-developed and they have appropriately high aspirations. They often arrive with extremely impressive qualifications and go on to achieve academic success. Ginger Rogers famously said that she danced as well as Fred Astaire but had to do so backwards and in high heels: our international students have to overcome cultural and language barriers but still have what it takes to excel.

LESSONS ARE THE EASIEST PART

While educational systems across the world differ considerably, there is a security for our students in sitting in a classroom, listening to a teacher. They may face challenges when engaged in debate, group work or projects, if these are not familiar learning techniques, but more daunting may be the time outside lessons: adjusting to life in a boarding

house, to different food and mealtimes, to cultural norms—including the British sense of humour! How easy is it for our international students to make friends across the nationalities in the school, and how can we encourage them to do so? What attitudes do they face in the local community? The Brexit vote seems to have encouraged some British people to express more openly their prejudice and intolerance, and our overseas students can find themselves the target of criticism or even abuse.

Whether or not we have students from overseas, it is surely in the best interests of all our schools to develop an international mindset in our students, staff and communities. It goes without saying that the young people we are teaching today will be working in a global environment in the future. Our societies are diverse, our industries and business are multi-national, our communication is worldwide. We are giving our students the best possible start when internationalism is the thread that runs through all we do in our schools. There are so many ways to encourage a global outlook, including the Model United Nations and the less well-known Norwich Model Arctic Council (NORMAC), a simulation of the real-world Arctic Council, devoted to advancing the international cooperation of countries and indigenous peoples. What an experience for students from the UK, Europe, Africa, Asia, South America, the Middle East to work together to understand and represent the views and interests of other ethnicities and nations.

WE ARE ONLY ONE STEP OF THE JOURNEY

Many international students come here for school with the intention of going on to UK universities. While some of them are very well informed about the application process and the range of Higher Education opportunities, many will have limited knowledge of institutions and courses beyond the most familiar and highly regarded: Oxbridge and London universities for medicine, law and engineering. It is hardly surprising: most British students would be hard-pressed to name top US universities beyond Harvard,



Yale and MIT, and are not likely to know any institutions in Eastern Europe or Asia. Giving detailed information and advice about UCAS, universities and the plethora of courses and pathways is key to managing students' expectations as well as encouraging them to be aspirational, and having staff who understand the particular challenges—and advantages—of international applications is essential. It is gratifying to see our international students take up places to study everything from global politics, international relations and education to robotics, pharmacy and actuarial science, as well as the key professions.

Finally, we must never underestimate what we as schools gain from our international students. We are enriched by their cultures and experiences, inspired by their courage and resilience, and humbled by their extraordinary achievements. In the words of Oliver Wendell Holmes, 'The mind, once expanded to the dimensions of bigger ideas, never returns to its original size.' And a school once expanded to embrace internationalism will always be a more stimulating and fulfilling place of learning.

Sarah Lockyer studied English at the University of Manchester. Having taught in a boys' boarding school in Kenya, Sarah gained her MA and PhD from the University of Missouri-Columbia and was appointed Assistant Professor at the University of North Carolina. Returning to the UK, she was Deputy Head of Malvern College, and Principal of King William's College and Gosfield School before joining CATS Canterbury as Principal in January 2018, a college of 450 international students aged 14+ from over 40 countries. Sarah served as Chair of the ISA 2015-16, is a member of the Executive and Education Committees, and represents ISA on the BSA Board.

2: The Language of International Pupils

Fiona Pocock, Head of Bosworth Independent College, explores how effective communication with overseas students includes their families and cultural experiences.



When asked to contribute to this issue of the ISA Magazine, I hesitated. There are theorists and practitioners far more expert than me in teaching and learning of English as a Foreign/Second/Additional Language. And yet I have observations and anecdotes to share, based on experience rather than expertise, which I hope will resonate, reassure and reverberate within the ISA community.

DEMAND FOR BRITISH QUALIFICATIONS IS INTACT

Non-native speakers of English come to study in the UK for all sorts of reasons and indeed within UK-branded schools overseas too. This year's ISC census confirms awareness of 20 new international schools affiliated to a UK-brand, in addition to the 62 brands already established. Non-native speakers of English, or their parents at least, are attracted by the quality of learning and opportunity to gain reputable qualifications. Brexit seems to have had little or no effect on the demand for British education and so making provision for language teaching within or alongside our curriculum continues to be crucial.

ALL TEACHERS ARE ENGLISH LANGUAGE

It has long been accepted that all teachers are language teachers. Language staff are increasingly training specialists in other academic disciplines, sharing their "box of tricks" and often working alongside subject specialists in the classroom. Many schools seem to be reallocating the resource formerly invested in a stand-alone EFL department into CLIL (Content and Language Integrated Learning) and, indeed, the model is attractive.

"dim"! Ouch! 16 years a Principal, and yet I'm still learning"

COMMUNICATION BEYOND THE CLASSROOM

I should like to focus beyond the classroom and more closely on my own interactions with parents, students and educational agents. Over the years, I have both suffered and enjoyed miscommunications with parents. The suffering is the result of frustration when the parent simply does not understand the communication or (wilfully?) misunderstands. The joy of

amusing mis-use of language or cultural misconceptions far outweighs the suffering.

THE BALANCE OF SUBTLETY IN PARENTAL COMMUNICATION

The nuanced language I might use to write to a parent gently to explain that, for example, Fred or Freda's application to study Medicine at Oxford relying on his or her C grades at AS in unrelated subjects, whilst commendable, is somewhat aspirational, is lost on a parent or agent in China. "Let him try.", "Give him a chance." comes the response, as if gaining a university place on a highly-competitive subject at a top-ranked university is a lottery rather than evidence-based. To communicate effectively with many international parents, I have learned to be more direct, even blunt. Yet with some cultures, an attempt at subtlety needs to be even more sensitive than with a UK parent. My suggestion to a Nigerian mother, native speaker of English, that her daughter might benefit from some short-term, specifically-targeted support in one small area led to deep offence and a reply stating that her daughter had never previously been considered "dim"! Ouch! 16 years a Principal, and yet I'm still learning.



LET THE CHILDREN LEARN!

The mis-conception amongst some parents that where their child is not attaining very top grades then additional tuition will resolve the matter persists. Only last week I received an email conveying a parent's sense of being "honoured" to have received a (routine) letter from the student's Personal Tutor in which there was guarded allusion to the young man's underachievement in one or two areas. The knee-jerk reaction was to request additional one-to-one lessons whereas a better solution might have been for the boy to reflect, consider and consolidate his learning in his own time, otherwise known as doing some work. Certain cultures persist in believing that their child's progress relies upon contact time and the pouring in of information rather than active learning. Sad, and yet heart-warming, is another reaction I've received from time to time where the parent takes any suggestions for improvement as a call to action from themselves. "I'll try to get him to understand better." or "Let me spend some time going through this with him in the holiday." Insisting the student accept responsibility for his or her own learning can be an alien concept across the world.

MY CHILD DOES NOT HAVE A SPECIFIC LEARNING DIFFICULTY!

It's widely acknowledged that the identification of a specific learning difficulty

can be tricky where the problem is masked by lack of proficiency in English language. Even once diagnosed, however, we often still have trouble conveying the notion to an international parent. Last summer I took the opportunity of a parental visit to probe a little on the college's suspicion that the student had some degree of autism. I forget quite how I phrased my questions although remember posing them repeatedly in different guises, only to be informed that "Well yes! He has a liver problem. He occasionally has a bit of pain from acid in his stomach if he has eaten rich food. Maybe this gives him problems getting his best test results." This information, unsurprisingly, did not promote the student's academic progress. A few years ago, when gently suggesting a student may have mild (i.e. extreme) dyslexia, I was promptly informed that he came from a very respectable family in which there was no history of disability. I'm told, however, that there has been an increasing call for SEN specialists in recent years in China so soon this may be a boom area for international schools in the UK too. Be ready!

THIS TEACHER IS NOT SUITABLE FOR ME!

Subtleties in language-use can work both ways. I soon came to understand the racist subtext of "This teacher is not suitable for me." and usually managed to

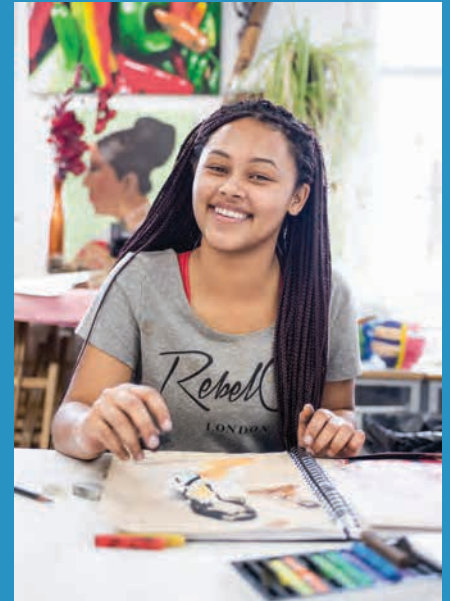
call out the complainant by insisting on further detail. "He is a qualified teacher with a master's degree from Oxford University in your subject. Why is he not suitable?" The response would generally be orientated around accent or difficulty in "understanding the way he speaks" which I could wholeheartedly counter with incredulity since one teacher concerned happened to speak with immaculate received pronunciation. Once I had insisted the student persevere and put aside initial obliquely-stated racial prejudice, complete satisfaction was usually assured along with REAL education from which I could enjoy a sense of satisfaction too.

"Subtleties in language-use can work both ways."

MANAGING PARENTAL EXPECTATION

Parental expectation from international families seems to be heightened, which is understandable given the sacrifice many have made to send their children to the UK. We continue to work with families who anticipate only that their child will become a professional – a doctor, lawyer or banker perhaps. This, in spite of the child showing exceptional talent and interest in another field. Managing parental expectations is not a task limited only to those working with international students, but it is somehow





different. In my experience, international students are hugely respectful of parental ambitions for them and more often than not will not challenge them. An international student is far more likely to invest unhappy time and effort in completing a degree approved by parents only then to engage in discussion that might be seen as confrontational, such is the desire to please and show respect. Better conveying alternative opportunities to international parents ought perhaps to be part of our mission as true educators and this work is indeed happily underway in some regions.

WHAT DO YOU MEAN, SHE CAN'T HAVE HER OWN FLAT AT AGE 14?

Cultural misconceptions can cause difficulty when working with international families. Lack of understanding of regulatory compliance is common enough with domestic parents, but internationals can be incredulous when we let them know that it is not acceptable for a 15-year-old, for example, to stay unaccompanied in hotel accommodation. Our boarding team regularly encounters exasperation from parents when attempting to communicate, for example, the inadvisability of allowing a vulnerable young student of travelling alone on a 3am coach to Heathrow, even though it may save a taxi fare. Students themselves can experience disappointment too when thwarted in their plans to integrate and thus improve language skills. I was both impressed and fearful when a 14-year-old Azeri student bought himself a bicycle (no helmet or reflective safety gear) to get to a nearby specialist martial arts club he had researched. That this involved riding in the dark without lights, through a less salubrious

part of town was enough for us to insist instead he booked a regular taxi, much to his astonishment. The parents, thankfully, were grateful for our concern and agreed that we should arrange the regular taxi. The bike was, of course, soon stolen in any case. Welcome to the UK!

WE DIDN'T THINK SUCH A THING COULD HAPPEN IN ENGLAND!

Equally surprised was an accompanying adult on our Summer School when she thought it beyond belief that the pile of bags containing mobile phones and purses left under a tree in a park should not be there when the group returned from playing. "We didn't think such a thing could happen in England!" we were told. This, in spite of careful briefings from our own staff whose repeated offer to accompany the group had been dismissed. Lack of cultural awareness can lead to distress and we all do our best to avoid it. Saddest of all anecdotes is the one concerning the group of Chinese boys who were anxious to make friends with some local children in order to practise their English. They planned to buy some sweets to offer the children so as to initiate conversation. Explaining why this might be problematic in terms of safeguarding provided a lesson in itself for these young men.

WHAT ARE OUR AIMS IN INTERNATIONAL EDUCATION?

I shall leave the detailed, researched advice on English teaching to others but conclude with sincere belief that in spite of the familiar problems that arise, we do a reasonably good job in ISA schools with international students in promoting

tolerance, understanding, humanity and integrity. We aim to see true global citizens emerge from our care, equipped with excellent communication skills, a sense of community, confidence, a desire to contribute and the creative spirit to be prepared for the world that awaits them. That international students and parents continue to value British qualifications so highly is heart-warming as it reinforces our sense of achievement and promotes our desire constantly to improve quality.

WHAT CAN WE EDUCATORS LEARN FROM INTERNATIONAL EDUCATION?

I leave you with a question that still troubles me. It relates to values and cultural differences and reminds me that we British educators may be wise to reflect from time to time too. Whilst entertaining an educational agent visiting from Africa this summer, we were sharing experiences of ageing parents. I lamented the fact that I visit my parents less often than I would like as they live at some distance away. I could not answer the question he put to me in response and it continues to make me question the high relative value we in the UK place on academic education and whether this is to the detriment of social cohesion. Turning to me, our African visitor quizzed, "Why is one of your sons not living with your parents to look after them?"

Fiona Pocock is the Head at Bosworth Independent College (ISA Midlands)

3: Developing Language Proficiency in Overseas Pupils

Sarah Bellotti reminds us that careful planning is needed if schools are to meet the language needs of overseas pupils, not just in the UK's International Schools.



Most independent senior schools have a proportion of international pupils. There are many different models of schools and programmes that cater for the needs of the international pupil which depend on the schools' resources and ethos.

The international school attached to a mainstream school, once known as an 'International Study Centre', has many benefits for both the schools and the international pupils. Examples of such schools are The Mount, Mill Hill International, Sherborne International, Taunton School International, the International School at d'Overbroeck's and Boxhill School International Study Centre. They serve as a bridge to help the transition between the pupil's previous school and entry to the UK mainstream school by offering linguistic support from specialist EAL trained teachers, and a specific focus on the educational needs of the international pupil. On offer are bespoke programmes such as the One Year GCSE course, which serve not only as an intensive course to gain GCSE examinations but also to prepare for A levels and other further education courses. International pupils are taught in small classes, integrating with mainstream pupils in in other areas of school life such as boarding, co-curricular, sport and dining. Other schools provide similar courses

but lessons, although taught separately to mainstream pupils, are in the same buildings as the Senior School. Examples of such schools are King's Ely, Rossall and Kent College. In other schools international pupils are placed directly into mainstream classes and have additional support, usually in the form of EAL lessons.

Although there is an increasing number of globally mobile international pupils who have studied previously in international schools abroad, most international pupils will need some EAL support. This is essential not only for their linguistic development but also for access to the curriculum. The average English language level of the international pupil applying to study in independent schools in the UK is B1 on the CEFR scale – an intermediate level. When considering that a typical GCSE textbook is C1 (advanced level), it is clear there needs to be some work done in helping the international pupil understand the material. In addition to offering EAL support classes, schools can train subject teachers how to adapt their teaching by offering in-house training via the Heads of EAL or by sending teachers on courses such as the LILAC course (Language In Learning Across the Curriculum).

Jim Cummins, a leading authority on second language acquisition, stresses the importance of understanding the distinction between two differing kinds of language proficiency. BICS are Basic Interpersonal Communication Skills; these are the "surface" skills of listening and speaking which are typically acquired quickly by many pupils, especially those who interact regularly with native speakers. CALP is Cognitive Academic Language Proficiency, and is the basis for a pupil's ability to cope with the academic demands in the various subjects. Cummins states that while many pupils develop native speaker fluency within two years of immersion in the target language, it takes between 5-7 years for a pupil to be working on a level with native speakers as far as academic language is concerned. Assuming that a pupil who has attained a high degree of fluency in everyday English has a corresponding academic language

proficiency is a common mistake and the EAL needs of these pupils easy to overlook. This is important to take into consideration when planning EAL programmes for international pupils.

Beyond the linguistic and academic needs, there are cultural hurdles the international pupil face. Coming from some backgrounds where pupil participation in class is not the norm will make the typical UK classroom seem quite daunting. Often the lack of willingness to volunteer in class discussions may be erroneously attributed to poor linguistic skills; some pupils will need explicit training in how to engage in class. Strategies and techniques will need to be developed to help pupils take part in the wider community of school life. Are the sports programmes at independent schools international-friendly? There are very few rugby-playing international pupils but plenty of basketball, volleyball and badminton champions.

Despite the feared negative impact of BREXIT and the potential threat of the growing number of international schools opening abroad, the number of international pupils who choose to study in the UK has remained stable over the last few years. In the previous academic year, there were 28,513 pupils at ISC schools whose parents live overseas and 25,165 who live in the UK – over 10% of the total ISC pupil population. The latest ISC census shows a steady growth from Europe (with Germany and Spain as key markets), China, HK, Russia, Far East, Middle East Nigeria and Thailand.

Most international pupils are referred by an educational agent. A good agent is worth every penny spent on commission (commission is usually, but not always, 10% of the school fees) as they work hard to promote the school and liaise with parents who often do not speak English. Building relations with educational agents can take time and requires nurturing. There are many fairs organised to help put educators in contact with educational agents but relying exclusively on this as a method to recruit pupils is not advisable

as international recruitment is highly competitive. Educating the school's finance department to respond in a timely manner to emails from agents is essential, especially when dealing with commission invoices. VAT is payable on commission and this will need factoring in the budget.

International admissions requires agility. From enquiry to offer, the quicker the process, the more likely the school will attract international pupils. International pupil recruitment can be last-minute and schools whose admissions close over the holidays may lose many potential pupils. Many schools regularly allow the admissions tests to be carried out in agents' offices as to insist on them being taken at the schools or allocated tests centres such as British Council may mean that pupils have to travel hours to take the tests. Because of the associated risks with such practice, it is advisable to re-test the international pupil on entry to the school.

For non EEA pupils the school will have a UKVI sponsor license to issue a CAS needed to obtain a Tier 4 Child student visa. The process has become increasingly onerous for schools in terms of keeping updated with the demands from UKVI and insisting on the required paperwork from parents and agents time-consuming as well as high-risk in the event of visas being refused (sponsors are at risk of losing their license if more than 10% of visa applications are refused). For this reason, many schools are out-sourcing the issuance of CAS to visa immigration specialists.

Once a school has made the strategic decision to recruit more international pupils, it is vital to share this vision with all staff, parents and pupils of the school. To assume that all stakeholders both understand and support the decision may cause resentment unless the strategy is clearly articulated. Following the UK EU membership referendum there is without doubt a more negative view on immigration in general in the UK; however, opinion polls suggest most people in the UK have a favourable view of international students. While the financial incentive may well be a key reason for Governors and proprietors to increase numbers of international pupils, there also needs to be some understanding and belief in the educational value of international pupils. The millennial workforce is responding to a fast-changing world where global mobility is a given. As educators, it is our duty to prepare pupils for this reality. What better way to achieve this than by

bringing young people from many different cultures and countries together in a motivating, educational environment where lasting friendships and affinities with peers from around the world are established? The multi-cultural experience provides pupils with a global perspective and social skills necessary to successfully interact with a culturally diverse range of people. These experiences will play a critical role in helping pupils adapt and prepare for the future of work. There are additional compelling reasons to increase the international pupil body. In class, they tend to be highly motivated, with a strong sense of purpose; coming from backgrounds where education is highly valued and expectations of independent study the norm, the pupils from overseas constitute excellent role models in UK schools.

Numbers of boarders at UK independent schools over the last ten years have remained stable largely because of the increase of international pupils and schools have managed to keep their boarding houses open thanks to this trend. While it is true that the expectations of the international parent is different to a UK parent in terms of standards of boarding houses, it is not the case that all boarding houses must have single en-suite rooms in order to attract the international boarder. Nonetheless, more and more families are visiting schools before choosing a school and a visit to a boarding house is an expectation. A programme of refurbishment of older boarding houses will be vital in order to continue to appeal to the international boarder. In addition to boarding, some schools offer home stays with local families and, while this caters for a small percentage of international pupils, there are many reasons why this offering might appeal to both schools and international families.

Finally, beyond the financial metrics, the success of the strategy to recruit international pupils may be measured by how well they are integrated in the school community and beyond. Those schools which see as a whole school responsibility the successful integration of its international pupils have a greater chance of success than if left to the EAL department. An audit to find evidence and evaluate the efficacy of integration across all school areas could be made: how the school vision reflects the commitment to diversity; whether the curriculum reflects a variety of cultural perspectives; if there

are opportunities for social integration; monitoring the international pupil voice; whether the leadership opportunities are accessible for international pupils; how conflict, including episodes of racism, are monitored; monitoring the take-up and attendance of co-curricular programmes; how domestic pupils are prepared for their international classmates; how the induction programme explicitly addresses the needs of the newly-arrived international pupil. Perspectives that see international pupils as resources beyond the financial, offering for example, opportunities for social interaction in co-curricular activities, in sports where international pupils can excel, in events around the school and in the boarding houses which celebrate cultural and religious diversity are good starting points. However, international pupils want to fit in; rather than solely emphasising the diversity, it is equally important to understand what unites pupils from all over the world. A good induction programme will help pupils find friends with whom they share common interests.

Opening up independent schools to international pupils requires careful planning. If done well, the school will benefit far more than the additional revenue generated. Although government migration policies do play a role in determining in which country international pupils choose to study, even in a post BREXIT UK, there are no plans to cap the numbers of international students able to come to the UK to study, and international students will continue to value what British education has to offer. Our main competitors require a visa for all international students so the sector will continue to thrive even if EU pupils were brought within the non-EU student visa system. The future is bright.

Sarah Bellotti is the founding Head of The Mount, Mill Hill International in north-west London. She has over thirty years of experience teaching international students within the British education system both in the UK and abroad.

Passionate about international education, her own two children were educated at an international school in Rome where she also taught English. She believes that international students offer a distinctive cultural and educational resource, helping all students not only to learn from each other but also to prepare themselves for a world in which global understanding is, as ever, of paramount importance.



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Welcome to our new members

At our first meeting of the year, ISA welcomed 41 new heads into membership, bringing us up to 506. This is a landmark moment in ISA's history and a reflection of the great work done by the association as a whole.

School	Head	Area
Abbey College in Malvern	Malcolm Wood	Midlands
Brackenfield School	Nicola Matthews	North
Ecole Jeannine Manuel	Pauline Prevot	London West
Focus School Trust - 25 Schools	Matt Collins, Caroline Gray, Matt Phillips	East, London North, London South, London West, Midlands, North, South West
Kingscourt School	Jamie Lewis	London West
Kingsmead School	Mark Gibbons	North
Lady Lane Park Preparatory School	Nigel Saunders	North
Le Herrison School	Maria Frost	London West
Maranatha Christian School	Grant Kauffman	South West
The Roche School	Vania Adams	London West
Sands School	Sean Bellamy	South West
The Shrubbery School	Hilary Atkins	Midlands
St. Andrew's College Cambridge	Wayne Marshall	East
St. Christopher's The Hall School	Andrew Velasco	London South
St. Martin's School	Laura Richards	South West
St. Mary's School	Harriet Connor-Earl	London North
Westville House Preparatory School	Nicola Hammond	North

Transfer of membership

School	Head	Area
Aurora Eccles School	Chris Brown	East
Faraday School	Claire Murdoch	East
Notre Dame Preparatory School	Rob Thornton	East
Abercorn School	Dusty Fretwell	London North
Carfax College	Victoria Jefferson	London North
Dania School	Christina Bek Larssen	London North
Italia Conti Academy of Theatre Arts	Rod Jones	London North
Snaresbrook Preparatory School	Ralph Dalton	London North
St. Mary's, Gerrards Cross	Patricia Adams	London North
Warlingham Park School	Sarah Buist	London South
Weston Green Preparatory School	Sarah Evans	London South
White House Preparatory School, The	Tony Lewis	London South
Ballard School	Andrew Mcleave	London West
Eaton Square Upper School, Mayfair	John Wilson	London West
Kensington Park School	Paul Vanni	London West
Leighton Park School	Matthew Judd	London West
Parsons Green Prep School	Tim Cannell	London West
Emmanuel School Derby	Ben Snowdon	Midlands
River School, The	Adrian Parsonage	Midlands
Ruckleigh School	Dominic Smith	Midlands
Bury Catholic Preparatory School	Brian Morton	North
Tower College	Andrea O'Grady	North

School Associates

Name	School	Area
Mr James Slocombe	CATS	London West
Mr Dean Richards	Claire's Court School	London West
Ms Stephanie Rogers	Claire's Court School	London West
Ms Caroline Towshend	Eaton Square Uper School	London West
Ms Cheryl Martin	Stafford Grammar School	Midlands
Mr Nigel Willetts	Cransley School	North
Mr Ben Hanson	Scarisbrick Hall School	North
Mr Peter Birkett	Highgate Hill House School	South West



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It's language-innit?

ISA Vice-President Barry Huggett argues that language needs to return to its central place in our curriculum, particularly for children with SEN(D)

It sometimes seems strange that, for years, we put so little thought into language in our schools but so much into literacy, almost as if we believed that language was a given, something which our children had either already completely acquired elsewhere or had built in, like a machine.

Of course we used "language", but qualified the word in a very limiting way, referring to "Modern Foreign Languages" or noted that "He was using bad language, Miss", meaning that he was using a vocabulary built on slang words for bodily parts and functions which were quite meaningless in the context in which they were found.

We knew that language came before literacy in child development. We

knew that different children acquired it at different rates. We had heard that there was "receptive" and "expressive" language, that this had something to do with communication and with thinking. We might have noticed, at first as amusing, later, as perhaps worrying or annoying, if a child mispronounced words. We also noticed if a child appeared to have a precocious or just a large and useful vocabulary, which we may have linked to a crude assessment of intelligence, "He's clearly bright, look at the words he uses".

But, most of the time, we did not think much about language at all in schools, even in our Learning Support Departments. Which was a shame, as language underpins everything.

But if learning is not going according to plan in school, or if social development seems slow or different, how often do we look to language today as either an explanation for what we are noticing or, importantly, as a tool to bring about improvement?

"What can schools do to support the range of language abilities and disabilities found within their walls?"

When we start to look at language in detail and wonder at its complexity, each of the different modalities of language such as syntax, semantics, pragmatics



HEMDEAN HOUSE SCHOOL (LW)



ARNOLD LODGE SCHOOL (M)

or in associated areas such as auditory processing and metacognition, relate to one another and in each there are many possibilities for small difficulties or errors to have been introduced or those areas used in language to be underdeveloped, which may alter an individual child's ability to engage, react, respond, learn in a "normal" way. Indeed, it could be argued that the individual strengths and weaknesses we all have in the minutiae of the components of language make us who we are. But all of that goes beyond the scope of this short article.

At school, each child has to respond to a wide range of language based situations and most will do so automatically: from the formality of, perhaps, a religious service or assembly, the wide demands of the classroom and the cut and thrust of the playground. Each makes its own demands on listening skills, processing and expressive skills too.

Let us look at learning taking place in the classroom. The teacher is using specific expressive language when addressing the class, which is subtly different, or should

be, than when dealing with individual children. It is age related, more concrete and direct when talking to Reception children, more questioning and thought-provoking when teaching the Sixth Form. The teacher might use dramatic style to get a point across or make use of humour to enliven the lesson. The lesson ends, and the teacher is replaced by another who will have a different manner of delivery, teaching a subject with its own different and specific vocabulary.

And so the day goes on, the language "climate" switching again and again. Subconsciously, all of this delivery of language will be taking into account the needs of the target listener, or it should be. It cannot automatically and individually adjust to the needs of those who have a difference in their listening or processing skills, especially if the teacher has no training in, nor knowledge of, what those different needs might be. And each student is not just listening, he/she will periodically be asked to make a response, oral or written, both making demands on not just cognitive ability, but on again on processing and expressive skills as well.

How many students with a language difference will there be in any teaching group and what might those differences be?

The ISC Census states that 15% of all pupils in ISC schools have some degree of SEND. This will not, of course be spread evenly across the sector and probably underestimates the number. Individual schools will know where they stand in this classification and, indeed, how they recognise and place such children in their school. Only 7.8% of all SEND pupils have speech, language and communication needs (SLCN) according to this census. However, most of the other SEND categories will have a language difference component, especially dyslexia (61%) and autism spectrum disorder (ASD) (6.0%).

So it is reasonable to assume that most teaching groups will contain a few students with a language difference, who are not accessing or responding to what is going on in the lesson as well as their peers who have no such difficulty and, as a result, might be wrongly thought of by

the teacher as “inattentive”, “intellectually challenged”, “un-cooperative” or just “not very good at this subject”.

How might some of these language differences affect each student?

Let us look at three widely used SEND labels:

The dyslexics may have literacy difficulties, but are also very likely to have developmental language disorder (DLD) as well. Both are dimensional disorders ranging from mild to severe and it is hard to separate the effects of one from the other. The dyslexics might struggle with technical terms and new vocabulary. Concentrating on decoding, they might have difficulties with understanding the meaning of the text.

Those labelled “ADHD/ADD” might be misdiagnosed as they may have processing difficulties, but they might be unable to follow all that is asked of them in the lesson, so, not being able to attend, gazing out of the window, they might be thought of as “dreamy” (ADD) or the busy ADHD child, might focus on something they find interesting and try to share that interest inappropriately and at the wrong time.

The ASD child will miss out on social cues from body language. But the main language difficulties for these students in the classroom, especially as they get older, will be their difficulties with inference and deduction and the emotional use of language. They will look at language in a concrete, literal way, unable to “read between the lines”. And school is not just the classroom. These children may have difficulties with the social use of language which might make it hard for them in unstructured time.

So what can schools do to support the range of language abilities and disabilities found within their walls?

As all SEND students spend most of their time in “ordinary” lessons, taught by subject staff, then the key to the success for these language children is the time and effort that the school puts into training its staff, not just at a solitary INSET, but in an ongoing programme of staff development of awareness of need and in training to meet those needs. That training should also enhance each teacher’s ability to engage with all students, not just those with language-based SEND.

What might that training contain? And who should deliver it? What is the role of their learning support department (LSD) in all of this?

It would be good if the staff can attend a talk given by a speech and language therapist in the basics of language, its use and development and the differences found in children which can affect their learning. The LSD staff can explain the types of difficulty found within the school’s population, but then the staff can develop a common approach to the use of language in their lessons, most of which is very simple, such as :

Introduce new vocabulary clearly, with explanation of meaning and use, and practise it.

- With each new topic, start with the subject specific vocabulary that is going to be needed.
- Use a child’s name to get him to respond to instructions.
- Allow time for answers to be processed.
- Some children cannot cope with multi-tasked instructions, break them down.
- Check for understanding but avoid “yes/no” questions, like “do you understand?”
- Help students to summarise what they have learnt in a lesson.
- When looking at literature at any level, stop and ask “What do you think will happen next?” Then add “Why?”.

Clearly there is much, much more but adjusting the climate so that an understanding that language underlies all good teaching will make that teaching more effective.

Some children will benefit from active intervention in small groups in the LSD. When recruiting staff for that department, consider appointing speech and language therapists. They can still support the dyslexics but will be able to help the increasing number of those with language and processing difficulties found in our schools and also be able to help those with ASD traits as well, enabling them to engage academically but also socially, which is so important for their development.

Concluding on a personal note: I was able, as a Head, to plough my own furrow, make my own mistakes in developing a small school for children who had some issues with learning into a much larger one with a big sixth form and excellent GCSE and A level results, gained by a school population who, according to national statistics, should have had little or no success at public exams. No one thing or person caused this to happen, but if I was forced to name one of the biggest contributing factors, I would say it was our recognition of language as the key that unlocked and made available each student’s potential, supported by the whole staff including the ten speech and language therapists.

Barry Huggett, OBE was Headmaster of More House School for 22 years and is now Principal of the More House Foundation, giving support to schools and parents and working to open other SEND schools and departments in the UK and abroad.

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LEADERSHIP: GENDER AWARENESS

1 March | St Clare's Oxford

This course introduces the key information people need to know to support trans colleagues or to work with trans clients or pupils.

At the end of the session, delegates will have:

- An appreciation of how sex, gender and sexual orientation interact
- Improved understanding of trans identities, terms and language
- A basic grounding in the key laws relating to trans people
- Increased awareness of trans issues and ways to be trans inclusive
- Increased confidence in working with trans colleagues/clients/students
- Information about helpful resources

LEARNING: HOW TO GET OUTSTANDING TEACHING AND LEARNING

6 March | Dodderhill School, Worcestershire

Lead your staff to deliver outstanding teaching through practical skills and strategies.

This 'hands-on' course looks at the criteria and processes that school leaders will need to both understand and apply to be graded "excellent" within the new ISI framework. The course highlights and explores many of the features of excellent provision and will offer delegates practical and applicable examples to make an instant impact within their own schools. The main areas that will be covered will be effective lesson planning, observing lessons to improve practice, topics in assessment for learning, and learning skills.

ASPIRING TO AND FLOURISHING IN MIDDLE LEADERSHIP

7 March | ISA House, near Cambridge

Middle leaders often find themselves at the epicentre of conflicting demands and pressures – from parents, senior leaders, team members and colleagues, and not least pupils. When you are constantly firefighting it is easy to lose sight of why you wanted the role in the first place.

This course is focussed on those new to middle leadership, aspiring to achieve that role, or those just feel the need to reboot themselves and rediscover the joy of leadership

LEARNING: LESSON OBSERVATION – BEST PRACTICE TO IMPROVE LEARNING

13 March | ISA House, near Cambridge

Lesson Observations are an important part of self-evaluation, performance management, professional development and inspection. This course enables delegates to develop their lesson observation skills, focusing on outcomes for pupils using the latest ISI inspection criteria for achievement and personal development.

Delegates will also have the opportunity to develop their feedback skills and to consider how to implement effective lesson observations into their schools.

RECRUITMENT: MAINTAINING AND FULFILLING STAFF RECRUITMENT POLICY AND PROCEDURES

19 March | Dixie Grammar School, Leicestershire

From advertising a post to the induction of new staff, this course will give delegates the opportunity to learn about the expectations of the recruitment process and how to ensure that its requirements are correctly evidenced. Delegates will have the chance to work with an experienced safeguarding specialist who will be able to advise on regulatory requirements.

The course will provide delegates with a greater understanding of required and best practice elements of the staff recruitment process, to facilitate the appointment of staff in accordance with national expectations.

LEARNING: USING YOUR SCHOOL'S DATA TO RAISE STANDARDS IN THE CLASSROOM

20 March | ISA House, near Cambridge

In an increasingly competitive education environment, we know we must show how well we are succeeding, as well as constantly seeking improvement. Data is often seen as the holy grail to these endeavours but its value can get lost in a sea of numbers clumsily applied. Data usage is often limited to academic tracking, pupil progress, and an evaluation of outcomes, but it can show us a great deal more.

The course takes a practical approach and provides opportunities to share existing knowledge and experience. It is designed to enable delegates to develop a more analytical and individualised use of data, in the context of their own school and their school development plan.

LEADERSHIP: MANAGING DIFFICULT PEOPLE SUCCESSFULLY

25 April | LVS Oxford

All who are responsible for management and leadership in a school will periodically have to deal with difficult people - whether they be pupils, parents or colleagues. This can lead to conflict situations, which can be a significant source of stress and anxiety for senior staff. This course will explore the legal considerations that need to be borne in mind and also, through a series of scenarios, provide practical advice on how difficult people can be dealt with efficiently, fairly and to the benefit of the school.

THE INDEPENDENT SCHOOLS MENTAL HEALTH CONFERENCE

7 March | Holiday Inn Coventry

This one-day conference will bring together mental health experts, senior leaders, teachers and school health practitioners from across the sector to explore best practice in supporting children with mental health issues, so that schools can establish an environment where positive mental health is promoted.

Among other topics, the day will look at policy-level initiatives for the schools sector, the importance of recognition and early intervention, how to develop links with child mental health specialists, and best practice in supporting children in a range of mental health-related areas such as eating disorders, depression, suicide prevention and wellbeing.

DEPUTY AND ASSISTANT HEADS CONFERENCE

14 March | Nottingham Belfry

The role of Deputy/Assistant Head is one of the most complex and difficult positions. Often ill-defined and under-resourced (especially in time) the post exists in the uncharted territory between administration, management and leadership. This conference brings together practitioners to share experiences and reflect on the issues, problems and opportunities the post affords, in a relaxed and friendly environment.

SIXTH FORM LEADERS CONFERENCE

4 April | David Game College, London

This is an opportunity to keep up to date with developments in Sixth Form Studies. There will also be an inspection update and a chance for delegates to network and share effective practice.

Supporting the Early Language Development of Young Children Through Play

Professor Pat Preedy reminds us that early language development is vital for subsequent learning.



Although we continue to learn language throughout our lifetime, the development of language in children from birth to five years is remarkable. Language is needed to communicate, for thinking, reasoning, remembering and problem-solving. It is essential that parents, carers, teachers and practitioners understand and support the language development of young children from birth. The pressure to attain academic targets has led to a focus on teaching phonics, reading and writing without always ensuring that the bedrock of language development is in place. I am of course referring to attention, listening, processing sound, comprehension and speaking. Through listening and speaking the child develops the following core elements of language:

- **Phonology:** how the sounds of the language are organised and combined to form words.
- **Morphology:** the smallest element of meaning in a language.
- **Syntax:** the rules for combining different words into phrases and sentences so that they make sense.
- **Semantics:** the meaning of words and word combinations.
- **Pragmatics:** how language is used in context for a range of purposes.

The primary method used by young children to develop these important foundations for language is play

underpinned by loving interactions with adults enabling children to develop secure attachments. This article

explores the development of language in the young child suggesting effective ways for parents, carers, teachers and practitioners to support language development through play.

Stages of Speech and Language Development. There is no organ whose primary function is to produce speech. Speech is an overlaid function with all sound coming from the mouth and nose being produced as a result of modifications to the stream of air coming from the lungs through the trachea, larynx,

pharynx, oral and nasal cavities. Babies and young children get these systems ready for speech by making a range of cries and noises (Is silence golden?)

It is important for parents and practitioners to know the stages of speech and language development in order to encourage children to develop the mechanisms they need for speech. By attuning to the 'language' of the child the adult can support the child on to the next stage as well as being alert to possible language delay or disorder.



ADULT AND CHILD 'TUNING-IN' DEVELOPING BOTH LANGUAGE AND ATTACHMENT.



THROUGH PLAY CHILDREN LEARN ALL OF THE REQUIRED ELEMENTS OF LANGUAGE.

Age	Listening and Attention	Understanding	Speech Sounds and Talk
Up to 3 months	Turns towards a familiar sound. Startled by loud noise.	Recognises parent's voice. Often calmed by familiar and friendly voice.	Cries especially when unhappy or uncomfortable. Makes vocal sounds e.g. cooing.
3 – 6 months	Watches face when someone talks.	Shows excitement at sound of approaching voices.	Makes vocal noises to get attention. Makes sound back when talked to. Laughs during play. Babbles to self.
6 – 12 months	Locates source of voice with accuracy. Focuses on different sounds e.g. clock, telephone.	Understands frequently used words e.g. bye, bye.	Uses speech sounds to communicate e.g. ba-ba, no-no, go-go. Stops babbling when hears familiar adult voice. Begins to use gesture and single words e.g. mummy, dada.
12 – 15 months	Attends to music and singing. Enjoys sound-making toys.	Understands single words in context e.g. cup, milk, daddy. Understands more words than they can say. Understands simple instructions e.g. Kiss mummy.	Says around ten single words. Reaches or points to something they want whilst making sounds.
15 – 18 months	Listen and responds to simple instructions e.g. Sam put your shoes on.	Understands a wide range of single words and some two-word phrase e.g. coat on.	Still babbles but uses at least 20 words correctly. Copies gestures and words using intonation, pitch and changing volume.
18 months to two years	Can focus on a chosen activity. Use of the child's name helps them to attend e.g. Amy, put your coat on.	Rapid understanding of single words – between 200 and 500 Understands more complex instructions e.g. Get your teddy.	Uses up to 50 words. Begins to put two or three words together. Asks questions – particularly the names of people and objects. Understands gesture including pointing and facial expressions.
2 – 3 Years	Listens and talks with interest – easily distracted. Listens to talk directed to him/her but finds it difficult to focus in a group.	Developing an understanding of concepts such as in/on/under/ big/little Understands phrases e.g. Put the puzzle in the box. Understands simple who, what and where questions (not why). Understands simple stories supported by pictures.	Uses 300 words including descriptive language. Links four to five words together. Able to use pronouns e.g. me, him, she.

Age	Listening and Attention	Understanding	Speech Sounds and Talk
3- May have problems pronouncing r, j, th, ch and sh. 4 years	<p>Enjoys listening to stories.</p> <p>Still finds it difficult to attend to more than one thing at a time.</p>	<p>Understands questions and instructions with two parts e.g. get your coat and stand by the door.</p> <p>Understands why questions.</p> <p>Aware of time – past, present and future e.g. Today is rainy, yesterday was sunny. What do we think the weather will be like tomorrow?</p>	<p>Uses sentences of four to six words.</p> <p>Uses future and past tense.</p> <p>irregular words e.g. runned</p> <p>Able to tell stories and sing songs.</p> <p>May have problems pronouncing r, j, th, ch and sh.</p>
4 – 5 Years	<p>Attention is more flexible (usually between 5 and ten minutes unless really absorbed). Can understand spoken instructions without stopping the activity to look at the speaker.</p>	<p>Able to follow a simple story without pictures.</p> <p>Understands instructions with sequencing words e.g. first, after.</p> <p>Understands adjectives e.g. hard, smooth etc.</p> <p>Aware of humour, laughs at jokes.</p>	<p>Uses well-formed sentences e.g. I played with Ben at lunchtime.</p> <p>Easily understood by adults and peers.</p> <p>Askes the meaning of unfamiliar words.</p>

The Multiple Effect (Preedy, 2010)

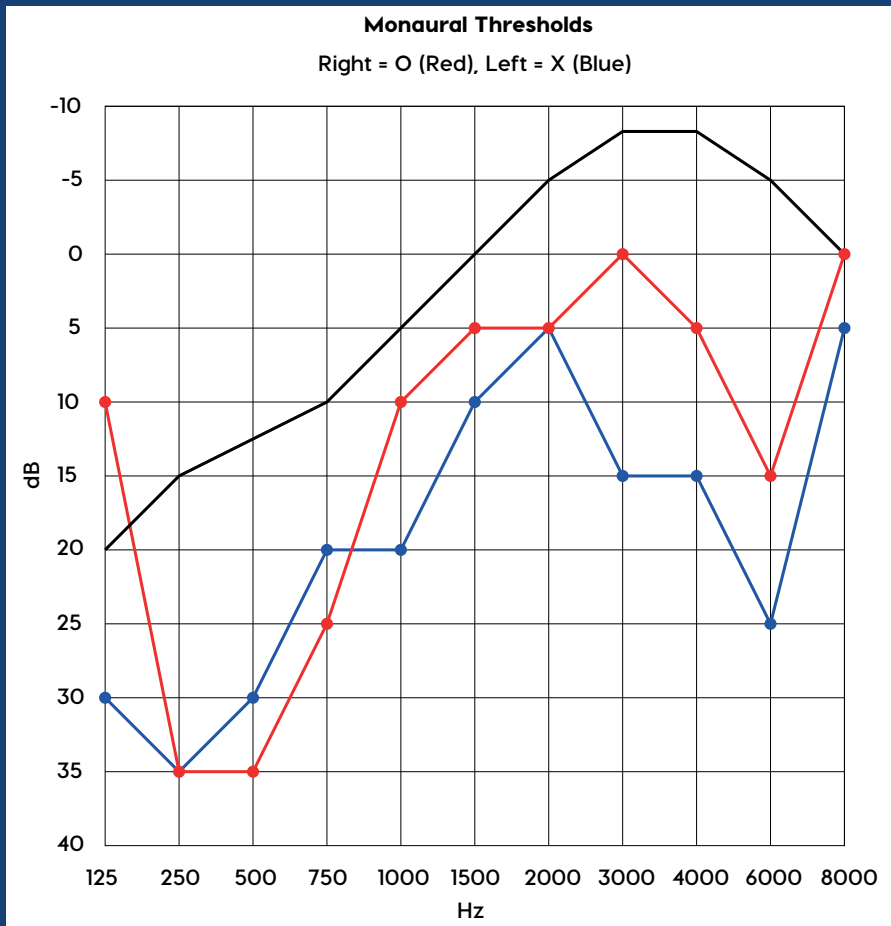
When I conducted a study investigating the educational needs of multiple birth children I found that their language development could be delayed as a result of:

- lack of one-to-one eye contact and engagement;
- group talk rather than speaking/turn-taking with the individual;
- not using children's individual names;
- not ensuring that all of the multiples respond (allowing one to speak for the other);
- children re-enforcing the immature language of each other.

Many schools and settings are now taking children from as young as 6 weeks old with a ratio of three children to one adult. It is important that parents and practitioners are aware of the multiple effect in order to ensure that children receive individual as well as group interactions.



THE 'MULTIPLE' EFFECT MEANS LESS EYE CONTACT AND INDIVIDUAL ATTENTION WHICH CAN DELAY SPEECH AND LANGUAGE DEVELOPMENT. FOR ADVICE ON TWINS AND HIGHER MULTIPLES REFER TO THE TWINS AND MULTIPLE BIRTHS ASSOCIATION (TAMBA).



AN AUDIOGRAM INDICATING A DIP IN THE LOW FREQUENCY RANGE AND SWOPPING OF LEFT AND RIGHT EAR DOMINANCE.

Auditory Processing and Language Development

Many children have never been in the position where they listen to one sound at a time and are unable to filter out background noise. Even with normal hearing, a child’s ability to listen well and process what they hear may be disorganised affecting:

- attention and concentration
- understanding spoken language;
- social communication;
- noticing letter sounds for reading and spelling;
- confidence and self esteem.

Tomatis developed a measurement to show the optimum levels of auditory processing for learning – known as the ‘Tomatis Curve’.

The diagram above is a hearing test conducted on a five-year-old child. The horizontal line ranges from low frequency to high frequency. The vertical line indicates the loudness of sound. The horizontal line at 20 decibels indicates

‘normal’ hearing. The curved black line is the Tomatis curve indicating the range needed for effective language learning. This child would be medically diagnosed as hearing overall within normal limits. However, there is a considerable dip in the low frequency range and she is swopping left and right ear dominance. This means that some sounds are outside of her hearing range and that her processing of sound could be delayed as a result of the confusion between left and right ear dominance. She struggles with processing the beginning and endings of words and following instructions.

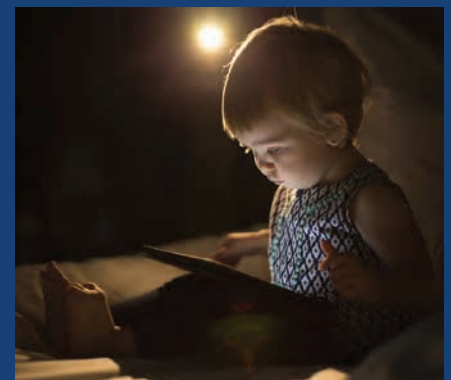
Dr Sally Ward’s Baby Talk research conducted over three years also highlights the detrimental impact of high levels of background noise on children’s language development. When parents in the research group turned off background noise and engaged with their babies for half an hour a day those with language delay caught up within four months and went on to develop and retain language within or above norms for their age.

Before embarking on phonics programmes we need to ensure that

our young children can process sound effectively. Reducing background noise and introducing them to music and song that enables them to process the full range of sound is an important early step to successful language development.

Technology and Language Development

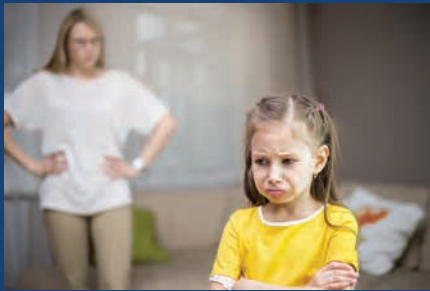
Technology has revolutionised the world and the way that we communicate. However, Sigman (2017) presents research linking screen use to delays in oral language development and later tendencies toward addiction. In a study of 248 healthy children aged 5 – 17 years increased video game play was associated with unfavourable neurocognitive development’ reported in line with those implicated in studies of gambling disorders and substance addiction. In a study of 894 children between ages 6 months and 2 years from 2011 to 2015 researchers found that the more handheld screen time a child’s parent reported, the more likely the child was to have delays in expressive speech. For each 30-minute increase in handheld screen time, researchers found a 49 percent increased risk of expressive speech delay. These results support a recent policy recommendation by the American Academy of Paediatrics to discourage any type of screen media in



THERE IS NOW COMPELLING EVIDENCE LINKING THE USE OF HAND-HELD DEVICES TO DELAYS IN SPEECH AND LANGUAGE DEVELOPMENT.

children younger than 18 months. I would go further than this and recommend no screen time using hand-held devices for children under two years of age and no more than an hour per day up to age 7 years, with a limit of 10 minutes at a time. The use of interactive white boards should also be considered e.g. not allowing children to work up close on them and managing the angle of view.

The Importance of Play to Speech and Language Development (www.playpartnersproject.com)



HIGH LEVELS OF FRUSTRATION WITH LIMITED INTERACTION.

When observing parents and practitioners I became concerned that many of the interactions were either 'group talk' or 'teacher talk' primarily consisting of closed questions such as How many bricks in your tower?

From these initial concerns I developed the Parents and Carers as Play Partners project with Dr Kay Sanderson (Middlesex



BEING A PLAY PARTNER MEANS FULLY PARTICIPATING IN THE PLAY.

University, Dubai). When we observed children at play in the home we found:

- high levels of frustration and anxiety;
- play was individual although parents were present;
- concentration and spoken language Were limited - children drifted from toy to game to book to toy, no sustained play took place.

We produced a booklet for parents and carers detailing the importance of play and how to be a 'play partner' using everyday activities and natural materials to become involved in the play following the child's lead. Parents set up a play partners session for ten minutes each day.

The analysis of the footage after the intervention had been introduced was very different from the earlier filming with children's body and spoken language indicating high levels of engagement and involvement. Through play children were able to deepen their attachments whilst also extending their vocabulary and use of language.

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Although we refer to the importance of developing children's oral language it is often difficult for parents and practitioners to enter the world of the child and to provide the stepping stones that they need for secure language development. The play partners method is a simple, fun and cost-effective way for adults and children to achieve success. However, in our modern world play is not sufficient. We need to ensure that technology and high levels of background noise are not destroying our good work.

Dr Pat Preedy has had a long and distinguished career in education including being Head Teacher of one of the first Beacon Schools in the UK, Executive Principal of a boarding school catering for pupils from 3 months to 18 years and a reporting Inspector for ISI (Independent School Inspectorate). She completed her Masters in Educational Management particularly investigating how schools can work in partnership with parents and a doctorate in Education. Pat has spearheaded several projects including developing leadership at all levels, performance and change management, Neuro-Developmental Delay – the link between movement and cognitive development and 'Accelerated Learning'. As Honorary Research Consultant for Tamba (Twins and Multiple Births Association) Pat has conducted extensive research into meeting the educational needs of multiple birth children. She was part of the team that developed the performance indicators in primary school's value-added baseline assessments (University of Durham CEM Centre) and enjoys working with schools in the use of data as part of school improvement. Pat has led international research contributing greatly to our knowledge and understanding of the development and needs of babies and young children, and what is meant by quality in the early years. Pat has recently coedited Early Childhood Education Redefined with Sir Christopher Ball and Dr Kay Sanderson. www.neuroway.ae



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ISA National Awards: Winners 2018

The ISA Early Years Award for Excellence and Innovation in Provision

Sponsored by Community Playthings

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ISA Award for Outstanding Contribution for International Understanding

Winner: Hull Collegiate School (ISA North)

ISA Junior and Prep School Award for Academic Excellence and Innovation

Sponsored by EduCater

Winner: Woodlands School, Hutton Manor (ISA East)

ISA Senior School Award for Academic Excellence and Innovation

Winner: Alderley Edge School for Girls (ISA North)

ISA Award for Outstanding Sport (Small School)

Winner: Appleford School (ISA South West)

ISA Award for Outstanding Sport (Large school)

Winner: Alleyn Court Preparatory School (ISA East)

ISA Award for Innovation in STEM

Sponsored by Darwin Group

Winner: Heywood Preparatory School (ISA South West)

ISA Award for Excellence in the Fine Arts

Winner: Bredon School (ISA South West)

ISA Award for Excellence in the Performing Arts

Winner: Duke of Kent School (ISA London South)

ISA Award for Excellence and Innovation in Pupils' Mental Health and Wellbeing

Sponsored by Christie & Co

Winner: Our Lady of Sion School (ISA London South)

ISA Award for Excellence and Innovation in Partnerships

Winner: St Petroc's School (ISA South West)

ISA Award for Excellence in Extra-Curricular Activities

Winner: St David's College (ISA North)

ISA Award for Outstanding Provision in Learning Support

Winner: Torwood House School (ISA South West)

ISA Award for Outstanding Engagement with Parents

Sponsored by Firefly Learning

Winner: St James Senior Boys' School (ISA London North)

VISIT OUR WEBSITE TO VIEW THE COMMENTS FROM THE JUDGES.
CATEGORIES FOR 2019 AWARDS ARE AVAILABLE TO VIEW ON OUR WEBSITE, THE
ENTRIES WILL OPEN IN MARCH, SO DO LOOK OUT FOR OUR ANNOUNCEMENT.

The ISA National Awards Ceremony is an annual event that celebrates success in our Members' schools, and recognises the breadth of quality and provision in independent education across the country.

Entries to the Awards opened in March 2018, and members were invited to celebrate their achievements in a range of categories – from Innovation in STEM, to Excellence in the Arts, to Outstanding Engagement with Parents. We received over 150 entries this year, all of very high quality, and it was certainly a difficult decision for our judges to make!

The winners were announced at our highly anticipated Awards Ceremony, which took place at the Autumn Study Conference on 8 November and welcomed around 200 guests. The evening was hosted by Danny Crates, the Paralympic gold medallist.

We would like to thank everybody who entered the Awards for 2018. Congratulations to all those who were shortlisted, and especially to our 14 winners – a wonderful achievement for all those involved.



ST PETROCS SCHOOL (SW) : EXCELLENCE IN PARTNERSHIPS



HEYWOOD PREPARATORY SCHOOL (SW) : INNOVATION IN STEM



HULL COLLEGIATE SCHOOL (N) : OUTSTANDING INTERNATIONAL UNDERSTANDING



ISA AWARDS DINNER



ISA AWARDS DINNER

ISA Academic Awards: Update

2018 WINNER OF THE LEXDEN PRIZE - ABHIRAM SASITHARAN, OXFORD INTERNATIONAL COLLEGE (LN)

Abhiram Sasitharan is the first winner of the ISA Lexden Prize. ISA Members were asked to nominate their “most remarkable sixth form student” for this prize, which was not limited to just academic achievements. Lord Lexden kindly hosted the presentation of the award at a ceremony in the House of Lords in October last year, attended by representatives from the College, and Abhiram’s family.

This exceptional young man certainly meets the criteria of the award. While still a baby, Abhiram’s family settled in Botswana after fleeing their home in war-stricken Sri Lanka. The family speak Tamil at home and English is the main common language for schools and communicating in Botswana, but Abhiram has also studied French and learned to communicate in Setswana, the local language.

Abhiram’s successes are wide-ranging: shortlisted for U19 Botswana National



Cricket Team, Grade 7 ABRSM Piano, ranked best U17 chess player on the African continent, successes in Olympiads in physics, chemistry, mathematics and English, highest GCSE academic record in Botswana, and so the list goes on.

Due to his exceptional achievements at school, Abhiram was awarded a full academic scholarship at Oxford

International School to study in the UK. He was initially homesick, missing his family and learning to take care of himself, but excited by the opportunity he was offered to study here. In the nomination for the Lexden award, the school mentioned his “quiet modesty”; he is viewed by his peers as a natural leader, showing maturity and selflessness, helping those around him.

2018 WINNER OF THE WHITBREAD PRIZE FOR GCSES – SEBASTIAN CARVELLO, SANCTON WOOD SCHOOL (E)

Alongside exceptional GCSE results, Sebastian demonstrated outstanding involvement in, and service to, wider aspects of the school and community life. These wider values are those espoused by Frederick J Whitbread (1866-1953) former ISA Executive Officer, after whom this prize is named.



AN UPDATE FROM THE 2017 WINNER OF THE WHITBREAD PRIZE - ELLIOT BUTTERWORTH, DERBY GRAMMAR SCHOOL (M)

Following his success in 2017, Elliot sent an inspirational update regarding his fundraising for a school in Tanzania, which he was able to visit last summer. Elliot says:

“The two weeks spent in Gedeli B are two of the best weeks of my life. Many of my friends agreed that the feeling of being able to make such a huge impact on so many lives is one of the best in the world. We spent most of our time teaching small groups of four or five; a huge change from their normal 150! We taught them mathematics, English and sports, such as basketball, football and rounders. We also spent a lot of time decorating the outsides of classrooms with useful information from body parts to mathematical shapes. Decorating the inside of the special needs classroom was also a big priority and the bright, colourful learning environment we left made all the hours spent completely worthwhile.

“We also visited a baby home, orphanage and street children’s centre whilst in Mwanza. To see the situations some of the children were in was truly moving and will have a lasting impression on all of us. Returning home we all felt very humble when faced with the luxuries of everyday life back in Britain.

In addition, the group made a successful attempt on the summit of Kilimanjaro: a real feat of endurance reaching the highest point in the whole of the African continent. “Many of us agreed it was one of the hardest things we had ever done. Up until the final ascent it was not too bad, if not a little slow and tedious at times, but on the final day it was freezing cold (down to -20 degrees Celsius), pitch black for much of the walk and the silt we walked on made the going very tough and our eyes very sore. When we finally made it to the top we were all far too tired for any sort of celebration and all we could manage was a quick photograph before heading back down. We walked for around 13 hours straight to get to the summit and back! Despite all this the views from the top were some of the best I have ever seen.”



How do Muslim Schools Approach Conflict?

Suhayl Patel, Head of curriculum at Abrar Academy asks, why are young people better at this than their elders?



Abrar Academy is a recent inclusion within the ISA family of schools and offers a unique curriculum. Therefore, perhaps I should take a moment to explain what we do. Readers will be familiar with faith schools, but perhaps not with a typical Madrasah.

The biggest difference is that we essentially run two schools in the course of a teaching day. In the morning we offer two courses of study: a hifz course teaching memorization of the Qur'an and an ālim course leading the student to become an accepted scholar in the community. The curriculum includes courses in Arabic, tafsir (Qur'anic interpretation), hadith (recorded sayings and deeds of The Prophet Muhammad), Mantiq (logic), and History. The Islamic curriculum is delivered on the ground floor of the school with all boys sitting cross-legged on the carpeted floor, which is why everyone, including visitors, take their shoes off before coming in.

After lunch we have what we call 'school', and this is the model that readers will find familiar. The boys now move to chairs and desks in classrooms and study all the usual subjects. Those who are responsible for managing teaching budgets, and piecing together timetables, and public exam results will at this point, I am sure, be wondering

how we manage to make all this work, and if I am honest, the answer is 'with difficulty!' However, as with many perceived challenges there is often a benefit too, and although we are squeezed for time, we do find that when the boys come to afternoon school, they do so in a calm frame of mind and very well prepared to learn.

My role as Head of Curriculum which in the context of Abrar Academy means that I am responsible for everything that goes on in the afternoon class. In addition, I also feel it is my responsibility to prepare the boys to become active British citizens, and by that I mean to understand that they are privileged to live in a pluralistic democracy which protects the rights of minority groups. To achieve this Citizenship is the backbone of the curriculum in Key stage 3 and 4 but I wanted to find something more relevant and perhaps even exciting.

This explains the joint project we are running with Lancaster Royal Grammar School (LRGS) and an educational charity called Parallel Histories. The Abrar students are learning about the Israel Palestine conflict as two separate competing narratives and then through analysis of the evidence and arguments, coming to their own point of view. This is teaching them

how to think, and not just what to think. I would also add for those of you unfamiliar with the history of the Middle East, that you would be forgiven for thinking that this is rather a narrow area of study, but you would be mistaken. In learning about Israel and Palestine the students have also learned about imperialism, colonialism, anti-semitism, nationalism, the Holocaust, The League of Nations and the United Nations, The Cold War and other big ideas critical to their understanding not just of the Past, but the Present.

As you might imagine, the problem of Palestine is deeply felt among Muslims, because Jerusalem is their third holiest site, and because many Muslims in Britain have a heritage from countries where Britain was the colonial power. One of the purposes of the Parallel Histories approach is to provide the resources and opportunity to engage with the 'other' narrative, and be prepared to make a pro Jewish/pro Israeli argument in a debate. This has helped them grow in a number of ways; they have become less prejudiced and more knowledgeable, they have become better at thinking critically, they have learnt the importance of robust but respectful debate, and they have generally become more articulate and more confident young men. Most important of all; they have enjoyed the lessons and the Parallel Histories resources which are in the form of interactive videos, if you are curious you can find them here <https://www.parallelhistories.org.uk>.

From the school's perspective this has been a risk worth taking. We know people are curious and perhaps sometimes concerned about the purpose of private faith schools and we wanted to show that we are in many ways just like other schools, open to new ideas and always hoping for the best for our students. Parallel Histories asked if we would allow a reporter from The Guardian to come to the school for a couple of hours and watch a debate on the topic 'Should the British Government be praised or blamed for the Balfour



Declaration? You can imagine that this caused a great deal of head scratching as the media's treatment of faith schools and Islamic schools in particular, is usually unsympathetic. However, we had nothing to hide and plenty to be proud of, so with a deep breath we said 'yes'. There's a link to the article here:

<https://www.theguardian.com/education/2018/aug/07/islamic-school-israeli-palestine-conflict>

The reaction we had from parents, students, and others in the community was very positive, and on the back of that we are working with LRGS and Parallel Histories to further develop the programme inside Abrar and to introduce the teaching programme to other Islamic schools in the North. We would like to become known as a hotbed of educational innovation!

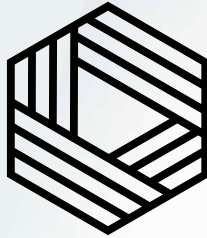
Within Abrar we have decided to tie each historical topic to an ethical or moral debate. When the students studied the Balfour Declaration, we asked them to tackle broader questions about balancing conflicting moral imperatives, balancing the rights of one group with the rights of another and the obligations of the powerful to the powerless. The Middle East provides a rich seam of these types of

questions! In October, the students studied the history of the First Palestinian Intifada and the broader question they were asked to debate at the end of the module was 'is violence ever justified as a means to achieve political ends?' Obviously in the context of the threat of terror in Britain and the finger-pointing at mosques and Islamic schools this is another very hot potato. However, it's our belief that 'sunlight is the

best disinfectant' and difficult controversial subjects must be aired in schools. Yes we could choose to avoid it, but then we face the old question about moral responsibility for difficult actions; 'if not us, who?'

Suhayl Patel is Head of Curriculum at Abrar Academy, an Independent Boarding School for boys. Teacher of English KS4.





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ISBA's advice to schools regarding Minibuses is; 'Appoint a School Transport Manager'



senior traffic commissioner, Beverley Bell to develop a two-part course to bring practical and legal clarity to schools through a day's course and follow up visit. The course has also been approved by RoSPA.

Failure to comply with the requirements of a Section 19 Permit could lead to a withdrawal of the permit or worse still on-the-spot fines, prohibitions and possible prosecution.

Appointing a School Transport Manager is a must

It was during consultation with Beverley Bell that it became abundantly clear that schools must appoint a School Transport Manager, a role that needs to be confirmed in writing with an agreed contract, so they have the responsibility and more importantly knowledge and authority to apply any changes needed to ensure their school is safe and compliant where minibuses are concerned.

Chris Maynard, Managing Director of Castle Driver Training commented 'Unfortunately ignorance is no defence in the eyes of the law. With a properly trained and continually updated School

Transport Manager a school will avoid the risks of something going wrong. Sadly, it's not until something does go wrong and the DVSA, police or traffic commissioners come knocking that there is a realisation that this area of operations needs a designated staff member who is responsible for ensuring everything is done by the book.'

When a teacher or member of staff is given additional responsibilities such as first aider or SEN co-ordinator they receive training to ensure they understand what the role entails, but members of staff given the responsibility of managing minibuses don't have access to any form of minibus training besides D1 licences or MiDAS; both of which focus mainly on the skills of the driver, not the wider issues of management, responsibility and legal compliance.

John Murphie, ISBA Chief Operating Officer comments 'the School Transport Manager's role needs to become a title as well-known and respected as 'Designated Safeguarding Lead' and minibus operations are given the training, consideration and gravitas needed to keep schools, their staff and pupils both safe and compliant.'

The ISBA and Castle Driver Training have launched a minibus compliance course (MCC) to educate schools on their obligations when it comes to operating minibuses. Most schools operate under a Section 19 Permit but in a recent survey of over 300 schools Castle Driver Training discovered over 70% were confused about their obligations and the legal requirements under Section 19 Permits when it came to safety inspections and most had not even heard of the permits. Castle Driver Training worked alongside the ISBA and in consultation with a former



A LOT HAS CHANGED

How long has it been since you updated your minibus management, training and policies?
70% of schools* surveyed did not understand their obligations under a Section 19 Permit

*survey completed in 2018 by Castle Minibus of 300 UK schools

MINIBUS COMPLIANCE COURSE (MCC)

Developed in consultation with the ISBA and a former senior traffic commissioner the course is delivered by Castle Driver Training's highly experienced ADI instructors. The UK's only school minibus compliance course covers;

'The law in this area is complex and not always easily understood by schools and their teaching staff with severe penalties for non-compliance – as well as the risk to the safety of your pupils. It is therefore vital that your school gets it right'

Beverley Bell, Former Senior Traffic Commissioner for Great Britain

Licencing and permits
Driver responsibilities
Vehicle safety
Journey planning
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'This is a must-attend course that, when properly implemented in a school, will produce a 'safety system' which will be auditable and fully compliant'

John Murphie, Chief Operating Officer, ISBA

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Dates for Your Diary

RUGBY

Friday 8 March 2019
Maidenhead RFC - U16 Sevens

Wednesday 13 March 2019
St James Boys' - U18 Sevens

Thursday 14 March 2019
St James Boys' - U13 and U14 Sevens

NETBALL

Saturday 9 March 2019
Queen Eltherburga's, York - Senior Girls

Saturday 16 March 2019
Queen Ethelburga's, York - Junior Girls *

BASKETBALL

Friday 29 March 2019
Queen Ethelburga's, York - U18

CROSS COUNTRY

Saturday 30 March 2019
Rugby School *

SKIING

Monday 29 April 2019
Hemel Hempstead

TRIATHLON

Thursday 2 May 2019
Lucton School

FOOTBALL

Friday 3 May 2019
St George's Park - U11 5-a-side finals *

Tuesday 7 May 2019
Queen Ethelburga's, York -
U11/13 Girls Football North

Wednesday 8 May 2019
Saint Nicholas, Old Harlow -
U11 Girls Football South

Thursday 9 May 2019
Lingfield College - U13 Girls
Football South

GYMNASTICS

Sunday 12 May 2019
Adcote School

TENNIS

Thursday 23 May 2019
Queenswood School

* Denotes that the event requires area qualification, all others are open competitions.

For more information visit
www.isaschools.org.uk/sports



GIRLS FOOTBALL FESTIVAL

GIRLS FOOTBALL FESTIVAL

Almost 350 girls from around the country descended on LVS Ascot on Tuesday 9th October as the school hosted the ISA Girls Football Festival for the third year in a row.

With 41 teams participating, the 25-acre site was able to accommodate nine matches being played simultaneously in Under 11, Under 13 and Under 15 categories, with sixth formers at LVS Ascot refereeing matches and ensuring fair play.

Ian Bent, National Football Development Manager at the Independent Schools Football Association said: "With 300 girls in three age groups playing at the same time, the event keeps on growing year on year, and is a real sign of the growth in girls' football".

Each school taking part enjoyed their own masterclass with Arsenal women's coaches, where they received expert advice and learnt new skills to put into practice in their matches.

There was cause for celebration among the LVS Ascot community as its Under 13 team

won the cup competition, beating Shoreham College from West Sussex in the final. Shoreham gained consolation in winning the Under 11 cup event, and the furthest travelling team – Red House School from near Middlesbrough – justified their 500-mile plus round trip by lifting the Under 15s cup, beating Hampshire's Meoncross in the final.

NATIONAL SWIMMING GALA AT THE LONDON AQUATICS CENTRE.

Held at the home of the London 2012 Olympic Games, ISA Sport returned to the London Aquatics Centre to host the 2018 National Swimming Finals. Throughout the day, 83 events took place, with a total of 9 national records broken. Now in its second year, ten talented swimmers travelled from across the country to represent their school and region for the para events. ISA Sport hopes to increase awareness of this opportunity so please do spread the word. Congratulations to everyone who took part and well done to the London West region who finished as overall winners. A full list of results can be found in the sport section of the ISA website.



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International-Mindedness in a VUCA World

Esther Clark explores international-mindedness and how a school can prepare students for a VUCA world by providing connections between local and global actions and service, and by fostering compassion in their students.



Educating the mind without educating the heart is no education at all. Aristotle stated these words over 2000 years' ago yet they remain relevant today. Our world is global, diverse, and constantly changing, exposing the need for empathetic leaders and changemakers, and begging the question: what are we doing to prepare our students and our organizations for these challenges? International schools have a role to play in purposefully shaping school culture to not only focus on student achievement, but also to provide our students with the competencies that they, as global citizens, are going to need to confidently embrace and challenge the complexities and opportunities of our world.

This is particularly relevant in our world today, which is entangled in conflicts based on cultural, religious, economic and political differences. Empathy and empathetic leadership starts with understanding others. In fact, as teachers, administrators, and leaders, we all have the responsibility to become the leaders we wish we had. If we stop and think about our world in terms of the acronym VUCA - volatile, uncertain, complex, and ambiguous - we discover why differences make us stronger and more able to face

the challenges and opportunities in our shifting world.

VUCA describes the world we live in, the environment in which our schools operate, and where we interact with our parents, students, and community members. Originally a military term, VUCA is most commonly heard today in the field of strategic management and describes four challenges of our modern world:

V: volatility; describes the unstable or the unexpected, one example could be the fluctuation of pricing based on an overseas political or economic event.

U: uncertainty; describes the uncertainty around a known cause, an example could be increased competition or an imminent change in a particular industry.

C: complexity; describes the chaos of many variable and interconnected parts. An example is an international organization that operates in various countries with distinct currencies, laws, and markets.

“A school truly becomes international when it provides opportunities for connections between local and global actions, fosters compassion in its diverse student body, and prepares every member of its community for a VUCA world.”

A: ambiguity; describes the lack of information between connections and causes, this might relate to when an organization launches a product or service or program into a new market.

As we discuss issues and events within our classes, in our schools, in our organizations, and in our homes, it is important that we consider these VUCA challenges. What are the implications



for us and for our students and how do we connect these challenges with impactful and positive change? Since international-mindedness corresponds to a view of the world in which people see themselves connected to, and having responsibility for, the global community and its members, the inter-relatedness of different people and the complexity of the relationships and the world is of paramount importance.

Having “international” in a school’s name or a long list of its students’ nationalities does not an international school make. A

school truly becomes international when it provides opportunities for connections between local and global actions, fosters compassion in its diverse student body, and prepares every member of its community for a VUCA world.

Paul Poore, a former Director at the International School of Harare and Director of the Association of American Schools in South America (AASSA), in his article “School Culture: The space between the bars; the silence between the notes” (Journal of Research in International Education, December

2005, vol. 4 no. 3, 351-361), describes the link between developing international-mindedness and educating the human spirit. He states that administrators and teachers “should be doing more to actively teach compassion, respect, and gratitude.” As an international school we have a responsibility to infuse our programs, both curricular and extra-curricular, with learning experiences that will give students opportunities and challenges as they develop the attributes needed in a complex world.

At TASIS England, we have a new mission statement (we call it our “why”) and a strategic plan that talks about the outcomes we envision for our school and also about our commitments as a community and leadership team that bring about these outcomes. We are committed to developing members of our learning community into internationally-minded, life-long learners who see leadership as a service and not a privilege. These are all significant concepts that we believe are not only “nice to haves” but are essential in our society.

“International-mindedness” can be defined as the ability to interpret and analyze issues from different perspectives through the lens of intercultural understanding and a respect for others. Within the various IB programs, international-mindedness is defined by the attributes listed in the IB Learner Profile. In other words, students who graduate from International Baccalaureate programs aspire to be:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-Takers, Balanced, and Reflective

As an international school, these traits direct us to focus on the learning experiences we provide for each student throughout the curriculum. A curriculum must provide opportunities for learning about issues that have personal, local, and global relevance and significance. This begins with fostering an understanding of culture and personal cultural identities (the signs, symbols, languages, traditions etc. that make us who we are). This exploration enables learners to develop an awareness of different cultural perspectives and appreciate the commonality of human experience.





“International-mindedness” can be defined as the ability to interpret and analyze issues from different perspectives through the lens of intercultural understanding and a respect for others.”

In doing so, we further develop the concept of global perspective so that, through intercultural understanding and respect, students understand that other people, with their differences, can also be right.

This year, our Lower School students celebrated their “mother tongue” in a special assembly that coincided with the Middle School’s celebration of the European Day of Languages. In this unique assembly, Lower School students bravely shared idioms and tongue twisters in their own language. The focus was not on English as a common or dominant language but on the uniqueness of our members and the fact that the TASIS Lower School is a vibrant place to learn

due to, and not in spite of, the different languages and cultural diversity.

International-mindedness is given impetus through actions within our school and community. With over 15,000 community service hours logged last year in our TASIS Upper School, students are using these opportunities and relationships to help connect ideas and resources to action. Perhaps the most telling example is when students lead projects beyond their comfort zones and work with people and situations that are challenging to them. TASIS England has a unique program called the TASIS Leadership Academy (TLA), where student leaders study politics, economics, entrepreneurship, and business in a certain region of the world and later spend weeks of their summer vacation “on the ground,” learning and interacting with protagonists in that region. Such situations challenge our students and ensure that the relationships that have been established – with students, parents, and our community – embolden our learners to a greater appreciation of the world and different viewpoints. This applies to our school organization as well as to our students themselves; we gain by having diverse viewpoints and infusing our school culture with different perspectives and service to others.

International schools can purposefully shape school culture to not only focus on student achievement, but also to provide our students with the competencies that they, as global citizens, are going to need to confidently embrace and challenge the complexities and opportunities of our world. A focus on relationships as well as a connection between local and global actions and service bring students and community together and corresponds to true international-mindedness. We live in a volatile, uncertain, complex, and ambiguous (VUCA) world but if we promote attributes of students related to their sense of connection to, interest in, and responsibility for, the global and local community, we can indeed affect positive change. Education must involve heart and meaning in order for it to be the education we desperately need in our VUCA world.

Esther Clark works with international schools to connect interests, ideas, and actions. She is the Founder of Hipona Consulting, the Director of Marketing and Communications at TASIS The American School in England, and a Contributor to Forbes, America Economia, the Global Peter Drucker Forum and WEF.

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Dates for Your Diary

DRAMA COMPETITION

Entries closed

Event South: Friday 15 & Saturday 16 March 2019 TBC (Tring Park School)

Event North: Sunday 24 March 2019 (The Hammond School)

NATIONAL CHORAL CELEBRATION

Entries closed

Event: Friday 10 May 2019 (Maidenhead)

ESSAY

Entries Open Now

Deadline: Thursday 28 March 2019

SHAKESPEARE MONOLOGUES COMPETITION

Entries Open Now

Deadline: Friday 1 March 2019

MUSIC COMPOSITION COMPETITION

Entries Open: now

Deadline: Friday 22 March 2019

HANDWRITING COMPETITION

Entries Open: Wednesday 6 March 2019

Deadline: Friday 17 May 2019

PUPILS' CHOICE AWARD

Vote Open Now

Deadline: Friday 5 April 2019



FOLLOW US ON TWITTER!
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We love to see posts or photos congratulating pupils on success in ISA arts competition. If you are tweeting about your school arts event, don't forget to tag us.



DULCIE BASSANT – RADNOR HOUSE SEVENOAKS (LS)

NATIONAL ART COMPETITION 2018

Once again we had a superb National Art Exhibition, held at the Holiday Inn Coventry in November. Over 200 individual pieces were exhibited in the 40 separate classes; the quality of work was exceptionally high this year. You can view the full results and comments from our judges on our website.

A huge thank-you to all the schools involved in the organisation of the Regional competitions and their hard work to make this competition such a success.

Well done to the teachers and pupils for providing amazing art pieces and congratulations to the winners!

Thank you to Arts Award for sponsoring the competition this year.



If your school did not take part in 2018, please contact your regional art coordinator to find out more about participation in 2019.



ST PAUL CATHEDRAL, BENJAMIN LINTON – SAINT NICHOLAS SCHOOL (E)

FILM AND DIGITAL ART WINNERS 2018

Congratulations to the overall winners from Lyonsdown School (LN); Sackville School (LS); St Andrew's School, Bedford (LN); Wetherby Senior School (LW); Lingfield College (LS); Avon House Prep School (LN); Normanhurst School (LN); Hawley Hurst School (LW); Saint Nicholas School (E) and Bosworth College (M).

You can view the full list of winners on our website.



FOUND SURFACE, MOLLY SHAPLAND - RADNOR HOUSE SEVENOAKS (LS)



PUPPY LOVE, LYDIA MCDONALD – ROSEMEAD PREPARATORY SCHOOL (LS)



OPT ART POT, LAURA WOLSTENCROFT – WILMSLOW PREPARATORY SCHOOL (N)



CHINESE DRAGON, KAMSI NNADI - LYONSDOWN (LN)



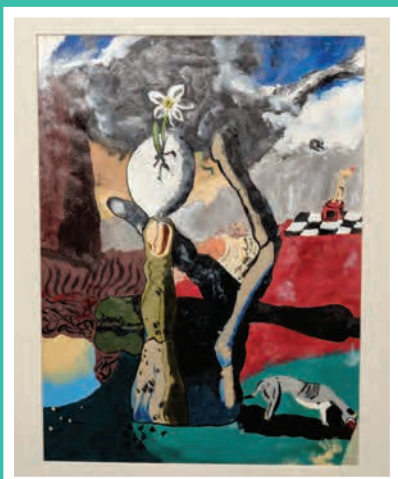
NATURE, ALEXANDER WELLS – URSULINE PREPARATORY SCHOOL (E)



LA DAME DE LA MODE, STEPHANIE STOBIE - CLAIRE COURT (LW)



CITY HOUSES - PARK SCHOOL BOURNEMOUTH (SW)



SO SURREAL, TILLY LAWLEY – ROSEMEAD PREPARATORY SCHOOL (LS)



PORTRAIT OF A YOUNG GIRL, MARGOT SAYWOOD – THAMES CHRISTIAN SCHOOL (LW)



ME, MYSELF AND I, SIENNA TREGLOHAN – NORMANHURST SCHOOL (LN)

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DODDERHILL SCHOOL (M)

A woman with long dark hair, wearing a white long-sleeved blouse and dark navy pinstriped culottes, stands on a wooden post on a pebbly beach. She is smiling and has her right hand raised to her forehead, shielding her eyes from the sun. In her left hand, she holds a dark navy jacket. The background shows a clear blue sky, a grassy dune area, and a line of colorful flags in the distance.

Amelia, Oundle School Collection.

Amelia wears the distinctive bespoke striped culottes of Oundle and a performance cotton fitted blouse. Worn with a navy four button polywool fitted jacket.

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