



To build courage in teams and organizations, we have to cultivate a culture in which brave work, tough conversations, and whole hearts are the expectation and armor is not necessary or rewarded.

[Brené Brown](#)

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Do you have a blog, podcast or article you'd like to share with BSME schools? Let us know and we'll post it here:

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**Using BSME Networks as a Professional Development Tool | A Case Study | MES Cairo**

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**Blog | What is an Intersectional Approach to Supporting Positive Mental Health and Self-Identity at School? | Hannah Wilson**

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## A word from BSME Chair, Mark Leppard MBE

BSME has enjoyed significant growth in the last four (4) years, increasing its school membership base from 94 schools in 2016 - 17 to 150 schools in 2020 - 21. In addition, with more stringent membership criteria in place, and the non-negotiable requirement for accreditation through a DfE recognised inspectorate, BSME is in a strong position to claim the accolade of a high-quality British international schools network....

[Read more on page 2](#)

## BSME Networks Success!

In support of our Mission: Strengthening Schools, Serving Students, BSME continues to make our member-only Networks a priority. We currently run 23 Networks, covering everything from EYFS to Sixth Form and HE Pathways....

[Read more on page 3](#)



## A word from BSME Chair



BSME has enjoyed significant growth in the last four (4) years, increasing its school membership base from 94 schools in 2016 - 17 to 150 schools in 2020 - 21. In addition, with more stringent membership criteria in place, and the non-negotiable requirement for accreditation through a DfE recognised inspectorate, BSME is in a strong position to claim the accolade of a high-quality British international schools network.

Network. That's the operative/most important word. The organisation hasn't grown in number only, but our ethos of "for the members, by the members" is now a tangible, measurable reality. No BSME school is an island, no leader is without the support they require and students continue to have opportunities to engage, compete and serve in the most challenging of times. BSME is indebted to each of you for your contribution and your support of each other and the organisation.

BSME can be especially proud of the following:

1. Where country groups requested it, the organisation engaged in significant lobbying of the UK Government, Ofqual, exam boards and local regulatory bodies with positive outcomes for schools and students across the board.
2. New Networks have served an additional 3,400 teachers and leaders so far this year at no additional cost to schools.
3. BSME's inaugural Support Staff Conference was

offered at no cost to 200 delegates from 75 BSME schools.

4. BSME's EYFS Conference saw delegate numbers upwards of 450 to practitioners in the region and beyond.
5. In-country Heads Meetings are now regular features in all member countries with networks of school leaders stronger than ever before.
6. BSME has supported the establishment and development of local Safeguarding groups and Curriculum, Teaching and Learning groups; BSME CEO, Olivia Roth, will be in touch with Country Reps to discuss the expansion of this localised support.
7. BSME HQ's relocation from Bahrain to Dubai is complete; BSME is a legal entity in the UAE with the liquidation of the branch office in Bahrain underway, putting the organisation in a stronger position to serve all members.

Our collective aspiration is to safely celebrate BSME's next Annual Conference together in person!



**Mark Leppard MBE**  
BSME Chair

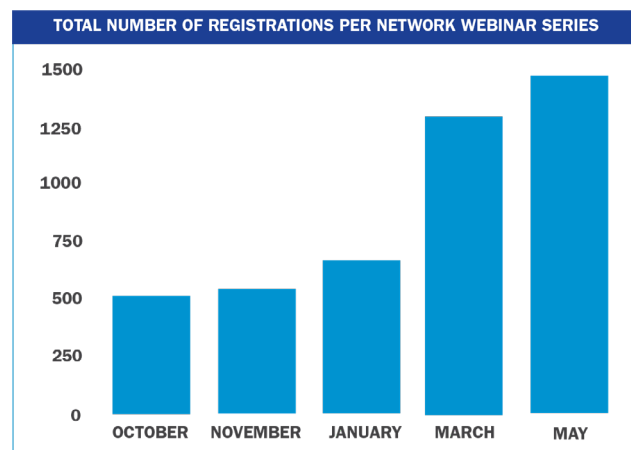


## BSME Networks Success!

In support of our Mission: Strengthening Schools, Serving Students, BSME continues to make our member-only Networks a priority. We currently run 23 Networks, covering everything from EYFS to Sixth Form and HE Pathways. As a reminder, the purpose of these is to ensure that staff at all levels:

- feel supported by colleagues in similar roles, regardless of geographic context;
- have opportunities to share good practice with colleagues in BSME schools, via discussion forums;
- learn from colleagues, partners and specialists through products, resources, and webinars, and;
- further refine provision and improve outcomes for students.

We are so pleased to see that our popular half-termly webinars continue to build traction. When we first launched the Network webinar series in October we had 504 registrations. Our numbers have since increased significantly, with our most recent webinar series attracting 1,477 registrations!



We have one remaining webinar series scheduled for this academic year. To find out more and register, please visit the Networks site [here](#). As always, we encourage live participation due to the valuable interaction you get with both your presenters and peers. However, we do upload a recording of the session for those who are unable to make it on the day. Join the +2,000 members who have already viewed our previous recordings - you can catch up [here](#).

BSME's Networks have also been commended by various British international education organisations. BSME has also created representation for 55 Partners whose company logos and click through their company URLs are on the BSME Networks pages. In addition, BSME Partners contributed to 40 webinars, adding significant value to their reach and value for membership as well as value to schools.

As always, a huge thank you to our Network Leads who have lent their time and expertise to facilitate these sessions and contribute to their success!

**Celebrating our Students - Click here for more**



## The Centre of Excellence for Performing Arts and Theatre Tech at GEMS Wellington Academy Silicon Oasis



## How Doha College is ensuring students continue to thrive

## Serving the Community Kent College



## Winners of the International School Awards 2021

Learn about the outstanding achievements of 3 BSME schools which won their category at the International School Awards 2021.

1. [British International School Abu Dhabi](#)
2. [Deira International School](#)
3. [The English School](#)







TalkforWriting

# Talk for Writing presents Online training for schools in the Middle East

An introduction to...

## TALK FOR WRITING IN EYFS & KS1

**Mon 23 Aug 2021**

Presenters:  
Pie Corbett and  
Maria Richards

## TALK FOR WRITING IN KS2

**Tue 24 Aug 2021**

Presenters:  
Pie Corbett and  
Jamie Thomas

## TALK FOR READING

**Wed 25 Aug 2021**

Presenters:  
Jamie Thomas and  
Dean Thompson

## TIMINGS

- Courses will run from 8am to 13.30pm Gulf Standard Time
- Each training day will be 4 hours 30 mins split into either 3 or 4 sessions with breaks.

## COST PER SCHOOL

- This training is for schools rather than individual teachers
- Maximum of 25 delegates per school.

**The total cost for the 3 days of training is £4500.**

This equates to £1500 per day or £60 per day per teacher for 25 teachers.

**FOR MORE INFO AND TO BOOK:**  
**[www.talk4writing.com/middle-east](http://www.talk4writing.com/middle-east)**



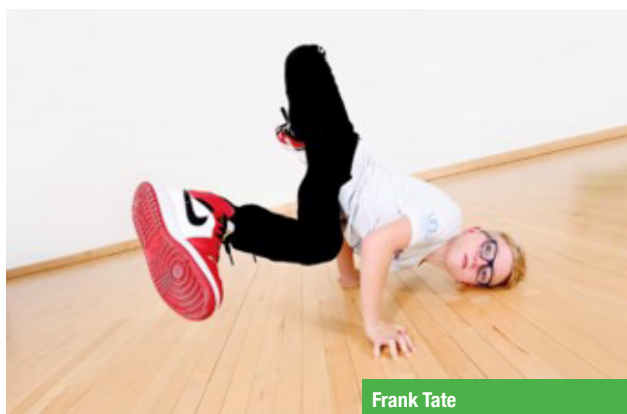
## The Centre of Excellence for Performing Arts and Theatre Tech at GEMS Wellington Academy Silicon Oasis

### SCHOOL FEATURE

The Centre of Excellence for Performing Arts and Theatre Tech at GEMS Wellington Academy Silicon Oasis is a force to be reckoned with, consistently achieving outstanding results not only in their examinations but in international competitions, we are delighted to highlight a few of their most recent achievements.

At WSO all students from Foundation Stage 2 to Post-16 are exposed to performing arts lessons each week, led by a team of specialised performing arts teachers. The school is proud to be the flagship school for the UDO Dance Academy in Dubai – an exclusive partnership that enriches students' learning through the provision of scholarships and exclusive access to the prestigious 'UDO Syllabus Street Dance' qualification, which is a fully recognised teaching qualification in street dance.

In Jan 2020 WSO Adrenaline Youth Dance Company, started training to return to the UDO World Street Dance Championships 2020, to try to better their 7th & 9th place earned in 2016 & 2018 respectively. Based on the team's amazing achievements in previous World Championships, Adrenaline were offered a "Wildcard" entry for this prestigious event.



Unfortunately due to COVID Restrictions, this event never took place, however Adrenalines World Qualification will still be honored for the Global event.

In August 2020 their students beat global competition at the UDO World Street Dance Championships. Year 12 student Aston Mtada won first place in the under 18s Solo Freestyle category and Year 5 student Frank Tate took home third place in the under 10s Solo Freestyle category. Emma Tate, Dance Programme Manager and UDO Academy Coordinator, said: "We may not have travelled to Blackpool, but we sure did show the world the outstanding talent we have, not only at WSO but also in the UAE. The UDO Academy Dubai has significantly enhanced all of our students' dance training over the last eight years, in addition to the excellent performing arts curriculum at WSO."

15 WSO students represented the UAE in the UDO Netherlands solo freestyle battles in March. Aston Mtada won first place in the under 18s Solo Freestyle category and Frank Tate was placed third in the under 12'S Solo Freestyle category, mirroring their placings from the World Championships.





## The Centre of Excellence for Performing Arts and Theatre Tech at GEMS Wellington Academy Silicon Oasis

### SCHOOL FEATURE

The UDO syllabus street dance examinations took place in April in which 29 students took the online examinations. The examiner joined live from the UK and was highly impressed with how mature, professional and adaptable the students were. The students achieved the best results the school has seen in seven years with an 100% pass rate and eight students receiving a distinction grade, including Mathilde Villumsen who took her UDO Teachers Exam.

**The Global World Open Finals and UDO Europeans were held on the 14th-16th May with WSO Adrenaline Youth Dance Company competing in both Championships. With performances submitted virtually for both competitions there were some fantastic results;**

**Global World Open Finals: 2nd Place: Adrenaline SuperCrew, 3rd Place: Adrenaline Fusion Crew.**

**UDO Europeans: U18 Solo Category: won by Aston Mtada, Year 5 student: Frank Tate came in 6th place, Year 9 student: Medha Nair came in 9th.**

**U18 Team Finals: Adrenaline SuperCrew, 4th place, U12 Team Finals: Junior Adrenaline taking, 6th place and**

**U16 Team Finals: Adrenaline Fusion Crew, 10th place.**

The Students from WSO have achieved phenomenal results with international success despite all the obstacles and in the space of only two terms! A fantastic achievement for all the students involved, as well as their parents, teachers and academy partners.



WSO Adrenaline Youth Dance Company

## 'You are not born with a limit on your potential' - Deborah Eyre (HPL)

### SCHOOL FEATURE



مدرسة البحث العلمي  
SCHOOL OF RESEARCH SCIENCE



In August 2020, the School of Research Science (SRS), set out on a journey to embed High Performance Learning (HPL) as a central feature of the school's ethos and corporate identity. To ensure our students thrive and flourish we started a whole school mindset shift to embed our fundamental belief that intelligence is not fixed, and every student has the potential to achieve highly, whatever their background.

We aligned the HPL programme with our Student Learner Profile (SLP) which maps out the key competencies we consider to be critical for successful learning: character, communication, collaboration, creativity, critical thinking and citizenship. Our strategic plan highlights the relentless implementation of HPL as our main strategic focus for the next three years, thereby ensuring HPL will become a defining feature of the school for years to come.

Leaders across the school have been driving this new focus with passion and commitment. For example, our professional development programme for staff has led to the Values, Attitudes and Attributes (VAAs) becoming an established feature of daily life in the first term. These behavioural attributes that characterise a high performing learner were explained to staff and students who all started the journey together. Indeed, HPL is not something that is done to students, but with them.

We have seen this shared language of high performance across all phases in planning, lesson discussions, student feedback, agenda items, report comments, awards and communication home. Most importantly, we have seen the impact it has had on our student and staff mindsets.

[Watch HPL Students](#)

[Watch HPL Staff](#)

HPL is not just another initiative; it is a complete shift in thinking that conceptualises learning differently, with huge implications for curriculum, pedagogy and assessment. SRS leaders understand these crucial connections and their implications for enhancing student achievement and shaping personal development. That is precisely why the programme will be part of the DNA at SRS for years to come. Our teachers are committed to shaping the future generation who will be creative independent thinkers, able to adapt their knowledge and skills to the ever changing needs of the technological age and the demands of the 21st century.

As we move forward on our journey, we will continue to embed the language of the VAAs. Running in parallel, we will also systematically build the ACPs, that is the advanced cognitive performance characteristics all learners need to be taught, into our curriculum. A critical component of our organisational culture is the power of shared professional language that HPL provides, for both staff and students. The powerful outcome of such a hard won culture is that we are all capable of more than we first think.

Please visit our HPL page of the SRS website for further information.

<https://srsdubai.ae/high-performance-learning/>

**Michael Clark**

Headteacher – SRS Infants

HPL Lead facilitator



## Serving the Community | Kent College

### SCHOOL FEATURE



Hand In Hand is an initiative created by a group of ambitious students who want to make a difference to people who need it most. Taking on 10 of the UN's Sustainable Development Goals, we aim to create a safe and easy-to-use platform that allows children who need extra academic help in school or who just want to safely connect with other students across the world.

COVID has, unfortunately, hit many people, and as a result, many families have been divided, limiting students' access to support with academic queries. This can impact a student's education as schooling is vital for building a solid foundation of knowledge that will help them progress in their academic careers.

However, our completely free website includes a variety of videos on a plethora of topics ranging from foundation stage levels (aged 5) to senior school (aged 15). Some lessons even include activities and practise questions so that learners can pause the video and see how they did. Students can also send any questions they have, and professional teachers will get back to them as soon as possible through our supervised chat feature.

To ensure that all videos are fit for children to watch, they have been approved by Youtube strict guidelines for all ages and have been checked by qualified teachers and educators meaning that the best and latest teaching methods are used for the videos.

As well as this aspect, we have created a separate feature where children can anonymously ask questions for wellbeing or academic help which will be answered by trained professional care-takers, psychiatrists, and teachers. Also, children have access to a forum where public conversations about academic matters are entertained.

Everyone allowed on the forum will be security checked to make sure that they are using the forum for good practices - in addition to the constant monitoring of the website. Our website also includes a blog with weekly articles for scholastic advice or wellbeing encouragement.

If you are reading this and feel like you, or someone you know (whether that be your child, friend or anyone) could benefit from this platform, share the word! We want our website to reach as many as possible, and through your words, you will not only be greatly helping us but the people that you are reaching! Our website is called [handinhandkcd.org](http://handinhandkcd.org) and is completely free with no catches or hidden costs. The more people we can support, the better.

If you are reading this and think you want to help with this ambitious goal. please contact us. Whether you are a teacher or student, any support will be deeply beneficial. You might support by creating videos or helping with the approval of submissions and materials; we will provide you with all the appropriate information.

If you have a Youtube channel that you wish to be featured on our website, please send us the link so that we can attach your videos to our platform. The best way to contact us is via our email [handinhand.kcd@gmail.com](mailto:handinhand.kcd@gmail.com) or our Instagram page [@handinhand.kcd](https://www.instagram.com/handinhand.kcd). We would love to hear from you.

Let's all help each other, Hand In Hand.

**Rebecca Fayad**, Team Leader and Manager, Kent College

## How Doha College is ensuring students continue to thrive

by Dr Steffen Sommer, Principal, Doha College



### SCHOOL FEATURE

At [Doha College](#), a high-performing 3-18 British International school, students have been benefiting from a multi-cultural environment in which the soft skills of international understanding are fully integrated within the English National Curriculum. In 2018, we became the first accredited [High Performance Learning school](#) in the world, having adopted the HPL philosophy as the academic mantra and all-embracing culture across the school two years prior.

Like many other schools across the globe, Doha College was on remote learning from March until June 2020, and has been on a mixture of face-to-face, remote and home learning since September 2020. We were curious to establish the difference between what our students learned in the first term of 2020/21 and what they typically achieve in a first term.

Academically, our students across Primary and Secondary achieved just as highly during remote and blended learning as they did before the pandemic. While we observed minor differences between the sections and across the year groups, on the whole, the attainment levels in maths and English are comparable to the historical data. The data revealed a notable amount of sensationally high achievement across the year groups. Only a minority of students, who will be given tailored top-up teaching sessions in the time normally reserved for co-curricular activities, showed marginally lower attainment levels.

### Primary Data

#### English assessments

EYFS: 6% increase in attainment at or above age-related expectations on average;

NGRT reading: 0.27% increase in average standardised age score;

#### Maths assessments

EYFS: 40% increase in attainment at or above age-related expectations on average;

KS1 & 2 Maths: 7.99% decrease in average score.

### Secondary Data

#### English assessments

KS3: 4.8% increase in average reading scores, and 1.43% decrease in average writing scores;

KS4: 9.45% increase in average English Language scores, 13.7% increase in average English literature scores;

KS5: 31% increase in average English Language scores, and 39.25% increase in average English literature scores;

#### Maths assessments

KS3: 0.05% increase in average scores;

KS4: 1.76% decrease in average scores;

KS5: 5.34% decrease in average scores.

So what were the contributing factors for our success during remote and blended learning?

The uncompromising focus on learning behaviours to supplement and crystallise the students' advanced cognitive skills have led to learning outcomes that exceeded all our expectations.

Periods of remote and blended learning have vastly increased our staff and students' adaptability to using technology confidently and at short notice. The use of tools such as Zoom and apps like Padlet to develop collaboration and interactivity also contributed significantly to these successful outcomes.

Nothing has done as much for our students' progress during these difficult times as the use of [CENTURY's platform](#). The personalised support to every child through clever, automated questioning aimed at encouraging the students to dig deep into their own toolbox, find connections, use prior knowledge, etc., solidifies and future-proofs all learning. The highly adaptable programmes, which are linked to the relevant syllabus content, keep going back to what the students know while progressively moving forward. CENTURY takes the lid off learning and all progress made can be tracked and monitored by the class teachers.



## The Pre-University Experience at British International School Abu Dhabi

### AWARDS



THE BRITISH  
INTERNATIONAL SCHOOL  
ABU DHABI  
A NORD ANGLIA EDUCATION SCHOOL



Following the abrupt end to our Year 13 International Baccalaureate course in March 2020, we felt that students had been robbed of their final opportunities to revisit key issues in their learning and that the gap between the end of the course and the beginning of university courses was too long. We felt a strong moral obligation to continue the education of this cohort even though their 'formal' learning had ended. As a result, our teachers created a series of 'Pre-University Learning Courses' to allow students to continue their preparations for undergraduate study. Following a survey of the university courses which our students would be following in Autumn 2020, we created six 'channels' which students opted into depending upon their choices. The six channels were

- International Politics, Business and Economics
- Medicine, Biochemistry and the Sciences
- Psychology and Neuroscience
- Graphic Design, Photography, Fine Arts
- Maths, Engineering and Computer Science
- European Literature and Culture Studies

Teachers prepared lessons, reading materials and held seminar style discussions designed to bridge the gap between the IB and university study and help prepare

students for their first weeks at university. We also provided counselling and guidance for students on personal issues related to leaving home and moving to a new city or country which even included cooking lessons! We were able to take advantage of on-line facilities which came to the fore during the Covid crisis and since the course was on-line, we were able to make the course available to students from our sister-school in Dubai. Teachers from Dubai also took part in preparing short courses to inspire and interest the students and teachers took great joy from creating schemes of work which reached towards university levels, drawing on their own university experiences to do so.



## Deira International School demonstrates outstanding use of technology for learning

### AWARDS



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL

Listen to Paul Gardner, Deputy Head at Deira International School outline how their school demonstrates the outstanding use of technology for learning [here](#).



## AWARD WINNER

WE HAVE WON THE DIGITAL TECHNOLOGY IN LEARNING INITIATIVE

The leading awards event in the international schools calendar

[www.islmagazine.com/awards](http://www.islmagazine.com/awards)







**Rachel Richardson**  
Students Coordinator

Dear Colleagues,

With no in person student events feasible during this academic year we were delighted to have seen a fantastic number of students participate in our online events, these included the SRS BSME Art Competition, BSME Primary Creative Writing, BSME App Design Challenge, and the BSME Secondary Schools Writing Challenge. Several of these events have now concluded with the results to be announced imminently - well done to all the BSME Students who participated in these events!

### Young Musicians of the Gulf

This year Young Musicians of the Gulf took place in a virtual capacity with 26 vocal entries and 61 instrumental entries. Each student had to submit video recordings of their performances, with a different performance per round and for each round a compiled video of all student performances was shown on youtube. The standard of entries was exceptional and there has been over 2,500 views of the Round 1 video! BSME would like to congratulate and thank all the young musicians who participated, as well as their parents, accompanists, teachers and adjudicators. A special thank you must go to Caron Lisett from St Christopher's School Bahrain, who retires at the end of this academic year, whom without YMOG would not have been possible for the past four years. BSME wishes you all the very best in your future endeavours.

### YMOG Winner



In June 2020, Heidi Youssef, a Year 3 student at GEMS Wellington International School was featured in our newsletter for her beautiful artwork. Last week, Heidi donated a piece of her art to BSME's new office in Dubai Silicon Oasis. Thank you, Heidi!

For further information contact:  
[students@bsme.org.uk](mailto:students@bsme.org.uk)



## Race4Good

The inaugural BSME Race4Good took place in March with eight schools participating.

Teams were given a specific number of days to research real-life issues facing a chosen community and they were required to develop business plans which would provide life-changing economic uplift. Jane Roughley, the academic enrichment coordinator for British School Al Khubairat said “The students gained so many invaluable skills but more importantly they developed a genuine understanding and empathy for those that are less fortunate in terms of standard of living and opportunities.”

After three weeks, four challenges and some truly fantastic proposals, British School Bahrain were chosen as the winners of this closely contested Race! Congratulations to BSB and all the schools that participated: Al Khor International School, Al Mamoura Academy, Dubai English Speaking College, Hartland International School, Latifa School For Girls, The British School Al Khubairat, Wellington International School.

We are delighted to confirm that there will be several BSME Race4Good Races during the next academic year and further information will be shared on the students webpage in due course.



**Back:** Daniel Nicolau, Yasmeen Almoayed, Lucy Hassett, Dia Nanda

**Front:** Alma Mahmood, Luna Maronese, Daniela Rodriguez Seminario, Zahra Bandukwala

**Not present:** Bedoor Jawad Ahmed, Jade Janahi



## BSME Digital Dance Competition

BSME Dance was founded by Cranleigh Abu Dhabi in 2017 and has allowed dancers from around the Middle East to come together and share a common understanding that Dance can be a language of the world. Due to the Covid-19 restrictions this year's dance competition will be held online with the project allowing students to connect with professional dancers, peers, teachers and friends. Students will have the opportunity to take part in workshops led by professional dancers and then create their own dance inspired by the theme of CONNECTED, using any of the choreography they have learned or create their own! With 22 schools participating we can't wait to see the fantastic performances from our students, the final video and results are to be announced on the 17th June!



British International School Abu Dhabi taking part in the competition in 2018

Looking ahead to the student events for the next academic year, online events will begin from Term 1 and we hope that we are able to organise some in person events from Term 2.

All the relevant information will be shared on the students website as soon as possible.

If you have an event you would like to organise for the BSME members then please do get in touch with our students coordinator Rachel, [students@bsme.org](mailto:students@bsme.org).





**Cheryl Stewart**  
Professional Learning  
Coordinator

## Penta Level 1

*"This course was a fantastic insight into the BSME inspection process as well as a great way to look more deeply into how to support your school moving forward. I will certainly be signing up for Level 2 PENTA training."*

Congratulations to educators in the region and around the world for getting through the greater part of a very challenging year! The challenge for the BSME Professional Learning delivery has been to facilitate online learning whilst maintaining the high standards our members have come to expect. With this mandate we delivered 3 online Conferences, one online [Inspection Accreditation course](#) and [10 Professional Learning webinars](#) in Term 2 alone. We applaud our speakers for rising to the technical challenges of online delivery; these sessions have provided excellent resources for our schools with registration and views of recordings DOUBLED from last year, reaching ±4,900 school staff!



## BSME Inclusion Conference 2021

The inaugural Inclusion Conference 2021 was skillfully hosted by Louise Dawson of Jumeirah College. A weekend of incredibly passionate speakers covering topics such as SEND leadership and executive function, positive behaviour management, OT solutions, provision mapping, inspection frameworks, wellbeing, dyslexia, and Makaton. Keynote speakers Daniel Sobel (Inclusion Expert), Grainne Boyle (Insights Psychology), and Louise Dawson (Jumeirah College) led 38 schools and 65 staff throughout the two day event. The live-streamed sessions have been recorded and are available for purchase until July 2021.

## CPD Offers



Book **two** delegates, get your **third FREE!**

# BSME Newsletter

JUNE 2021

HOME

CELEBRATING SCHOOLS

STUDENTS

PROFESSIONAL LEARNING

MEMBERSHIP



## BSME EYFS 2021

The annual BSME EYFS Conference was co-hosted this year by GEMS Founders School Dubai and Hartland International School. 64 schools and more than 450 delegates registered for this two-day online event with keynotes from Greg Bottrill, author of *Can I Go Play Now*, and Judith Twani. Early years maths expert Karen Wilding contributed to the success of the event with her insights into numbers and the young child. The conference recordings can be purchased until July 2021 and include topics such as transition, observation, co-playing, Leuven scales, leadership in EY, inspiring environments, parental engagement, and music provision for the non musician.

BSME in partnership with Penta International delivered a successful online Inspection Accreditation training course. If you are interested in learning how to prepare your department for inspections or in beginning your inspector training journey, please contact [learning@bsme.org.uk](mailto:learning@bsme.org.uk) for more information.

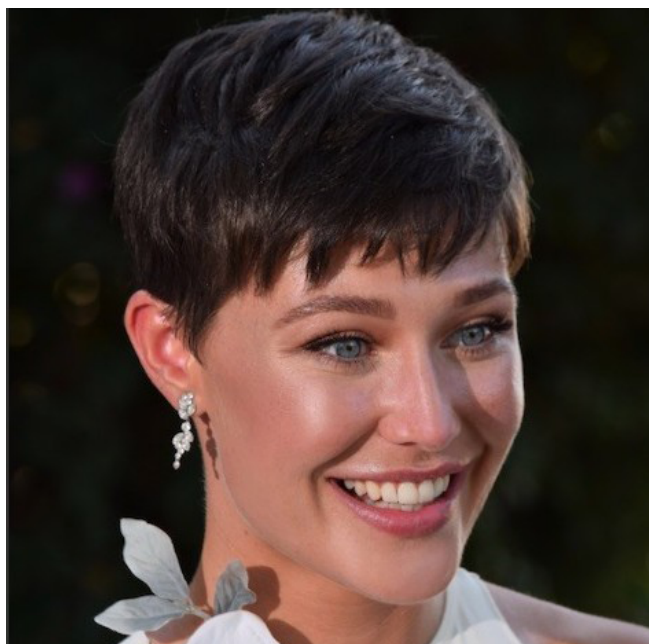


An exciting new addition to the Professional Learning calendar was our one-day conference for Business Managers, Bursars, HR and Operations Managers, Registrars and Marketing Managers; 20/20 Hindsight | 2021 Vision. This personal and professional development conference was exclusively for BSME schools and partners

and offered free of charge. Lord Jim Knight updated us on the international landscape and engaged in some crystal ball gazing. Role-specific roundtable discussions were complemented by keynotes on personal wellbeing and happiness, coaching skills, and intrapreneurial development. If your BSME school missed out on this valuable opportunity, please email [learning@bsme.org.uk](mailto:learning@bsme.org.uk) [20/20 Hindsight | 2021 Vision Programme](#). We look forward to having this as an annual event to facilitate establishing meaningful networks across the region to better support each of you in your roles.

You can read about BSME Networks [here](#).

Finally, it is my pleasure to introduce BSME's new Professional Learning Coordinator, Ashley Whitefoot. I am delighted to hand over this portfolio to Ashley who joins us from Save The Children where she led a similar role with professionalism and resourcefulness. I am sure that you will enjoy working with her as she settles into her new role.





As I write this, term 2 has drawn to a close and we are looking forward to finishing the academic year with tentative optimism that the world will recover to a new normal. The regional and international variations in the impact of the pandemic have meant that our members have had vastly different experiences during the last year. However, one underlying element has been consistent; the necessity to deliver member services online. Our Partner Members have enjoyed increased online communication opportunities with our School Members, and our Schools have benefited from increased BSME online resources, many of them offered at no cost.

Most notably, BSME's Networks, which have been commended by various British international education organisations, created representation for 55 Partners whose company logos and click through their company URLs are on the [BSME Networks pages](#). In addition, BSME Partners contributed to 40 webinars, adding significant value to their reach and value for membership as a whole.

Partner communication has been improved with a monthly Partner Updates email outlining marketing and communications opportunities. If you are a BSME Partner member and are not receiving these emails, please contact [Cheryl Stewart | BSME](#). One of the many benefits of partner membership is the chance to display company resources in our Partner Offers. This monthly e-shot is sent to our schools and published on our website. The page highlights upcoming events and partner services. Please see this month's [Partner Offers](#).

BSME Partner members are prioritised in BSME conferences, courses and webinars and in this term alone delivered 29 separate professional learning sessions. Opportunities to be involved in Professional Learning events scheduled for next year will be communicated shortly. If you would like your company to be included in this planning and you are not a member, you can join BSME Partner Membership by contacting [Cheryl Stewart | BSME](#). Benefits of membership can be found on our website [Membership page](#).

An exciting new addition to the Professional Learning calendar was our one-day conference for Business Managers, Bursars, HR and Operations Managers, Registrars and Marketing Managers; 20/20 Hindsight | 2021 Vision. This personal and professional development conference was exclusively for BSME schools and 16 partners engaged. All Partners who expressed an interest were accommodated in presenting to schools. This conference was offered to schools at no additional cost to members.

To find a BSME Partner Member, please see our [Directory](#).

We are cautiously optimistic that we will meet our members in person once again in the very near future. Wishing you a safe and healthy conclusion to this very unusual academic year.

## Effective use of data in high performing schools in the Middle East

 **Alps** Helping students aim higher

## Explore Learning Gizmos



## How Doha College is ensuring students continue to thrive



## CES Holdings opens their first international branch in Dubai (CES Holdings Ltd DMCC)



## Best School Ski Trip Ideas to Lighten Up Your Experience



## How do we stay connected in a highly connected world?



**'We want you to boast about yourselves – shine brightly.'**

**How will schools diversify, innovate, and evolve in the future?**



**Managing Stress and the Safeguarding Role**



**Financial Wellness in times of illness**



## Effective use of data in high performing schools in the Middle East

by Dr Steffen Sommer, Principal, Doha College



High performing schools have consistently high outcomes, high quality teaching and learning with accurate assessment and focused intervention. Their curriculum is coherently planned, and they have high standards and expectations for all students with focused professional development for their staff.

Data analysis tools used by high performing schools must be simple, quick, and easy to embed with staff and stakeholders, so that a common language can be established to work towards clear and achievable targets. To be effective, the analysis these tools give leaders must be powerful and sophisticated, providing real time performance insights to celebrate top performance and put in place strategies for weaker performance.

In the current climate, school leaders and teachers are in the challenging position of using tracking data to establish teacher assessed grades for all students, ensuring that it is fair, robust and affords their young people the opportunity for appropriate progression.

Alps has been providing simple and easy to use KS4 and KS5 performance analysis to UK schools for 20 years and has been working with an increasing number of prominent schools across the UAE over the past 3 years.

High performing schools use Alps to help unlock the full potential of every student. Analysis is delivered through Alps Connect, our powerful cloud-based student tracking platform. School leaders and teachers gain insights at every level, from individual student up to the whole school or college.

For schools offering GCSEs, A levels or IB, you can now access our simple and insightful analysis at both KS4 and KS5 using GL Assessment's Cognitive Abilities Test scores (GL CAT4) as your Alps KS4 prior attainment score.

If you are interested in finding out more about Alps Connect Interactive, or would like to book a demonstration for you and your colleagues, sign up for our free trial here:

[Sign up for an Alps Free Trial](#)

## CES Holdings opens their first international branch in Dubai (CES Holdings Ltd DMCC)



Shelley Swann



Leading international school supplier, CES Holdings, is delighted to announce the opening of their first international branch in Dubai (CES Holdings Ltd DMCC). This marks a significant expansion for the UK based company, making them the Middle East's largest in-country supplier for all things education.

The move follows recent major changes withing CES, following its acquisition in January 2020 by government-owned Commercial Services Group (CSG) – a trade body of Kent County Council. Substantial investment has strengthened CES' offering, particularly its digital presence, logistics operations, strategic new hires, and now, the opening of international premises.

CES has been a world leading consolidator of educational resources for over 40 years. Based in Manchester, CES has an impressive portfolio that includes all major UK school suppliers and totals an impressive one million products – all of which are retailed to the international schools market. These range from furniture and curriculum resources to everyday essentials and sports equipment.

CES specialises in consolidating large and complex orders with many schools ordering their entire yearly supplies in one go. In fact, this is a major selling point for CES customers and is marketed in their most recent campaign under the slogan: one order, one invoice, one delivery – one million resources.

The Middle East has always been a strong market for CES, with new international schools and nurseries opening at a rapid pace over the last few decades. CES has strong partnerships with many prestigious schools across the region and has also been pivotal in the setting up of many new establishments – including Oryx International School in Doha, Qatar.

The Dubai office will be headed by education specialist, Shelley Swann, who, together with her team will operate all sales functions for the region and simplify the procurement process. On the ground presence in the region also means that CES can offer support to their customers in local time and provide face-to-face meetings with their customer on site, ensuring an understanding of their needs.

## How will schools diversify, innovate, and evolve in the future?

By Paul Montague, International Digital Learning and Curriculum Manager, Edmentum



Educational provision has been forced to evolve during the Covid-19 pandemic. Schools have adapted and adjusted to the significant challenges of maintaining health and safety, ensuring education continuity, and providing social and emotional learning and well-being support. Every school has responded differently. This unexpected transition to remote learning with little preparation, training, and in many cases, access issues created problems for governments, schools, teachers, students, and parents to resolve. Transitioning from face-to-face to remote teaching was a remarkable achievement but is certainly not an ideal way to develop new online teaching pedagogy.

Many experts would agree that it has been a catalyst for change and a disservice to our learners worldwide should we return to 'normal' without evaluating how EdTech can be used to complement, enrich, and enhance education. In an article for [online magazine, Quartz](#), Andreas Schleicher, the OECD's director of education, commented: "All the red tape that keeps things away is gone and people are looking for solutions that in the past they did not want to see... Real change takes place in deep crisis... You will not stop the momentum that will build." Speaking during his [2012 TED Talks discussion](#), he also stated, "Education is not a place; it's an activity." So theoretically, it can be delivered anytime, anywhere.

Dr. Abdulla Al Karam, Director-General of the Knowledge and Human Development Authority in Dubai, sees, according to [The National News](#), an opportunity for there to be a significant evolution in the way education is provided. Dr. Abdulla envisages that "In the future, there will be as many models of education as there are pupils with a possibility that children could attend several schools at the same time as a shift to remote learning helps usher in a new flexible era of teaching," Education in Dubai is primarily provided by the private sector and schools will respond to new opportunities and create new business models to meet parents' and students' demands and expectations.

What impact have EdTech solutions made during Covid-19?

The most successful solutions have common characteristics, including facilitating personalized learning, being pedagogically appropriate and aligned to curriculum standards, and real-time formative feedback for both students and teachers driven by adaptive technology.

Our priority at [Edmentum](#) is designing learning programs that help educators and enable students to learn anywhere, anytime. We support schools as they embark on their journey toward inclusive and personalized learning and are already partnering with schools and educators to provide personalized education models.

[EducationCity](#) is a digital learning program used by top schools in over 60 countries globally. The program provides educators with curriculum-mapped content and assessments, actionable data, and automated personalized learning for every student across the core subjects. Our partnership with [BASE Education](#) enables us to provide CASEL approved digital social-emotional and well-being courses. Our partnership with [FEV Tutor](#) means that any of our solutions can be supported by additional on-demand tutors 24/7.

If you'd like to find out more about our digital programs, you can contact me at [paul.montague@edmentum.com](mailto:paul.montague@edmentum.com).



## How do we stay connected in a highly connected world?

As weeks merge into months, hundreds of thousands - possibly millions - of students around the world have had to embrace the 'new normal' of education and experience the majority of their learning online.

As a parent of two children who have been learning remotely for nearly a year, I have seen first hand the shift from traditional classroom learning, to fully remote, to blended programmes that involve a mix of the two - and back to fully remote again. Their teachers deserve medals; it has not been easy. In the blink of an eye, they've had to learn how to juggle a multitude of learning platforms, upskill in video conferencing tools and a plethora of new apps, and find time and new ways to support, encourage and motivate their students. As a parent, I've never been more involved in my children's learning, and am grateful for the opportunity to support them. However, I am slightly worried. Not about their academic progress or them falling behind, but about their wellbeing.

You see, my children are among thousands asked to attend several live-streamed lessons each day. To complete and submit their school work online via countless different apps, and collaborate simultaneously with online students and students in the classroom. Then they have their "normal" social lives to live; online. Are our children becoming digitally oversaturated and overstimulated? Are they at risk of losing true connections and a healthy perspective of interpersonal relationships?

Despite the wealth of opportunities students have to connect with others via a screen, I find they're often meeting with classmates or their teacher to transact rather than truly interact. A quick 'like' on social media, rather than a real chat. In the rush to ensure nobody falls behind during this time of crisis, opportunities for genuine connection, sharing and support seem rare.

Although social media means our kids are able to connect with someone in an instant, their wellbeing and happiness certainly suggests this doesn't suffice. According to a recent survey by [BBC Radio 4's All In The Mind in conjunction with the Wellcome Trust](#), I wasn't surprised to read that 16-24 year olds are experiencing loneliness more often than any other age group.

[Matt Haig](#) explores this idea further in a recent podcast:

*"...we are a part of an overloaded culture; we are connected in ways that we have never been connected before, and our emotions and our psychology influence each other. This influence is wider than it used to be compared to when we were in a hunter gatherer society, we can now have access to over 100 people before we get out of bed...we are at a risk of losing ourselves and losing meaningful connections..."*

### So what can we do to stay connected?

#### In School

If you're a teacher, there are many ways to encourage more meaningful connections between yourself and your students.

Authentic chat spaces, breakout rooms and time for individual conferences can all build digital citizenship skills and genuinely strengthen relationships. I've seen a number of teachers successfully set up drop in 'office hours' where they're online, just to chat or read books with any student keen to connect. The effective use of EdTech, such as platforms that can automark student responses, speed up data analysis, suggest individual next steps and so on, can really help free up teacher time. Time that they can then spend offering more opportunities like these and really connecting with their students.

[Brain Breaks](#) and opportunities for students to reflect and share their impressions via word clouds with apps like Padlet or Flipgrid, can all help to give students a voice. They are powerful tools that can be used for informal wellbeing checks in order to spark meaningful conversations.

Some of my favourite suggestions are focused on encouraging [creativity](#) and genuine [collaboration](#) - especially ones that allow students to connect with society in 'real life'. Service projects like climate change awareness campaigns can work well virtually; planning a charity event like a canned-food drive can have a real impact, even during our current challenges. As well as fostering real-world connections and relationships, these sorts of activities can help nurture other important skills including leadership, project management, compromise, and active listening.

I've also loved it when my children's teachers have set them outdoor challenges, environmental projects (eg gardening and outdoor crafts) and other activities that have got them off the screen and into nature.

## At home

As my kids find themselves connecting primarily with others only online, finding opportunities to connect as a family offline has become more important than ever.

We've carved out daily 'device-free-time' in our family schedule. Meal times and dog walks are now strictly screen-free times for us to connect and just chat.

[Creative question ideas](#) have led to some really funny and interesting conversations. Strengthening our 'team' in this way has, without doubt, helped us all stay grounded and better connected in this highly digitised world.

## The Importance of Self Care

In their technology-dominated daily lives, it's never been more important for students and teachers to do their utmost in order to keep themselves well. As is often quoted, "you can't pour from an empty cup". To be able to connect with and support others in a meaningful and positive way, we need to take care of ourselves first.

"The solutions are often about slowing things down, stripping back to the acoustic version of your life. Disconnecting." suggests Matt Haig. My top self-care activities for my own children include [mindful breathing](#), journaling, time in nature, and plenty of sleep.

For teachers, it's great to see so many international schools integrating a focus on wellness into their professional development and support programmes. I loved these simple and practical 'Give-and-Take' ideas shared recently on LinkedIn by Eric Sheininger.

## "Give-and-Take" Ideas to Support Teachers



So, how do we stay connected in a highly-connected world? It's not easy, that's for sure. But as I continue to support my own children's wellbeing, and work with educators from all over the world, I don't think there has been a more important focus. And, when these days of endless Zoom calls and home learning schedules are behind us, I truly hope that our commitment to each other's wellness, to our mental health and to true human connection are commitments that remain with us as we move forwards.

Helen Prior  
Head of Digital Learning  
EP



## Best School Ski Trip Ideas to Lighten Up Your Experience

Going for school ski trips can give your students a chance to improve their physical and social skills. Further, they are a great learning experience even though the planning process can be arduous. Ski trips are not the preserve of skiers. You can attend school ski trips and still enjoy your stay.

If you're a non-skier for instance, you can try to participate in the planning process as much as possible. This helps you include a vast range of activities that you and other non-skiers can engage in.

Remember, the ski trip location plays a huge role in determining the activities you choose. Conducting research is important if you want to enjoy the trip.

### Verbier, Switzerland

Verbier is a popular ski area that's ideal for both sporty and youthful skiers. Verbier is surrounded by excellent runs for people who are fascinated by long-distance skiing. You'll enjoy a huge backcountry terrain which makes this area one of the best in the region if you are looking for off-piste skiing.

### Les Elfes International School trips

For more than 30 years, Les Elfes International offers one-week fully supervised school trips to well-known mountain resorts in Switzerland, while guaranteeing the highest quality and safety standards in the industry.

Each winter (From December until April), Les Elfes welcomes over 100 international schools coming from more than 30 countries for ski trips to its campuses in Switzerland. Our three different, privately owned campuses are located in some of the most popular ski resorts in Switzerland: Verbier, La Tzoumaz (Verbier-North) and Crans-Montana.

Les Elfes ski trips Package includes accommodation, meals, ski/snowboard lessons, after-ski activities, evening activities, 1:7 ratio, transfer to and from Geneva Airport and much more.

With necessary measures in place, Les Elfes ski trips are planned to start on the 29th of November 2021. The season has obviously been hampered by the ongoing



travel restrictions for many schools, however, looking ahead Les Elfes team is optimistic for more schools next Winter with preliminary bookings starting already.

If your school is interested in ski trips, the campuses in Verbier, Crans-Montana and La Tzoumaz are the best choice. Switzerland continues to be one of the safest countries in the world and a superb destination for schools looking for cultural and activity-based trips. Moreover, at Les Elfes, COVID-19 measures are in place, and the Free-cancellation with full refund at any time is guaranteed.

### How to maintain safety along the slopes

These tips will help you stay safe while skiing on the slopes

- Figure out the best slopes depending on your skiing skill level. Liaise with the resort instructors who are well versed with the terrain. They will be able to guide you accordingly.
- Follow the marked paths and avoid skiing past the secluded region or within an enclosed area
- Never ski alone especially if you are a beginner
- Beware of warning signs such as caution and slow skiing area.
- Alert other skiers when you approach them on a narrow trail
- Ensure the trail is clear before skiing down the hill
- Avoid stopping along the trail where no one can see you from above.

Please note that if reserving with Les Elfes International safety measures will be strongly considered. Learn more here: <https://leselfes.com/ski-trips/#safety>

### Finally

Skiing is a fun and exciting activity which you may want to learn if you have not started already. You can leverage on the school ski trips to master skiing or even enhance your already acquired skiing lessons. Nearly all ski resorts in Switzerland and the larger Europe area have the necessary equipment you'll need to ski which they rent out for reasonable amounts. They also offer lessons for both adults and school children. Master skiing and make your next trip as exciting as possible.

## ‘We want you to boast about yourselves – shine brightly.’



‘We want you to boast about yourselves – shine brightly.’

This was the first challenge given to the women leaders who joined LSC Education for International Women’s Day 2021. It was a powerful and inspiring Zoom event, bringing together over 30 school leaders from across the world. Women living and leading in schools in Singapore, UAE, Australia, Hong Kong, India, China, UK, Indonesia and Dubai joined together to connect, challenge and celebrate.

Louise Penrice, Dr Helen Wright and Dr Sarah Howling, LSC Consultants, led an energetic and empowering event. Guided by these expert facilitators the session opened with a quiz, probing leaders about unconscious bias, leadership pay equality and leadership competences. The session also gave leaders the chance to connect in break-out rooms to discuss topics such as ‘Which women have inspired you this year?’, ‘how will you overcome new challenges ahead?’ and to reflect on their own experiences during this most unusual time in education. The IWD 2021 theme was ‘Choose to Challenge’, and one of the harder tasks for the modest leaders was to ‘boast and shine brightly’ by telling others about their successes. Once they began to discuss their experiences, it became evident what highly skilled, powerful, influential, compassionate and inspiring leaders they are.

Sharing their experiences across continents, the lively discussions showed that despite the difficulties of the pandemic, there are many positive examples of success, support and teamwork to be celebrated. Reflecting on the women who have influenced them, leaders recognised the role that those closest to them, their colleagues and those in the media, such as Michelle Obama, have played. Many referenced the powerful women that they work with in school leadership who bringing stability, vision, calm and strength to school communities during these uncertain times.

The mastermind behind the event, Louise Penrice, commented, “As leaders in education, we are in an incredible and privileged position to inspire girls and young women to believe in themselves, to dream, share their needs and to challenge what is possible in today’s world. Yet in order to do so we need to feel empowered ourselves. The last 18 months have certainly had their challenges for leaders in education. As we approached IWD 2021, we’re struck by the absence of activities and events to celebrate and connect us as women leaders in Education. We felt the absence strongly in what has been such a challenging year, demanding resilience, agility, calmness and positivity of those leading in education. The IWD Zoom event was a brilliant opportunity to bring us together. We look forward to hosting one next year.”

In addition to senior leadership recruitment in schools globally, LSC Education provides various courses and coaching opportunities to support school leaders worldwide. **Owning Your Leadership Voice**, a 8-month online programme for female leaders, is starting a second cohort in September. If women in leadership posts would like to find out more, please visit [www.lsceducation.com/owning-your-leadership-voice/](http://www.lsceducation.com/owning-your-leadership-voice/).

Facilitator Dr Helen Wright commented, ‘I have learnt something from every woman I have met.’ This sentiment was echoed by other leaders, one of whom commented, ‘I’ve been inspired by the women I connected with today.’

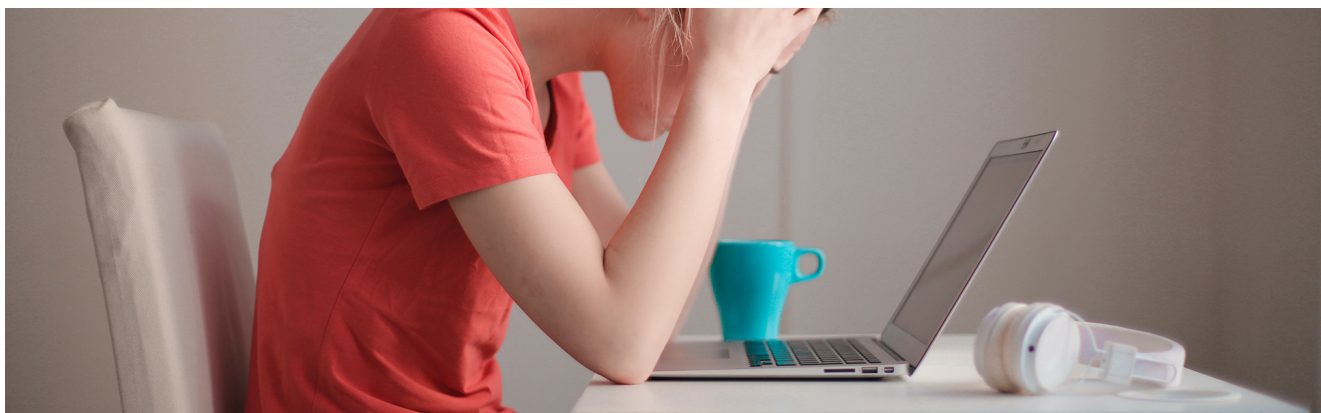
### CONTACT DETAILS

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[www.lsceducation.com](http://www.lsceducation.com)



## Managing Stress and the Safeguarding Role



The role of the designated safeguarding lead, head of pastoral care or child protection officer, can involve many challenging situations; you may witness the consequences of upsetting events and their impact on the children in your care. Combined with the additional requirements of teaching and other duties, the safeguarding lead can be a pressured and stressful role that can often feel isolating.

### So, how do you remain calm and level-headed when faced with any number of distressing safeguarding situations?

April was stress awareness month in the UK and our guest blogger Nigel Lowson shared his advice for recognising and managing stress, including some quick tips for immediate impact. Nigel is a former Deputy Head with more than 35 year's experience in education and now teaches people how to relax, to be more mindful, to meditate and to sleep better. In his blog, '[An Introduction to Stress Management](#)', Nigel explains the difference between the sympathetic nervous system (SNS) and the parasympathetic nervous system (PNS) and why it's important to activate the PNS or 'relaxation response' at times of stress. Three breathing techniques that he suggests can help us at times of stress are:

1. Inhale fully by really allowing your ribcage to expand as much as you can, hold it for a moment or two and then slowly let the air out relaxing your whole body as you

do this. Do this for 5 breaths or more.

2. Counting slowly to 4 in your head on an in-breath, hold the breath for a count of 4, breath out with control for a count of four and then hold for a count of four. Repeat three times.
3. Breathe slowly for only 4 - 6 times in a minute for two minutes.

Following on from the blog, Nigel also hosted a webinar where he discussed the impact that stress can have on all of us, and especially safeguarding leads. He talked about how safeguarding leads can be proactive in protecting themselves from stress, and to be prepared when required to step into action. Nigel also shared some useful techniques for dealing with stress in the moment.

You can read the blog, access the additional resources and watch the free webinar [here](#).

myconcern !

**Managing Safeguarding and Stress;**  
**A Magic Formula**

WATCH ON DEMAND

Presented by  
**Nigel Lowson**  
Wellbeing Teacher  
and Author

## Financial Wellness in times of illness



*Life changes. Be prepared. Be protected*

### Importance of Protection

Life and critical illness insurance is the cornerstone of any robust financial planning. As an international teacher it can protect your family or your home against your premature death or serious illness

Life assurance can support those you care about - it can help mitigate the impact of your death on your family's finances. For example, it can ensure your children complete their education even if you are not around to see it.

Many teachers have built in life assurance when they are in their home country through the teachers pension scheme, however this is not available when you move abroad.

The proceeds of a life insurance policy can also be used to pay off any mortgage or other debts, pay for repatriation costs or funeral expenses, as well as any income or estate taxes

Critical Illness insurance complements life assurance and ensures you have the resources available to help with your recovery from serious illness, or to make life more bearable if you are diagnosed with one or more serious illness. It can also cover loss of earnings if you are unable to work for a

length of time or need to go back to your country of origin for treatment and recuperation.

### It's not as expensive as you might think

Term assurance is the most cost effective way of providing life assurance and cover against serious illness and provides invaluable peace of mind

For example a 35 year old male non smoker can secure life cover of \$500,000 for a monthly premium of \$60.63 per month, and critical illness cover of \$150,000 for a monthly premium of \$55.59. The total cost of this equates to less than.....

### One coffee per day

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