



Eddie Liptrot
Chairman

As educators, we are in the privileged position to be constantly learning, by looking back and looking forward, and by learning from each other. This year, BSME has supported each of us to achieve this retrospection balanced with aspirational, forward-thinking approaches which enhances our roles as leaders.

The Annual Conference, in particular, gave us the opportunity to stop and reflect, a luxury we are seldom afforded in our roles. This is an opportune time to thank each of you for the contribution made to the direction and drive of the organisation during the Head to Head Sessions as well as the networking opportunities planned during the Conference; the professional camaraderie was palpable.

Olivia and the Team will update you about on-going developments based on your input and feedback, including a refinement of the Headship Induction Partner Programme, a SEND Provider List, Accreditation developments, a new BSME website and new social media features which will celebrate BSME schools and students in the region and beyond.

It is my pleasure to congratulate and thank Nicola Singleton for having stepped into the role of interim Vice Chair. Nicola is the Principal of Modern English School Cairo and Country Representative for Egypt. She has served on the Executive Committee for one term and is now serving her second. The Vice Chair position will be confirmed by membership vote at the next Annual Conference. I would also like to thank Matthew Savage and Nick Willson who have stepped into Country Representative roles for the organisation in Jordan and Bahrain respectively.

Finally, on behalf of the BSME Executive Committee and the BSME Team, we join you in celebrating you and your schools' and businesses' successes for 2017-18. If you are leaving your school or the region, please do let [Olivia](#) know.

I look forward to seeing each of you at the Annual Conference in Abu Dhabi from 19 – 21 March 2019.

Meet our Country Representatives

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Annual Conference 2019

The countdown has begun.

Tuesday 19 – Thursday 21 March 2019

Crowne Plaza Yas Island and Yas Marina Circuit, Abu Dhabi

For further information please email business@bsme.org.uk | www.bsme.org.uk

Meet our Country Representatives



Glyn Kilsby
Dubai

Lead Country Representative

Glyn Kilsby is currently Headmaster at Rashid School for Boys, a school for UAE Nationals aged 3 to 18. Glyn is from the UK where he originally trained as a teacher of Chemistry and first taught in London and Jeddah. He now has more than 20 years' school leadership experience in the UK and Middle East.

Glyn is a qualified Ofsted inspector and has an MA in Education, where he focused on teacher self-appraisal and staff development. His interest in teacher professional development has led to him being an active member of BSME, where he was a founder member of the UAE Professional Development Group, a group of schools that led the way with professional development and helped establish this as a key aspect of BSME. He is currently one of four UAE Country Reps and is the representative for Dubai schools whose initial letter is from A to J.

Glyn believes strongly in the ability of students to reach their goals and at Rashid School there is a powerful emphasis on learners engaging in a broad education where personal skills and character strengths are regarded as equally important as academic success.

Outside education, he enjoys adventure sports and is a keen sailor, marathon runner and an active hot air balloon pilot.



Andrew Williams
Pakistan

I have been Principal of the British Overseas School, Karachi for twelve years. Before that I lived in China and before that in London; certainly a long way from the village in the North West of England where I grew up - the only person in my class to go to grammar school and the first in my family to go to university. Undoubtedly my history shapes my educational philosophy: everyone should have opportunities to flourish and everyone should be ready for the next step – whatever that might be.

I have been a Principal since I was 27 years old and have always tried to bring the best out of everyone: students, teachers and parents. In Pakistan that is a challenge; but the challenges are stimulating, the problems demand creativity and the uncertainty calls for adaptability. However, we are not defined by difficulties; we are defined by the efforts we make to shape our own acre of one of the most populous countries in the world.

Hopefully, at the BOS, we are establishing an institution that stands by its values and that will not only stand but flourish long into the future. The school's reputation in the community, our students' achievements, academic and otherwise, and, most recently, our BSO accreditation, suggests that the foundations on which we continue to build and develop are strong.



Alison Lamb
Abu Dhabi

A teacher of 26 years with 16 years of successful headship in the UK and in International Schools, my experience of teaching and leadership spans Early Years, Primary and Secondary departments and all levels of schooling including mainstream, special – including moderate learning difficulties, emotional, behavioural, medical needs, EAL, private and state, co-educational and single sex schools.

I serve as a PENTA-trained inspector, CPD Lead for the BSME Executive Committee, Abu Dhabi Country Representative and a Headship Induction Partner.

I am passionate about creating and maintaining a positive and progressive environment for pupils and staff to learn and further develop individual interests and abilities.



Nigel Melen
Northern and Eastern
Emirates

Nigel often describes himself as English bedu. He was raised in a sleepy Derbyshire village (Repton, in olden times, the capital of the ancient Kingdom of Mercia). The Vikings sailed up the River Trent in the 600s and caused a bit of a stir, but nothing much has happened since then.

After grammar school and university, Nigel began his teaching career in inner-city Liverpool, then moved to ILEA in London where he feels he really learned his craft. After becoming Head of Department and Deputy Head, Nigel took on his first Headship in 1990 in the New English School in Jordan and has since led schools in Spain, where his school was a member of NABSS (National Association of British Schools in Spain), then Saudi Arabia, Oman (where he directed in two different schools) and latterly in Sharjah, where he has been since 2013.

Nigel's current school, Scholars International Academy, is a member of both the BSME and the BSO. He is the BSME Country Representative for Sharjah and the Northern Emirates.

From his extra-curricular life, Nigel highlights representing Jordan and Oman at conference tours in Turkey and Australia, pioneering IGCSE in Jordan and Spain, consorting with the Buckinghamshire Learning Trust to deliver the NQT in Sharjah and his life-time association with the Anglican Church.



Kai Vacher
Oman

Kai is a progressive and modernising thinker with an open and inclusive style. As Principal of British School Muscat, Kai is determined to establish BSM as a leading international school. He has an appreciation of and interest in combining the best of traditional teaching methods with more innovative approaches based on research. In April 2017 both the Primary and Senior school received an overall British Schools Overseas inspection judgement of “outstanding with exemplary features” and was assessed to be outstanding in all categories. BSM is the leading provider in the Middle East for the COBIS Programme for Middle Leadership and Programme for Aspiring Headteachers.

Phase 1 of 3 phases to provide inspiring facilities for BSM students and the community has been recently completed. In 2018, BSM was nominated for TES International School of the Year and the British International School Award for Innovative Teaching. BSM is a pioneer school for High Performance Learning.



Terry McGuire
Qatar

Terry McGuire qualified with a BA Hons degree in Economics in 1982, then completed a Post Graduate Certificate in Education to become a qualified teacher. He taught up to A Level in schools and Sixth Form Colleges in the United Kingdom before moving to Qatar in 1995 to become Head of Economics and Business at Doha College. Rapidly moving up the hierarchy, Terry was appointed Head of Sixth Form, then Assistant Head before taking up the role of Acting Principal in 2005. From 2007 to 2011, Terry was the Headteacher of the International School Sao Lourenco in Portugal, before returning to Qatar, where he has been Principal of Doha British School since.

During his time at DBS, Terry has worked hard to ensure that every student receives a quality, well-rounded education and that a warm, welcoming atmosphere is prevalent. As BSME Country Representative in Qatar, Terry has built relationships with other BSME Headteachers and staff, the British Embassy and Qatar government bodies to ensure collaboration and open communication between stakeholders. This year, Terry was delighted to see his dream of having a Qatar schools competition come alive, with the inaugural British International Schools Qatar Games held in March.



Nicola Singleton
Egypt

Nicola Singleton continues to serve the BSME community as Country Representative for Egypt and as a member of the Executive Committee. She has contributed to developments concerning membership, including the expansion of tiered status in order to broaden our network whilst maintaining our ethos and quality. Nicola has been an active member of BSME for over 10 years. She has been in the region for 14 years and teaching in British Schools in an international context for over 20 years.

She is currently the Principal at Modern English School Cairo, an 'outstanding' school (BSO). Nicola is an active BSO inspector and has experience with COBIS Peer Accreditation, as well as AdvancED, MSA and IBO processes. This background has proven useful to BSME Executive contemplations about ways forward regarding accreditation. Nicola's active involvement in BSME is motivated by her desire to ensure that schools on the periphery of the region have a voice within the organisation alongside those in the Gulf.



Matthew Savage
Jordan

Proud to be Principal at the International Community School in Amman, and formerly Adjunct Lecturer in School Leadership at the University Brunei Darussalam, Matthew has held headships and leadership roles across the world. With an MA in English Language and Literature from Oxford University, and 13 years of prior middle and senior leadership experience in the UK comprehensive sector, he is both the founder of Polio Points, a unique student reward programme which incentivises student achievement within the IB Learner Profile through humanitarian aid, and a fierce advocate for Student Voice, on which he has published several articles and delivered training across Europe.

Through his passion for, and expertise in, assessment in schools, Matthew has also written and presented to schools and conferences worldwide on The Mona Lisa Effect™, a model of personalised learning which aims to enhance the learning and well-being of every single student, and which feeds the vision and mission at ICS. This is Matthew's first time working in the Middle East, and in a BSME school, and he is eager and excited to contribute to the further development of the organisation.



Helen Searle
Kuwait

Helen Searle has been BSME Country Representative for Kuwait for the last year. She is currently Head Teacher of Prep and Infants at Kuwait English School. She has worked in Kuwait for 22 years in three schools as a teacher, Subject coordinator, Year Head, Deputy Head, Head of Primary and her current role. She has a BA in South East Asian Studies and the Malay/Indonesian language, a PGCE in Early Years and Primary Education, an MBA in Educational Management and is a Google Educator.

She believes that education should develop students to be ambitious, curious, engaged in their learning and equipped with skills such as resilience, creativity and perseverance required for later in their life. Children's development and learning is central to everything she believes in at school and worries that school managers sometimes lose this focus under pressures placed upon them.

Outside of school she exercises regularly and loves to travel. Her aim is to travel to at least one new country a year!



Chris Mantz
Saudi Arabia

Chris Mantz has been in international education for the past twenty-five years. Prior to that he worked in two state schools in the UK in a variety of middle and senior leadership roles. His first overseas position was as Head of Secondary in a new British school in Kenya, and his first international headship was at Brook House International School, also in Kenya. In 2004, Chris took up the position of Head of School at the British School Manila where he introduced the senior school and considerable expansion to the school's current size of nearly 1000 students. In 2011 Chris took up the Principal position at the British International School Riyadh where he has been ever since.

Chris has been heavily involved in school evaluation and has undertaken numerous accreditation visits for the Council of International Schools as team chair and has recently become qualified to lead Patrons Accreditation for the Council of British International Schools. Although he's been a Head in three British international schools, he says he remains a geography teacher at heart and still believes that classrooms rather than leadership offices are the best places to be in a school.



Nan Billingham
Dubai

Nan graduated from Robert Gordon's University, Aberdeen and taught Design Technology for 4 years in Scotland. She then moved to the southeast of England where she successfully held a number of middle and senior leadership positions including Deputy Headteacher and Headteacher of The Westgate School in Slough. She gained her NPQH in 2000.

In 2005, she joined Cambridge Education, part of the Mott Macdonald Group as a senior educational consultant. Her main areas of expertise were in school improvement and the Building Schools (Academies) for the Future programme across the UK. She also worked in New York, Thailand and the Middle East. Nan was a registered Ofsted Inspector during that time. In 2009, she worked in an advisory capacity supporting The School of Research Science (SRS). In 2010, she was appointed the Principal and has worked closely with the Governing Body and the school teams to oversee and consolidate the success and exponential growth of the school and the move to the new campus in 2014.

During the last 4 years the school has grown to 3500 plus students from FS1 to year 13 of which 70% are Emirati. The school is the founding member of HR Sheikh Mohammed Bin Rashid's Arab Reading Challenge (ARC). Nan is a member of the KHDA 'Content Advisors Group' which develops the programmes for the triannual 'What Works' events and a member of the 'Lighthouse Team' which supports a range of initiatives across private schools in Dubai. Since 2016 she has successfully worked with her team supporting other schools through the 'Abundance Project' in particular in the Foundation Stage and schools that need support with their Arabic and Islamic Studies curriculum.



Nick Wilson
Bahrain

After graduating with a BSc (Hons), Nick did a PGCE and then taught in the UK for 9 years before moving to Bahrain and St Christopher's in 1993. He was awarded his NPQH in 2005, the year he was appointed Head of St Christopher's Senior School. Nick has worked with the St Christopher's Leadership and Management Team, comprising Principal, Ed Goodwin OBE, and the Heads of the Infant, Junior and Senior School, a team that has been together 13 years.

Nick lives in Bahrain with his wife, Lorraine, and their 2 dogs. They love living in Bahrain and have been fortunate that their three daughters were raised in Bahrain and educated at St Christopher's. The girls have moved on to universities on the UK – two having graduated, with his youngest currently in her first year as an undergraduate. In his spare time, Nick is passionate about sport, spends some time the gym (not enough these days!), and is yet to fulfil his ambitions of scoring a hundred at Lord's or playing in a Cup Final for Man United – but he lives in hope! Nick looks forward to serving as Country Rep for Bahrain, with 2018-19 being his first year in the role.

New service to BSME members: UK Updates

An introduction to John Bocking

From September 2018, BSME will be increasing the frequency of UK Updates provided to members from termly to half-termly. John Bocking, education consultant, writes relevant, balanced yet thought-provoking updates which will support Principals, leaders and teachers to remain up-to-date with developments in England and how these might be applied to British international education. **Welcome to BSME, John!**

Career

- Educational Consultant, 2013 – Present: Providing a newsletter service and updates for school leaders
- Primary Advisor in Lincolnshire (2009-13) and School Improvement Partner for primary schools
- Associate Education Expert for 'The Key – Service for school leaders'
- Behaviour Improvement Programme Manager for Rotherham MBC, 2006-08
- Headteacher of 2 primary schools, 2001-06
- Deputy Headteacher of a primary school, 1997-01
- Teaching from 1986 onwards

"Education has been an important part of my life from my own school days in Sheffield before training as a primary teacher. I look forward to providing you with the newsletters throughout the year which will cover updates from the DfE and Ofsted alongside examples of good practice and educational research."

A short extract from the first newsletter of 2017/18:

Planning and workload

Imagine the following scenario: School is in a good place and key stakeholders are pleased with the leadership team's sense of school's purpose and direction. An action plan is in place with the main priorities and timescales for improvement. In the following months, progress against the current priorities will be evaluated.

The findings will be reviewed to see if the school is on track and succeeding in meeting its priorities. School's vision and priorities will continue to drive a cycle of improvement.

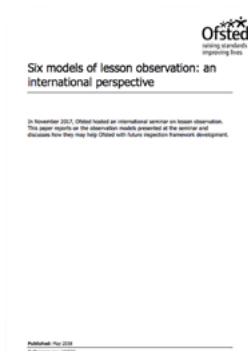
Staying on track: After the school's key priorities have been agreed for the year, there are likely to be new national and local priorities to consider, DfE updates, inspection preparation, new partnerships and projects, responding to key stage results, returning from courses with new ideas, and an occasional crisis to manage whether it's rain pouring through the roof or long term staff illness! How do you stay on track?

New ideas are built into the plans if they match school's current priorities or they are required. Some ideas are dismissed as unnecessary or left until a later date. There is a careful timetable for introducing any new ideas with reasons shared for making the changes. There is a discussion of what else might be reduced or stopped to keep the workload manageable. Monitoring and evaluating of progress against current priorities continues as planned as it will take into account the impact of new ideas.

New ideas are taken on board alongside continuing with the current plans. There is enthusiasm for the benefits of the new ideas without the potential drawbacks and workload being considered. New ideas may distract from a focus on current priorities and delay timescales for key improvements. Lots of action is taken on the new project but progress is slowed towards the school's main priorities and vision.

New ideas are taken on board regularly without considering if they contribute to, or distract from, current priorities. Changes are introduced with insufficient discussion. Workload increases as a result of too many initiatives. A focus on the school's main priorities is lost. Staff find their own ways to manage the competing demands of different priorities. Monitoring and evaluating is too focused on considering the positive aspects of new projects rather than progress made towards the school's priorities and vision.

Additional updates



Ofsted Update

Six models of Lesson Observation: An International Perspective

Standards to support pupils to their potential

For schools with pupils working below the national curriculum has been announced to help all children reach their potential.

1918
For Education and The Rt Hon Nick Gibb MP



For schools with pupils working below the national curriculum

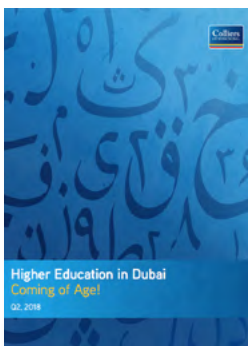
DfE Support for pupils with special educational needs.



BSO Newsletter



BSME and Bahrain bid Ed Goodwin, OBE, and Wendy Bataineh from St Christopher's School farewell. Teach Middle East featured this dynamic duo's contribution to the region.



Colliers White Paper

Coming of Age - Higher Education in Dubai



Facebook guidance

Facebook has produced guidance for schools in preventing and dealing with online bullying.

A word from a BSME alumnus: 'Mzuzu talks World listens'



Greetings from the 'Warm Heart of Africa'. We would like to enlist the support of friends and colleagues in the BSME community to help with a small project we are running here in Malawi; our project '[Mzuzu talks World listens](#)' (please click on the link for the promotional video) is designed to allow students to speak to a global audience – our target is to be heard in at least twenty countries.

After reading this and hopefully viewing the speakers we would like you to simply send an email to mzuzutalks@mzuzuacademy.org addressed to one of the speakers telling us your location and giving some feedback on the talks. Please link to the full film [here](#).

Firstly, before introducing the speakers a little about Mzuzu International Academy. We are located 350 km north of Malawi's capital Lilongwe in the Northern Region. Lake Malawi, which stretches the entire length of the country, is about 45 Km east of Mzuzu.



The academy is a charitable foundation initially set up to provide children from disadvantaged backgrounds with access to an international style education. Over 25% of the senior school student body is made up of scholarship children from the local area who study here as boarders. We have students here who come from homes without electricity; homes devastated by HIV; a number who are themselves positive and many who are orphans or from one parent families. Talking to grandma about student progress is a common occurrence.

Thanks to our growing reputation for academic success the academy continues to grow and we now attract students from all backgrounds from across Malawi offering education from Reception to Year 11.

Malawi is one of the poorest countries in Africa and presents challenges in terms of attracting staff, buying resources outside the country and trying to keep up with educational and technological developments. Blackboards remain major teaching tools, we do have whiteboards but not interactive – and if we did we can't always guarantee the electricity supply. We do have the internet but it tends to be slow and disrupted by power issues. Funds are very limited here in Malawi and we are reliant on generous supporters in the USA and UK.

Nevertheless, many expatriates who come here enjoy the tranquil life style and are rewarded by helping to develop the skills of local teachers and the thirst for learning of our students. In terms of value added this is a very high performing school and a credit to its dedicated team of teachers the vast majority of whom are Malawian Nationals.

Let me now introduce our six speakers, all of whom are Year 9 or 10 students and have never spoken in public before:

Marumbo looks at Global warming and how it has affected the people of Malawi, especially those in Mzuzu. This is a matter of life and death as any failure of the rains, including this year's, has a direct impact on food production. As the vast majority of Malawians are subsistence farmers the country is facing the prospect of food shortages in the coming months.

Isaac takes a look at deforestation and what are the realistic hopes of stopping it taking place. He takes a very pragmatic view that it won't stop while some of the poorest people in the world depend on free wood as a source of fuel. Isaac puts forward some interesting suggestions to meet this challenge well beyond the normal cry of telling people not to chop trees down.

Tingo compares his good friend Morton with a rhino, both being hunted to extinction for body parts. Morton, a Year 7 student, is an albino and survived a very vicious attack.

Khumbu, should be every teachers friend, after spending time teaching English to students from local schools he

explains how he feels about teachers and the pressures they face.

Tryness explains how the tomato changed her life and the lives of over 200 other young Malawians. From an incredibly disadvantaged background Tryness is now on course to complete her IGCSE studies next year.

Last but not least is Charity who is very outspoken on the state of her country asking the question -what has 50 plus years of independence achieved? Her working title was Africa-the Promise: Lost, stolen or bought.

They all speak with great passion and not a little trepidation at the thought of being watched by fellow students from across the globe. The whole programme is introduced by Madalitso and Tamika.

We hope that students across the globe take up some of the challenges put forward by Mzuzu International Academy students.

With all best wishes from the 'Warm Heart of Africa'

Peter Yates and the Mzuzu International Academy Community.



Husain Shafei
Student Coordinator

"We would like to thank each of our hosting schools for providing our students the platform to develop their skills and talent."

Term 2 Overview

Term 2 has always been the peak of our BSME Student calendar, and this year was no different. **The BSME U13 Games** (hosted by **British School Muscat**), **BSME Golf Open** (hosted by **Dhahran British Grammar School** and **New Cairo British International School**), **BSME Young Musicians of the Gulf** and **BSME U11 Football** (both hosted by **St Christopher's School**) all took place within 11 days - a truly 'action-packed' start to the term for our students across the region!

Cranleigh Abu Dhabi hosted our **inaugural BSME Dance Invitational** in February, which saw 135 students from 9 schools across the region participate in a fun, friendly festival. Click [here](#) to read Absolutely Education Emirates's article about our 'Seen and Unseen' theme.

The English School and **New English School Kuwait** hosted the popular **BSME Music Festival**, where over 200 students from across the region united to perform an inclusive concert, where beginners and advanced performers had the opportunity to make friends, learn, and perform.

March saw our two largest primary events of the academic year: the **BSME U11 Large and Small Games**. This year we achieved a record number of participation; 770 students from 28 different schools in 7 countries experienced cheers and tears, personal bests, and breaking long-standing BSME records. Thanks to **Kings' School Al Barsha** and **Safa British School** for offering our students such a wonderful opportunity.

Whilst on the subject of breaking past records... the **BSME Swimming Championships** (hosted by **4Lane Academy** and **Al Yasmina**) received our highest number of entries this year; 477 swimmers from 20 schools... WOW!

We're busy putting the final touches on our calendar for the next academic year, and this will be shared with our membership imminently... watch this space!

Year to Date



21 Events



204 School Teams



4632 Students



9 Countries

For further information contact:

students@bsme.org.uk



Young Musicians of the Gulf 2018

BSME U13 Games

[Photo Gallery](#)

Congratulations to the top three:

1. The British School Al Khubairat
2. British School Muscat
3. The English School, Kuwait

BSME U11 Large Games

[Watch the highlights](#)

[Read Sport360's review of the weekend](#)

Congratulations to the top three:

1. Dubai English Speaking School
2. The British School Al Khubairat
3. St Christopher's School

BSME U11 Small Games

[Watch the highlights](#)

[Photo Gallery](#)

[Read Sport360's review of the weekend](#)

Congratulations to the top three:

1. The English School, Kuwait
2. Horizon English School, Dubai
3. Horizon International School



Dance Invitational 2018



U11 Small Games 2018



BSME YMoG

[See the list of winners](#)

[Photo gallery](#)

BSME U11 Football

[Photo gallery](#)

Congratulations to the top three:

Girls:

1. St Christopher's School
2. Dubai English Speaking School
3. British International School Jeddah

Boys:

1. Dubai English Speaking School
2. St Christopher's School
3. Nord Anglia International School Dubai





Cheryl Stewart
CPD Coordinator

“Excellent! Well paced leadership journey dipping into theory and research and Tony explaining it clearly through model application and having the time to discuss each one.”

Assessment for Learning: Guidance from Veema

[Click here to find out more](#)

For further information contact:

cpd@bsme.org.uk

BSME CPD

Since the start of the new academic year our CPD department has been busy providing courses across the spectrum of career-progression pathways. Successful implementation of leadership courses include Penta International Level 1 and 2 Inspection Accreditation and the International Senior Leadership Programme (Lite) facilitated by ILA.

BSME has seen almost 80 of its aspiring leaders attend our leadership courses, with four more Penta International **Inspection Accreditation** courses planned for our next CPD calendar. Colin Dyson is a passionate expert in his field and provided excellent challenge and guidance during these courses.

Teachers benefitted from BSME CPD courses on EAL in the Primary and Secondary Classroom provided by Sofia Ali and Reducing Low-level Disruption by Steve Garnett from Creative Education. *“Sophia Ali was extremely professional, knowledgeable and approachable. Her experience and knowledge of EAL was evident as an academic as well as a classroom teacher.”*

In providing for our support staff we aired 3 complimentary webinars. Topics ranging from **GDPR: What International Schools Need to Know** by Mark Evans from Penta International; **Safeguarding - Safer Recruiting for International Schools** by Educare; and **How to be a better TA**, facilitated by the ever-popular Eva Cartwright from TA College. All of our webinars are free, with even more topics to be covered in next year's CPD calendar.

A special thank you to our host schools who volunteer to provide space, catering and support services for our presenters. BSME CPD courses benefit from your generosity and our presenters always rave about the welcome they receive. **Host schools can register 2 delegates free of charge for the course they are hosting.**

Next year's CPD offer has us very excited. We hope that all our members will benefit from and enjoy courses targeting Leadership, Teaching and Learning, and Support Staff. Face to face programmes will be supplemented with online CPD. Besides our exciting and all-encompassing Annual Conference for our Headteachers, we will also be offering conferences on Music and Drama, EYFS, and PE. Quite literally something for all.

We hope your School benefits greatly from the CPD calendar for 2018-19.

CPD Offers (except Penta 1 and 2 courses)



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

Need additional support with GDPR?


**Buckinghamshire
Learning Trust**

12 Months
Security for
Only £1000

Data Protection Officer for International Schools

The role of a DPO in education is a specialist one, requiring a thorough understanding of GDPR, broader data privacy management and education management.

Buckinghamshire Learning Trust is delighted to be launching this new service for our partners in British schools overseas providing DPO services from a partner you know and trust.

Engaging one of our Data Protection Officers (DPO's) for your school is a straightforward and risk-free process. Our accredited DPO's will support your school for **12 months for an annual fee of £1000** and will provide your school with an all-inclusive package of:

- UK-based GDPR helpdesk with the latest guidance on best-practice;
- GDPR compliance toolkit and model documentation;
- Advice on Data Protection Impact Assessments;
- A BLT accredited DPO who understands the needs of British schools overseas;
- GDPR e-Bulletin issued every half-term;
- Support on all matters GDPR.

Schools can also supplement this service with in-country advice and training at additional charge if required.

Register by emailing mbignell@learningtrust.net



100% Online NPQH, NPQML and NPQSL courses?



Distance Learning NPQs in BSME Schools

2018/2019 Academic Year

- **Complete DfE accredited leadership development programmes without the need to return to the UK or leave school**
- **Qualifications are the gold standard in UK education and fully recognised should you move to the UK**
- **Available as distance learning programmes minimising the time spent away from school**
- **For more information or to register email bsme@learningtrust.net**

NPQML

The National Professional Qualification for Middle Leadership (NPQML) is for those who are, or are aspiring to become, a middle leader with responsibility for leading a team.

£1188 per participant

NPQSL

The National Professional Qualification for Senior Leadership (NPQSL) is for those who are, or are aspiring to become, a senior leader with cross-school responsibilities.

£1563 per participant

NPQH

The National Professional Qualification for Headship (NPQH) is for those who are, or are aspiring to become, a headteacher or head of school.

£2813 per participant

Proudly supporting

Accredited NPQ provider

The Curriculum: The Turning of the Tide

Dave Peck, CEO - The Curriculum Foundation



Colleagues in BSME schools are familiar with the regret frequently expressed by teachers that they feel unable to offer learners the curriculum they really need and deserve because of pressure applied through accountability measures. The impact of this mindset on the curriculum is well known: creative subjects such as dance, drama and music are squeezed; the time devoted to PE is reduced; the numbers studying languages, particularly in England, have fallen drastically.

At worst, broad and balanced has been replaced by limited and lop-sided or perhaps a more appropriate description would be diminished and deranged. How many of us, no matter what professional route we went on to follow, have fond memories of the creative subjects we were fortunate enough to study at school? We recognise the contribution these subjects have made to shaping us into the rounded adults we like to think we are today. We know the value of learning a modern language and participating in sport and regular exercise. We appreciate how our attitudes are moulded and how many successful lives and careers

are built upon inspirational experiences in creative and performing arts. Our young people deserve better.

Her Majesty's Chief Inspector, Amanda Spielman, has highlighted the issue, admitting that Ofsted has contributed to the problem and vowing to do something about it, as the following quotes from some of her recent speeches indicate:

"What pupils need is balance, and one in which a broad curriculum leads to exam success, rather than a curriculum purely serving tests."

"... inspection may well have unintentionally contributed to the shift (away from breadth and balance) by reinforcing the focus on measures. Measures only ever provide a partial picture. Inspection should complement not duplicate that picture."

So in England the curriculum tide is beginning to turn. This is a shift of some significance for all schools following the national programme including, of course, BSME schools. The curriculum has become a key focus for inspectors under the current framework and the new framework, due in September 2019, is expected to confirm this change of emphasis. Inspectors are being asked to focus on the three 'I's: the school's curriculum intent, how effectively the curriculum is implemented and its impact on learners.

At the Curriculum Foundation, this turning of the tide has been reflected in a marked increase in the number of schools enquiring about support with curriculum redesign. Many schools have found our 'World Class Curriculum' audit (<http://www.curriculumfoundation.org/#resources>) a useful starting point. Colleagues report that use of the audit has prompted deep and valuable discussions and started them on a rewarding journey towards putting the quality of the curriculum for every learner at the top of the agenda.

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It was fitting that the 36th BSME Annual Conference was set against the backdrop of a high-performance environment like the Yas Marina Circuit in Abu Dhabi as Principals and Headteachers from the best British international schools in the region came together to invest in their own learning.

The Conference opening by Professor Toby Salt, Chief Executive from AQA, provided the necessary UK Updates to keep our members up-to-speed with educational developments by the Department for Education, Ofsted and exam boards, to mention but a few. Our members then engaged in a carousel of consultation and good practice, refining the key drivers for BSME in the coming year; from accreditation to CPD, Student events to a variety of new services for schools in the region.



The Conference Key Notes were delivered by three world-class speakers. Almost 200 senior leaders from BSME schools were guided through The Multiplier Effect by Hazel Jackson, High Performance Learning by Professor Deborah Eyre and Optimising Performance and Leadership by Floyd Woodrow. Key Notes were enhanced by workshops and included presenters from the Council of International Schools (CIS), IB, The Curriculum Foundation, the UK Department of Industry and Trade and several other Associate members. Outstanding school-led workshops were also featured!

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Floyd Woodrow – Compass for Life



Professor Deborah Eyre – High Performance Learning

This BSME Conference also saw the largest Exhibition, hosted by more than a 100 Associate Members' companies, to date. Associate Members of BSME offer a range of education services, products and tools to schools, creating a supportive and productive partnership.

The opportunities for networking with colleagues, in a sometimes-isolated context, is invaluable too. BSME provided a variety of both formal and informal networking sessions throughout the Conference.

This year, BSME also presented the inaugural awards to winning students of The Ed Goodwin Award for Exceptional Service. These students demonstrated service to their own and global communities. This prestigious award will be awarded each year in recognition of the selfless service provided by BSME students across the region.

Watch highlights from the conference [here](#).



Ed Goodwin QBE Presenting an Award to Azzan bin Qais International School in Oman

The BSME Ed Goodwin Award for Exceptional Service



I was really delighted to be able to present the first BSME service awards at the 2018 BSME Annual Conference.

For me, a young person is not fully or properly educated unless they leave school with a predisposition to act in ways that benefit the earth and its people in situations and places that are beyond their personal experience. The welfare of the human race doesn't depend on academic achievements: it is reliant on good people doing good things, with each of us striving - a cliché I know - to leave the world a better place than it would have been had we not existed.

British and other international schools, with the wide range of cultures and nationalities represented in most, are uniquely placed to promote a service-orientation in young people from Nursery up to Y13 and I hope that the existence of the BSME service award, so kindly attached to my name, helps in a modest way to assist this. Many congratulations to the first tranche of winners... keep up the good work!

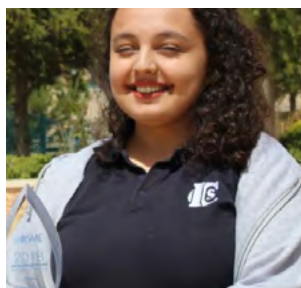
Ed Goodwin, OBE



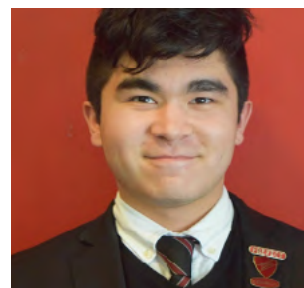
Earsil D'Cruz - Bahrain



Jade Kabbani - Saudi Arabia



Meyss Alcheikh Hussein - Jordan



Majd Bakdounis - Kuwait



Lily Marie Walter - Abu Dhabi



Aritro Chatterjee - Dubai



Nadya Habib - Pakistan



Taqwa Salah - Oman

It was lovely to see so many of you at...



Lisa Kirkley
BSME Membership and
Communications Officer

the Yas Marina Circuit, Abu Dhabi in March and I know I speak on behalf of all of us at BSME when I say how much we enjoy a catch up with all of our members, old and new.

This year's conference was memorable not only for the burning rubber and high-octane energy but also for a surprise engagement – a first for BSME – huge congratulations to Geraldine Bell from Scanning Pens Ltd and her fiancé, Paul. We look forward to seeing the wedding snaps next year.

Well, Conference planning never stops in the BSME office, and as we pack up and put away after Abu Dhabi 2018 we have already started to prepare for 2019. More to follow from Emma in due course.

A couple of things to share with you ... firstly, this year has seen membership increase by 15 schools, links to these schools can be found within this section; secondly, I am delighted to report that the Associate membership has voted Mark Duncan of Learn IT as their representative on the BSME Committee. Mark will take up the role in September 2018. I would like to thank all of the candidates for putting themselves forward and I am sure you will all join me in wishing Mark a great year. You can read more from Mark in this newsletter.

Membership renewal will open shortly and Associate payments can be made online. I would like to take this opportunity to remind you of the importance of keeping your registered user email address up-to-date. This is our main contact for you and will replace your existing username when we launch our new website later this year. If you have any queries or would like confirmation of the email address registered to your membership account, please let me know. Your registered address can be updated by logging into the [BSME website](#) using your existing login information.

I wish you all a wonderful summer

Lisa

Charity Initiatives

[Click here to find out more.](#)

Meet our new Associate Representative

[Click here to find out more.](#)

For further information contact:
membership@bsme.org.uk

New School members

As Seeb International School



Gems Founders School



International British School Kuwait



The Arbor School



Dubai British Foundation



The City School International, Dubai



Hartland International School



Al Ain Academy



International School of Creative Science



New Associates

[Click here to find out more.](#)

The Arcadia Preparatory School: Junior MBA



The Jr MBA programme launched over the summer of 2016 as part of with the objective of providing pupils at Arcadia not only with financial literacy skills but also with the fundamental tools of entrepreneurship. Due to the discussion-based nature of the class, the programme also gives pupils the ability to think critically and encourages collaboration, with the intention of preparing pupils for their academic and personal journey ahead. The founder and teacher of the programme is none other than Navin Valrani, CEO of several successful organizations and a graduate from two of the most reputable business schools in the world: The Wharton School and London Business School. Navin uses his 25 years of experience in running businesses to engage the pupils in a form of experiential learning never seen before in an elementary school classroom.

The course is a 12-week programme designed to deliver an MBA style curriculum to primary school

pupils. The essence of the programme is to deliver MBA modules to children aged from 6-11 years old with four modules: Entrepreneurship, Finance, Marketing and Social Entrepreneurship. Pupils are broken up into age appropriate teams and the summative assessment is the creation of a business plan by each team for a venture of their choosing and a presentation to parents of the business venture.

The programme is taught in a learning environment that is conducive to creativity. The classroom, known as the Enterprise Hub at the school, has bean bags instead of chairs, blue and white walls that can be written on, no desks unless required and quote on the wall that truly sums up the programme: "How wonderful it is that nobody need wait a single moment before starting to improve the world."

Sunmarke School: Speedcubing



The Rubik's Cube has literally changed/played a big role in my life since I began speedcubing back in August of 2012 at the age of 12 when I was living in the Netherlands. I attended my first competition in September of the same year, and at the end of that day I knew cubing would be my hobby for a very long time. I have competed in a total of 32 competitions, including 2 World Championships, and broken 71 records for my native Argentina.

Unlike many sports, Speedcubing is a friendly sport, where people put more energy into enjoying and having fun at the competition, rather than winning or getting good times. Solving Rubik's Cubes is, at the same time, a great way to exercise your brain, improving various skill areas such as spatial intelligence, pattern recognition, problem solving abilities, and hand-eye coordination.

In 2013 I moved to Argentina where I made friends with my native country's community for the first time, and in 2016 I moved to Dubai. As a speedcuber, I already knew that the UAE hadn't prospered yet in the cubing world; it had only hosted 3 competitions from 2009 to 2016, which is very little compared to other countries. Therefore I was determined to give a boost to the Middle East in

speedcubing, and become a WCA (World Cube Association) competition organiser.

When I approached Sunmarke School in 2016 with the idea of hosting a speedcubing competition, they accepted immediately and we hosted our first official WCA competition in January of 2017; it attracted 88 competitors from 17 countries! Since then I have been the main organiser of another 5 competitions in the Middle East, 3 of which were also held in Sunmarke School. These competitions attracted a total of 294 competitors from 38 countries, and I very much hope the Middle East cubing community keeps growing as I leave to Europe for University in July.

Francisco Hamlin
May 2018

Francisco Hamlin has studied A-Levels at Sunmarke School over the past two years. Although he is moving on to university this year, Sunmarke will still be hosting World Speed Cubing Events

British School Muscat wins National Education Project of the Year in MEED Awards



We are immensely proud to announce that British School Muscat and Turner & Townsend's joint submission for MEED awards has been successful; British School Muscat has won the National Project of the Year MEED Award.

The award winning project is the most recent phase of British School Muscat (BSM)'s new development, comprising the new Sports Centre, with two new sports halls and three new swimming pools; new classroom block and new state-of-the-art Sixth Form Centre.

Getting there

The competition was very intense and this award serves as a testament to:

- BSM's commitment to deliver superior quality of education to Oman
- Turner & Townsend's commitment to raise the bar for Project and Commercial management excellence

The winning themes included:

Project excellence – a school that listens to the needs of its pupils, parents, teachers and wider community and delivers accordingly

Healthy mind in a healthy body - a school that offers superior high performance facilities and thus adopts a holistic approach to education and personal development of each and every individual

Health and safety – achieving no LTIs for over one million worked hours with a workforce of over 270 at peak times in a live environment is a reflection of thorough planning and attention to smallest details

On-time/on-budget delivery – adopting detailed planning and strong risk management process coupled with best industry practices

Outstanding performance – the entire project team worked towards a common objective. There was no “us and them” at the project site, it was only “us”.

I am honoured to have been chosen as your Associate Executive Representative for 2018-19



A little bit about me I began my journey in education after completing my PGCE in Economics at Manchester University, before taking my first teaching role at Queensmead School in West London. I was promoted to Head of Economics, Business and Law after my NQT year. I am currently working as a Technology Integration and Training Manager for Learn IT, a Google Education partner based in Dubai. I have worked with over 200 schools in my four years in the Middle East helping improve teaching and learning through the effective use of technology.

I am excited to be part of the BSME team and to help the organisation continue to move forward and innovate, with particular focus on bridging the gap between Associate and School members. My core focus will always be the students and their learning experience - this underpins my principles and values.

I would like to help improve the Conference experience for Associates and vendors and I will be proactive in gauging feedback and views from both parties.

I look forward to working with you and wish us all a successful 2018-19 year!

Please feel free to get in touch by email mark@learnitacademy.com.

Kind Regards,

New Associate members

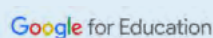
Veema Education



Sound Training



Google FZ LLC



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Pobble Education Ltd



Schloss Leizen



Macmillan Education



Aspect Alliance Project Management



CambriLearn



University of Birmingham, Dubai



Learning Ladders



Britannica Digital Learning



Time2Resources Ltd



Creative Education Ltd



Swiss Leadership Camp



Schrole Group PTY



International Leadership Associates



For further information contact:
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What's the point of Performance Management?

David Maytham – TT Education



Many years ago, when I first entered the teaching world, if someone had asked me this question – what's the point of Performance Management – I probably would have said something keen, enthusiastic and fairly meaningless like 'it's a great way for my line manager and me to discuss how well I'm getting on and any issues I might have'. Some time after that, perhaps feeling a little more jaded and cynical, I probably would have said 'it gives my line manager a chance to check up on me'. At various different points in my career, I think I've seen PM as either a form-filling exercise, a nice excuse for a chat, a chance to show off what I've been doing in my classroom, or an anxiety-laden ordeal. For a long time, I didn't really think about the why of being performance managed, being more concerned with the how, what and when. It wasn't really until I looked at PM from the other side of the equation – from the manager's side – that I started to question what the point of it really was.

I would argue that unless you're asking yourself what the point is, there is no point.

PM is a process that needs to be *mindful* and *goal-oriented*. If you don't know why you're doing it, what

you're aiming to achieve or what your goal is, it simply becomes a form-filling exercise. Done properly, PM is probably the most useful tool in a teacher's, manager's and school's toolbox for school improvement.

So, what is the point of Performance Management? As professionals, our aim should always be to develop our pedagogy, our classroom practice and our interpersonal skills. I'm not going to say 'improve', because I think, to a degree, saying someone needs to improve implies that they're not good enough. PM isn't about not being good enough, it's about widening, deepening and broadening our skill set to be able to bring something new to the table. In a word: development.

It's easy to feel defensive about Performance Management. It's easy to see it as a criticism, no matter how thick the bread on our feedback 'sandwich'. It's easy, as a manager, to feel anxious about giving any points for development or constructive criticism for fear of being too negative. We need to move away from this negativity surrounding Performance Management. Schools are only as effective as they are flexible, adaptable and responsive to the needs of their pupils and the wider school community. Therefore,

we, as staff members, need to be flexible, adaptable and responsive to the needs of our pupils and the wider school community. PM is a great way to do this, as it gives us a focus, a goal and an end-game. One way to ensure that the School Development Plan is a useful, working document and not another form-filling exercise is to use it in PM sessions. What is your school working towards? Perhaps you could use the targets from the SDP in your Performance Management Review, in order to ensure that you and your colleagues are all singing from the same hymn sheet, as it were.

As a writer, I equate Performance Management with editing. However, much you plan and prepare your teaching, however many fantastic resources you create, and however much effort you put into each actual lesson as it happens, taking the time to revisit that lesson and scheme of work in order to consider alternative methods is incredibly valuable. This goes not just for lessons, but for meetings you might be chairing, or presentations you might have to do. It's not about improvement, per se, and it's not about change for the sake of change. When I edit my writing, it's not because I think it's no good. It's because I want to consider what effect I have created and how alternative grammatical structures might alter that effect in an exciting way. It's because I want to try new vocabulary in order to expand my own skill set and be able, in future, to use those new adjectives or subject-specific terms. Performance Management is about development and development is about giving you options.

Lastly, I want to talk about the variances in Performance Management methods. Some schools have developed a form – one page of A4 – to fill in at review meetings. Some schools require teachers to create their own PM review folders. Some schools require managers to have their own review files, with notes on everyone. Some schools insist that managers fill in the paperwork themselves. Some insist that it's a joint exercise. Some say it should be the reviewee. It can be something of a minefield and it's easy to lose objectivity in the face of this disparity. However, it doesn't have to be this way. A logical, intuitive, simple-to-

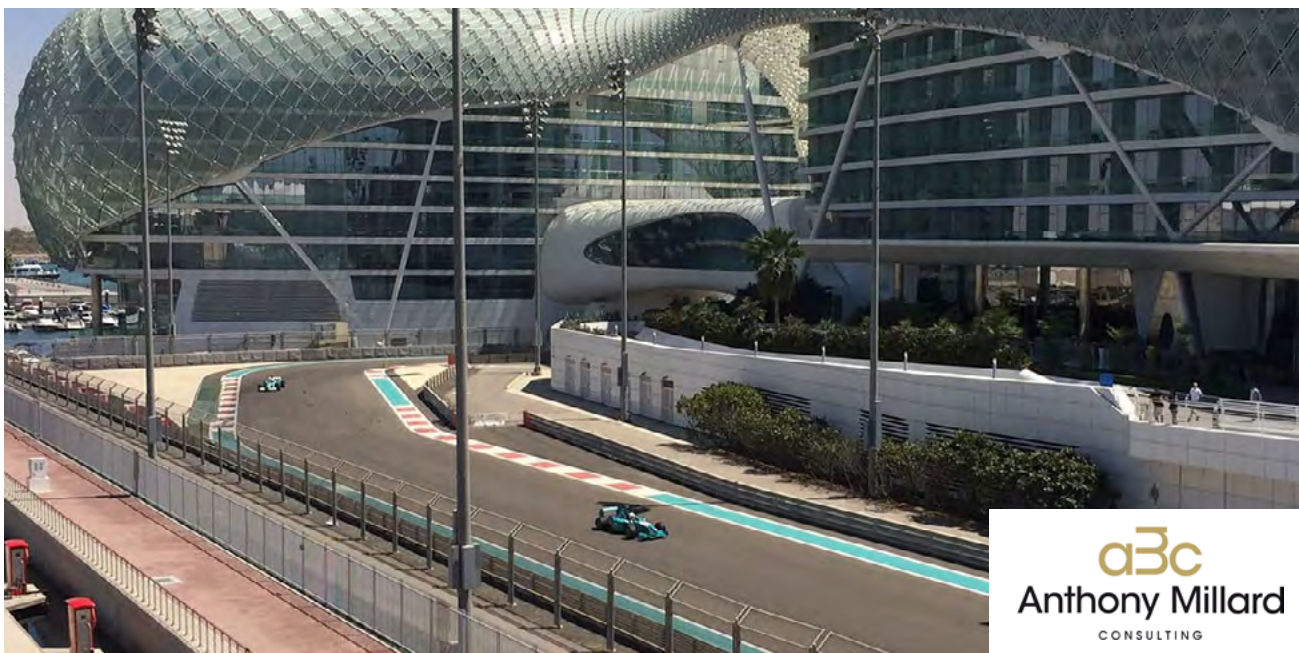
use online portal is now available, as a subscription, for schools to sign up to. Targets are easy to create, either bespoke or selected from the teaching standards or the school's SDP priorities, which is a great way to show an individual's progress across many areas, as well as the school's progress towards its targets. Evidence can quickly and easily be uploaded to the portal and tagged to one or multiple targets, meaning no more huge, clumsy folders full of paper. For performance-related pay reviews, the decision becomes far less subjective, as the evidence against the standards is there in plain view. Why not check it out here: www.schoolcpdtracker.com?

Remember: this is about your development as a professional. What do you want to gain from it and how is it contributing towards your professional goals? Ask yourself that and you're one step closer to achieving them.

About the Author: David Maytham is a former fast track teacher, education expert and school leader with a proven track record of supporting schools in delivering outstanding results. He was the Lead Writing Teacher at the first Writing Demonstration School in the UK and has worked on research projects on behalf of the Department for Education. In 2012, he founded TT Education and now spends his time working with schools across the UK and internationally to raise standards. He delivers training days, INSET days and national projects, as well as leading a highly creative team of teachers and other educational professionals to develop exciting and innovative educational resources for schools.

Saving My Bacon (or the happy return of the AMC tablecloth!)

By Anthony Millard



a3c
Anthony Millard
CONSULTING

I have been to a few in my time but the latest BSME conference in Abu Dhabi was certainly one of the best! Well-attended, brilliantly organised amidst the splendid setting of Yas Marina, and made memorable by three outstanding sessions.

Hazel Jackson gave stimulating insight into Liz Wiseman's leadership theory of "Multipliers and Diminishers" which in an earlier life I seem to recall were "Drains and Radiators". Professor Deborah Eyre (AMC Non-Executive Director) gave an inspirational talk on High Performance Learning linking in with the previous session by highlighting the unlocking of human potential in schools having belief in their pupils' capacity to learn and excel. Finally, Jane Larsson, Executive Director CIS, spoke powerfully and personally on "Child Abuse Risk and Realities: What school leaders need to know". As well as a wake-up call on all aspects of safeguarding and child-protection Jane

gave us fresh insight into the enormities of paedophilia and its machinations through the Dark Web.

But conferences are more than sessions. Enjoyment of old and new friendship, the optimism and dynamism of education in the Middle East, the ambience of Yas island Crowne Plaza and the smell of racing oil from the Yas Marina Grand Prix circuit are all good things to take back to the snow and cold of England! Last year I began to question the value of some conferences but BSME has reignited my enthusiasm. Thank you! I have even been forgiven for leaving the AMC tablecloth on the exhibition stand, only remembering it a mile high over Romania on my return journey!! BSME had found it and are kindly bringing it to London on their next trip. Inshallah!

Editor's note: *We are delighted to report that Anthony and the AMC table cloth have been reunited*

Tips for Education Suppliers from International School Leaders

Diane Glass – ISC Research



ISC Research

At this year's GESS Dubai conference I hosted a session for education suppliers and invited two superb people to speak: David Baldwin, Headteacher of BSME member school, Horizon English School in Dubai and Chris Bromham, Principal of Uptown School in Dubai (part of the Taaleem group of schools). They shared some valuable advice for education suppliers wishing to work with international schools. Here are some of their top tips:

Get your brand known by the schools: "We look to meet suppliers at fairs and exhibitions" said Chris. "Many of our new initiatives originate from these types of events. Word of mouth is also important. As a group of nine schools, the Taaleem schools share a vast range of experiences from all over the world. Good ideas that work, spread very quickly through this community."

Know what schools want from suppliers: "Stand out in what you offer and the service you provide," said David. "Being able to provide a fast turn-around, good post

sales service, and showing that you understand a school's direction and the external influences that will impact the school are important too. If you're trying to get your company known to a school, limit cold emails. Instead, start with conversations at events, send us a physical catalogue, or share free quality resources that we can trial."

Target schools carefully: "Be aware of the great range of international school types there are and know what is important in each," said Chris. "A company recently sent me a very long email all about how their product was perfectly matched to the British curriculum and would be the answer to all my problems. When I pointed out that we were an IB school and did not run the British curriculum, he had very little to add!"

Develop relationships with schools in the right way: "The relationship has to come first," said Chris. "School principals are inundated with unsolicited emails and post. These days, most principals I know have systems that stop these emails even getting through to them. When they do sneak through, they are deleted after reading the first line."



Communicate with schools at the right time of year:

“International schools typically put in a large order to the UK or US sometime between January and March, so communicating before this time slot is vital,” said Chris. “Local suppliers may be better waiting until a bit later. Often budgets need to be spent up by May to count for the current academic year, so April is a good time for local companies to approach schools.”

You can view a recording of my presentation on the international schools market at GESS Dubai [here](#) If you would like more advice about supplying education products, resources and services to international schools do get in touch directly: diane.glass@iscresearch.com

Word of mouth is, of course, powerful. However, where I have seen very positive practice is when suppliers start by giving something to the school. For example, most new products or services start from a perceived need or new way of looking at old problems. Sharing the research that companies have undertaken to devise their product, or providing Professional Development sessions with staff in the area that the product sits, are both good ways to start. Having ex-teachers on sales teams is now quite well established, but does still work!”

Be aware of priorities and new areas of focus for

schools: “Innovation and inclusion are both important for resource expenditure right now,” said David. “Be aware of shifting national priorities and trends happening within the international schools market.”

Help schools to be competitive in a highly competitive

market: “As competition gets tighter, schools are looking to give increasingly good value for money,” said Chris. “In this environment, schools are less likely to take a risk with significant purchases of unproven initiatives and technology. Conversely, we are all looking for that special initiative that will help us stand out from the crowd. In this environment, products and services that have been successful in top schools in other countries are very attractive.”



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