



**Nexus  
International  
School  
Stories**

A woman with long dark hair, wearing a colorful patterned shirt and a teal lanyard, is smiling in front of a multi-story building with many windows. The text "Visionary Leadership" is overlaid in white on the image.

# Visionary Leadership

## OUR PURPOSE

To educate the youth of the world to take their productive place as leaders in the global community.

## OUR CORE VALUES

Being Dedicated to a culture of **Respecting** and Caring for Each Other  
**Excellence**  
Openness in **Communication**  
Acting with **Integrity**  
Being **Passionate** in What We Do  
Creating **Enjoyable** Environment

## OUR VISION

Nexus International School will be an internationally minded learning community that nurtures and supports every child's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens.

We will accomplish this by celebrating diversity and challenging minds.

## OUR PROMISE

To foster the gifts and talents that reside in everybody through careful mentorship and guidance based on respect.

To provide a nurturing environment for these talents; one that is innovative, progressive and grounded in trust, compassion and respect.

## *Visionary Leadership*

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# The Nexus Way

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We encapsulate our vision in *The Nexus Way*. In order to achieve our vision and promise, we have created *The Nexus Way* based on a number of best practices (consistent with international trends in education). *The Nexus Way* consists of five pillars which describe our philosophy and the pedagogy that our teachers follow.

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# The Nexus Way

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*Shared Leadership*

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# Community Surveys

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To ensure the sustainability of this vision, we use data to track progress against our goals. We use data from our Towers Watson Survey of staff, learners and parents and the our IRC survey (technology use amongst staff and learners) to track how well we are meeting these goals. Each year, the data from these surveys is reviewed and

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# The IRC Survey

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We have been involved in the [IRC](#) (International Research Collaborative) for the past 2 years, collecting data from our entire community on technology use. This data allows us to make strategic decisions on effective use of data in our school.





## Damian Bebell

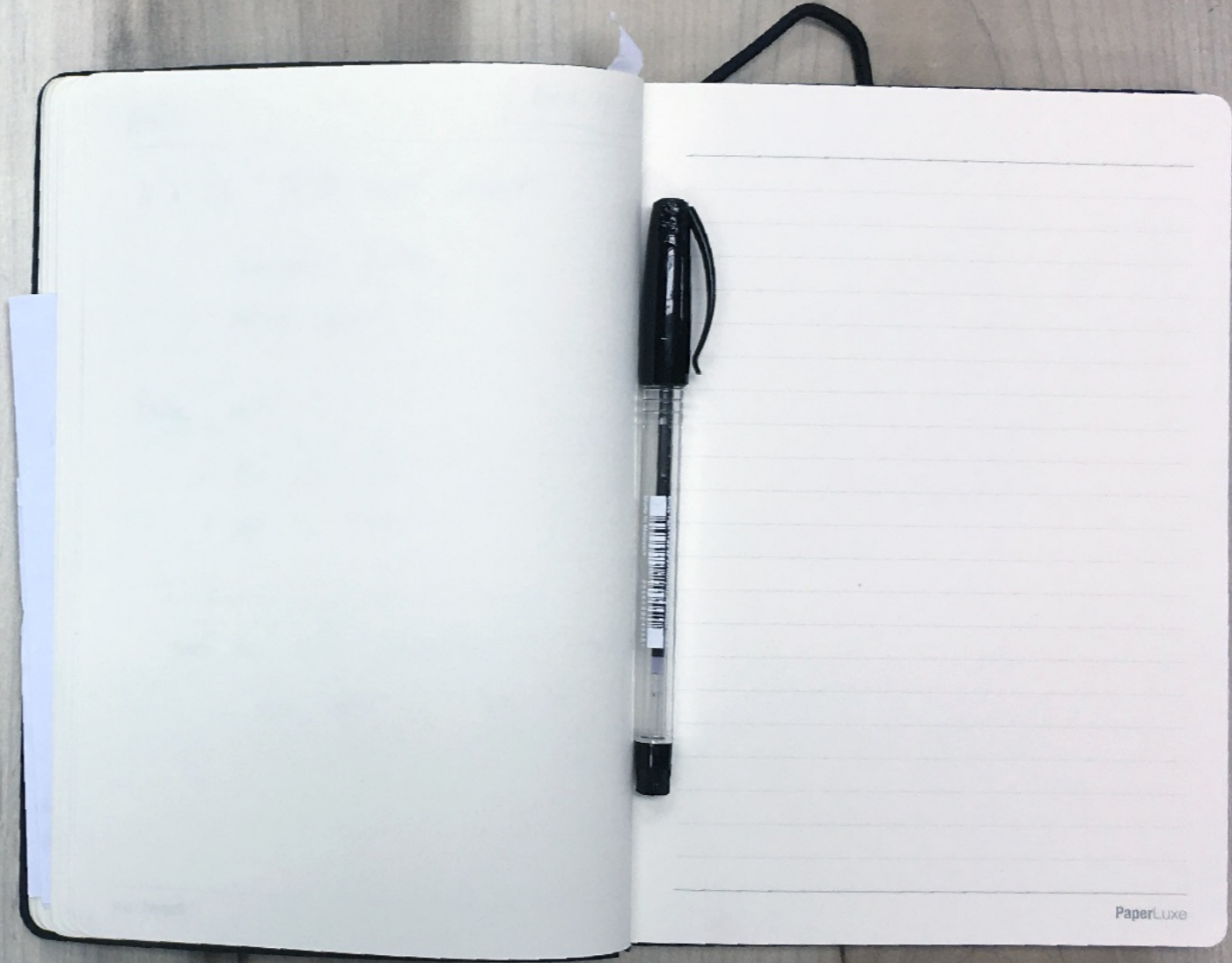
*“If you want to measure change, you can’t change the measure”*

The survey asks the same questions every year, allowing us to track changes in learner and teacher attitudes towards technology and its impact by examining their responses from year to year.

In this way, we can investigate the impact of any actions that we have taken as a result of the data.



Handwritten white scribble on a black background, resembling a stylized arrow or the number 13.



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# Results

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The results we gain often need further investigation, but in some cases, it allows us to advise our teachers on best practice - such as data informing us that 42% of our learners prefer to read on paper than on screen.

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Tap the image for more



## *Individual Leadership*

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# Claire's story

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Through our approach to ongoing professional development, staff are challenged to find ways to develop themselves that align with their interests or career goals.

Through this approach, we find and encourage people to take on leadership in all aspects of the

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Claire, our Director of Learning and teaching in Primary, has been at Nexus since 2010. In her time at Nexus, she has developed from being a classroom teacher into her current role. Claire has worked a number of initiatives at the school , collaboratively developing our PL pathways, developing structures of how we teach personal

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NEXUS  
Embracing Diversity,  
Challenging Minds

Internet Access - SSID : IPC

ICT TECH's Contact No :  
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ICT Helpde  
ict@nexus.edu

## Claire Waller

*“If you see things that you would like to change or implement, and you can justify why it is needed then you have the opportunity to do it”*

A student in a white shirt is looking at a tablet in a classroom. The background is blurred, showing other students and a green wall.

*Community engagement*

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# Sustainable technology

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As a technology school, we want to ensure a sustainable vision for our technology use and a clear focus on pedagogy being the driver behind decision making when technology purchases are made.

We consider it important to involve our community in the decision-making process so that

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# 1:1 iPad programme

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Over the past 2 years, we have been investigating the possibility of introducing a BYOD iPad programme for our younger learners. We already have an iPad programme for our learners but feel that a BYOD programme might allow learners to connect more with their learning from home.

This investigation has involved collecting data on

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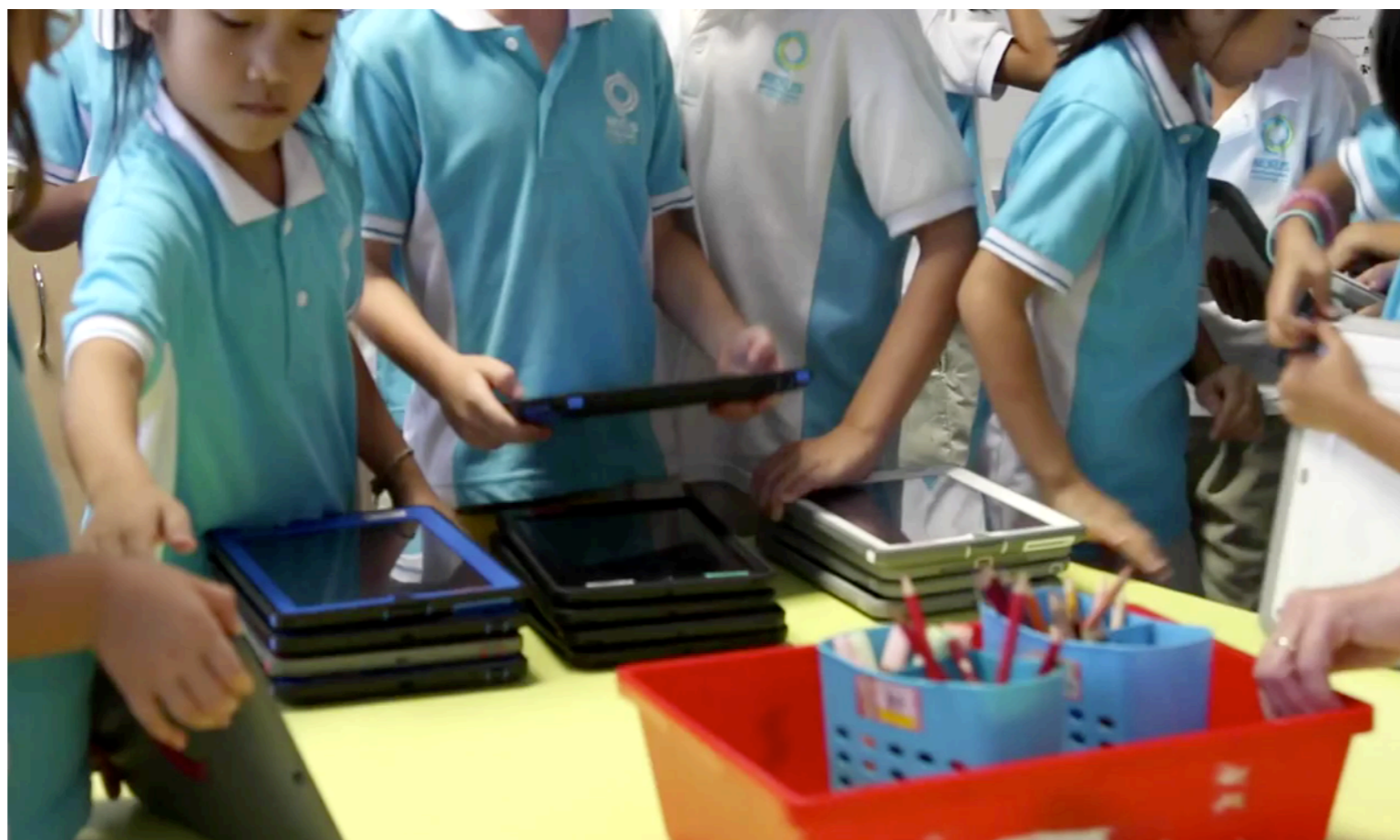
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The purpose of the trial is to ascertain whether the introduction of a BYOD program is suitable for the learners at that age, if parents are happy with the use of technology and to train the teachers in effective transformational uses of technology.



Parents and staff discuss the iPad trial

Parent and teacher feedback has been positive, with parents answering favourably to questions such as “what impact has the iPad had on how much your child is engaged and interested in lessons?”.

Our main aim is to ensure that our

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A photograph of four students in a classroom setting, focused on their laptops. They are wearing light blue and white school uniforms. The students are of diverse backgrounds. The text 'Innovative Learning and Teaching' is overlaid in large white font across the center of the image.

# Innovative Learning and Teaching



## *Student Learning*

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# #hacknexus

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Inspired by John Burns' *hackathon* at [Shekou international School](#), we decided to run a learner-led hack at our school, giving them the chance to change something at Nexus.

This was run as a two-day learning event, following [Stanford's design-thinking process](#),

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# Hack Nexus

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Tap the images for more



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Tap the images for more

*Instructional Practices*

# Digital Portfolios

Since starting on our technology journey, we have been investigating ways to personalise learning, looking at allowing learners to share their learning with parents, so that learners can discuss the learning process with others and also so that parents can engage in their child's learning without having to wait for parent-teacher days.



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# Seesaw

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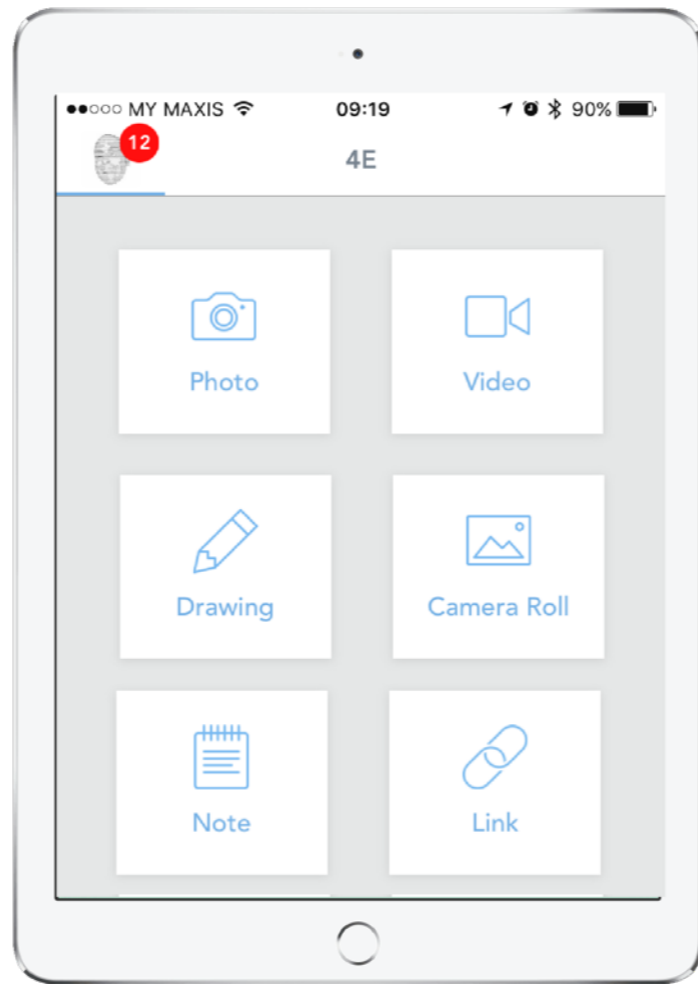
In our primary school, our iPads are great tools for younger learners, but a few years ago we realised that we would like to access the ability of older learners to easily share learning online via blogs and websites, but in a user-friendly way that did not hinder the learning process.

Initially, the only way to do this was via blogging

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[Scroll for more](#)





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Tap the image for more

Yesterday was international day and we spoke in our mother tongue, we had sessions speaking in our languages and after snack there was food tasting. The food came from the countries of the students in Nexus. There was music and treats made by people. I tried my mums food too it was chicken kebabs. My favourite was chicken kebabs and satay. I heard traditional music and saw some facts about food on why something is good like in the Egypt section it said why dates are good. Then I tried my grand mothers treat besan laddoo and compared it with the one my grandmother makes. Then the last thing we did was have a international parade and in the parade we took photos of our national groups and the principal said hello in our language. A few children had the country flags with them while taking photos. It was a great day because I got to speak in Hindi because most of the time I speak in English

Feb 22, 2017

**Miss Rebecca** You did a great job counting in Hindi. Looking forward to hearing you count again at assembly on Friday!

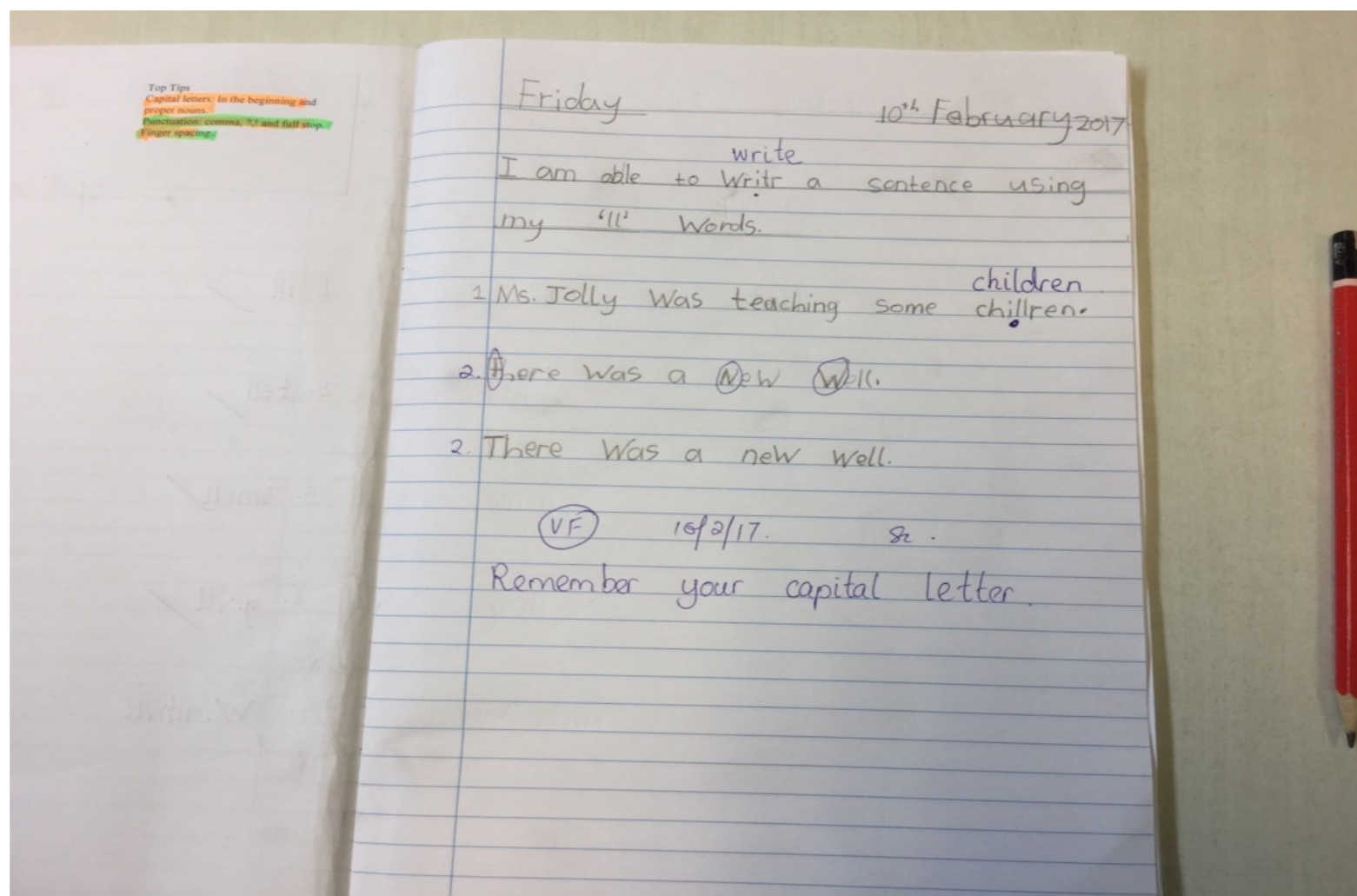
**Miss Rebecca** Also, nice punctuation!



Learners can add various different kinds of content (text, media etc.)

When a learner uploads content, teachers, parents and peers can be informed, to allow them to engage in the learning process.

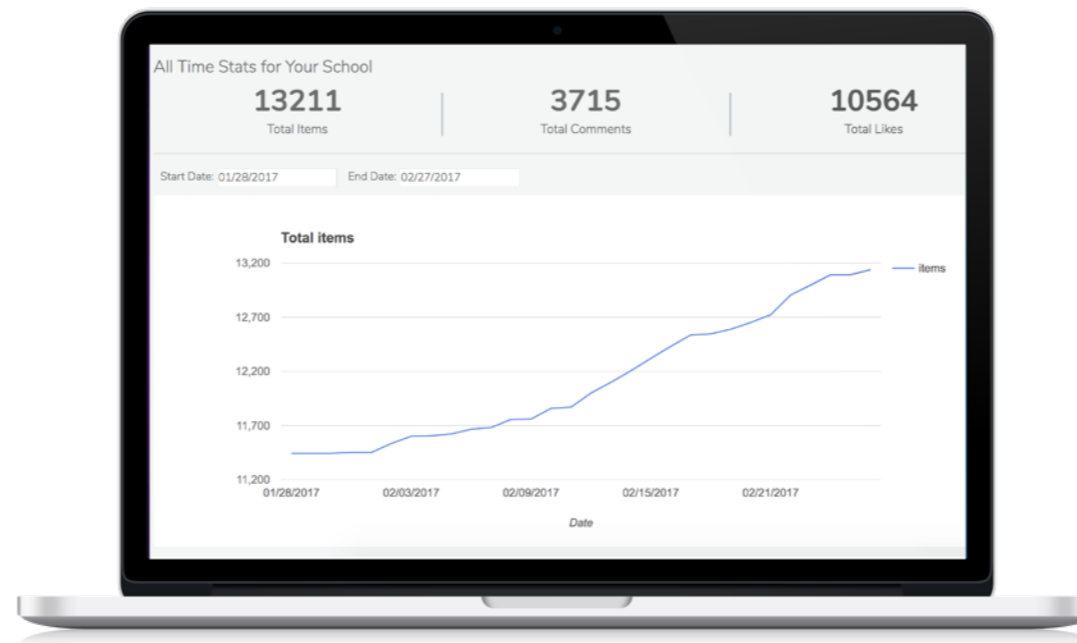




Using media inputs, young learners can more easily reflect on their learning. In this example, the learner is reflecting on how to improve his grammar.

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Click to play



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Tap the image for more

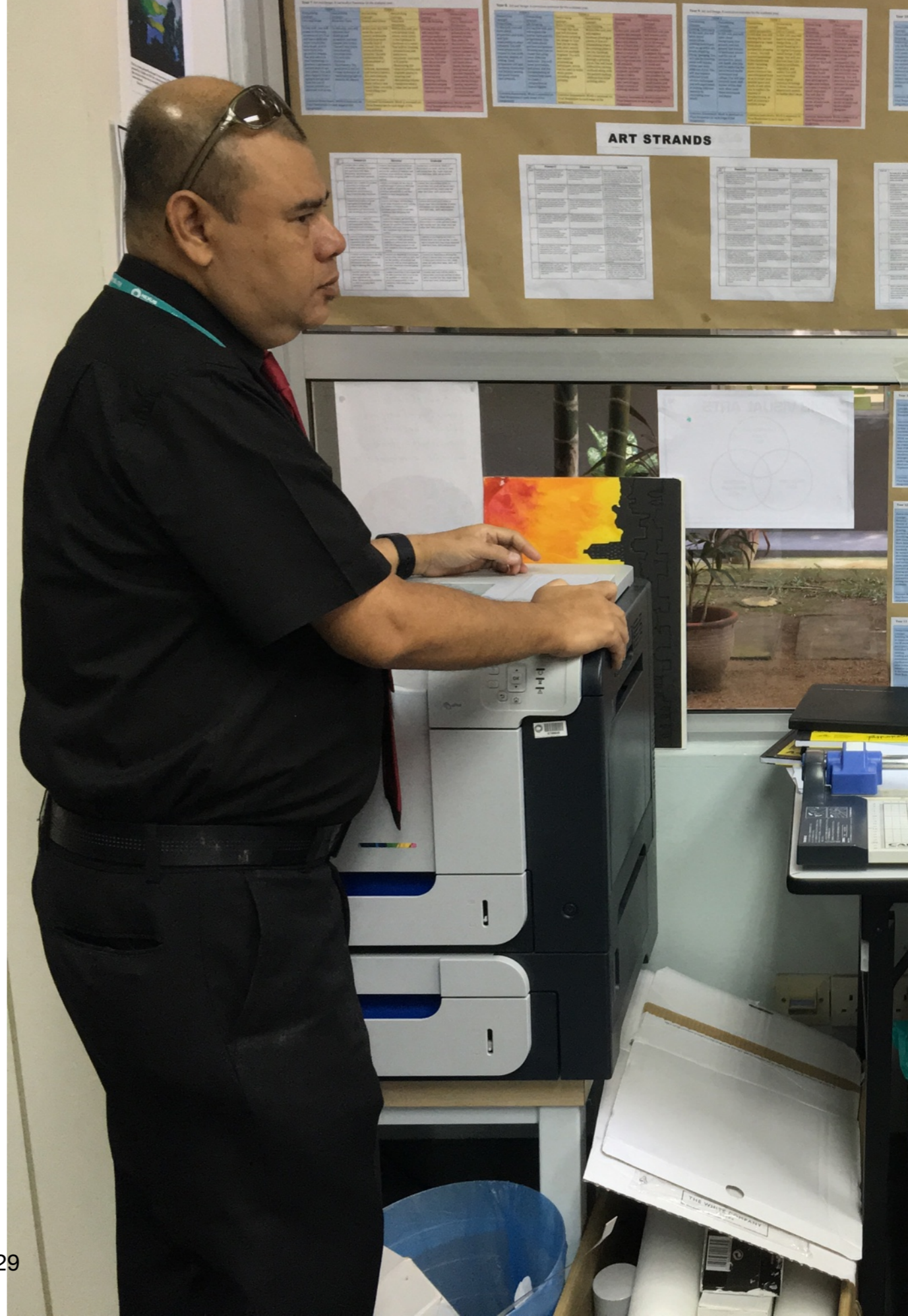
## *Curriculum Design*

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# Collaborative planning

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Staff at Nexus are given individual and team planning time. We supply our staff with online systems to collaboratively plan, and data that enables them to make timely decisions about their curriculum





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## Scope and Sequence

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Our teachers regularly collaborate on curriculum planning, having scheduled meetings to allow them to share ideas and evaluate their Scope documents. Staff are encouraged to use prior attainment data and data from learner performance to tailor their curriculum.



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# The process

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A woman with long blonde hair, wearing a blue patterned blouse and a lanyard, is seated at a green table in a meeting. She is gesturing with her right hand while speaking to two other people. To her left, a woman with dark curly hair is seen from the back, holding a red pen. To her right, a man in a dark blue shirt is also seen from the back. The background shows a modern office setting with a teal wall and a wooden cabinet.

# Ongoing Professional Development



## *Ongoing Professional Development*

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# PL pathways

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We have developed a TPA (Teacher professional Assurance) system of personalised professional development, that brings together teacher needs (based upon learning discussions and feedback), whole school goals and teacher interests.

At the start of each year, staff have discussions with mentors and line managers, agreeing actions that

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Our professional learning marketplace takes place, with a range of trainer led PLCs (Professional Learning Communities) being offered, or alternatively staff are allowed to complete their own independent learning project.



**December**

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Tap the image for more

The PLCs take place, with staff meeting with experts such as technology integrators to help them plan and deliver their action-based research project. The experts meet as often as they can to support their PLC members.



**January - March**



Wen Nie talking about how she is putting technology into practice with her Alternative Pathway learners

Staff reflect on their PLCs by sharing their learning experiences in a market place attended by all staff.



**March**

A young girl with blonde hair, wearing a blue school uniform, is sitting at a table. She is looking down at a tablet computer with a red cover. Her right hand is pointing at the screen. On the table next to the tablet is a white worksheet with several small photographs of school buildings. The background is blurred, showing other people and tables in what appears to be a classroom or school setting.

# Compelling Evidence of Success



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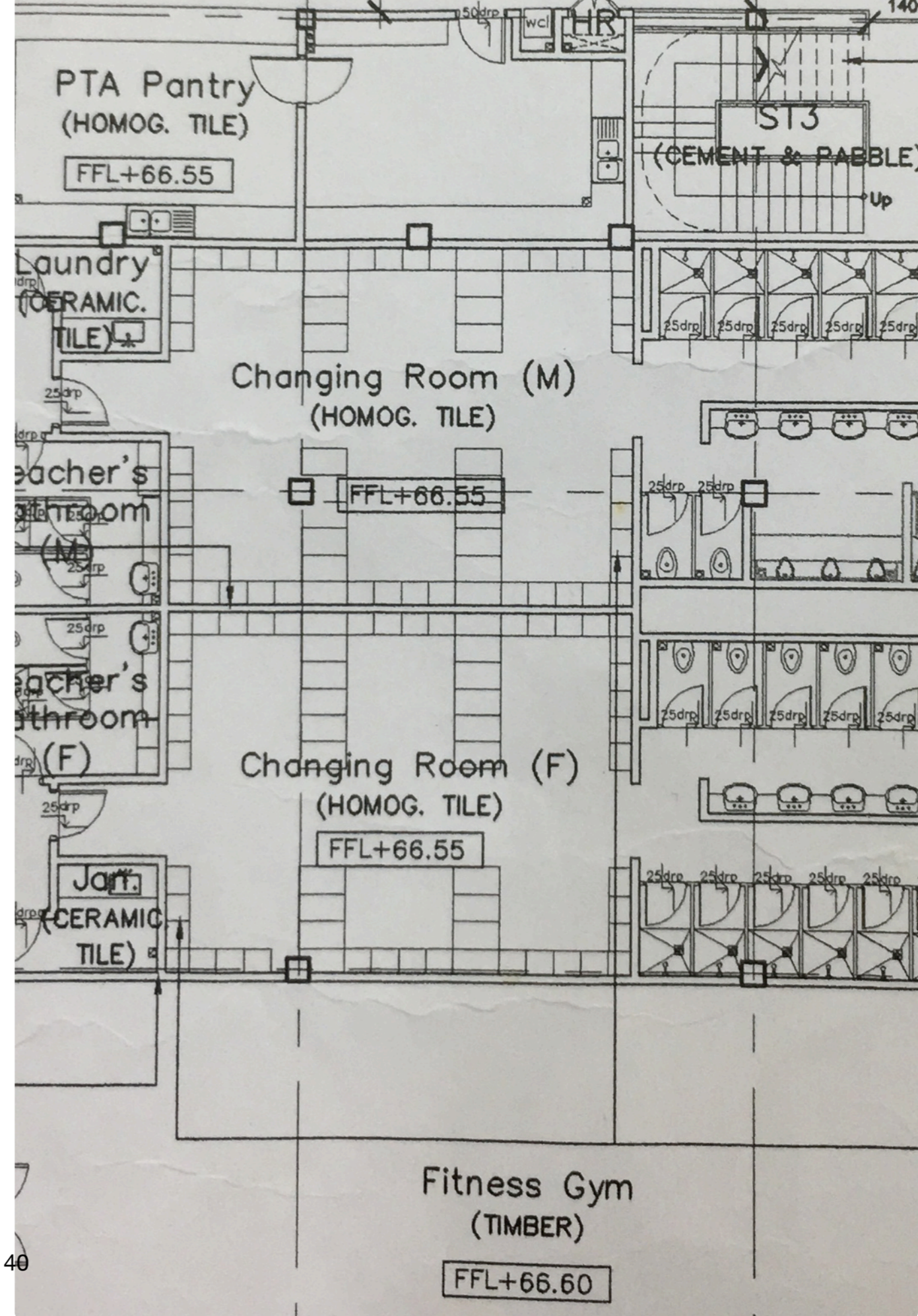
# Redesign the changing rooms

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Our Hack Nexus days resulted in some clear evidence for personalised learning in our school - that our learners enjoyed personalised learning. 91% of our learners responded positively to the question "I prefer learning something when I have a good reason to do so" and 87% responded positively to "I enjoy learning something new

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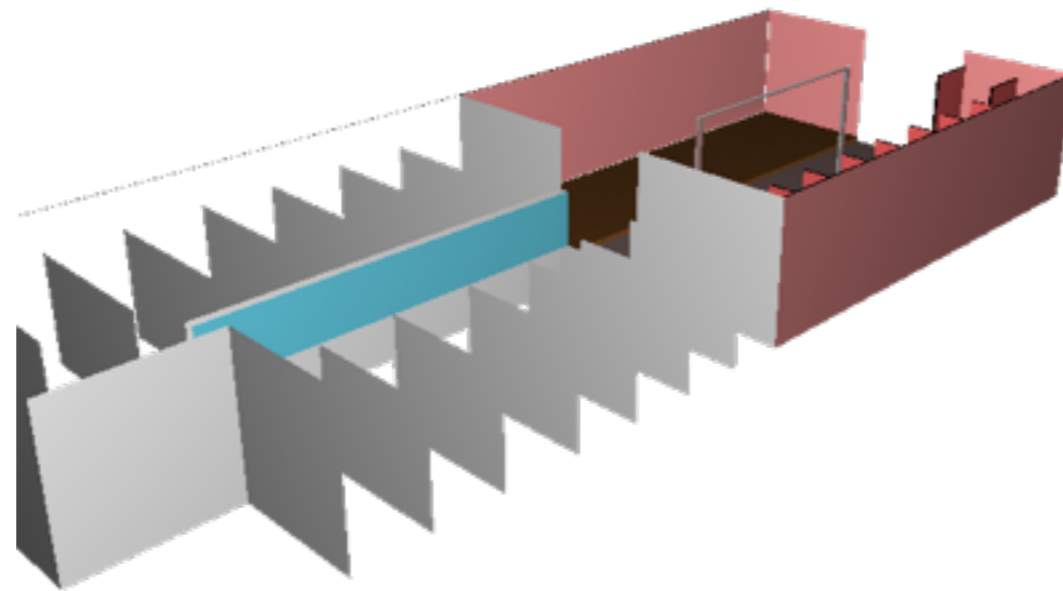
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Adlina started the process by interviewing her client, asking them about their requirements and sketching out what the design should look like.

For the qualification, she is expected to document the process, researching design ideas, planning and writing up the technical skills she has learnt.



Adlina created her design in Sketchup, learning the skills she needed to create an accurate 3D model of the changing rooms. If viable, her design will then be passed onto the school architect, so that the changing rooms can be redesigned.

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**Click to interact**



used.

Understanding

**OUR DEFINITION OF LEARNING**

Learning is a personalized process where connections are created or strengthened in the brain as we build on knowledge, skills and attitudes while deepening our understanding and applying these in a variety of contexts.

# Flexible Learning Environment

# *School Design and Facilities*

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## **IB Hub**

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Learning, for large numbers of our learners, takes place in flexible classroom spaces that have been designed to allow teachers and learners to organise them to optimise learning. From whiteboard tables to sofas, the spaces allow collaboration, quiet study, discussion and group work.

We have now implemented other changes, taking

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The information we had was telling us that, in its previous format, the common room was not a suitable place for the IB learners to study.

Now, during the school day, the room has been transformed into a flexible space where IB learners meet for breaks and catch-ups, timetabled study periods, independent study with teachers and

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[Scroll for more](#)

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*Information Technology*

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# Redefining film

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As part of our approach towards continuous innovation, we utilise a [Proof of Concept](#) approach to technology, buying and evaluating small amounts of technology to find its application to learning. Utilising our technology integrators, we have trialled and introduced 3D printing, Robotics and Electronics over the past few academic years.

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# Proof of concept

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We acquired a Beastgrip Pro case for iPhone, looking to take advantage of learners bringing in their devices, but the setup of this system was too time consuming for learners.





Handwritten signature or mark.



Using this setup, younger learners can focus more on learning film skills such as shot types, and can more easily collect audio. The ability to mount the iPad on a tripod, whilst excellent for stable footage, also allows us to create stop-motion animations in class.

The case allows us to use the iPad for film, but

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# Credits

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**Intro video music** - [Ketsa - This Bright Day](#)

**Damian Bebell** - [21clradio.com/dr-damian-bebell](#), p5,6

**Macbook image** - [wallpapersafari.com/w/dCBAnI/](#), p9

**Swipe Left** by Gregor Cresnar from the Noun Project

**Beastgrip image** - [www.beastgrip.com](#), p31

**Moment lens** - [reign23.com/moment-lens](#), p31

All other images and media, Nexus International School, Malaysia 2014-17.