



Swiss Group of International Schools Annual Conference

March 1st and 2nd, 2019

Hosted by International School Basel (ISB), Reinach Campus





Chairman's Welcome to the SGIS 2019 Conference "Can we walk the talk?"



On behalf of the SGIS Board, I would like to wish a warm welcome to all participants to the 2019 SGIS Conference. The Swiss Group of International Schools is proud to be one of the largest and most active international school groups operating in a single country providing innovative and inspiring professional development opportunities to its member schools. This year's conference is hosted by the International School of Basel.

"Can we walk the talk?" There is a growing body of research suggesting where education should head. Are we, as schools, headed in the right direction? We are all very excited to welcome world-class speakers who will directly and indirectly address questions on the conference's theme. The program will include outstanding speakers: Jennifer Wathall, Kendall Zoller, Andy Hargreaves, Alison Schofield, Danny Brassell and Ross Morrison McGill. The goal of the conference is for all participants to learn from our wonderful speakers and from one another.

We are excited to celebrate the 50th anniversary of SGIS this school year, and a book on the history of our association and its member schools will be ready for the conference.

Thank you to IS Basel for hosting the conference and to our exhibitors for the practical enrichment and value they add. We look forward to welcoming you to IS Basel where you will be able to learn from inspiring presenters as we all celebrate the 50th anniversary of SGIS! It is our hope you will leave the conference enriched, inspired and motivated for next year's conference at Institute Florimont in Petit-Lancy in Geneva.

Marc-F. Ott, SGIS Chair

ISB Welcome to SGIS Conference



It gives me great pleasure to welcome you to the International School of Basel (ISB) and to the broader community of Basel. Our staff has worked in cooperation with the SGIS Board of Directors to host a conference that you will find very worthwhile and stimulating.

You will enjoy the opportunity to listen and interact with presenters who have gained the respect of the international educational community. As educators, you face the daunting task of preparing for your classroom daily and trying to find some time for your own professional development. In Robert Bolt's play about Sir Thomas Moore "A Man for all Seasons" the young Richard Rich wonders whether it is worth it to be a teacher. If I was a fine teacher, who

would know it? Sir Thomas Moore answers, "You, your pupils, our friends, God. Not a bad public that." This is my 53rd year of working in schools as a teacher and administrator. My admiration for the people who have chosen this noble calling just continues to grow.

In line with the conference theme, *Can we walk the talk*, this conference allows you to step away from the classroom and take the time to address what we need to keep, re-think, change and enhance about ourselves and teaching and learning at our schools. We would also like you to take this opportunity to meet ISB teachers, connect and develop networks to share and reflect on practices across our schools. ISB welcomes new ideas and encourages teachers to share their practice.

It is our hope that you will find this conference both delightful and refreshing. Thank you for joining us.

Bob Gross

Director

Practical Information..... Getting there!

1. Conference venue

The Annual Conference on Friday 1st March and Saturday 2nd March will take place at the International School of Basel Fleischbachstrasse 2, 4153 Reinach
www.isbasel.ch

2. Gala dinner will take place at the Radisson hotel, Basel

SGIS will host a gala dinner on Friday 1st March for those who are attending (you must have paid in advance and registered to attend).

Dress code is smart casual.

Badges must be worn at all times at the Gala Dinner, entrance to the Gala dinner will be denied to those not wearing their badge

3. Transport and Travel to and within Basel

Air Travel: There are two airports: Kloten, Zurich and EuroAirport Basel-Mulhouse-Fribourg

Kloten Airport, Zurich International: If you are arriving at Zurich International Airport (KLOTEN), there are regular trains to Basel. Please check your train schedule as you may need to change trains. Some trains are direct to Basel. Train fares will be paid at 2nd class rate.

Transport:

The link for Basel public transport is www.bvb.ch. Timetable and network information are available in English by selecting the UK flag.

There is an online timetable where you enter the tram/bus departure and arrival points along with times: <http://www.bvb.ch/en/timetable-network/online-timetable>

PDFs of the different tram and bus lines are available under: <http://www.bvb.ch/en/timetable-network/haltestellenfahrplan>.

The map of the public transport system is available here: <http://www.bvb.ch/docs/default-document-library/2011/02/17/tnw liniennetz bs 2011 mk.pdf>.

Transport Network Mobility Ticket

Visitors staying at a hotel in Basel receive a Mobility Ticket when checking in. It entitles them to free travel on the public transport system (zones 10, 11, 13 and 15) during their stay in Basel. Some hotels issue a room reservation confirmation stamped with "Mobility Ticket." This entitles the visitor to free transfer from the airport to the hotel.

Basel EuroAirport:

Bus #50:

From the airport, purchase from bus driver. To the airport, purchase from your ticket machine at bus stop outside the Basel SBB train station

Tram

Tram tickets can be purchased from ticket machines located at each tram stop and in the Basel SBB train station. They accept CHF and Euros as well as Maestro cards.

From ISB campus to Basel SBB is two zones.

4. Travel to/from school

Tram 11 towards Aesch (Tram stop - Reinacherhof).

5. Weather

At this time of the year Basel can be quite cool. Please check the Swiss Meteo for weather conditions before you travel.

<http://www.meteosuisse.admin.ch/>

6. Currency

For those traveling from outside Switzerland the currency is Swiss Francs.

General Information at school

Registration: in the school lobby

Internet Access (for visitors only): the access code will be posted around school

Cloakrooms: Coat racks will be available

Luggage (left at your own risk)

Exhibitor rest area

All coffee/tea breaks: will take place in Exhibitors' Area

Lunches: in the Exhibitors' Area

SGIS Office and Speakers' Break room: SGIS Board; Board Room, Speaker's break room
E.17

ISB Main office phone number: Reception: +41 61 715 3333, High School Office +41 61 715 33 11

Conference Two-day Schedule

Friday March 1 st	
08.00-08.30	Registration (Foyer)
	Welcome refreshments and visit Exhibitors (Aula and Cafeteria)
08.30-09.00	SGIS Chair Welcome, ISB Welcome and student performance (Gyms 1 and 2)
09.00-10.00	Keynote: Andy Hargreaves - Collaborative professionalism: when teaching together means learning for all. (Gyms 1 and 2)
10.00-10.30	Mid-morning refreshments and visit Exhibitors (Aula and Cafeteria)
10.30-11.45	Alison Schofield: Best Literacy Practises for Bilingual and Multilingual Learners (BMAs, Eals, ELLs) (Gym 3)
	Jennifer Wathall: Engaging Instructional Strategies for the Mathematics Classroom (Dylan, 1.20)
	Ross Morrison McGill: Getting the most out of Social Media: 10 Strategies for teachers and schools. <i>(Delegates attending this workshop must bring a digital device e.g. laptop or ipad and consider themselves to be 'intermediate' users to gain any value)</i> (1.11, Giacometti)
	Andy Hargreaves: Success and Well-Being: Opposites that need to attract (Gym 1)
	Kendall Zoller: Make an impact - Designing the first five minutes (E.12, Palästrina)
	Chris Durbin: CIS Session New Framework and prep for schools; Preparing a school for CIS International Accreditation – ensuring community-building evaluation is effective (Poe, 1.21)
11.45-12.45	Keynote Ross Morrison McGill: Teacher Habits - Dispelling Myths and Bias (Gyms 1 and 2)
12.45-13.45	Lunch and visit Exhibitors (Aula and Cafeteria)
	Primary Heads meeting (1.31) Secondary Heads meeting (1.30) PD Coordinators meeting (1.29)
13.45-14.45	Keynote Danny Brassell: Bringing Joy back into the Classroom (Gyms 1 and 2)
14.45-16.00	Jennifer Wathall: Concept-Based Mathematics: What's all the talk about? (Poe, 1.21)
	Andy Hargreaves: Leading from the Middle (Gym 1)
	Ross Morrison McGill: Mark-Plan-Teach – This session will focus on “Mark” <i>(repeated on Saturday)</i> (1.11, Giacometti)
	Kendall Zoller: The Choreography of Presenting (Dahl, 1.19)
	Alison Schofield: Vocabulary: Make it or break it (Gym 3)

	Jeff Bradley, NEASC: ACE protocol: Preparing a school for NEASC International Accreditation – The ACE Protocol (Dylan, 1.20)
16.00-16.30	Afternoon refreshments and visit Exhibitors (Aula and Cafeteria)
16.30-17.45	Andy Hargreaves: Professional Learning Communities (Gym 1)
	Alison Schofield: Vocabulary: Make it or break it (repeated from earlier session) (Gym 3)
	Jennifer Wathall: Concept-Based Mathematics: Teaching for Deep Understanding (Tinguely 1.13)
	Kendall Zoller: Using the Ecotone to Shape a Future: From Chaos to Calm (Palästrina, E.12)
	Chris Durbin and Jeff Bradley CIS-NEASC Panel: Preparing a school for CIS/NEASC Synchronized Process – Lessons from effective schools (Dylan, 1.20)
	Ross Morrison McGill: Mark-Plan-Teach: – This session will focus on “Teach” (repeated on Saturday) (Giacomettie, 1.11)

Friday 1st March

08.00-08.30 Welcome refreshments and visit exhibitors

08.30-09.00 Opening ceremony: Welcome by SGIS Chair and Director ISB

09.00-10.00 Keynote: Andy Hargreaves

Collaborative professionalism: when teaching together means learning for all

In teaching, as in other areas of life, if you want a good return, you have to make an investment. This means selecting and developing the human capital of teachers’ knowledge, qualifications and motivation. It also means developing their social capital – their capacity to collaborate or work together.

But not all ways of collaborating are effective! Collaboration can feel forced and artificial. It can also be too vague and poorly focused. In this keynote address, based on his book published in June 2018, Andy Hargreaves sets out his new research insights on collaborative professionalism – ways of working together that help all students learn and be well. Andy draws on his new research on 5 designs for collaborative professionalism in 5 different countries – teacher-led professional learning communities, lesson study, collaborative planning networks, and more. Andy shows how true collaborative professionalism builds deep and trusting relationships along with precise tools and protocols that improve feedback and deepen dialogue among educators.

Collaborative professionalism is an issue for all schools everywhere including the unique circumstances of International Schools that bring together teachers

from many cultures and backgrounds in an environment where the quality of human capital is extremely strong but turnover can be quite frequent.

10.00-10.30 Mid-morning refreshments and visit Exhibitors

10.30-11.45 Alison Schofield

Best Literacy Practises for Bilingual and Multilingual Learners (BMLs, EAL, ELLs)

(repeated on Saturday)

We all know the importance of reading and writing in the primary classrooms, but did you know that many BMLs are already two or more years behind their grade-levels in literacy by Grade 6? This gap can continue to grow so that independent reading, writing and researching by secondary school is severely impacted. This session explores the reasons why we need a comprehensive, whole school approach for accelerating BMLs literacy and gives several practical solutions to get started.

Jennifer Wathall

Engaging Instructional Strategies for the Mathematics Classroom

(repeated on Saturday)

This interactive workshop will cover eight instructional strategies to engage students and promote and enhance learning. Participants will be immersed in a social constructivist environment and partake in highly engaging learning experiences

Ross Morrison McGill

Getting the most out of Social Media: 10 Strategies for teachers and schools. *(Delegates attending this workshop must bring a digital device e.g. laptop or ipad and consider themselves to be 'intermediate' users to gain any value)*

- improve and develop strategies incorporating social media platforms, including Twitter, Facebook, LinkedIn and Instagram
- widen and deepen their understanding of social media, particularly free online scheduling platforms, and how this can be applied across a range of activities including recruitment, governance and sharing positive stories
- increase understanding of security and safeguarding concerns relating to use of social media

Andy Hargreaves

Success and Well-Being: Opposites that Need to Attract

- What's the relationship between success and well-being for students and teachers? Is well-being a pre-requisite for academic success, or does success lead to well-being? Drawing on Professor Hargreaves's upcoming book on Learning, Engagement and Wellbeing, this session will engage participants with their own understandings of the relationship between well-being and success and introduce them to examples of how other schools go about making the connection.

Kendall Zoller

Make an Impact - Designing the First Five Minutes

This highly interactive session leads you through a process for creating openings for your professional development sessions and meetings. You will learn how to combine credibility, approachability, and location to establish an adult learning environment that balances the heart and mind of the learner. Skills include credibility, a presentation frame, use of passion, and the power of the pause. This session can support you in the work you do when facing groups that welcome you, resist you, or even have a negative perception about the topic presented.

Chris Durbin

Preparing a school for CIS International Accreditation – ensuring community-building evaluation is effective

Participants will engage with the revised CIS International Accreditation protocol to understand the fundamental building blocks for an effective international school committed to learning, well-being, global citizenship and enhancing its own purpose and direction.

11.45-12.45 **Keynote Ross Morrison McGill**
Teacher Habits - Dispelling Myths and Bias

12.45-13.45 **Lunch**
Primary Heads meeting
Secondary Heads meeting
PD Coordinators meeting

13.45-14.45 Keynote Danny Brassell

Bringing Joy back into the Classroom

Teachers are kid-people. They do not teach for the pay or daily accolades from society; they teach because they care about kids. The standardized testing craze has terrified students and led many great teachers to quit. Come join Danny as he reminds teachers of their importance in the everyday development of children. He'll remind you how to laugh, sing, dance and play in order to bring the joy back into your classroom.

14.45-16.00 Jennifer Wathall

Concept-Based Mathematics: What's all the talk about?

What is Concept-Based Mathematics and how do we promote discourse in the mathematics classroom? Jennifer will also introduce the three-dimensional concept-based model for curriculum and instruction and how we can transition towards this model. Traditional curriculum focuses on rules and procedures with little understanding of the conceptual relationships of mathematics—and mathematics is a language of conceptual relationships. Traditional mathematics learning also assumes the deep understanding of concepts, and sometimes fails to teach for transferability, or to consider context. How do we focus curriculum and instruction to focus on conceptual understanding while fostering 21st-century skills in the mathematics classroom? Jennifer will discuss the three-dimensional concept based mathematics curriculum model and highlight the power of visualization and the value of the inductive teaching approach when learning mathematics.

Andy Hargreaves

Leading from the Middle

Should change be led from the bottom up or the top down? This workshop draws on Andy Hargreaves's 2019 book to explore how there is a third way – leading from the middle. Like the middle child and middle age, what's in the middle often gets overlooked. But what's in the middle is the center, the spine, the heart and soul of what we do with our students in our schools. When educators get closer to each other in leading from the middle, they also get closer to the students they serve and to their learning and development

Drawing on his research on educational reform for learning, equity and well-being in Canada, on developing networks for student engagement among schools in the Pacific NW, and on unusually high performance in different sectors, Andy Hargreaves will show how educators in schools and across schools can and should work together to initiate, implement and diffuse change that benefits many students beyond their own individual classes.

Leading from the middle addresses what school leaders and system leaders can do to ensure every child gets great teaching every year.

Ross Morrison McGill

Mark-Plan-Teach – This session will focus on “Mark” (repeated on Saturday)

With teacher workload and mental health issues at record levels, ideas that work in the classroom to alleviate workload and support teacher wellbeing are essential. In this workshop, Ross will explain ‘what teachers can do in the classroom’ and ‘why and how’ they work. Pitched to help manage teacher wellbeing as well as improve classroom effectiveness; supported by a wide range of research as well as psychological insights.

“MARK”

What does current research say about assessment, planning & teaching?
A secure, psychological overview; emotions & behaviour
Verbal feedback and Live-marking
Feedback, confidence & motivation.
The cognitive & emotional aspects of learning.

Kendall Zoller

The Choreography of Presenting

Imagine being able to consistently present with purpose and intention in any setting. These skills can be used in any setting including one-on-one, committee, and entire staff meetings. You may find applications of these skills in promotional interviews and even your personal relationships. This highly interactive session takes participants into the seven essential abilities. Explore credibility, rapport, reading a group, listening, acknowledging, responding and recovery with grace. Communication patterns will be introduced for you to practice and apply, including:

- Gaining credibility
- Using locations to influence learning
- How to use influence and not power to get attention
- Ways to redirect focus and energy to preserve relationships
- How to recover with grace when things don’t go as planned.

Both, *The Choreography of Presenting* and *The Presenter’s Atlas* will be available for purchase onsite.

Alison Schofield:

Vocabulary: Make it or Break it (repeated Friday afternoon)

Vocabulary is the missing link for our students' school success. But for our bilingual and multilingual learners (BMLs, EAL, ELLs), vocabulary is even more important. This hands-on workshop will give you a new framework for understanding BMLs' vocabulary size and the direct link this has on their reading comprehension and achievement. For example, did you know that students learn around 1,000 new words each year or that young learners' vocabulary can be accelerated? You'll learn practical strategies that you can apply in your classroom right away but you'll also receive several helpful resources.

Jeff Bradley, NEASC: ACE protocol

Preparing a school for NEASC International Accreditation – The ACE Protocol

Participants will develop their understanding of the Architecture, Culture and Ecology of Learning and how a school can benefit from this approach

16.00-16.30 Afternoon refreshments and visit Exhibitors

16.30-17.45 Andy Hargreaves

Professional Learning communities

This session picks up one of the cases of collaborative professionalism from Professor Hargreaves's presentation and explores how teachers can and should lead engagement with their colleagues professionally to enhance students' learning and development together.

Alison Schofield

Vocabulary: Make it or Break it (repeated)

Vocabulary is the missing link for our students' school success. But for our bilingual and multilingual learners (BMLs, EAL, ELLs), vocabulary is even more important. This hands-on workshop will give you a new framework for understanding BMLs' vocabulary size and the direct link this has on their reading comprehension and achievement. For example, did you know that students learn around 1,000 new words each year or that young learners' vocabulary can be accelerated? You'll learn practical strategies that you can apply in your classroom right away but you'll also receive several helpful resources.

Jennifer Wathall

Concept-Based Mathematics: Teaching for Deep Understanding

This interactive workshop will look at an overview of the Structures of Knowledge and Process and how to craft generalizations (statements of conceptual understanding) for the discipline of Mathematics. Participants will be immersed in a social constructivist environment and partake in highly engaging learning experiences. Whilst examples will refer to mathematics, other subject area teachers can see how this can be transferred to their subject as well as understand how their students are learning mathematics and make relevant connections.

Kendall Zoller

Using the Ecotone to Shape a Future: From Chaos to Calm (repeated on Saturday)

Ironically, the challenges we face in schools today, we do not have answers to. If we did have answers...then the challenge would not exist. One reason for the continuation of these challenges, is because we often respond to the symptom and not the cause of the challenge. When leading, we challenge what people believe in and value. Herein lies a deep challenge. Yet, when leading we often have to navigate shifts in what people value and when we do this, chaos can emerge. The Ecotone can be a place where effectively navigating values conflicts can take place with dignity and respect. Leading requires tolerance of chaos while simultaneously providing islands of calm where the work can be accomplished and solutions can be created. In this session, learn how to navigate chaos by taking people into a place for change, what we call the ecotone. Explore ways of surfacing values, beliefs, and resistance in ways than can facilitate leading by practicing an Itinerary For Change.

Chris Durbin and Jeff Bradley

Preparing a school for CIS/NEASC Synchronized Process – Lessons from effective schools

Participants will understand the integrated approach to synchronized evaluation and how to take advantage of two lenses on a school.

Ross Morrison McGill

Mark-Plan-Teach – This session will focus on “Teach” (repeated on Saturday)

With teacher workload and mental health issues at record levels, ideas that work in the classroom to alleviate workload and support teacher wellbeing are essential. In this workshop, Ross will explain ‘what teachers can do in the classroom’ and ‘why and how’ they work. Pitched to help manage teacher wellbeing as well as improve classroom effectiveness; supported by a wide range of research as well as psychological insights.

TEACH

Direct Instruction, UPR & nudge theory.
How teaching psychologically transforms into learning
Questioning and feedback
The cognitive and emotional aspects of learning.

**The Gala Dinner (for those registered to attend)
will take place at the Radisson Blu hotel at 20.00
(Pre-dinner drinks @ 19.30)**

Saturday March 2nd

08.00-08.30	Welcome refreshments and visit Exhibitors (Aula and Cafeteria)
08.30-09.30	Keynote: Kendall Zoller Communicating with Authenticity when Leading Through Chaos - what research tells us about communication and leading (Gym 1 and 2)
09.30-10.45	Alison Schofield: Best Literacy Practises for Bilingual and Multilingual Learners (BMAs, Eals, ELLs) (repeated from Friday) (Gym 1)
	Tim Kelly: Driving Learning Forward: How established international schools can embrace educational evolution and change (Dahl, 1.19)
	Danny Brassell: Dare to Differentiate: 50 Terrific Teacher Tricks (Gym 3)
	Louise Penrice: Inside-Out Leadership – What Really Needs to Change for Teens?’ (Boulanger, E.08)
	Ross Morrison McGill: Mark-Plan-Teach – This session will focus on “Mark” (Giacometti, 1.18)
	Jennifer Wathall: Concept-Based Mathematics: What's all the talk about? (repeated from Friday) (Dylan, 1.20)
10.45-11.15	Refreshments and visit exhibitors (Aula and Cafeteria)
11.15-12.15	Keynote Alison Schofield: Making a Bigger Impact with our Bilingual & Multilingual Learners (Gym 1and 2)
12.15-13.15	Lunch and visit Exhibitors (Aula and Cafeteria)
13.15-14.30	Alison Schofield: Culturally-Responsive Schools and Classrooms: What’s Possible when we get rid of the ‘English Only’ Mindset (Gym 1)
	Jennifer Wathall: Engaging Instructional Strategies for the Mathematics Classroom (repeated from Friday) (Dylan, 1.20)
	Kendall Zoller: Using the Ecotone to Shape a Future: From Chaos to Calm (repeated from Friday) (Dahl, 1.19)
	Danny Brassell: 75 Reading Strategies in 75 minutes (Gym 3)
	Tim Kelly: A New Perspective on Leadership in Schools: Are Heads of Departments Necessary? (Boulanger, E.08)
	Ross Morrison McGill: Mark-Plan-Teach – This session will focus on “Plan” (Giacometti, 1.11)
14.30-15.45	Danny Brassell Comprehension That Works! (Palästrina, E.12)
	Ross Morrison McGill: Mark-Plan-Teach – This session will focus on “Teach” (Giacometti, 1.11)
	Jennifer Wathall: Inquiry-based Learning Experiences focusing on Conceptual Understanding (Dylan, 1.20)
	Kendall Zoller - Navigating Resistance: Separating Resistance from the Relationships (Dahl, 1.19)
	Louise Penrice: Leading from the Back (of the Classroom) – Conflict Management Skills (Boulanger, E.08)
	Remy Lamon, IB Worlds School Manager, IBO: IB Evaluation: transforming a frightening process into a way to strengthen your programmes (Poe, 1.21)

Saturday 2nd March

8.00-8.30 **Welcome refreshments and visit Exhibitors**

8.30-9.30 **Keynote: Kendall Zoller**

Communicating with Authenticity when Leading Through Chaos - what research tells us about communication and leading

Over the past twenty years neuroscience has revealed so much about the brain and the influences of communication on thinking and learning. When leading we are taking people from where they are, to where you want them to be. Along this path, values will be challenged. In this session you will experience communication skills you can use that reroute the neural highways from, as Goleman states, “the low road to the high road.” Think about times you have to deliver news people don’t want to hear whether, in a training or serving as a supervisor? What can you do, what will you do? Learn how to surface values and navigate values conflicts when leading, so you separate your professional relationship from the important issue to be discussed. Using these patterns can shift people’s consciousness so they may be more open to hearing a message that may challenge the way they think.

9.30-10.45 **Alison Schofield**

Best Literacy Practises for Bilingual and Multilingual Learners (BMAs, Eals, ELLs) (repeated from Friday)

We all know the importance of reading and writing in the primary classrooms, but did you know that many BMLs are already two or more years behind their grade-levels in literacy by Grade 6? This gap can continue to grow so that independent reading, writing and researching by secondary school is severely impacted. This session explores the reasons why we need a comprehensive, whole school approach for accelerating BMLs literacy and gives several practical solutions to get started.

Tim Kelly

Driving Learning Forward: How established international schools can embrace educational evolution and change

This workshop plans to provoke its attendees to critically evaluate their own school’s focus on learning, face “brutal truths” and provide exemplars and suggestions that can help build a greater awareness and acceptance of a more collaborative teaching and learning philosophy.

International schools have been used to being ahead of the curve but now schools with globally mobile communities are at a crossroads. While

enrollment demand for our education seems to be growing, learning and teaching expectations have been buffeted by corporate and parental expectations, changing views on knowledge, math and linguistics and more practical concerns such as the evolution of what accreditation agencies and curriculum organizations like the IB define as successful learning and teaching.

This workshop will provide practical strategies, discuss anecdotal evidence and illustrate a case study and process that has helped a “traditional” IB International school embrace the future of learning. Teachers, and other school leaders (including the Board of Trustees) will find this analysis of an actual example helpful in providing insight on how to coordinate community reviews, changing accreditation processes and the acceptance of new norms. The workshop will also show how to purpose and re-purpose vision and guiding statements to provide a genuinely collaborative strategic planning that focuses on the new expectations of accreditation organizations, the IB and best practice, research-based learning and teaching.

Danny Brassell

Dare to Differentiate: 50 Terrific Teacher Tricks

Reinvigorate your passion for teaching! Join Danny in this eye-opening session to learn 50 terrific tricks successful teachers have used to stimulate students interest in learning. You’ll learn how to incorporate standards without sacrificing fun. And, leave with new songs, games and activities you can immediately put to use in your classroom.

Louise Penrice

Inside-Out Leadership – What Really Needs to Change for Teens?’

As pupils approach their final years of school, success is increasingly judged on a limited number of purely academic measures, often at the expense of the interests and development needs of the student. This results in increased stress-levels, a lack of self-belief, uncertainty, and a fear of making wrong choices. In the session we will explore practical Inside-Out leadership tools that give teens a greater sense of self-worth, life-skills, and ownership of the choices they are making about their future. We will address:

- What is Inside-Out Leadership?
- Share examples/stories of inner leadership both at educator and student level.

Explore practical activities that can have a positive impact

Ross Morrison McGill: Mark-Plan-Teach

This session will focus on “Mark”

With teacher workload and mental health issues at record levels, ideas that work in the classroom to alleviate workload and support teacher wellbeing are essential. In this workshop, Ross will explain ‘what teachers can do in the classroom’ and ‘why and how’ they work. Pitched to help manage teacher wellbeing as well as improve classroom effectiveness; supported by a wide range of research as well as psychological insights.

Then specifically for each one:

MARK

What does current research say about assessment, planning & teaching?

A secure, psychological overview; emotions & behaviour

Verbal feedback and Live-marking

Feedback, confidence & motivation.

The cognitive & emotional aspects of learning.

Jennifer Wathall

Concept-Based Mathematics: What's all the talk about? (repeated from Friday)

What is Concept-Based Mathematics and how do we promote discourse in the mathematics classroom? Jennifer will also introduce the three-dimensional concept-based model for curriculum and instruction and how we can transition towards this model. Traditional curriculum focuses on rules and procedures with little understanding of the conceptual relationships of mathematics—and mathematics is a language of conceptual relationships. Traditional mathematics learning also assumes the deep understanding of concepts, and sometimes fails to teach for transferability, or to consider context. How do we focus curriculum and instruction to focus on conceptual understanding while fostering 21st-century skills in the mathematics classroom? Jennifer will discuss the three-dimensional concept based mathematics curriculum model and highlight the power of visualization and the value of the inductive teaching approach when learning mathematics.

10.45-11.15 Refreshments and visit Exhibitors

11.15-12.15 Keynote Alison Schofield

Making a Bigger Impact with our Bilingual & Multilingual Learners

In many schools around the world, bilingual and multilingual learners (BMLs, EAL, ELLs) are educated in English-medium schools and classrooms. In fact, these learners are the fastest-growing student group in the world today.

Despite this, most teachers and school heads receive very little training in the research and best practises for BMLs. While BMLs are largely held to the same expectations as native-English students, their educational experiences and learning trajectories can be quite different from their native-speaking peers. This often leads to struggle and anxiety.

How could things be different if teachers were empowered with the right information and strategies? How could BMLs benefit and thrive in English-speaking schools? This talk will provide key insights, little-known research and practical implications for practise.

12.15-13.15 Lunch and visit Exhibitors

13.15-14.30 Alison Schofield

Culturally-Responsive Schools and Classrooms: What's Possible when we get rid of the 'English Only' Mindset

Classrooms today are microcosms of our diverse, globalized world. We'll explore why teaching in the English medium does not mean that our students must abandon their most valuable assets-*their home languages*-for supporting their learning. Learn why languages are efficient vehicles for maintaining cultural knowledge but also for building cultural capital in global workplaces. Beginning right in the classroom, find out how you can nurture your students' cultures, languages and identities in 10 easy ways.

Jennifer Wathall

Engaging Instructional Strategies for the Mathematics Classroom
(repeated from Friday)

This interactive workshop will cover eight instructional strategies to engage students and promote and enhance learning. Participants will be immersed in a social constructivist environment and partake in highly engaging learning experiences

Kendall Zoller

Using the Ecotone to Shape a Future: From Chaos to Calm (repeated from Friday)

Ironically, the challenges we face in schools today, we do not have answers to. If we did have answers...then the challenge would not exist. One reason for the continuation of these challenges, is because we often respond to the symptom and not the cause of the challenge. When leading, we challenge what people

believe in and value. Herein lies a deep challenge. Yet, when leading we often have to navigate shifts in what people value and when we do this, chaos can emerge. The Ecotone can be a place where effectively navigating values conflicts can take place with dignity and respect. Leading requires tolerance of chaos while simultaneously providing islands of calm where the work can be accomplished and solutions can be created. In this session, learn how to navigate chaos by taking people into a place for change, what we call the ecotone. Explore ways of surfacing values, beliefs, and resistance in ways that can facilitate leading by practicing an Itinerary For Change.

Danny Brassell

75 Reading Strategies in 75 minutes

Discover 75 ways to get your students to read! Danny demonstrates fun activities you can use throughout the day to motivate and inspire your students to become more proficient readers. You'll learn how to transform your classroom into a literacy center. And, discover the secrets to helping all students develop a lifelong passion for reading.

Tim Kelly

A New Perspective on Leadership in Schools: Are Heads of Departments Necessary?

This workshop plans to provoke its attendees to critically evaluate their own school's leadership journey, face "brutal truths" and provide exemplars and suggestions that can help build a more sustainable and efficient leadership for learning culture in their schools.

Re-implementing leadership is a strategic opportunity. It inspires us to move away from making "consumerist" changes to a more sustainable and efficient focus on learning. This requires an evaluation of a school's organizational maturity and being willing to pursue leadership philosophies that build on "networks." If we can accept Kevin Kruse's definition that "leadership is a process of social influence that maximizes the efforts of others, toward the achievement of a goal," then we can see the impact of this leadership initiative not only in the school's organization, but in the classroom as well.

This workshop will provide practical strategies, discuss anecdotal evidence and apply key leadership theories to help schools build a more inclusive culture of leading for learning.

All educators will find this decentralized leadership approach appealing on both a budgetary and educational level. It provides an opportunity to create "guiding coalitions" that empower efficient and inspiring ways of implementing a sustainable school vision and mission for all constituencies.

Ross Morrison McGill

Mark-Plan-Teach - This session will focus on “Plan”

With teacher workload and mental health issues at record levels, ideas that work in the classroom to alleviate workload and support teacher wellbeing are essential. In this workshop, Ross will explain ‘what teachers can do in the classroom’ and ‘why and how’ they work. Pitched to help manage teacher wellbeing as well as improve classroom effectiveness; supported by a wide range of research as well as psychological insights.

Then specifically for each one:

PLAN

A cognitive process; the ‘so why?’ test.

The zone of proximal development

A flying start! Immersion and challenge.

The cognitive and emotional aspects of learning.

Teacher wellbeing: understanding & controlling anxiety.

14.30-15.45 Danny Brassell

Comprehension That Works!

Comprehension is what reading is all about! Learn how to foster students’ comprehension by showing them how to: focus on relevant information, interpret it and integrate it with what they already know. You’ll learn how to create an instructional environment that promotes risk taking and involves students in a variety of real reading situations and meets standards. Your students will learn to focus on meaning as thoughtful readers.

Ross Morrison McGill

Mark-Plan-Teach –This session will focus on “Teach”

With teacher workload and mental health issues at record levels, ideas that work in the classroom to alleviate workload and support teacher wellbeing are essential. In this workshop, Ross will explain ‘what teachers can do in the classroom’ and ‘why and how’ they work. Pitched to help manage teacher wellbeing as well as improve classroom effectiveness; supported by a wide range of research as well as psychological insights.

Then specifically for each one:

TEACH

Direct Instruction, UPR & nudge theory.
How teaching psychologically transforms into learning
Questioning and feedback
The cognitive and emotional aspects of learning.

Jennifer Wathall

Inquiry-based Learning Experiences focusing on Conceptual Understanding

This session will be an interactive session which will focus on an inquiry-based mathematics learning engagements. The levels of inquiry will be discussed and teachers will walk away with hands-on practical learning engagements to use with their students.

Whilst examples will refer to mathematics, other subject area teachers can see how this can be transferred to their subject as well as understand how their students are learning mathematics and make relevant connections.

Participants will be able to answer the following questions after this workshop:

- 1) What are the levels of inquiry and how do I use these levels in my practice?
- 2) What is the inductive teaching approach and how do I apply this to mathematics learning experiences?
- 3) How do I design inquiry-led, concept-based learning experiences in my classroom?

Kendall Zoller

Navigating Resistance: Separating Resistance from the Relationships

In our schools, we have a culture of care committed to creating an educational environment for the success of all students. Yet, we often find conflict or resistance on topics of importance during meetings, workshops and even while supervising. How do we run meetings and workshops when resistance is present? In this session, you will learn how to choreograph your meetings in ways that address the resistance while preserving the relationships with your colleagues. Learn the essential skills of 3rd point, going visual, and paraphrasing to separate the issue from the relationship to create a healthy emotional intelligence when communicating

Louise Penrice

Leading from the Back (of the Classroom) – Conflict Management Skills

As teachers, coordinators or Heads of School we feel that for much of our time we are leading from the front; be it standing in front of the classroom, guiding assessments, curriculum or policy, or simply holding the needs of our students or team. This can be exhausting!

In a recent survey in by Stanford University leaders feel a greater need to improve their conflict management skills than skills of any type. There are a number of ways that we can lead from the back and hand back some of the responsibility to those around us. in this session we will focus on how we can do this whilst facing up to and dealing with conflict.

Join us to explore some simple and practical conflict management tools to share with students and/or teaching teams that involve them in the responsibility for moving the relationship forward.

Remy Lamon, IB Worlds School Manager, IBO

IB Evaluation: transforming a frightening process into a way to strengthen your programmes

This session will look at ways on how a school can transform the evaluation from a one-off event to a continuous process of school improvement. We will go through the various standards and practices, and see how to use them as an improvement factor for each school. Criteria are keys to move forward; we must therefore understand them well and look at them through the context of our own school. Each school is different; therefore each evaluation is different. A well-guided self-study is the best journey towards strengthening the implementation of any programme. Let's start it together!

Speakers bios and Descriptors

Jeff Bradley



Jeff Bradley is Director of the Commission on International Education at NEASC which serves more than 300 international schools around the world. Jeff served as a NEASC Commissioner from 2009-2015, while he was a partner at Educators' Collaborative, an executive search and consulting firm, assisting schools worldwide with leadership recruiting and development, strategic planning, and governance. Jeff was founding Director of School Year Abroad – Italy and served as Headmaster of TASIS-The American School in Switzerland.

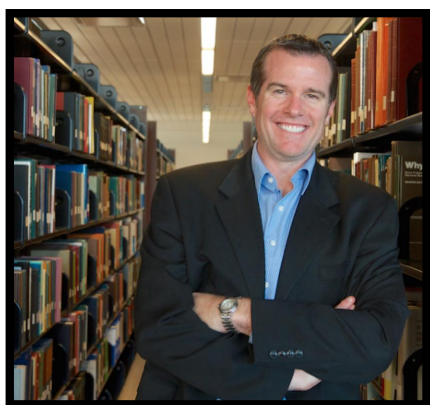
Preparing a school for NEASC International Accreditation – The ACE Protocol

Participants will develop their understanding of the Architecture, Culture and Ecology of Learning and how a school can benefit from this approach.

Preparing a school for CIS/NEASC Synchronized Process – Lessons from effective schools

Participants will understand the integrated approach to synchronized evaluation and how to take advantage of two lenses on a school.

Danny Brassell



Affectionately known as “Jim Carrey with a Ph.D.,” Dr. Danny Brassell (www.DannyBrassell.com) is an internationally-acclaimed speaker and best-selling author of 15 books, including *Read, Lead & Succeed* and *The Reading Makeover*, based on his popular TEDx talk. He is the co-founder of the world's top reading engagement system for struggling and reluctant readers, www.ReadBetterin67Steps.com.

Keynote: Bringing Joy Back Into Education. Teachers are kid-people. They do not teach for the pay or daily accolades from society; they teach because they care about kids. The standardized testing craze has terrified students and led many great teachers to quit. Come join Danny as he reminds teachers of their importance in the everyday development of children. He'll remind you how to laugh, sing, dance and play in order to bring the joy back into your classroom.

Dare to Differentiate: 50 Terrific Teacher Tricks

Reinvigorate your passion for teaching! Join Danny in this eye-opening session to learn 50 terrific tricks successful teachers have used to stimulate students interest in learning. You'll learn how to incorporate standards without sacrificing fun. And, leave with new songs, games and activities you can immediately put to use in your classroom.

Comprehension That Works!

Comprehension is what reading is all about! Learn how to foster students' comprehension by showing them how to: focus on relevant information, interpret it and integrate it with what they already know. You'll learn how to create an instructional environment that promotes risk taking and involves students in a variety of real reading situations and meets standards. Your students will learn to focus on meaning as thoughtful readers.

75 Reading Strategies in 75 Minutes

Discover 75 ways to get your students to read! Danny demonstrates fun activities you can use throughout the day to motivate and inspire your students to become more proficient readers. You'll learn how to transform your classroom into a literacy center. And, discover the secrets to helping all students develop a lifelong passion for reading.

Chris Durbin



Chris Durbin is an Associate Director for the Council of International Schools [CIS] which has almost 600 Member universities and 750 Member schools worldwide and almost 600 of these schools are accredited or in the accreditation process. He is now responsible for CIS Member schools and the staff that support them, in Africa, Europe and the Americas. He is an experienced educator, with a lifelong commitment to high quality learning and global citizenship education. Throughout his career he has worked and volunteered for organisations with a global mindset. Prior to this role in CIS, he worked for 12 years as

School Development Adviser with the English Schools Foundation [ESF], which comprises 22 schools, 17,500 students in Hong Kong.

Preparing a school for CIS International Accreditation – ensuring community-building evaluation is effective

Participants will engage with the revised CIS International Accreditation protocol to understand the fundamental building blocks for an effective international school committed to learning, well-being, global citizenship and enhancing its own purpose and direction.

Preparing a school for CIS/NEASC Synchronized Process – Lessons from effective schools

Participants will understand the integrated approach to synchronized evaluation and how to take advantage of two lenses on a school.

Andy Hargreaves



Andy Hargreaves is Research Professor in the Lynch School of Education at Boston College and holds Visiting Professorships at Hong Kong University and the University of Stavanger in Norway. He is President of the International Congress of School Effectiveness and Improvement, Founding Editor-in-Chief of the *Journal of Professional Capital and Community*, Adviser in Education to the Premier of Ontario and the First Minister of Scotland, and founder of the Atlantic Rim Collaboratory (ARC): a group of 9 nations committed to broadly defined excellence, equity, wellbeing, inclusion, democracy and human rights www.atrico.org

Andy has consulted with the OECD, the World Bank, governments, universities and teacher unions worldwide. Andy's more than 30 books have attracted multiple Outstanding Writing Awards – including the prestigious 2015 *Grawemeyer Award* in Education for *Professional Capital* (with Michael Fullan). He has been honored with the 2016 Horace Mann Award in the US and the Robert Owen Award in Scotland for services to public education. Andy has been ranked by *Education Week* in the top 10 scholars with most influence on US education policy debate. In 2015, Boston College gave him its Excellence in Teaching with Technology Award. He holds Honorary Doctorates from the Education University of Hong Kong and the University of Uppsala in Sweden. He is a Fellow of the Royal Society of Arts.

Keynote: Collaborative professionalism: when teaching together means learning for all

In teaching, as in other areas of life, if you want a good return, you have to make an investment. This means selecting and developing the human capital of teachers' knowledge, qualifications and motivation. It also means developing their social capital – their capacity to collaborate or work together.

But not all ways of collaborating are effective! Collaboration can feel forced and artificial. It can also be too vague and poorly focused. In this keynote address, based on his book published in June 2018, Andy Hargreaves sets out his new research insights on collaborative professionalism – ways of working together that help all students learn and be well. Andy draws on his new research on 5 designs for collaborative professionalism in 5 different countries – teacher-led professional learning communities, lesson study, collaborative planning networks, and more. Andy shows how true collaborative professionalism builds deep and trusting relationships along with precise tools and protocols that improve feedback and deepen dialogue among educators.

Collaborative professionalism is an issue for all schools everywhere including the unique circumstances of International Schools that bring together teachers from many cultures and backgrounds in an environment where the quality of human capital is extremely strong but turnover can be quite frequent.

Success and Well-Being: Opposites that Need to Attract

What's the relationship between success and well-being for students and teachers? Is well-being a pre-requisite for academic success, or does success lead to well-being? Drawing on Professor Hargreaves's upcoming book on Learning, Engagement and Wellbeing, this session will engage participants with their own understandings of the relationship between well-being and success and introduce them to examples of how other schools go about making the connection.

Leading from the Middle

Should change be led from the bottom up or the top down? This workshop draws on Andy Hargreaves's 2019 book to explore how there is a third way – leading from the middle. Like the middle child and middle age, what's in the middle often gets overlooked. But what's in the middle is the center, the spine, the heart and soul of what we do with our students in our schools. When educators get closer to each other in leading from the middle, they also get closer to the students they serve and to their learning and development

Drawing on his research on educational reform for learning, equity and well-being in Canada, on developing networks for student engagement among schools in the Pacific NW, and on unusually high performance in different sectors, Andy Hargreaves will show how educators in schools and across schools can and should work together to initiate, implement and diffuse change that benefits many students beyond their own individual classes.

Leading from the middle addresses what school leaders and system leaders can do to ensure every child gets great teaching every year.

Professional Learning communities

This session picks up one of the cases of collaborative professionalism from Professor Hargreaves's presentation and explores how teachers can and should lead engagement with their colleagues professionally to enhance students' learning and development together.

Remy Lamon



After a teaching career in the People's Republic of China, Switzerland and the UK, as an MYP & DP teacher (for Languages A & B, Theory of Knowledge and Music) in both English- and French-speaking schools, as well as a member of school leadership teams (Head of Modern Languages or Head of IB) or a writer for pedagogical books, Rémy is now working for the International Baccalaureate at the IB Global Centre in The Hague (Netherlands) as *IB World Schools Manager*. This department, created in 2017, is dedicated to support IB authorised schools in delivering a quality IB education.

On top of leading various projects for the IB, Rémy's two main roles consist in being the voice of schools inside the IB in order to defend their needs and in evaluating schools in a supportive manner that create development opportunities for each school.

IB Evaluation: transforming a frightening process into a way to strengthen your programmes

This session will look at ways on how a school can transform the evaluation from a one-off event to a continuous process of school improvement. We will go through the various standards and practices, and see how to use them as an improvement factor for each school. Criteria are keys to move forward; we must therefore understand them well and look at them through the context of our own school. Each school is different; therefore each evaluation is different. A well-guided self-study is the best journey towards strengthening the implementation of any programme. Let's start it together!

Timothy Kelly



Timothy Kelley has been the Director of the International School of Stuttgart, for the past 10 years. He is also the Chair of the Association of German International Schools, an organization that directs essential lobbying and educational initiatives for member schools. He is a member of the Academy for International School Heads, the Association for the Advancement of International Education and the European Council of International Schools. He is also recipient of a Klingenstein Fellowship on Educational Leadership and serves on multiple advisory boards including Rotary Stuttgart, the Carlsbad International School and the

German/American Exchange Foundation in Munich.

A New Perspective on Leadership in Schools: Are Heads of Departments Necessary?

This workshop plans to provoke its attendees to critically evaluate their own school's leadership journey, face "brutal truths" and provide exemplars and suggestions that can help build a more sustainable and efficient leadership for learning culture in their schools.

Re-implementing leadership is a strategic opportunity. It inspires us to move away from making "consumerist" changes to a more sustainable and efficient focus on learning. This requires an evaluation of a school's organizational maturity and being willing to pursue leadership philosophies that build on "networks." If we can accept Kevin Kruse's definition that "leadership is a process of social influence that maximizes the efforts of others, toward the achievement of a goal," then we can see the impact of this leadership initiative not only in the school's organization, but in the classroom as well.

This workshop will provide practical strategies, discuss anecdotal evidence and apply key leadership theories to help schools build a more inclusive culture of leading for learning. All educators will find this decentralized leadership approach appealing on both a budgetary and educational level. It provides an opportunity to create "guiding coalitions" that empower efficient and inspiring ways of implementing a sustainable school vision and mission for all constituencies.

Driving Learning Forward: How established international schools can embrace educational evolution and change.

This workshop plans to provoke its attendees to critically evaluate their own school's focus on learning, face "brutal truths" and provide exemplars and suggestions that can help build a greater awareness and acceptance of a more collaborative teaching and learning philosophy.

International schools have been used to being ahead of the curve but now schools with globally mobile communities are at a crossroads. While enrollment demand for our education seems to be growing, learning and teaching expectations have been buffeted by corporate and parental expectations, changing views on knowledge, math and linguistics and more practical concerns such as the evolution of what accreditation agencies and curriculum organizations like the IB define as successful learning and teaching.

This workshop will provide practical strategies, discuss anecdotal evidence and illustrate a case study and process that has helped a "traditional" IB International school embrace the future of learning. Teachers, and other school leaders (including the Board of Trustees) will find this analysis of an actual example helpful in providing insight on how to coordinate community reviews, changing accreditation processes and the acceptance of new norms. The workshop will also show how to purpose and re-purpose vision and guiding statements to provide a genuinely collaborative strategic planning that focuses on the new expectations of accreditation organizations, the IB and best practice, research-based learning and teaching.

Ross Morrison McGill



Ross Morrison McGill is the founder of @TeacherToolkit; an experienced teacher and school leader who has worked in some of the most challenging schools in London over the past three decades. He is one of the 'most followed educators on Twitter in the UK' and managing director Teacher Toolkit. In December 2015, he was nominated for The Sunday Times '[500 Most Influential People in Britain 2015](#)' and remains the only

classroom teacher to have featured ... He is currently training teachers across the U.K.; a PGCE tutor and studying for his EdD at Cambridge University.

Specialism

- Whole-school leadership; teaching and learning; social media
- Teacher workload, wellbeing, and mental health.

Keynote: Teacher Habits- Dispelling Myths and Bias

Social Media – Getting the most out of Social Media: 10 strategies for teachers and schools. (repeated on Friday) *Delegates attending this workshop must bring a digital device e.g. laptop or iPad and consider themselves to be 'intermediate' users to gain any value.*

- improve and develop strategies incorporating social media platforms, including Twitter, Facebook, LinkedIn and Instagram
- widen and deepen their understanding of social media, particularly free online scheduling platforms, and how this can be applied across a range of activities including recruitment, governance and sharing positive stories
- increase understanding of security and safeguarding concerns relating to use of social media

Mark Plan Teach sessions:

With teacher workload and mental health issues at record levels, ideas that work in the classroom to alleviate workload and support teacher wellbeing are essential. In this workshop, Ross will explain ‘what teachers can do in the classroom’ and ‘why and how’ they work. Pitched to help manage teacher wellbeing as well as improve classroom effectiveness; supported by a wide range of research as well as psychological insights.

Then specifically for each one:

PLAN

A cognitive process; the ‘so why?’ test.
The zone of proximal development
A flying start! Immersion and challenge.
The cognitive and emotional aspects of learning.
Teacher wellbeing: understanding & controlling anxiety.

MARK

What does current research say about assessment, planning & teaching?
A secure, psychological overview; emotions & behaviour
Verbal feedback and Live-marking
Feedback, confidence & motivation.
The cognitive & emotional aspects of learning.

TEACH

Direct Instruction, UPR & nudge theory.
How teaching psychologically transforms into learning
Questioning and feedback
The cognitive and emotional aspects of learning.

Louise Penrice



Louise was drawn to education by a keen interest in how different approaches around the world impact the motivation and effectiveness of how we learn, coupled with a strong belief that each student is naturally curious, creative and resourceful. A former Head of School of a bilingual school in Switzerland and teacher, she is passionate about creating a sense of self-worth, curiosity and a love of learning at both student and educator levels. She strongly believes that success lies in partnering academic achievement with developing a strong inner compass, fully equipping students to embrace their future. Originally from the UK, Louise has lived and worked in Europe, Asia and the USA. She now leads her own company OpenMinds, based in Zürich, providing coaching, training & leadership development programs to schools. She has an MBA, is an

International Coach Federation (ICF) credentialed coach, and serves as a Board Member for ICF Switzerland.

‘Inside-Out Leadership – What Really Needs to Change for Teens?’

As pupils approach their final years of school, success is increasingly judged on a limited number of purely academic measures, often at the expense of the interests and development needs of the student. This results in increased stress-levels, a lack of self-belief, uncertainty, and a fear of making wrong choices. In the session we will explore practical Inside-Out leadership tools that give teens a greater sense of self-worth, life-skills, and ownership of the choices they are making about their future. We will address:

- What is Inside-Out Leadership?
- Share examples/stories of inner leadership both at educator and student level.
- Explore practical activities that can have a positive impact

Leading from the Back (of the Classroom) – Conflict Management Skills

As teachers, coordinators or Heads of School we feel that for much of our time we are leading from the front; be it standing in front of the classroom, guiding assessments, curriculum or policy, or simply holding the needs of our students or team. This can be exhausting!

In a recent survey in by Stanford University leaders feel a greater need to improve their conflict management skills than skills of any type. There are a number of ways that we can lead from the back and hand back some of the responsibility to those around us. in this session we will focus on how we can do this whilst facing up to and dealing with conflict.

Join us to explore some simple and practical conflict management tools to share with students and/or teaching teams that involve them in the responsibility for moving the relationship forward.

Alison Schofield



Alison Schofield, Master of Teaching BEd, BA Psych
Educator | Author | Bilingual Specialist | Literacy Specialist |
Disability Specialist

Alison began her career as a disability specialist and behavioural therapist before becoming a special education teacher. She grew up in Northern Ontario, Canada and taught in the multicultural cities of Calgary and Toronto before moving to the UAE. She has worked with indigenous children and multicultural communities. Alison later worked as a teacher and Learning Support Coordinator within international schools in Abu Dhabi and Dubai where she began extensive work and research with bilingual and multilingual learners. After running educational consultancy, *IngeniousEd*, for 9 years in Dubai, she then co-founded the *Centre for Educators of BMLs* (a social enterprise) in the UK with Francesca. Alison loves writing, exploring new learning approaches and discovering other cultures.

Keynote: Making a Bigger Impact with our Bilingual & Multilingual Learners

In many schools around the world, bilingual and multilingual learners (BMLs, EAL, ELLs) are educated in English-medium schools and classrooms. In fact, these learners are the fastest-growing student group in the world today.

Despite this, most teachers and school heads receive very little training in the research and best practises for BMLs. While BMLs are largely held to the same expectations as native-English students, their educational experiences and learning trajectories can be quite different from their native-speaking peers. This often leads to struggle and anxiety.

How could things be different if teachers were empowered with the right information and strategies? How could BMLs benefit and thrive in English-speaking schools? This talk will provide key insights, little-known research and practical implications for practise.

Best Literacy Practises for Bilingual and Multilingual Learners (BMLs, EAL, ELLs)

(repeated on Saturday morning)

We all know the importance of reading and writing in the primary classrooms, but did you know that many BMLs are already two or more years behind their grade-levels in literacy by Grade 6? This gap can continue to grow so that independent reading, writing and researching by secondary school is severely impacted. This session explores the reasons why we need a comprehensive, whole school approach for accelerating BMLs literacy and gives several practical solutions to get started.

Vocabulary: Make it or Break it

(repeated Friday afternoon)

Vocabulary is the missing link for our students' school success. But for our bilingual and multilingual learners (BMLs, EAL, ELLs), vocabulary is even more important. This hands-on workshop will give you a new framework for understanding BMLs' vocabulary size and the direct link this has on their reading comprehension and achievement. For example, did you

know that students learn around 1,000 new words each year or that young learners' vocabulary can be accelerated? You'll learn practical strategies that you can apply in your classroom right away but you'll also receive several helpful resources.

Culturally-Responsive Schools and Classrooms: What's Possible when we get rid of the 'English Only' Mindset

Classrooms today are microcosms of our diverse, globalized world. We'll explore why teaching in the English medium does not mean that our students must abandon their most valuable assets-*their home languages*-for supporting their learning. Learn why languages are efficient vehicles for maintaining cultural knowledge but also for building cultural capital in global workplaces. Beginning right in the classroom, find out how you can nurture your students' cultures, languages and identities in 10 easy ways.

Jennifer Wathall



Jennifer Chang-Wathall is an independent educational consultant, author and part time instructor for the University of Hong Kong.

With over 25 years' experience in the education field, Jennifer has worked in several international schools including South Island School, Hong Kong and The United Nations International School, New York and Island School, Hong Kong.

In the international arena she has presented numerous keynote addresses and workshops about concept-based mathematics and concept-based curriculum and instruction to K-12 educators. Jennifer holds a degree in Pure and Applied Mathematics from the University of Sydney and completed post graduate studies at the University of Hong Kong. Based on her Masters of Arts in Educational Technology she also facilitates concept-based mathematics online courses, gives talks about innovative uses of digital instructional media and how to effectively integrate a 1:1 program into the classroom.

As a qualified International Baccalaureate workshop leader ("Mathematical Studies, Mathematics Standard and Higher Level, Concepts and Inquiry in the Diploma Program and Approaches to Teaching and Learning") Jennifer has delivered numerous workshops in the Asia Pacific region. Her role as a field representative for the IB Asia Pacific serves as part of the quality assurance framework. She has been invited to give several talks at the IB Asia Pacific and IB Americas annual conferences.

She is a certified trainer in the DISCtm behavior assessment tool and she is a certified independent consultant in "Concept Based Curriculum Design" by Dr H. Lynn Erickson. Jennifer works as an independent consultant helping math departments and schools transition to concept-based curriculum and instruction. She utilizes her skills as a certified Performance Coach to facilitate transition and change.

Jennifer consulted for the IB on the new diploma mathematics courses for first teaching in 2019 to develop a concept-based mathematics curriculum model. She is currently working with a major publisher on student reference books for the new IB Mathematics courses.

Her best-selling book titled "Concept-Based Mathematics: Teaching for Deep Understanding in Secondary Schools" was released in February, 2016.

Engaging Instructional Strategies for the Mathematics Classroom

(repeated on Saturday)

This interactive workshop will cover eight instructional strategies to engage students and promote and enhance learning. Participants will be immersed in a social constructivist environment and partake in highly engaging learning experiences

Concept-Based Mathematics: Teaching for Deep Understanding

This interactive workshop will look at an overview of the Structures of Knowledge and Process and how to craft generalizations (statements of conceptual understanding) for the discipline of Mathematics. Participants will be immersed in a social constructivist environment and partake in highly engaging learning experiences. Whilst examples will refer to mathematics, other subject area teachers can see how this can be transferred to their subject as well as understand how their students are learning mathematics and make relevant connections.

Concept-Based Mathematics: What's all the talk about?

(repeated Saturday)

What is Concept-Based Mathematics and how do we promote discourse in the mathematics classroom? Jennifer will also introduce the three-dimensional concept-based model for curriculum and instruction and how we can transition towards this model. Traditional curriculum focuses on rules and procedures with little understanding of the conceptual relationships of mathematics—and mathematics is a language of conceptual relationships. Traditional mathematics learning also assumes the deep understanding of concepts, and sometimes fails to teach for transferability, or to consider context. How do we focus curriculum and instruction to focus on conceptual understanding while fostering 21st-century skills in the mathematics classroom? Jennifer will discuss the three-dimensional concept based mathematics curriculum model and highlight the power of visualization and the value of the inductive teaching approach when learning mathematics.

Inquiry-based Learning Experiences focusing on Conceptual Understanding

This session will be an interactive session which will focus on an inquiry-based mathematics learning engagements. The levels of inquiry will be discussed and teachers will walk away with hands-on practical learning engagements to use with their students.

Whilst examples will refer to mathematics, other subject area teachers can see how this can be transferred to their subject as well as understand how their students are learning mathematics and make relevant connections.

Participants will be able to answer the following questions after this workshop:

- 1) What are the levels of inquiry and how do I use these levels in my practice?
- 2) What is the inductive teaching approach and how do I apply this to mathematics learning experiences?
- 3) How do I design inquiry-led, concept-based learning experiences in my classroom?

Kendall Zoller



Kendall Zoller, EdD., is an author, educator, researcher, and international presenter in communicative intelligence, presentation and facilitation skills, leadership and adaptive schools.

One recent co-publication is a graphic novel on leadership, *Calming the Chaos, Leading through the Ecotone*. He is also co-author of *The Choreography of Presenting: The 7 Essential Abilities of Effective Presenters* (Corwin Press, 2010), president of Sierra Training Associates and graduate faculty at California State University,

Dominguez Hills and The University of Maine. He has authored over three dozen reviewed book chapters and journal articles on topics of communication, community, and leadership for educators and law enforcement. His work on leadership and presentation skills takes him to schools, districts, universities, state agencies, and corporations across the United States, Canada, Europe, China, Thailand, Malaysia, the Philippines, and Europe. His lectures, presentations, and paper presentations include the campuses of Harvard, UC Berkeley, St. Anselm College, Boston University, University of Chicago, and Loyola University Maryland. Kendall has a doctorate in Educational Leadership a Masters in Educational Management. Kendall can be reached at kvzollerci@gmail.com

Keynote: Communicating with Authenticity when Leading Through Chaos - what research tells us about communication and leading

Over the past twenty years neuroscience has revealed so much about the brain and the influences of communication on thinking and learning. When leading we are taking people from where they are, to where you want them to be. Along this path, values will be challenged. In this session you will experience communication skills you can use that reroute the neural highways from, as Goleman states, “the low road to the high road.” Think about times you have to deliver news people don’t want to hear whether, in a training or serving as a supervisor? What can you do, what will you do? Learn how to surface values and navigate values conflicts when leading, so you separate your professional relationship from the important issue to be discussed. Using these patterns can shift people’s consciousness so they may be more open to hearing a message that may challenge the way they think.

The Choreography of Presenting

Imagine being able to consistently present with purpose and intention in any setting. These skills can be used in any setting including on one-on-one, committee, and entire staff meetings. You may find applications of these skills in promotional interviews and even your personal relationships. This highly interactive session takes participants into the seven essential abilities. Explore credibility, rapport, reading a group, listening, acknowledging, responding and recovery with grace. Communication patterns will be introduced for you to practice and apply, including:

- Gaining credibility
- Using locations to influence learning

- How to use influence and not power to get attention
- Ways to redirect focus and energy to preserve relationships
- How to recover with grace when things don't go as planned.

Both, *The Choreography of Presenting* and *The Presenter's Atlas* will be available for purchase onsite.

Navigating Resistance: Separating Resistance from the Relationships

In our schools, we have a culture of care committed to creating an educational environment for the success of all students. Yet, we often find conflict or resistance on topics of importance during meetings, workshops and even while supervising. How do we run meetings and workshops when resistance is present? In this session, you will learn how to choreograph your meetings in ways that address the resistance while preserving the relationships with your colleagues. Learn the essential skills of 3rd point, going visual, and paraphrasing to separate the issue from the relationship to create a healthy emotional intelligence when communicating

Using the Ecotone to Shape a Future: From Chaos to Calm (repeated on Saturday)

Ironically, the challenges we face in schools today, we do not have answers to. If we did have answers...then the challenge would not exist. One reason for the continuation of these challenges, is because we often respond to the symptom and not the cause of the challenge. When leading, we challenge what people believe in and value. Herein lies a deep challenge. Yet, when leading we often have to navigate shifts in what people value and when we do this, chaos can emerge. The Ecotone can be a place where effectively navigating values conflicts can take place with dignity and respect. Leading requires tolerance of chaos while simultaneously providing islands of calm where the work can be accomplished and solutions can be created. In this session, learn how to navigate chaos by taking people into a place for change, what we call the ecotone. Explore ways of surfacing values, beliefs, and resistance in ways than can facilitate leading by practicing an Itinerary For Change.

Make an Impact - Designing the First Five Minutes

This highly interactive session leads you through a process for creating openings for your professional development sessions and meetings. You will learn how to combine credibility, approachability, and location to establish an adult learning environment that balances the heart and mind of the learner. Skills include credibility, a presentation frame, use of passion, and the power of the pause. This session can support you in the work you do when facing groups that welcome you, resist you, or even have a negative perception about the topic presented.

SGIS Membership Information

Membership Fees:

CHF 4 per student with a minimum of CHF 400 per school and a maximum of CHF 3300 per school.

Bank Details:

Account: Swiss Group of International Schools

UBS, PO Box CH 1260 Nyon

Account Number: 228-E0122617.0

SGIS Annual Conference 2020

The 2020 SGIS Conference will be held on March 20 and 21, 2020 at the Institut de Florimont, Geneva

SGIS Professional Development Support

Each year SGIS allocates funds to support a number of professional development groups that operate within the SGIS schools community. Funds are managed by the SGIS Executive Committee and reported on each year at the AGM.

Applications can be for funding to support an entire event or as a contribution towards the costs of an event where additional sources of funding are in place

This limited fund can be accessed by the group's nominated representative applying to the Executive Secretary of SGIS using the standard application form. The intention of the process is not to be overly bureaucratic whilst ensuring that limited funds are spent wisely and prudently.

www.sgischools.com After clicking on 'Professional Development Groups', you will find the information and forms on the right of the page.