

## Speaker bios

### Karen Ardley



Karen Ardley is a highly successful leadership consultant, and facilitator, specialising in all aspects of leadership.

Drawing on her wide experience as a teacher and leader in all phases of education, Karen designs and delivers outstanding and inspirational leadership programmes focused on change and improvement. Her previous projects have included working with the education ministries of England, Saudi Arabia,

UAE and Kenya through NCTL. She is currently designing a leadership and quality assurance programme for United Nations school.

Recent international work has involved teachers and leaders from over sixty countries and KAA work successfully in partnership with several Teaching Schools and Multi Academy Trusts in England, as well as individual schools.

#### About Karen Ardley Associates

KAA is a dynamic, creative leadership, training and development consultancy.

We design and deliver professional training and development programmes for leaders and people involved with providing or supporting learning, worldwide.

Our inspirational leadership programmes and consultancy have proven success and organisational impact.

Our outstanding classroom practice programmes impact positively and directly on student engagement and progress.

#### Testimonials

*'I truly learned so much and believe I have grown tremendously as an educator, leader, and person! I am confident that I am going to use all that I have learned continuously--I am very excited!'* Gianna Viola, The British International School of New York, New York

#### French

Karen Ardley est une consultante accomplie en leadership et une conseillère spécialisée dans tous les aspects du leadership.

S'appuyant sur sa vaste expérience en tant qu'enseignante et chef dans toutes les phases de l'éducation, Karen conçoit et fournit des programmes de leadership exceptionnels et inspirants axés sur le changement et l'amélioration. Ses précédents projets ont notamment inclus ses travaux avec les ministères de l'éducation de l'Angleterre, de l'Arabie saoudite, des Émirats Arabes Unis et du Kenya par l'entremise de la NCTL. Elle conçoit

actuellement un programme de leadership et d'assurance qualité pour l'écoles des Nations Unies.

Des travaux internationaux récents ont impliqué des enseignants et des dirigeants de plus de 60 pays et KAA travaillent avec succès en partenariat avec plusieurs écoles d'enseignement et Multi Academy Trusts en Angleterre, ainsi que des écoles individuelles.

## **Isabelle Arnett**



Isabelle est une enseignante innovatrice et inspirante qui a enseigné pendant plus de 20 ans dans une école secondaire du Royaume-Uni, où la majorité des élèves parlent anglais comme langue seconde. Elle développe continuellement son art en tant qu'enseignante en utilisant des stratégies innovatrices très efficaces pour le questionnement, la différenciation, l'évaluation et les corrections. Dans son rôle d'enseignante praticienne principale, elle a partagé ses connaissances et sa passion contagieuse pour l'enseignement et l'apprentissage des langues, en offrant des développements professionnels que les participants trouvent

divertissant, informatif et motivant.

Isabelle dirige également un département de langues très performant et a développé une équipe efficace qui se concentre également sur le développement du métier d'enseignant.

Isabelle a également dirigé un projet de diffusion de bonnes pratiques pour les apprenants débutants en anglais comme langue seconde dans un groupe d'écoles secondaires.

Récemment, Isabelle a été nommée responsable de lecture au sein du programme Fresh Start Phonics de Ruth Miskin et collabore avec un formateur afin de diriger une nouvelle équipe dans l'école dans laquelle elle travaille actuellement afin de réduire les écarts d'âge en lecture des apprenants qui entrent au secondaire avec un âge de lecture en dessous de 9,5.

Isabelle a délivré avec succès de nombreux programmes de classe exceptionnels pour KAA à travers l'Europe.

## Daphne Bavelier



Daphne Bavelier is an internationally-recognized expert on how humans learn. In particular, she studies how the brain adapts to changes in experience, either by nature - for example, deafness - or by training - for example, playing video games. Her lab established that playing fast-paced, action-packed entertainment video games typically thought to be mind-numbing actually benefits several aspects of behavior.

Exploiting this counter-intuitive finding, the Cognitive Neuroscience research team she now heads at the University of Geneva, Switzerland investigates how new media, such as video games, can be leveraged to foster learning and brain plasticity.

Bavelier is a co-founding scientific advisor of Akili Interactive, a company which develops clinically-validated cognitive therapeutics that exploit video games, and has contributed as an expert for the World Economic Forum in domains as varied as Education (New Vision for Education: Unlocking the potential of technology) or Human Enhancement (World Economic Forum Global Future Council on Human Enhancement).

## Rosan Bosch



Rosan is founder and creative director of Rosan Bosch Studio. She is internationally renowned for her designs and inspiring perspectives on learning spaces for the future. With design as a tool for innovation and change, Rosan challenges established cultures and norms. In close dialogue with the users, she transforms physical spaces into meaningful and significant experiences.

In her book *Designing for a Better World Starts at School*, she presents her vision for a paradigm

shift of the physical framework of schools. Using six principles for learning situations, she creates open, imaginative and dynamic environments that meet the diversity of learning needs and promote modern and flexible teaching methods.

She has worked with local and national authorities to transform education, from the Vittra schools in Sweden and the award-winning Sheikh Zayed Private Academy in Abu Dhabi to the Ministry of Education in Argentina.

Rosan is educated at the Hogeschool voor de Kunsten in the Netherlands and the Faculty of Fine Arts at the University of Barcelona in Spain, and has worked professionally with art, architecture and design for more than 25 years.

## Jeff Bradley



A native of New Hampshire, Jeff Bradley served as a NEASC/CIE Commissioner from 2009-2015, chairing accreditation visits to a wide range of international schools. From 2008-2016, he was a partner at Educators' Collaborative, an executive search and consulting firm, assisting dozens of schools in the US and abroad with leadership recruiting and development, strategic planning, and governance. From 2001-2007, Jeff and his family lived in Europe – first in Italy, where Jeff was founding Resident Director of School Year Abroad-Italy, and then in Switzerland. As Headmaster at TASIS-The American School in Switzerland, Jeff helped oversee creation of the school's elementary and early childhood programs. He and his wife have two children.

Jeff's international education experience began in high school when he spent three months as an exchange student in Rome. While a student at Georgetown University, he spent his junior year enrolled at the University of Bologna. Following graduation, Jeff served as Assistant to the Provost at Georgetown University and later as teacher, coach, English department head, and dean at the Bullis School in Maryland. He later worked at St. Paul's School in New Hampshire, directing the Advanced Studies Program, an accelerated summer program for New Hampshire public high school students. At St. Paul's, he also taught English, coached, and advised young teachers as Director of Apprentice Teaching Programs. In 2012 Jeff co-founded OESIS Group – a periodic gathering in the US and abroad of K-12 teachers, administrators and other thought leaders aimed at sparking conversations and innovations to support best practices of teaching and learning in an increasingly globalized world. Jeff holds a BA in Philosophy and a Master's degree in English Literature from Georgetown University.

## **Frédérique Chessel-Lazzarotto**



Frédérique Chessel-Lazzarotto est enseignante collaboratrice pour le Centre LEARN de l'EPFL. Elle coordonne au sein du projet numérique vaudois l'introduction de la science informatique dans les écoles et notamment la formation des enseignant.e.s. Elle a conduit avec l'équipe pédagogique de la circonscription d'Évian la form'action Robots d'Évian de 2015 à 2018.

Frédérique Chessel-Lazzarotto is a collaborating teacher for the LEARN Center at EPFL. She coordinates within the Vaud digital project the introduction of computer science in schools and especially the training of teachers. She led Evian Robots training from 2015 to 2018 with Evian constituency teaching staff.

## **Anne van Dam**



Child centred learning has been Anne's passion for more than 25 years. Anne has worked in schools in the Netherlands, China, Singapore and Switzerland, where she took on various positions such as team leader, PYP coordinator and director. Anne used to work at the Canadian International School (Singapore) where she was part of the team that took the school to IB authorisation. Anne has been an IB workshop leader since 2005, sharing her passion for young children and play with educators in international schools.

Anne joined EtonHouse International Pre-School in August 2007, drawn to the school for its vision to establish early childhood education centred on young children's competencies in making meaning and building relationships. At EtonHouse, she first combined teaching with the responsibilities of the PYP coordinator. In June 2008, Anne became the Director of this school.

In August 2011, Anne moved back to Europe and took on the responsibility of Assistant Principal at the International School of Zug and Luzern (ISZL). At ISZL, she supported the development of a new vision for learning and teaching in the early years. This direction places a strong emphasis on relationships, play, learning spaces (both inside and outside) and on making learning visible to others.

Anne moved back to the Netherlands in 2015. This has given her the opportunity to collaborate for two years with the PYP development team at the IB regional office in The Hague. She has been working on the IB PYP review focusing on learner agency, early

years, inquiry and several aspects of 'the learning community'. Anne still works for the IB workshop leader and content developer and collaborates with international schools as an independent educational consultant. Since May 2019, Anne works alongside 4 and 5 year olds at an inner city, candidate PYP school in her home town The Hague.

### **Chris Durbin, CIS**



Chris Durbin is an Associate Director of School Support & Evaluation based in Leiden, The Netherlands.

He is currently responsible for development. He recently coordinated the process of revising CIS International Accreditation based on feedback from the first wave of Team Evaluations.

Prior to this, he worked as a School Development

Adviser for the English Schools Foundation (ESF) in Hong Kong, where he was responsible for quality assurance, strategic curriculum and professional development including the introduction of the IB programmes. He has a lifelong commitment to global citizenship education.

### **Solange Dénervaud**



Solange Dénervaud, Doctorante en Neurosciences au Centre Interfacultaire en Sciences Affectives à l'Université de Genève.

Après un diplôme Montessori AMI ainsi que 4 années d'enseignement à l'Ecole Montessori Vevey, observer les enfants évoluer dans un environnement Montessori était si fascinant que Solange décida d'entreprendre une formation scientifique afin d'étudier les processus sous-jacents.

Après un diplôme de Bioingénieure à l'EPFL, elle termine actuellement son doctorat en Neurosciences sur l'impact de la pédagogie Montessori sur le développement cérébral des élèves de 5 à 13 ans.



## Jean-Marc Dewaele



Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional variables in Second Language Acquisition and Multilingualism. He is particularly interested in the interface between applied linguistics and psychology. He has published widely on multilingual emotions, including a monograph entitled *Emotions in Multiple Languages* (2013) and a number of

studies with Peter MacIntyre (Cap Breton University) on Foreign Language Enjoyment and Foreign Language Anxiety. He is a keen teacher, walker, karate-ka.

He is former president of the *International Association of Multilingualism* and the *European Second Language Association*. He is currently member of the *Executive Committee of the International Association of the Psychology of Language Learning*. He was General Editor of the *International Journal of Bilingual Education and Bilingualism* (2013-2018) and is now General Editor of the *Journal of Multilingual and Multicultural Development* (2019-). He won the Equality and Diversity Research Award from the *British Association for Counselling and Psychotherapy* (2013) and the Robert Gardner Award for Excellence in Second Language and Bilingualism Research (2016) from the *International Association of Language and Social Psychology*.

## Pierre Dillenbourg



Ancien instituteur primaire, Pierre Dillenbourg obtient un master en Sciences de l'Education (université de Mons, Belgique). Il commence à Mons ses recherches sur les technologies de formation en 1984 et obtient ensuite une thèse en informatique de l'Université de Lancaster (UK) dans le domaine des applications éducatives de l'intelligence artificielle. Il a été Maître d'Enseignement et de Recherche à l'Université de Genève. Il rejoint l'EPFL en 2012, Il fut le directeur académique du Centre pour l'Education à l'Ere Digitale (CEDE) qui met en oeuvre la stratégie MOOC de l'EPFL (plus de 2 millions d'inscriptions). Il est actuellement

professeur ordinaire en technologies de formation aux sein de la faculté 'Informatique et

Communications' et dirige laboratoire d'ergonomie éducative (CHILI). Son livre "Orchestration Graphs " propose un langage semi-formel pour le design didactique. Il est le directeur de DUAL-T, la 'leading house' dédiée aux technologies pour les systèmes de formation professionnelle duale. En 2017, il a créé avec des collègues le 'Swiss EdTech Collider', un incubateur qui rassemble 70 start-ups dans le domaine des technologies éducatives. En 2018, ils ont lancé LEARN, le centre EPFL pour les sciences de l'apprentissage, lequel regroupe les initiatives locales en innovation éducative.

A former teacher in elementary school, Pierre Dillenbourg graduated in educational science (University of Mons, Belgium). He started his research on learning technologies in 1984.

He obtained a PhD in computer science from the University of Lancaster (UK), in the domain of artificial intelligence applications for education. He has been assistant professor at the University of Geneva. He joined EPFL in 2002. He has been the academic director of Center for Digital Education, which implements the MOOC strategy of EPFL (over 2 million registrations). He is full professor in learning technologies in the School of Computer & Communication Sciences, where he is the head of the CHILI Lab: "Computer-Human Interaction for Learning & Instruction ». He is the director of the leading house DUAL-T, which develops technologies for dual vocational education systems (carpenters, florists,...). With EPFL colleagues, he launched in 2017 the Swiss EdTech Collider, an incubator with 80 start-ups in learning technologies. In 2018, he co-founded LEARN, the EPFL Center of Learning Sciences that brings together the local initiatives in educational innovation. He is a fellow of the International Society for Learning Sciences.

## Jenny Ebermann



Ayant grandi à Bruxelles et vivant en Suisse depuis plus de 11 ans, Jenny Ebermann est une Leader, Coach et Formatrice internationale, innovatrice et visionnaire. Ayant un bagage en sport, économie et management, Jenny travaille présentement en tant que Directrice Exécutive pour la Suisse d'une ONG mondialement reconnue.

Avec plus de 17 années de gestion efficace d'équipes multiculturelles, diverses et virtuelles, elle possède une expertise variée au sein de différentes entreprises et organisations, notamment dans le secteur public, en

Organisations Internationales, ONGs et grandes multinationales (B2B/ B2C) dans différents pays et continents.

En tant que Membre du Conseil d'Administration de l'Association Européenne des Approches basées sur la Pleine Conscience ([www.eamba.net](http://www.eamba.net)) et en tant que Membre active de l'Association MBSR en Suisse ([www.mbsr-verband.ch](http://www.mbsr-verband.ch)), Jenny est passionnée en ce qui a trait à la pleine conscience, la communication et le leadership au niveau local et international.



Détenant un CAS et un Diplôme en Coaching ainsi qu'ayant des certifications additionnelles en communication interculturelle, leadership, formation et médiation, Jenny apprécie de pouvoir travailler moyennant des outils systémiques et basés sur la pleine conscience.

Par ailleurs, elle est formée en pleine conscience pour adultes par l'Université de Bangor, UK et adhère aux Standards de Qualité anglais. Pour les enfants/adolescents, Jenny s'est formée auprès de [mindfulschools.org](http://mindfulschools.org) (États-Unis) et est certifiée Eline Snel ("Mindfulness matters") aux Pays-Bas.

(English)

Grown up in Brussels and living in Switzerland since over 11 years, Jenny Ebermann is an international innovative and visionary Senior Leader and Personal Development Professional. Originally with a sports, economics and management background, Jenny currently works as CEO for Switzerland for a renowned NGO.

With over 17 years of successful multicultural, cross-functional, virtual team and organisational management, she possesses hands-on experience in the Public Sector, International Organisations, NGOs and Multinational Corporations (B2B/ B2C) in various countries and continents.

As a Board Member of the European Association for Mindfulness Based Approaches ([www.eamba.net](http://www.eamba.net)), as well as active Member of the Swiss MBSR Association ([www.mbsr-verband.ch](http://www.mbsr-verband.ch)), Jenny is passionate about mindfulness, communications and leadership in international and local settings.

Holding a CAS as well as a Diploma in Coaching and having additional certifications in intercultural communications, leadership, training and mediation, Jenny enjoys working with systemic, mindfulness-based methods.

She is trained in mindfulness for adults by Bangor University, UK and adheres to the UK Mindfulness-based teacher training organisation's good practice guidance. Concerning children/adolescents, Jenny has been trained by [mindfulschools.org](http://mindfulschools.org) in the US and is certified by Eline Snel, from the Dutch Academy for Mindful Teaching (AMT).

## Liz Free



First and foremost, as a parent and educator, I passionately believe in the power of education to make the world a better place for adults and young people alike.

I have been a teacher and head teacher in some of the world's leading schools before specialising in international professional learning and development. This journey has enabled me to develop and lead one of the UK's largest education professional learning

and development services before founding the International Leadership Academy (ILA), The Hague. This physical and metaphorical centre is the CPD home for international schools across Europe as well as the performance, learning and development arm of the British School in the Netherlands, the largest British international school in Europe with over 800 staff. Overall, we work with around 2500 school staff every year.

I am the leader of WomenEd Europe and co-founder/leader of WomenEd Netherlands, Founding Fellow of the Chartered College of Teaching and Fellow of The Royal Society for the Encouragement of Arts, Manufactures and Commerce (RSA). I am author of the recently published 'International Perspectives' chapter of the Amazon number one bestseller '10% Braver: Inspiring Women to Lead Education' book published by Sage (2019). I have also written for education publications such as TES, Schools Week, International Schools Magazine and Independent Schools Magazine.

My mission is to ensure we cultivate talent for education in all its guises that will afford future generations a quality global education. With staggering population growth, there has at no time been any greater a need than now for an outstanding education workforce, both in terms of its current supply and future pipeline. This is an urgent and pressing challenge for us all.

These are also exciting times as we rise to this challenge and strive to provide the very best education to ready our young people for bright and fulfilling futures. Opportunity abounds.

### **Fred Genesee**



Fred Genesee is Professor Emeritus in the Psychology Department at McGill University, Montreal. He is interested in basic issues related to language learning, representation, and use in bilinguals and in applied issues related to second language teaching, learning, and assessment. He has conducted extensive research on alternative forms of bilingual/ immersion education for language minority and language majority students, the academic development of at-risk students in bilingual programs, language acquisition in typically-developing and at-risk pre-school bilingual children, and internationally-adopted children.

He has published numerous articles in scientific journals, professional books and magazines and is the author of 16 books on bilingualism.

He is the recipient of the *Canadian Psychology Association Gold Medal Award*, *Paul Pimsler Award for Research in Foreign Language Education*, *Canadian Psychological Association Award for Distinguished Contributions to Community or Public Service*, *California Association for Bilingual Education Award for Promoting Bilingualism* and the *le prix Adrien-Pinard*.

## Rémy 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) and a writer for pedagogical books, Rémy is working for the International Baccalaureate at the IB Global Centre in The Hague (Netherlands) as IB World Schools Manager. This department 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 and in supporting their needs to help them progress further.

Après une carrière d'enseignant en République populaire de Chine, en Suisse et au Royaume-Uni, en tant qu'enseignant du Programme du diplôme et du Programme d'éducation intermédiaire de l'IB (en Langues A & B, en Théorie de la connaissance en Musique) dans des écoles anglophones et francophones, ainsi qu'en tant que membre d'équipes de direction (responsable des langues modernes ou responsable IB) et auteur de livres pédagogiques, Rémy travaille au Baccalauréat international au Centre mondial de l'IB à la Haye (Pays-Bas) en tant que Responsable du Service des écoles du monde du BI. Ce département a pour mission d'aider les établissements agréés par l'IB à dispenser un enseignement de qualité. En plus de diriger divers projets pour l'IB, les deux rôles principaux de Rémy consistent à être la voix des écoles au sein de l'IB et à soutenir leurs besoins pour les aider à progresser davantage.

## Doris Perrodin



Spécialiste de l'éducation des enfants et des adolescents à haut potentiel dipl. ECHA (European Council for High Ability). Enseignante Responsable de regroupement d'élèves talentueux pendant de nombreuses années. Coach d'études pour des élèves HPI avec ou sans difficultés scolaires. Conseillère pour des projets d'accompagnement d'élèves HPI dans différents établissements. Formatrice des enseignants dans les Hautes Ecoles Pédagogiques en Suisse romande. Conférences et ateliers de formation en Suisse et à l'étranger

Auteure : *Et si elle était surdouée ?* Ed. SZH/CSPS, 2015, *Douée ? Moi ?* Ed. ASEHP, 2018

Co-Auteure avec O. Revol et R. Poulin : *100 idées pour accompagner les enfants à haut potentiel*, Ed. Tom Pousse, 2015

## Sean Power



Sean Power is the Director General of Institut Florimont, a francophone bilingual school in Geneva.

Sean arrived in Switzerland in 1986 following his university studies in London and Lyon, and has lived there ever since. He has worked as a teacher, teacher trainer, inspector, school manager and leader in a number of educational institutions and contexts. He is passionate about leading schools through cycles of change and transition in international and multi-cultural environments and developing and leading bilingual programmes. He has over 20 years' experience in the training and development of school managers and leaders in main stream and adult

educational settings.

He serves as a governor of a primary school, as a member of the academic board of the Swiss International School in Dubai and is currently President of the Geneva Association of Private schools.

## Melissa Skweres



Melissa Skweres is a collaborating teacher for the LEARN Center at EPFL. She coordinates with the LEARN's flagship digital projects of 'One Thymio per Class' and teacher trainings. She is a seasoned international educator and taught in Swiss international schools.

Melissa Skweres est une enseignante collaboratrice du centre LEARN de l'EPFL. Elle coordonne avec les projets numériques phares de LEARN «One Thymio per Class» et les formations d'enseignants. Elle est une éducatrice

internationale chevronnée et a enseigné dans des écoles internationales suisses.

## Michael Thompson



Michael G. Thompson, Ph.D. is a consultant, author and psychologist specializing in children and families. He is the supervising psychologist for the Belmont Hill School and has worked in more than seven hundred schools across the United States, as well as in international schools in Central America, Europe, Africa and Asia.

He and his co-author, Dan Kindlon, wrote the New York Times best-selling book, *Raising Cain: Protecting the Emotional Life of Boys* (Ballantine Books, 1999). He is the author of *Speaking of Boys: Answers to the Most-Asked Questions about Raising Sons* (Ballantine, 2000), and co-author (with Catherine O'Neill Grace and Larry Cohen,

Ph.D.) of *Best Friends/Worst Enemies: Understanding the Social Lives of Children* (Ballantine, 2001) and *Mom, They're Teasing Me: Helping Your Child Solve Social Problems* (Ballantine, 2002.) About *Best Friends, Worst Enemies* the Publishers Weekly review declared, "Not since Dr. Spock and Penelope Leach has there been such a sensitive and practical guide to raising healthy children." *The Pressured Child: Helping Your Child Achieve Success in School and in Life* (with Teresa Barker, Ballantine, 2004) was written to help parents understand the complex journey of children through school, from Kindergarten through senior year. His third book on the psychology of boys, entitled, *It's a Boy!: Understanding Your Son's Development from Birth to Eighteen*, was published in 2008. It focuses on the importance of undirected, free play in the lives of boys. Dr. Thompson's newest book, *Homesick and Happy: How Time Away From Parents Can Help a Child Grow*, was published by Ballantine Books in May of 2012.

A dedicated speaker and traveler, Michael Thompson has appeared on *The Today Show*, *The Oprah Winfrey Show*, *ABC 20/20*, *CBS 60 Minutes*, *The Early Show* and *Good Morning America*. He has been quoted in the *New York Times*, *The Washington Post*, *Newsweek*, *Time* and *U.S. News and World Report* and has been a guest on NPR's "Morning Edition" with Susan Stamberg, "Talk of the Nation" with Ray Suarez and the Diane Rhem Show. He wrote, narrated and hosted a two-hour PBS documentary entitled "Raising Cain" that was broadcast nationally in 2006.

Dr. Thompson is a past member of the American Camping Association and is on the Advisory Board of *Parent Magazine*. Dr. Thompson lives in Arlington, Massachusetts. He is married to Dr. Theresa McNally, a psychotherapist, is the father of two grown children and the grandfather to Aubrey, Brynlee and Kalen.

