



## **“Understanding the child: the student revisited”**



**Swiss Group of International Schools**

**Annual Conference**

**March 21<sup>st</sup> and 22<sup>nd</sup> 2014**

**Hosted by the International School of Basel, Reinach  
Campus**



Welcome everyone to the SGIS annual conference.



This will be a great conference. Why? Because you will be involved in numerous interesting learning experiences presented by speakers who will challenge your thinking. The theme for this year is:

***“Understanding the child: the student revisited”***

If that’s not a challenge I don’t know what is!

A child’s brain has 100 billion neurons many of which will wither and fail to make further connections if not stimulated. If we are to understand the child as a student and get those neurons working we must know how to ‘push the right buttons’ so to speak. If we take the example of music we know that it stimulates the cognitive, verbal and emotional centres of the brain. For me the key word for this conference then is **STIMULATION**.

SGIS has tried to focus the programme on issues that have a direct impact on the student in the classroom whatever their age, ability and background.

Our hosts from the International School Basel have guaranteed us a warm and friendly welcome. Thank you Basel and thank you to the hard working organizing committee and the exhibitors.

I have nothing more to say other than, “Come and get stimulated.”

Lyn Cheetham

Chair, SGIS

# Welcome to the International School of Basel



As Director of the International School of Basel (ISB), I am delighted to have the opportunity of welcoming delegates to the SGIS Annual Conference 2014.

We are looking forward to hosting colleagues from all over Switzerland to share and participate in a wide range of issues facing all of us, whatever our subject or age-range specialisms. The theme this year is “Understanding the Child”. Through workshops and other sessions, expert guest speakers will discuss with us such issues as: the implications of research into young people’s brain activity, differentiation and inclusion, storytelling, promoting responsibility, and the particular benefits and challenges of being a child in a cross-cultural environment

ISB is located in Reinach, a suburb of Basel in north-west Switzerland. We are an English-speaking day school with a current enrolment of approximately 1500 children aged 3 to 18. We hope that, during the time you are attending the Conference, you will find opportunities to visit Basel. The city, an important centre for the chemical and pharmaceutical industry, has a long and proud history and a vibrant, modern cultural life. Using buses, trams and trains to explore the historic Old Town and visit Basel’s many art galleries, museums, cinemas and theatres, is simplicity itself (there is a tram stop directly outside the school). If you wish to venture further afield, Germany and France are only a bike-ride away, and everywhere there are plenty of cafés for restorative cake and coffee!

Finally, we at ISB look forward to meeting you and hope that you will be able to join us on the Friday night for an evening of dining and conversation at our gala dinner at the Radison Blu Hotel.

Kind regards

Lesley Barron

Director

# Conference information

## Public Transport

The link for Basel public transport is [www.bvb.ch](http://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.

### 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 campuses to Basel SBB is two zones.

## Air Travel

### Europort, Basel-Mulhouse

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.

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 are direct to Basel.

## Travel to the school

***N.B. Parking is very restricted at the school. We strongly advise that you use local transport.***

Tram 11 towards Aesch (Tram stop - Reinacherhof )

## **General Information**

Registration: in the school lobby

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

Cloakrooms: Coat racks will be available – E.01 Suu Kyi

Luggage (left at your own risk) – E.02 Darwin

Exhibitor rest area – E.13

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

Lunches: in the Marquee next to the Exhibitors' Area

SGIS Office and Speakers' Break room: Boardroom

ISB Main office phone number: Reception: +41 61 715 3333,

High School Office +41 61 715 33 11

# Atlas Promotions EU

We would like to thank all the Exhibitors for their support, sponsorship and raffle prizes.



We would also like to say a special word of thanks to *Steven James of Atlas Promotions EU*, for all his hard work in contributing to this conference and making it such a success.

We would like to thank etrtours for sponsoring the lanyards for this conference



Thanks also to Lyreco for supporting this conference



# PRE-CONFERENCE WORKSHOPS - AESCH CAMPUS

Thursday, 20th March 2014

## **DIFFERENTIATION: MAKING INCLUSION HAPPEN**

This is a highly interactive, four part workshop that can be taken as a whole or as four stand alone sessions. It focuses on four keys to differentiation or personalized learning: Knowing your student, Knowing your curriculum, Developing a repertoire of research based instructional strategies and Developing professional collaboration. It is appropriate for teachers -- pre K to Grade 12 and administrators.

### THURSDAY (FULL DAY SESSION)

- Knowing your student (and yourself as teacher):
  - Student characteristics, including, cognition, temperament, intelligence preferences and learning style
  - Learning needs: learning disabilities, ESL, ADHD, gifted and talented
  - Methods of data collection, including Cognitive Coaching<sup>sm</sup>, clinical observation, academic/non-academic grading
  - Using student work/collaborative assessments as a way of knowing our students
- Developing a repertoire of strategies

# Annual Conference Friday 21<sup>st</sup> and 22<sup>nd</sup>

## Reinach Campus

### Friday, 21st March 2014

8:30 to 9:30	Registration Welcome Coffee and Tea in the Exhibitor Area Visit Exhibitors			
9:30 to 9:50	Opening Ceremony			
9:50 to 11:00	Key Note speaker: Matt Dickinson – <b>Aula</b>			
11:00 to 11.20	Visit Exhibitors Tea and Coffee in the Exhibitor Area			
11:20 to 12:30 (Staggered lunch)	Questions? A Key Component of Innovating, Educating, and Creating <b>Stephen Barkley</b> <b>Aula</b>	Discipline Without Stress® Punishments, or Rewards: How to Promote Responsibility & Learning <b>Marv Marshall</b> <b>Staffroom (1st Floor)</b>		
12:30 to 13:40 (Staggered lunch)	TCKs/CCKs: Why does a cross-cultural childhood matter? <b>Tina Quick</b> <b>Rm 1.31 Frisch (1st Floor)</b>	Why the Brain cannot truly multi-task and what that means for Teachers and teaching <b>JoAnn Deak</b> <b>Aula</b>		
13.50 to 15:00	Knowing your Curriculum – part 1 <b>Bill and Ochan Powell</b> <b>U2- GY2 Jordan (Gym)</b>	Feedback to student: What do we know about feedback and learning? <b>Stephen Barkley</b> <b>Aula</b>	Tapping into Internal Motivation to Promote Learning <b>Marv Marshall</b> <b>Staffroom (1<sup>st</sup> Floor)</b>	Everybody started out Small: Connections between brain research and the early childhood classroom <b>Stuart Stotts</b> <b>Rm 1.31 Frisch (1st  Floor)</b>
15:10 to 15:40	Exhibitor Presentations: <b>E.21 Erasmus and E.22 Gandhi</b> Tea and Coffee in the Exhibitor area			
15:40 to 15:50				
15:50 to 17:00	Knowing your Curriculum – part 2 <b>Bill and Ochan Powell</b> <b>U2- GY2 Jordan (Gym)</b>	Boys at risk: Successful Approaches to teaching and Parenting <b>JoAnn Deak</b> <b>Aula</b>	Transitions: Survive or Thrive <b>Tina Quick</b> <b>Rm 1.31 Frisch (1st  Floor)</b>	Arts Integration: The Kennedy Center definition <b>Stuart Stotts</b> <b>E12. Palestrina  (Ground Floor)</b>



# Saturday, 22<sup>nd</sup> March 2014

8:30 – 9:30	Welcome Coffee and Tea in the Exhibitor Area Visit Exhibitors			
9:30 to 10:40	Key Note speaker: <b>Stephen Barkley</b> Tapping Student Effort ... Increasing Student Achievement <b>Aula</b>			
10:40 to 11:00	Tea and Coffee in the Exhibitor Area Visit Exhibitors			
11:00 to 12:10 (Staggered lunch starting at 11:30)	Peer Coaching – Job Embedded Professional Learning <b>Stephen Barkley</b> <b>Aula</b>		Combining Character Development and Intellectual Development: A Startling conclusion of the recent brain research <b>JoAnn Deak</b> <b>Staffroom (1<sup>st</sup> Floor)</b>	
12:10 to 13:20 (Staggered lunch)	How to Handle Every Day Discipline Problem <b>Marv Marshall</b> <b>Rm 1.31 Frisch (1st Floor)</b>	Storytelling <b>Stuart Stotts</b>  <b>E.12 Palestrina</b>		
			Learning to keep it simple and social (Professional Collaboration) <b>Bill and Ochan Powell</b> Part 1 (12:50 to 14:40) <b>U2- GY2 Jordan (Gym)</b>	
13.30 to 14:40	Third Culture Kid’s repartition challenges  <b>Tina Quick</b>  <b>Staff room (1<sup>st</sup> Floor)</b>	Resilience/Grit/Self-esteem: Windows of Neurological Opportunity in Developing these life-enhancing characteristics <b>JoAnn Deak</b>  <b>Aula</b>		
14:40 to 15:00	Tea and Coffee in the Exhibitors Area Visit Exhibitors			
15:00 to 16:10	Culture and Communication  <b>Tina Quick</b>  <b>Rm 1.31 Frisch (1st Floor)</b>	Singing the Words: Lyrics Writing in the Classroom <b>Stuart Stotts</b>  <b>E.12 Palestrina</b>	Simple Strategies for dealing with difficult Students <b>Marv Marshall</b>  <b>Staff room (1st floor)</b>	Learning to keep it simple and social (Professional Collaboration) Part 2 <b>Bill and Ochan Powell</b>  <b>U2- GY2 Jordan (Gym)</b>

## Keynote Speaker – Matt Dickinson



Motivation/Business Presentations: Matt Dickinson motivational presentations have become a highlight of many corporate conferences and events. Using stunning audio visual images he looks back on more than forty expedition films and asks “What is the difference between teams that win and teams that fail?”

With his dazzling audio visual presentation film adventure specialist Matt Dickinson analyses the performance of the world's top expedition teams and begs the question "what is it that separates those teams who achieve their goals from those who inevitably fail".

Using dramatic and sometimes humorous examples of success and failure, he distils the vital factors that contribute to effective teamwork. His insights are drawn from personal experience of the teams with whom he has worked. His successful ascent of the North face of Mount Everest in 1996 is his most challenging expedition to date and saw him become the first British film-maker to have filmed on the summit and return alive.

Matt's account of these dramatic events "Summit Fever" has already been seen by more than 20 million people worldwide. It is widely acclaimed as one of the most compelling stories of human triumph and disaster ever told.

Selecting clips from his films, Matt illustrates that it is cohesive, adaptable teams, who have highly developed communication skills and who passionately share in an overall goal, that are the teams who achieve ultimate success.

Drawing on his experiences at the hard end of adventure filming for the BBC, ITV, Channel 4 and National Geographic TV in the US, he is able to reveal not just the strategies but also the human factors that enable teams to attain peak performance against overwhelming odds.

Matt Dickinson's recent journeys have included a sea voyage by yacht to Antarctica, the first descent of the perilous rapids of the Brahmaputra River, the world hang gliding altitude record at over 40,000ft, and a walk across the inhospitable Namib Desert. His programs have been shown in more than thirty five countries and won more than 20 international film festival awards.

His lasting impression on business audiences is to create new attitudes essential for teams to succeed in today's ever-changing environment.

# Workshop Descriptors

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## Stephen Barkley

### **'Questions?' A key component of Innovating, Educating, and Creating**

The questions that teachers provide learners play key roles in engagement that produces innovation, learning, and creativity. Maximum engagement and learning occur when students develop the capacity to generate their own questions that promote continued learning, deeper understanding, problem-solving and creativity. Participants will identify and practice eleven questioning protocols developed around the gathering of information, working deeper with information and evaluating and creating solutions and innovations; explore how to embed the questioning strategies to guide student critical thinking during instruction and facilitation; and how to make students conscious of using the process to self-direct their thinking and learning.

### **Feedback to Students - What Do We Know About Feedback and Learning?**

Students learning new behaviors requires teachers working as coaches....giving feedback when the learners are practicing correctly and "feedforward" (corrections) when changes are needed. Athletic and performing arts coaches use these strategies to guide continuous improvement of their performers. Where are opportunities to empower students in gaining feedback and providing feedback? When is grading effective feedback? How do we close our own knowing-doing gap?

### **Tapping Student Effort for Student Achievement**

Student achievement is created by student engagement in the emotional and intellectual activities that produce learning. Steve's book Tapping Student Effort... Increasing Student Achievement is built around a formula that reads EFFORT x ABILITY focused on a MANAGABLE TASK equals SUCCESS. When we teach how to learn, we are teaching how to engage with our world. This is the empowerment of being a lifelong learner.

### **Peer Coaching----- Job Embedded Professional Learning**

Much of the research on teacher learning is pointing to the value of peer coaching as a highly effective form of professional development. Conferencing prior to classroom observation is critical to maximizing the value of coaching. Presenting conferencing strategies from his book Quality Teaching in a Culture of Coaching, Steve will model and guide you in a practice conference.

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## JoAnn Deak

### **Why the Brain Cannot Truly Multi-task and What That Means for Teachers and Teaching**

So many brain centers combine to do such complex tasks as reading, taking notes, listening to a lecture. Given the neurological wiring of children and adolescents, multi-tasking is an impossibility. Brains do what is called quick seriation. Example: listening to an iPod and doing homework means that the brain must keep switching back and forth, making both tasks less effective and efficient. There are direct implications for teaching!

### **BOYS AT RISK: Successful Approaches to Teaching and Parenting**

“Higher-education officials have been wringing their hands about our own “lost boys” for years. And yet the flip-flopped gender gap continues to widen: In April 2011, the U.S. Census Bureau released data showing that, for the first time, women have sailed past men in obtaining both bachelor’s degrees and advanced college degrees.” [The Chronicle of Higher Education, October 2, 2011.]

In addition, a government commission has identified five “crisis level” factors for males: education, emotional health, physical health, father involvement, and work. This workshop focuses on how to create educational and home environments that minimize, or, hopefully erase this trend and these factors. New research focusing on brain and developmental gender differences help to inform more successful and effective educational and parenting practices.

### **Combining Character Development and Intellectual Development: A Startling Conclusion of the Recent Brain Research**

There is such an extensive literature spanning character development, moral development, the development of sympathy and empathy. In parallel fashion, there is extensive research about cognitive, intellectual, learning or problem solving development in children. Some very recent work is now putting the two together. Do experiences that build sympathy, empathy and compassion also lead to intellectual development? Are there critical time periods for these areas of development? Why would growth in one area lead to growth in the other area? Let’s move beyond theory and opinion and see what the research supports!

### **Resilience/Grit/Self-Esteem: Windows of Neurological Opportunity in Developing These Life-Enhancing Characteristics**

Whether looking at the hiring practices of global corporations, or the new CLA+ testing being employed by universities to measure probable success of their graduates, core strength, confidence and competence are the new gold standard of achievement. New research is providing insight into important developmental timelines in experiential learning and plasticity of certain brain regions that enhance the growth of these characteristics.

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## Stuart Stotts

### **Everybody Started Out Small: Connections between brain research and the early childhood classroom.** - Teachers of students ages 3-7.

In the last thirty years, advanced brain-research techniques have given us insight into the ideal conditions for healthy child development. Singing with young children provides many of these conditions, enhancing social skills, building creativity, and laying a foundation for literacy. In this workshop, we'll explore some of this research and learn songs, activities, and strategies to build on this knowledge.

### **Arts Integration: The Kennedy Center Definition** - Teachers of Students ages 5-14

Arts include visual, dramatic, musical, movement, and written forms. The arts are a central language in all cultures. An arts integrated approach uses art forms as vehicles to deepen curricular understanding, while also enhancing arts exposure and experiences. In this workshop, participants will explore the definition of arts integration developed by the Kennedy Center in Washington, D.C. in the United States. This definition provides a foundation for deep instructional practices and artistic exploration, and has been adopted by schools around the world.

### **Storytelling 101** - Teachers of Students ages 4-11.

In every culture, storytelling is a central pillar of language development. Over the course of these two sessions, participants will learn why stories are central to language and character development, the essential skills required for storytelling, as well as three stories to tell their students.

### **Singing the Words: Lyric Writing in the Classroom** - Teachers of Students ages 8-14.

Music is a natural language for most students. Using lyric writing as a language, learning, and assessment tool allows students to engage in collaborative creative activities while connecting to the curriculum

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## Bill and Ochan Powell

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### Pre-conference

- Knowing your student (and yourself as teacher):
  - Student characteristics, including, cognition, temperament, intelligence preferences and learning style
  - Learning needs: learning disabilities, ESL, ADHD, gifted and talented
  - Methods of data collection, including Cognitive Coaching<sup>sm</sup>, clinical observation, academic/non-academic grading
  - Using student work/collaborative assessments as a way of knowing our students
- Developing a repertoire of strategies

### Knowing your curriculum

- Teaching at a conceptual level
- Backward design
- Mediating higher order thinking
- Levels of challenge/readiness

### Learning to keep it simple and social (Professional Collaboration)

- Collaboration lessons from two species of garden birds
  - Collaborative skills for differentiation
  - Reflection on how we work together
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## Marv Marshall

### **Discipline Without Stress® Punishments, or Rewards: How to Promote Responsibility & Learning**

This session will be an overview of the PROACTIVE and TOTALLY NONCOERCIVE (but not permissive) discipline and learning system used around the world. The presenter is the developer who will share his Discipline Without Stress Teaching Model.

[http://marvinmarshall.com/files/pdf/teaching\\_model.pdf](http://marvinmarshall.com/files/pdf/teaching_model.pdf)

Dr. Marvin Marshall is an American educator, writer, and international speaker who has presented in 21 countries on five continents.

He is a former primary and upper elementary teacher. He has also taught every grade 7-12 in number of subject areas. He has served as a school counselor, assistant principal of supervision and control, assistant principal of curriculum and instruction, assistant middle school principal, elementary school principal, high school principal, and district director of education.

### **How to Handle Every Discipline Problem**

Dr. Marvin Marshall will share a more effective approach than using rules, three practices that will improve both your personal as well as your professional life, and how to handle irresponsible behaviors.

### **Simple Strategies for Dealing with Difficult Students**

Dr. Marvin Marshall will share a number of specific techniques on how to deal with challenging students.

### **Tapping Into Internal Motivation to Promote Learning**

Dr. Marvin Marshall will share his approach that is more closely aligned to the educational philosophy of Finland (whose test scores rate as high as any in the world) than to most other countries. His emphasis is on promoting *responsibility*, rather than aiming toward obedience.

Search under "Finland" at his blog at <http://www.marvinmarshall.com/blog/>  
You will learn his *Hierarchy of Social Development* to prompt internal motivation to put forth effort in learning and quality work.

<http://www.marvinmarshall.com/the-raise-responsibility-system/using-the-hierarchy-to-promote-learning/>

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## Tina Quick

### **TCKs / CCKs: Why Does a Cross-cultural Childhood Matter?**

- Third culture kid (TCK) profile
- Explain the new language of 'cross-cultural kids' (CCKs) which serves as an umbrella term that TCKs fall under.
- The common realities TCKs and CCKs share
- Benefits / Skills/ Gifts of a highly mobile / cross-cultural childhood (interactive group work)
- Challenges of a highly mobile / cross-cultural childhood
- Two greatest challenges
- Identity and belonging
- Unresolved grief
- The Road Home video and discussion
- Helping TCKs/CCKs confront their challenges and leverage their gifts and opportunities

### **Transitions: Survive or Thrive?**

- Interactive game to gather personal strategies for ensuring successful transitions.
- Introduce the five stages of transition for any major life change
- Discuss each stage in detail looking at the social posture, social status and psychological experience of each.
- Demonstrate how research has shown that people who are prepared for cross-cultural transitions have smoother adjustments hence highlighting the need for training.
- Interactive activity to help participants relate to the stages of transition they have undergone at some point(s) in their lives.
- How to grow from the transition experience
- Using past transition experiences to succeed in future ones
- Brainstorm as a group what schools can do to help families / students transition in or out of their school as well as caring for the ones left behind.

### **TCKs Transitioning Successfully – Repatriation challenges**

- TCK / Global Nomad and CCK profile – lays the foundation for the understanding that TCKs' life experiences are very different from most of the people they will be surrounded by on their college / university campus.
- Interactive exercise which demonstrates how globally mobile childhoods impact TCKs.
- Video clips to outline some of the most common challenges TCKs face when making the double adjustment to college / university. They must not only make a transition to a new life stage as an independent adult, but to a whole new culture as well, for even the home country culture will be foreign to them in many respects – something that can come as a huge surprise.
- Detailed explanation of The Four 'Pearls' – the four most common stumbling



blocks to a successful adjustment and unique to TCKs.

- Identity and belonging (first greatest challenge of TCKs)– introduction of Dr. Schaetti's TCK Identity Development model
- Grief – dealing with loss and separation so it does not grow into unresolved grief – the second greatest challenge of TCKs.
- Dealing with the stages of transition – knowing what is normal and what is not, i.e. when to seek help.
- Relationships – TCKs form relationships very differently from someone who grows up in a traditional, stable, non-mobile community.

### Culture and Communication

- Interactive activity to demonstrate how cultural values and communication styles affect intercultural interactions.
- Definition of culture
- Importance of understanding our own cultural preferences so we are prepared for meeting someone of another culture and interacting successfully.
- The danger of stereotyping
- Individualism vs Collectivism
- High Power Distance vs Low Power Distance
- Monochronic vs Polychronic societies
- Communication styles
- Linear vs circular
- Direct vs indirect
- Verbal vs non-verbal
- Attached vs detached
- Confrontative vs non-confrontative
- Role plays demonstrating how each of these values and styles plays out in a school setting
- Once participants have identified their own cultural preferences they can appreciate how cultures differ and avoid making wrong assumptions about people from another culture. They may even think about how they can modify their own cultural style in preparation for meeting someone of a different culture.

# Featured Speakers' Bios

## William and Ochan Powell



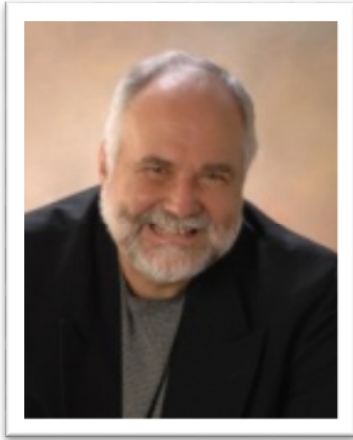
William Powell has served as an international school educator for the past 30 years in the United States, Saudi Arabia, Tanzania, Indonesia, and Malaysia. From 1991 to 1999, he served as the Chief Executive Officer of the International School of Tanganyika in Dar es Salaam, Tanzania; and from 2000 – 2006 as Headmaster of the International School of Kuala Lumpur. He is the co-author, with his wife Ochan, of *Count Me In! Developing Inclusive International Schools* (2000), *Making the Difference: Differentiation in International Schools*

(2007) *Becoming an Emotionally Intelligent Teacher* (2010) and *How to teach now: Five Keys to Personalized Learning in the Global Classroom* (2011). Bill's most recent book is entitled *The OIQ Factor: How teachers can raise the Organizational Intelligence of Schools* (2013). Bill and Ochan are currently working on a project, *The Next Frontier: Inclusion to support the inclusion of special needs children in international schools*. They are focusing their attention on teacher professional development, school leadership and governance training and serve as consultants for Education Across Frontiers ([Bpowell@eduxfrontiers.org](mailto:Bpowell@eduxfrontiers.org)). When he is not facilitating teacher workshops or speaking at conferences, Bill can be found in the French Pyrenees where he fights (together with a handful of sheep) an annual battle with the European bramble.

Ochan Kusuma-Powell received her doctorate from Columbia University and has developed and implemented inclusive special education programs in the United States, Indonesia, Malaysia and Tanzania. Together with her husband, Bill, she co-authored an OSAC publications entitled *Count Me In! Developing Inclusive International Schools* (2000), and *Making the Difference: Differentiation in International Schools* (2007). Ochan is also the co-author of *Becoming an Emotionally Intelligent Teacher* (2010) and *How to teach now: Five Keys to Personalized Learning in the Global Classroom* (2011). She is an associate trainer for the Center for Cognitive Coaching and adjunct faculty at Buffalo State and Lehigh Universities. Bill and Ochan are currently working on a project to support the inclusion of special needs children in international schools, supported by a grant from the US Department of State. They are focusing their attention on teacher professional development, school leadership and governance training and serve as consultants for Education Across Frontiers ([Okpowell@eduxfrontiers.org](mailto:Okpowell@eduxfrontiers.org)). Bill and Ochan are also Associate trainers for the Center for Cognitive Coaching.

## Steve Barkley

Executive Vice President, Performance Learning Systems, Inc.



Steve Barkley is internationally recognized for his ability to facilitate change. He has more than 30 years of experience working in classrooms, schools and universities building teacher capacity for heightened student success and is well-known for guiding school improvement through coaching, mentoring and professional development. Steve has worked with teachers at the International School Basel in Switzerland, Florence International School in Italy, the Enka Schools, Hisar School, Uskudar American Academy and Robert College in Turkey, the ABA School

and the Al Sawha School in Oman and the United Nations International School in Hanoi. He has also served as the facilitator of coaching workshops for Lead Turkey and the Association for the Advancement of International Education (AAIE). Steve has presented at a variety of international conferences including the European Council of International Schools (ECIS), the Mediterranean Association of International Schools (MAIS), the Alliance for International Education (AIE), and the Near East South Asia Council of Overseas Schools (NESA). Steve's dynamic energy and captivating style translate his extraordinary knowledge about life in the classroom and provide the necessary skills for effective change in individual teachers, teams and schools.

## JoAnn Deak



JoAnn Deak, Ph.D., has spent more than thirty years as an educator and psychologist, helping children develop into confident and competent adults. The latter half of that period has also focused on working with adults, parents and teachers in their roles as guides or 'neurosculptors' of children. On her website is a quote that best describes her perspective on her work: "Every interaction a child has, during the course of a day, influences the adult that child will become."

Dr. Deak began her career as an elementary teacher and head of the science department. She soon learned the

complexity of dealing with the many brain and motivational patterns represented by the diverse students in her classes. This led to her work at Kent State University, one of only three universities in the United States to have a specialty in Preventive Psychology at that time. Her doctoral work focused on how to assess those environmental, school and family patterns that lead to the healthy development of children and, conversely, those patterns that cause issues, problems and disabilities. After several years in private practice, Dr. Deak began consulting with schools in Ohio. In the 1980's she worked with the Laurel School as a consulting psychologist, where she participated in a six-year study with Harvard and a team of researchers lead by Carol Gilligan. Following that study, Dr. Deak joined Laurel School as the Director of the Lower School and Director of the Middle School. She also was the founding Director of Early Childhood. She left Laurel in 1999 to expand her consulting role with parents, schools and other organizations nationwide and internationally.

Dr. Deak has been an advisor to Outward Bound, a past chair of the National Committee for Girls and Women in Independent Schools, on the advisory board for the Center on Research for Girls [Laurel School], for the Seattle Girls' School, Bromley Brook School, the Red Oak School, Power Play and GOAL. She consults with organizations and schools across the United States. Most recently, she has worked internationally with schools, organizations, associations and parent groups in every continent [except Antarctica!]. This includes: Argentina, Australia, Borneo, Canada, China, Denmark, England, Ethiopia, France, India, Kenya, the Philippines, Morocco, Nepal, the Netherlands, New Zealand, Portugal, Scotland, South Africa, Switzerland, Taiwan, Tanzania, Thailand, Turkey, and the United Arab Emirates. She has been awarded the Woman of Achievement Award by the National Coalition of Girls' Schools, was given the first Female Educator of the Year Award by Orchard House School, and the Outstanding Partner for Girls Award from Clemson University. She has been named the Visiting Scholar in New Zealand, the Visiting Scholar for Montessori Children's House and has been the Resident Scholar for the Gardner Carney Leadership Institute in Colorado Springs for the past five years.

Dr Deak has written three books:

- Your Fantastic Elastic Brain, Little Pickle Press, 2011.  
[also available in Mandarin, 2012, from The DEAK Group or Jiangxi Universities and Colleges Press]
- How Girls Thrive, Green Blanket Press, 2010.  
Spanish Version: Assi alcanzan el exito las ninas, Green Blanket Press, 2011.
- Girls Will Be Girls: Raising Confident and Courageous Daughters, Hyperion, 2002.  
[now available on ebooks]

Co-edited one book:

- The Book of Hopes and Dreams, 1999.

Contributed to three books:

- What I Wish You Knew: Letters from Our Daughters' Lives, and Expert Advice on Staying Connected. American Girl. 2001
- Instructor's Guide to Managing Adolescents in the Field. Outward Bound. 2003
- Raising an American Girl: Parenting Advice, American Girl, 2010

Additional material for the Fantastic Elastic Brain is available from the [App Store](#).

Lesson plans for this book are available from the website of [Little Pickle Press](#).

Has written numerous articles, and is working on a series of books:

A Trilogy:

- Your Fantastic Elastic Brain for Children
- Your Fantastic Elastic Brain for Adolescents
- Your Fantastic Elastic Brain for Adults

## Marvin Marshall



Dr. Marvin Marshall is an author, staff developer, and international speaker who disagrees with most traditional educational practices used today. He is widely known for his noncoercive (but not permissive) approach to discipline, parenting, motivation, and learning from his landmark education and parenting books and the comprehensive information on his website: <http://MarvinMarshall.com/>

He presented in 44 of the United States and in 21 countries on five (5) continents.

He has taught primary and upper grades and every grade 7 - 12. He has also served as a counselor; elementary, middle, and high school principal; and district director of education. While serving for 24 years in these various positions, he witnessed many counterproductive approaches. He returned to the classroom and focused on promoting responsibility and learning without rewards or punishment. The result: "*Discipline without Stress*," a behavior and learning system used around the world from Nepal in the north to New Zealand in the south.

More about his background can be viewed at

<http://www.marvinmarshall.com/speaking-and-presenting/>

## Tina Quick



Tina Quick is a cross-cultural trainer, international speaker, and author of “The Global Nomad’s Guide to University Transition.” This popular guidebook is the only resource written specifically *for* students who have been living outside their passport countries (third culture kids / global nomads) to help them successfully manage the double transition to college / university.

Tina is the founder of International Family Transitions (IFT), a comprehensive service that specializes in serving the needs of globally mobile students and their families. Often billed by international schools as “The Transition or Third Culture Kid (TCK) Expert,” she has worked closely with international schools in the Middle East, North America, Europe, Latin America, and Asia. Witnessing the struggles of students who haven’t learned how to live out the differences their international upbringing has created in them in a positive and fulfilling way has inspired her to create specialized training to suit their individual needs. Her latest passion is to share her knowledge, expertise, and complete set of training materials with counselors and others who work with expat students so they can create individualized trainings for their own school communities.

She is a popular speaker in US universities such as Lewis and Clark, University of Virginia, Northeastern University and University of Texas. She has presented for The Association of Boarding Schools, ECIS, Families in Global Transition (FIGT), OACAC, Society for Intercultural Education and Research, Mental Health and Missions, American University’s Intercultural Management Institute, NAFSA and the USA Girls Scouts Overseas. She has been featured in Global Living Magazine and regularly writes a range of articles for several expatriate online magazines and newsletters. She has enjoyed holding several radio interviews with stations such as World Radio Switzerland and Trans World Radio.

Tina has served as the Health Officer for the International Federation of the Red Cross and Red Crescent Societies for six years at their Geneva, Switzerland Headquarters. She has served on the Board of Directors of FIGT and was Chair Person of the Program Committee for their annual conference. She is a member of OACAC and served on the Advisory Board of TCKid, an active global community of TCK adults and youth across geographical boundaries.

Tina is a well-seasoned traveler who has raised her own TCKs across four cultures and continents including Asia, Africa, Europe and North America. She is an adult TCK who, having made 29 moves (15 of them by the sixth grade) understands well the cycle of loss and grief involved in a cross-cultural lifestyle. Her family’s re-entry back to the US after 15 years of living abroad sparked her passion for addressing the challenges and benefits that stemmed from her own children’s rich multi-cultural background.



## Stuart Stotts



Stuart Stotts is a songwriter, storyteller and author from Madison, Wisconsin. He's worked as a full-time performer since 1986, and he gives over 200 shows a year for kids, families and adults around the United States, and sometimes farther. He has worked at a variety of international schools in Greece, Costa Rica, England, Egypt, and Switzerland.

Stuart is also a Kennedy Center teaching artist, and he works with schools and educational institutions around the United States through the Partners in Education program, focusing on connections between literacy, music, storytelling, and arts integration. His training sessions are interactive and grounded in practice, providing strategies and approaches that teachers can implement with students immediately.

Stuart is a frequent presenter at conferences and workshops for teachers, parents and librarians. A major area of focus is on early education. Stuart works with early childhood teachers in the areas of current brain research, music, and professionalism. In 2009, he cooperated with the Wisconsin Early Childhood Association to develop a program called "I'm a Teacher Not a Babysitter," which incorporates stories and experiences of teachers to give a portrait of the daily life, challenges, and joys of work with young children.

Stuart has also worked extensively as an artist-in-residence in elementary, middle and high schools. He has released several award-winning recordings including *Celebrate*, *Everybody Started Out Small*, *Are We There Yet?* and *One Big Dance*. He is also the author of *The Bookcase Ghost: A Collection of Wisconsin ghost stories*, *Books in a Box: Lutie Stearns and the Traveling Libraries of Wisconsin*, *Curly Lambeau and the Green Bay Packers*, and *We Shall Overcome: A Song That Changed the World*. *We Shall Overcome* was named an American Library Association Notable Book for 2011. His newest book, due for publication in 2013, is a biography of civil rights leader James Groppi, a central figure in Milwaukee in the 1960s.

Stuart is married and lives in Deforest, WI.

## Exhibitor Panel Discussions - E.21 Erasmus and E.22 Gandhi

If a topic is relatively straight-forward, or a theory so new and innovative, or knowledge very linear, then one person may be able to provide an answer, present an idea, or give a lecture. What happens when the question or topic is complex and numerous answers and opinions are valid? Join one of the discussions to explore these topics in detail with a panel of experts in their field.

# Conference Schedule—Friday March 21st

**8:30– 9:30      Registration**

**Welcome Coffee and Exhibitor Displays**

**9:30 – 9:50      Opening Session**

**9:50 – 11:00      Keynote Speaker: Matt Dickinson**

**11:00 – 11:20      Coffee Break in the Exhibitors' area**

**11:20 – 13:40      Lunch will be served in the Exhibition Area**

*Please note that lunch will be staggered to allow participants to select particular sessions to attend.*

**11:20 – 12:30      Stephen Barkley**

## **Questions? A Key Component of Innovating, Educating, and Creating**

The questions that teachers provide learners play key roles in engagement that produces innovation, learning, and creativity. Maximum engagement and learning occur when students develop the capacity to generate their own questions that promote continued learning, deeper understanding, problem-solving and creativity.

Participants will identify and practice eleven questioning protocols developed around the gathering of information, working deeper with information and evaluating and creating solutions and innovations; explore how to embed the questioning strategies to guide student critical thinking during instruction and facilitation; and how to make students conscious of using the process to self-direct their thinking and learning



## **Marvin Marshall**

### **Discipline Without Stress® Punishments, or Rewards: How to Promote Responsibility & Learning**

This session will be an overview of the PROACTIVE and TOTALLY NONCOERCIVE (but not permissive) discipline and learning system used around the world. The presenter is the developer who will share his Discipline Without Stress Teaching

**12:30 – 13:40**

**Tina Quick**

### **TCKs/CCKs: Why does a cross-cultural childhood matter?**

- Third culture kid (TCK) profile
- Explain the new language of ‘cross-cultural kids’ (CCKs) which serves as an umbrella term that TCKs fall under.
- The common realities TCKs and CCKs share
- Benefits / Skills/ Gifts of a highly mobile / cross-cultural childhood (interactive group work)
- Challenges of a highly mobile / cross-cultural childhood
- Two greatest challenges
- Identity and belonging
- Unresolved grief
- The Road Home video and discussion

## **JoAnn Deak**

### **Why the Brain cannot truly multi-task and what that means for Teachers and teaching**

So many brain centers combine to do such complex tasks as reading, taking notes, listening to a lecture. Given the neurological wiring of children and adolescents, multi-tasking is an impossibility. Brains do what is called quick seriation. Example: listening to an iPod and doing homework means that the brain must keep switching back and forth, making both tasks less effective and efficient. There are direct implications for teaching!

**Knowing your curriculum – Part 1**

- Teaching at a conceptual level
- Backward design
- Mediating higher order thinking
- Levels of challenge/readiness

**Stephen Barkley****Feedback to Students - What Do We Know About Feedback and Learning?**

Students learning new behaviors requires teachers working as coaches....giving feedback when the learners are practicing correctly and “feedforward” (corrections) when changes are needed. Athletic and performing arts coaches use these strategies to guide continuous improvement of their performers. Where are opportunities to empower students in gaining feedback and providing feedback? When is grading effective feedback? How do we close our own knowing-doing gap?

**Marv Marshall****Tapping Into Internal Motivation to Promote Learning**

Dr. Marvin Marshall will share his approach that is more closely aligned to the educational philosophy of Finland (whose test scores rate as high as any in the world) than to most other countries. His emphasis is on promoting *responsibility*, rather than aiming toward obedience.

**Stuart Stotts****Everybody Started Out Small: Connections between brain research and the early childhood classroom. - Teachers of students ages 3-7.**

In the last thirty years, advanced brain-research techniques have given us insight into the ideal conditions for healthy child development. Singing with young children provides many of these conditions, enhancing social skills, building creativity, and laying a foundation for literacy. In this workshop, we'll explore

some of this research and learn songs, activities, and strategies to build on this knowledge.

**15:10 – 15:50 Exhibitors Panel Discussions**

**Afternoon Coffee Break in the Exhibitors' Display Area**

**Exhibitor Discussion Panels**

See information at venue for details

**15:50 – 17:00 Bill and Ochan Powell**

**Knowing your curriculum – Part 2**

- Teaching at a conceptual level
- Backward design
- Mediating higher order thinking
- Levels of challenge/readiness

**JoAnn Deak**

**BOYS AT RISK: Successful Approaches to Teaching and Parenting**

“Higher-education officials have been wringing their hands about our own “lost boys” for years. And yet the flip-flopped gender gap continues to widen: In April 2011, the U.S. Census Bureau released data showing that, for the first time, women have sailed past men in obtaining both bachelor’s degrees and advanced college degrees.”

[The Chronicle of Higher Education, October 2, 2011.]

In addition, a government commission has identified five “crisis level” factors for males: education, emotional health, physical health, father involvement, and work. This workshop focuses on how to create educational and home environments that minimize, or, hopefully erase this trend and these factors. New research focusing on brain and developmental gender differences help to inform more successful and effective educational and parenting practices.

## **Tina Quick**

### **Transitions: Survive or Thrive?**

- Interactive game to gather personal strategies for ensuring successful transitions.
- Introduce the five stages of transition for any major life change
- Discuss each stage in detail looking at the social posture, social status and psychological experience of each.
- Demonstrate how research has shown that people who are prepared for cross-cultural transitions have smoother adjustments hence highlighting the need for training.
- Interactive activity to help participants relate to the stages of transition they have undergone at some point(s) in their lives.
- How to grow from the transition experience
- Using past transition experiences to succeed in future ones
- Brainstorm as a group what schools can do to help families / students transition in or out of their school as well as caring for the ones left behind.

## **Stuart Stotts**

### **Arts Integration: The Kennedy Center Definition - Teachers of Students ages 5-14**

Arts include visual, dramatic, musical, movement, and written forms. The arts are a central language in all cultures. An arts integrated approach uses art forms as vehicles to deepen curricular understanding, while also enhancing arts exposure and experiences. In this workshop, participants will explore the definition of arts integration developed by the Kennedy Center in Washington, D.C. in the United States. This definition provides a foundation for deep instructional practices and artistic exploration, and has been adopted by schools around the world.

**17:00**

**Close of day**

# Gala Dinner and Jazz Band at the Radisson Blu Hotel

(Advance purchase of tickets necessary)

Apero 19.00-19:30

Gala Dinner 19:30-22:30

Dress code: Smart casual

# Conference Schedule—Saturday March 22nd

8:30 – 9:30 Welcome tea/coffee in the Exhibitor area

9:30 – 10:40 Key Note – Stephen Barkley

## **Tapping Student Effort for Student Achievement**

Student achievement is created by student engagement in the emotional and intellectual activities that produce learning. Steve's book Tapping Student Effort... Increasing Student Achievement is built around a formula that reads EFFORT x ABILITY focused on a MANAGABLE TASK equals SUCCESS. When we teach how to learn, we are teaching how to engage with our world. This is the empowerment of being a lifelong learner.

10:40 – 11:00 Tea/Coffee Break in the Exhibitors' Display Area  
Visit Exhibitors

11:00 – 12:10 Stephen Barkley

## **Peer Coaching- Job Embedded Professional Learning**

Much of the research on teacher learning is pointing to the value of peer coaching as a highly effective form of professional development. Conferencing prior to classroom observation is critical to maximizing the value of coaching. Presenting conferencing strategies from his book Quality Teaching in a Culture of Coaching, Steve will model and guide you in a practice conference.

JoAnn Deak

## **Combining Character Development and Intellectual Development: A Startling Conclusion of the Recent Brain Research**

There is such an extensive literature spanning character development, moral development, the development of sympathy and empathy. In parallel

fashion, there is extensive research about cognitive, intellectual, learning or problem solving development in children. Some very recent work is now putting the two together. Do experiences that build sympathy, empathy and compassion also lead to intellectual development? Are there critical time periods for these areas of development? Why would growth in one area lead to growth in the other area? Let's move beyond theory and opinion and see what the research supports!

**11:30 – 13:20    Staggered lunch will be served  
Visit Exhibitors**

**Please note that lunch will be served over a span of one hour 10 minutes to allow participants to select particular sessions to attend.**

**12:10 – 13:30    Marv Marshall**

**Dr. Marvin Marshall will share a more effective approach than using rules:**

**Three practices that will improve both your personal as well as your professional life, and how to handle irresponsible behaviors.**

**Stuart Stotts**

**Storytelling 101 - Teachers of Students ages 4-11**

In every culture, storytelling is a central pillar of language development. Over the course of these two sessions, participants will learn why stories are central to language and character development, the essential skills required for storytelling, as well as three stories to tell their students.

### Learning to keep it simple and social (Professional Collaboration) – Part 1

- Collaboration lessons from two species of garden birds
- Collaborative skills for differentiation
- Reflection on how we work together

### TCKs Transitioning Successfully – Repatriation challenges

- TCK / Global Nomad and CCK profile – lays the foundation for the understanding that TCKs' life experiences are very different from most of the people they will be surrounded by on their college / university campus.
- Interactive exercise which demonstrates how globally mobile childhoods impact TCKs.
- Video clips to outline some of the most common challenges TCKs face when making the double adjustment to college / university. They must not only make a transition to a new life stage as an independent adult, but to a whole new culture as well, for even the home country culture will be foreign to them in many respects – something that can come as a huge surprise.
- Detailed explanation of The Four 'Pearls' – the four most common stumbling blocks to a successful adjustment and unique to TCKs.
- Identity and belonging (first greatest challenge of TCKs)– introduction of Dr. Schaetti's TCK Identity Development model
- Grief – dealing with loss and separation so it does not grow into unresolved grief – the second greatest challenge of TCKs.
- Dealing with the stages of transition – knowing what is normal and what is not, i.e. when to seek help.
- Relationships – TCKs form relationships very differently from someone who grows up in a traditional, stable, non-mobile community.



**Resilience/Grit/Self-Esteem: Windows of Neurological Opportunity in Developing These Life-Enhancing Characteristics**

Whether looking at the hiring practices of global corporations, or the new CLA+ testing being employed by universities to measure probable success of their graduates, core strength, confidence and competence are the new gold standard of achievement. New research is providing insight into important developmental timelines in experiential learning and plasticity of certain brain regions that enhance the growth of these characteristics.

**14:40 – 15:00 Afternoon Coffee Break in the Exhibitors' Display Area  
Visit Exhibitors**

**15:00 – 16:10 Tina Quick**

**Culture and Communication**

- Interactive activity to demonstrate how cultural values and communication styles affect intercultural interactions.
- Definition of culture
- Importance of understanding our own cultural preferences so we are prepared for meeting someone of another culture and interacting successfully.
- The danger of stereotyping
- Individualism vs Collectivism
- High Power Distance vs Low Power Distance
- Monochronic vs Polychronic societies
- Communication styles
- Linear vs circular
- Direct vs indirect
- Verbal vs non-verbal
- Attached vs detached
- Confrontative vs non-confrontative
- Role plays demonstrating how each of these values and styles plays out in a school setting
- Once participants have identified their own cultural preferences they can appreciate how cultures differ

and avoid making wrong assumptions about people from another culture. They may even think about how they can modify their own cultural style in preparation for meeting someone of a different culture.

### **Stuart Stotts**

#### **Singing the Words: Lyric Writing in the Classroom - Teachers of Students ages 8-14.**

Music is a natural language for most students. Using lyric writing as a language, learning, and assessment tool allows students to engage in collaborative creative activities while connecting to the curriculum

### **Marv Marshall**

#### **Simple Strategies for Dealing with Difficult Students**

Dr. Marvin Marshall will share a number of specific techniques on how to deal with challenging students.

### **Bill and Ochan Powell**

#### **Learning to keep it simple and social (Professional Collaboration) – Part 2**

- Collaboration lessons from two species of garden birds
- Collaborative skills for differentiation
- Reflection on how we work together

**16:10 Close of day**

*Thank you for your participation in the SGIS conference hosted by the International School of Basel. We would appreciate it if you would take a few minutes to complete the Conference Feedback Form which is on our webpage.  
Thank you.*

# SGIS Membership Information

Please remember to pay your membership fees for the 2014/15 school year by June 10<sup>th</sup>, 2014.

## **Membership Fees:**

CHF 4 per student with a minimum of CHF 400 per school and a maximum of CHF 3000 per school.

## **Bank Details:**

Account: Swiss Group of International Schools

UBS, PO Box CH 1260 Nyon

Account Number: 228-E0122617.0

## **SGIS Annual General Meeting 2014**

The 2014 SGIS Annual General Meeting will be held on Friday, September 26th, 2014 at John F Kennedy School, Sannen

## **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.

Go to: [www.sgischools.com](http://www.sgischools.com)

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

## **Finally.....SAVE THE DATE – SGIS Annual Conference 2015!**

The 2015 SGIS Conference will be held on March 20th and 21<sup>st</sup> at the Institut International de Lancy, Geneva