



**The SGIS Annual Conference 2016 hosted  
by La Cote International School, Aubonne  
March 11<sup>th</sup> and 12<sup>th</sup>**

**"A VIEW FROM THE SCHOOL" by Mila, MYP5, LCIS Student**



**LA CÔTE INTERNATIONAL SCHOOL  
AUBONNE**  
A NORD ANGLIA EDUCATION SCHOOL



## **“Mind if I Learn”**

Our conference this year entitled ‘**Mind if I Learn**’, is intended to offer practical strategies and tools that will allow educators to improve the teaching and learning process.

Central to this, is understanding the connection between the brain, cognitive development, learning experiences and the environment, in the development of the mind of the future.

It is important for teachers to know how students learn, and what they can do to improve their learning, so 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 experienced educators and speakers will challenge your thinking in a variety of ways, and offer tools and strategies for curriculum and lesson design.

La Côte International School, our hosts for the conference, have guaranteed us a warm and friendly welcome. Thank you for hosting us and thank you to the hard working organizing committee and the exhibitors.

Lyn Cheetham,

SGIS Chair

# Welcome



Dear Colleagues,

We are delighted to welcome the SGIS 2016 conference to La Cote International School. Although our school is not new to SGIS we have only occupied our new campus in Aubonne for just over a year and we are honoured to be hosting this great event here amongst the apple orchards of the Vaud region.

Over the last 20 years we have learnt more about the brain than we have learnt in the last 200 years and that research continues. Educators and neuroscientists have been using and updating this knowledge to understand the learning capacity of young people and improve classroom practice. More latterly the emphasis has shifted to sharing this knowledge with the student him or herself; a student is a more effective learner if he or she knows how the brain senses, processes, stores, retrieves and applies information.

Being self-aware about what effective learning is and how it happens gives that student an extraordinary sense of ownership of their progress and achievement. An understanding of how the mind learns also helps both student and teacher appreciate the context of learning and its links to personal development and well-being. We are very fortunate that the SGIS committee has been able to secure a number of leading experts in this field of education. They will be addressing a range of areas so that there is something for every educator at this conference. With this excellent programme and the gala dinner at the world famous Olympic Museum in Lausanne this promises to be a superb conference.

Wendy Ellis  
Principal

## Sponsors

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

### Atlas Promotions EU



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.

### Swiss Education Group

Thank you to the Swiss Education Group for sponsoring all tea and coffee breaks

### TTS

Thank you to TTS for sponsoring the conference lanyards





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### SWISS EDUCATION GROUP

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info@swisseducation.com | www.swisseducation.com



# Conference information

## Transport - Train

The train stop is ALLAMAN

There will be school buses to meet trains at: TBC Jan 2016

Alternatively, there are buses that meet all trains and stop outside the school. You will need to pay a ticket for these buses. The school bus stop is: La Praz

\* Information from LCIS on times of trains and buses

## **MORNINGS**

Friday, 11 March:

### For trains coming from Lausanne to Allaman train station

- Depart Lausanne 7:26, arrive Allaman station 7:52. Depart Allman station by bus # 725 at 07:55 arrive Aubonne La Praz 07:59
- Depart Lausanne 7: 51, arrive Allaman station 8:10. Depart Allaman station by bus # 721 at 08:15 arrive Aubonne La Praz 08:19
- Depart Lausanne 7:58 arrive Allaman station 8:20. Depart Allaman station by bus # 720 at 8:25 arrive Aubonne La Praz 8:29
- Depart Lausanne 8:26 arrive Allaman station 8:52. Depart Allaman station by bus # 725 at 8:55 arrive Aubonne La Praz 8:59

### For trains coming from Geneva

- Depart Geneva 7:19, arrive Allaman station 7:48. Depart Allman station by bus # 725 at 07:55 arrive Aubonne La Praz 07:59
- Depart Geneva 7:49, arrive Allaman station 8:18. Depart Allaman station by bus # 720 at 8:25 arrive Aubonne La Praz 8:29
- Depart Geneva 8:19, arrive Allaman station 8:48. Depart Allaman station by bus # 725 at 8:55 arrive Aubonne La Praz 8:59

Saturday, 12 March:

For trains coming from Lausanne

- Depart Lausanne 7:26, arrive Allaman station 7:52. Depart Allaman station by bus #720 at 8:00 arrive Aubonne La Praz at 8:04
- Depart Lausanne 8:26, arrive Allaman station 8:52. Depart Allaman station by bus #720 at 9:00 arrive Aubonne La Praz at 9:04

For trains coming from Geneva

- Depart Geneva 7:19, arrive Allaman station 7:48. Depart Allaman station by bus #720 at 8:00 arrive Aubonne La Praz at 8:04
- Depart Geneva 8:19, arrive Allaman station 8:45. Depart Allaman station by bus #720 at 9:00 arrive Aubonne La Praz at 9:04

**AFTERNOONS**

Friday, 11 March

For trains going to Lausanne

- Depart Aubonne La Praz by bus #725 at 15:58, arrive Allaman station 16:03. Depart Allaman station by train 16:07, arrive Lausanne 16:34
- Depart Aubonne La Praz by bus #725 at 16:27, arrive Allaman station 16:32. Depart Allaman station by train 16:37, arrive Lausanne 17:00
- Depart Aubonne La Praz by bus #721 at 16:41, arrive Allaman station 16:45. Depart Allaman station by train 16:49, arrive Lausanne 17:09
- Depart Aubonne La Praz by bus # 725 at 16:58, arrive Allaman station 17:03. Depart Allaman station by train 17:07, arrive Lausanne 17:34
- Depart Aubonne La Praz by bus #721 at 17:11, arrive Allaman station at 17 :15. Depart Allaman station by train 17:19, arrive Lausanne 17:39

- Depart Aubonne La Praz by bus # 720 at 17:27, arrive Allaman station at 17:32. Depart Allaman station at 17:37, arrive Lausanne 18:00

#### For trains going to Geneva

- Depart Aubonne La Praz by bus #725 at 15:58, arrive Allaman station 16:03. Depart Allaman station by train 16:11, arrive Geneva 16:41
- Depart Aubonne La Praz by bus #725 at 16:27, arrive Allaman station 16:32. Depart Allaman station by train 16:41, arrive Geneva 17:11
- Depart Aubonne La Praz by bus # 725 at 16:58, arrive Allaman station 17:03. Depart Allaman station by train 17:11, arrive Geneva 17:41
- Depart Aubonne La Praz by bus # 720 at 17:27, arrive Allaman station at 17:32. Depart Allaman station by train 17:41, arrive Geneva 18:11

### Saturday, 12 March

#### For trains going to Lausanne

- Depart Aubonne La Praz by bus #720 16:55, arrive Allaman station at 16:58. Depart Allaman station 17:07, arrive Lausanne 17:34
- Depart Aubonne La Praz by bus #720 at 17:54, arrive Allaman station at 17:58. Depart Allaman station at 18:07, arrive Lausanne 18:34

#### For trains going to Geneva

- Depart Aubonne La Praz by bus #720 16:55, arrive Allaman station at 16:58. Depart Allaman station 17:11, arrive Geneva 17:41
- Depart Aubonne La Praz by bus #720 at 17:54, arrive Allaman station at 17:58. Depart Allaman station by train 18:11, arrive Geneva 18:41

Leaving Lausanne you can purchase a 7 zone Mobilis ticket at the train station, valid for the whole day, for chf12.60. This will give you access to the train and bus for the whole day.

For only a bus ticket from the train station (Allaman), you can buy this in the machine **or** on the bus. One-way ticket costs chf 3.60 and is valid for 1 hour.

**Air Travel:**

The nearest airport is Geneva (Cointrin Airport). From here you will need to take a train to the school. Please look at the timetable for times and changes.

<http://www.cff.ch/>

**Parking at School:**

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

**General Information**

Registration: 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)

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

SGIS Office and Speakers' Break room – Conference room

**Hotel offer:**

The Angleterre and Residence-Hotel, Lausanne is offering a special rate for delegates. Please check our website for details.





# **GALA DINNER AND VISIT TO THE OLYMPIC MUSEUM FOR GALA DINNER DELEGATES**

## **\*\*\*Gala Dinner and visit to the Olympic Museum\*\*\***



### **Visit to the Museum by Gala Dinner delegates:**

The Olympic Museum will be open for visiting between 18.00-20.00 to those delegates attending the Gala dinner.

Conference name badges must be worn otherwise you will not be admitted to the Museum or Gala dinner. The Apéro will take place on the lower floor of the museum at 19.00.

### **For those delegates who have reserved for the Gala Dinner please read the following information carefully:-**

The Gala Dinner will be held at:  
The Olympic Museum, Ouchy, on Friday, March 11th.



Visit to the Museum 18.00-20.00

Apéro: 19:00-19.30

Dinner: from 20:00

Dress code: Smart casual

***\*\*Please bring your delegate badge in order to gain admittance to the museum and dinner.***

Friday March 11 <sup>th</sup> , 2016					
8.00 to 8.45	Registration Welcome Coffee and Tea in the Exhibitors Area - Visit Exhibitors				
8.45 to 9.15	Opening Ceremony – Theatre				
9.15 to 10.45	Keynote speaker: Rob Eastaway – Theatre Ah, Aha and Haha, The Creative Side of Maths				
10.45 to 11.10	Coffee and Tea in the Exhibitors Area Visit Exhibitors				
11.10 to 12.25	<b>Eric Jensen</b> <b>Zone de Vie</b>  Improving cognitive capacity with brain research	<b>Robert Greenleaf</b> <b>Theatre</b> Brain Based Teaching: Making Connections for Long-Term Memory & Recall	<b>Garfield Gini-Newman</b> <b>Room 2.20</b> C3 (Critical, Creative and Collaborative) Inquiry for the 21st Century	<b>Charlie Stewart-Brown</b> <b>Golden Room</b> Implementing Mindfulness In The Classroom	
12.25 to 13.35	Lunch and all refreshments in the Exhibitors area				
13.35 to 14.45	<b>Robert Greenleaf</b> <b>Theatre</b> Memory, Recall, the Brain & Learning: The Nonlinguistic, Dual-coding and Bi-Modal Memory/recall Formation	<b>LaVonna Roth</b> <b>Room 2.20</b>  Creating a Ready to Learn Environment-Stress! Issues! Concerns!	<b>LeAnn Nickelsen</b> <b>Golden Room</b>  The Power in Purposeful, Flexible Grouping (Grades K-12)	<b>Rob Eastaway</b> <b>Zone de Vie</b>  Math, Magic and Mind- Reading	
14.50 to 15.15	Afternoon break All refreshments in the Exhibitors area				
15.15 to 16.20	<b>Rob Eastaway</b> <b>Room 2.20</b>  Maths, Magic and Mind-Reading ( <b>Repeat Session</b> )	<b>Garfield Gini-Newman</b> <b>Golden Room</b> Using Technology to Enhance Collaborative and Critical Thinking	<b>Emanuel Donhauser</b> <b>Room 1.20</b> Education 2.0 – the educator’s role in today’s learning	<b>Eric Jensen</b> <b>Theatre</b> Improving student effort with brain research	<b>LeAnn Nickelson</b> <b>Zone de Vie</b> Deeper Learning: 7 Powerful Strategies for In-Depth and Longer-Lasting Learning (Grades 3-12)

<b>Saturday March 12<sup>th</sup>, 2016</b>				
8.00 to 8.45	Welcome Coffee and Tea in the Exhibitors Area- Visit Exhibitors			
8.45 to 10.00	Keynote speaker: <b>Robert Greenleaf- Theatre</b> Creating and Changing Mindsets ~ Movies of the Mind			
10.10 to 11.25	<b>Eric Jensen Theatre</b> Introduction to the brain and learning	<b>LaVonna Roth Room 2.20</b> "Engage Me, Please... I've Mastered Compliance!"	<b>Garfield Gini-Newman Golden Room</b> Developing a Cascading Curriculum	<b>Rob Eastaway Zone de Vie</b> The Importance of Puzzles in Maths
11.25 to 12.30	Lunch in the Exhibitors Area Visit Exhibitors			
12.30 to 12.50	Exhibitor Presentation bites in the following rooms School Bag (OLF) -1.22; School Website - 1.23; itslearning - 1.21; CAS Trips – 1.15; ISC Research - 1.14			
12.55 to 14.15	<b>LeAnn Nickelson Golden Room</b> Growth Mindset for Differentiated Classrooms (K-12)	<b>Robert Greenleaf Theatre</b> Formative Assessment Revisited	<b>Eric Jensen Zone de Vie</b> Improving student effort with brain research (Repeat Session)	<b>LaVonna Roth Room 2.20</b> "Engage Me, Please... I've Mastered Compliance!" (Repeat Session)
14.15 to 14.35	Afternoon Break All refreshments in the Exhibitors area			
14.35 to 15.55	<b>Primary Principals' Meeting – Room 1.22</b> <b>Secondary Principals' Meeting – Room 1.23</b>			
14.35 to 15.55	<b>LaVonna Roth Room 2.20</b> "I taught it... so how do they not remember it?"	<b>LeAnn Nickelsen Golden Room</b> The Power in Purposeful, Flexible Grouping (Grades K-12) (Repeat session)	<b>Garfield Gini-Newman Zone de Vie</b> Using Technology to Enhance Collaborative and Critical Thinking (Repeat Session)	<b>Peter Gittins and Graham Ranger Room 1.20</b> CIS Accreditation Part 2

## Conference Schedule Friday March 11th, 2016

### 8.00 to 8.45 **Registration**

Welcome tea and coffee in the Exhibitors Area  
Visit Exhibitors

### 8.45 to 9.15 **Opening Ceremony**

### 9.15 to 10.45 **Keynote Speaker : Rob Eastaway**

#### **Ah, Aha and Haha, The Creative Side of Maths.**

For most people the term “creative maths” sounds like a contradiction in terms. But real maths *is* creative – it’s about discovery, serendipity and surprise. In this talk Rob gives the some of his favourite examples, many of which can be used in the classroom. It’s an insight into the world of mathematical games and curiosities, that gets the student asking why and keen to do their own investigations.

### 10.45 to 11.10 Tea and coffee in the Exhibitors Area

### 11.10 to 12.25 **Eric Jensen**

#### **Improving Cognitive Capacity with Brain Research**

We all know that every student can learn, but why do many struggle? This engaging session builds your skill sets in improving student cognitive capacity. Each tool is demonstrated, classroom-tested and exceptionally high value for student achievement. In this session we focus the most on the single greatest achievement booster for building the student’s brain. Learn what it is and how to teach it. This single session can help make a teacher’s career. Be ready for a miracle!

#### **Robert Greenleaf**

#### **Brain Based Teaching: Making Connections for Long-Term Memory & Recall**

This session reviews some basic neuroscience literature and embraces the best of what these studies have brought to bear on educational practice. The neuro- and education research are merged to identify intersections for best impact. Specifically targeted is the question: "How do I frame existing lessons/activities so that all learners become engaged in learning?" The goals are to engage all learners simultaneously; to cause learners to do the work (processing) of learning; and to create multiple connections with respect to the important ideas being taught. Multiple

strategies overlapping brain research and educational best practices are explored for next day or next unit application.

### **Garfield Gini-Newman**

#### **C3 (Critical, Creative and Collaborative) Inquiry for the 21st Century**

For schools to remain relevant in an information age, the focus for learning must shift from the mere acquisition of knowledge to the use of knowledge to solve meaningful problems. Placing inquiry at the heart of teaching helps to ensure relevance and rigor for all learners. In this workshop participants will explore a powerful framework that allows teachers to build learning around inquiry by “tweaking” and fortifying the work they already do. Participants will engage in a variety of ready to use strategies that are sure to promote critical thinking in their classrooms.

### **Charlie Stewart-Brown**

#### **Implementing Mindfulness In The Classroom**

There is an increasing body of scientific research showing the numerous benefits of mindfulness and it's implementation in schools, corporations, hospitals & other institutions.

Mindfulness increases our immune system, overall wellbeing and positively alters the structure and neural patterns in the brain, increasing the density of grey matter in regions linked to: learning, memory, emotion regulation, empathy & better focus.

Among its many benefits, daily mindfulness meditation has been proven to increase telomerase, the ‘caps’ at the end of our genes which can reduce cell damage, lessen pain and slow ageing.

Research also shows that mindfulness boosts our immune system, fighting off a variety of diseases i.e. psoriasis, and helping alleviate chronic suffering. Mindfulness also helps improve our focus and control of ruminative thinking, which contributes to high levels of stress. It has also shown to reduce anxiety, sleep problems and depression, while increasing resilience, autonomy and self-awareness.

This presentation on Implementing Mindfulness In The Classroom, will cover the following topics:

- What is Mindfulness and why practice it
- What are the benefits to teaching staff and their students
- How to apply Mindfulness in your day-to-day
- Simple mindfulness techniques for the classroom



12.25 to 13.35 Lunch and refreshments in the Exhibitors Area

13.35 to 14.45 **Robert Greenleaf**

**Memory, Recall, the Brain & Learning: The Nonlinguistic, Dual-coding and Bi-Modal Memory/recall Formation**

Image and emotion predominate in the conscious mind's processing to memory. Nonlinguistic representations are reported in the research to generate as much as a 26% increase in student performance outcomes. What dual coding strategies can be derived from neuro-literature to engage the mind? What about pictures, illustrations & graphics? Can we merge studies on effective instructional strategies with recent neuroscience research and foster greater "Minds-On" learning? Can we use "visual" processing in a manner that enhances the recall and transfer of important ideas? Are there some learners that would additionally benefit from bi-modal approaches to processing and interpreting information? This area of education and neuroscience literature is replete with clear, straightforward applications to practice. Let's explore some possibilities and several ways quickly apply this to practice.

**LaVonna Roth**

**Creating a Ready to Learn Environment- Stress! Issues! Concerns! All of these play an important part in learning.**

They are a reality in life, but there are ways we can help students reduce this stress by implementing simple steps and strategies to create an environment where students are ready to learn and YOU can teach!

**LeAnn Nickelsen**

**The Power in Purposeful, Flexible Grouping (Grades K-12) (this session will be repeated)**

LeAnn will show you the powerful research about how effective flexible, purposeful grouping can be. Not only will she will explain, but the participants will be flexibly grouped over 5 different ways during the workshop. Be prepared to have fun, move often with a purpose, and have the tools to implement this highly differentiated process in your classroom the next day! You will truly understand how daily data collected through the formative assessment process can guide your instructional decisions all day long.

### **Rob Eastaway**

#### **Maths, Magic and Mind-reading**

From Uri Geller to Derren Brown, mind-reading has been captivating the public for generations. But some of the most mysterious 'mind-reading' of all comes from the world of maths. Rob demonstrates and then explains some of his favourite mathematical mind-reading tricks, one which dates back to the time of Leonardo da Vinci. Great ideas to take back into the classroom.

14.50 to 15.15 Afternoon Break – All refreshments in the Exhibitors Area

### **Rob Eastaway**

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### **Garfield Gini-Newman**

#### **Using Technology to Enhance Collaborative and Critical Thinking**

The introduction of new technology into classrooms creates a disruption in teacher practice that actually contributes to creating a community of thinkers among teachers and students. The very presence of the new technology in the teaching and learning process creates a problematic situation for teachers – “how will I use this technology?”. This creates an ideal opportunity to add pedagogical support so that teacher practice is refined in both a technological and pedagogical manner. In fact, separating the professional development focused on technology and pedagogy increases teacher workload, doubles the disruptions to classroom routines and consequently increases teacher anxiety and frustration. When the primary focus becomes helping teachers to refine their practice so as to have the greatest positive impact on student learning, the introduction of new technology becomes a powerful tool to assist in meeting this goal. Garfield will explore powerful ways to use technology to create a highly collaborative classroom where the focus is in students accessing, processing information so to be able to solve meaningful problems and create new knowledge. (This session is repeated on Saturday)

**Eric Jensen**

**Improving Student Effort with Brain Research**

This interactive and research-based session gives you the tools for consistently engaged, high-achieving students. Bestselling author, Dr. Eric Jensen, shows you how to engage quickly, engage deeply and engage every single student. The focus is on the brain's 3 critical drivers for both short-term and lasting motivation. A huge part of a student's success is the capacity to work hard, over time. Every age has unique "drivers" and this session allows you to customize every lesson so it fits your students. Come prepared to work hard and learn well.

**LeAnn Nickelsen**

**Deeper Learning: 7 Powerful Strategies for In-Depth and Longer-Lasting Learning (Grades 3-12)**

\*Based on LeAnn and Eric Jensen's book (same title) With the amount of content that teachers have to teach, how can we ensure that students gain a deep and lasting understanding of what they have learned? This practical and hands-on workshop will take your students' understanding from "So What?" to "Wow!" This workshop provides teachers with a 7-step reflective approach to incorporating powerful learning and content processing techniques into everyday instruction. This engaging and full-of-strategies workshop will give you the confidence to take your students deeper into your current content!

**Emanuel Donhauser**

**Education 2.0 – the educator's role in today's learning**

Filling "empty vessels with knowledge" used to be the desired outcome of education until not so long ago. Today, we all understand that we learn best when we are being engaged in the actual teaching process. The omnipresence of modern technology, like electronic tablets, in the context of education allows educators around the world to use multi-media provision in classrooms at their fingertips. Flipped classrooms, student-led learning, or audio-visual assessments are just some of the buzzwords we hear of incessantly. How has the role of the educator changed in today's approach to teaching?

Drawing on experiences in 'educational change management' over the past 10 years, this interactive session discusses the educator's conundrum of adapting to the learning styles of today's students whilst not giving up on what has worked well in the past."

## Conference Schedule Saturday March 12<sup>th</sup>, 2016

8.00 to 8.45 Welcome tea and coffee in the Exhibitors Area – Visit Exhibitors

8.45 to 10.00 Keynote Speaker – **Robert Greenleaf**

### **Creating and Changing Mindsets ~ Movies of the Mind: Strategies for Long-Term Impact Upon Change and the Acts of Achievement, Motivation, and Relationship Building**

Focusing upon the behavior of a student seldom prevents repeat occurrences. We may subdue behavior, but our experience is that the behavior always returns/repeats. Focusing on the mind's internal movies does impact behaviors and attitudes. People learn, act out, disrupt, etc. as a result of the internal movies playing continuously in the mind. These movies generate behaviors. Teachers encounter them daily. Changing behaviors (attitudes/choices), long term, through the "Movies of the Mind" can be done. Creating "Can-Do" attitudes is a process we can influence!

#### **Learning Outcomes**

- Focus on processes impacting mindsets (behaviors) of learners
- Explore several strategies for accomplishing long range changes in student behaviors via choices
- Be involved with how the strategies affect them personally
- Learn ways to foster individual, classroom and even school wide change

10.10 to 11.25 **Eric Jensen**

### **Introduction to the Brain and Learning**

What do we know today that we didn't know just a few short years ago? What can the new research tell us about how students learn, remember and demonstrate knowledge? This fast-paced overview session by Dr. Jensen gets you caught up with the neuroscientists that are making the news. Expect to get:

- 1) 10 powerful insights,
- 2) specific strategies and a rekindled passion for teaching. You'll get brain-based, classroom-tested, action steps you can use tomorrow.

## **LaVonna Roth**

### **"Engage Me, Please... I've Mastered Compliance!"**

It's time to banish boredom and compliance from our classrooms! Students are immersed in a multi-faceted and fast paced world where gaining their attention and keeping them engaged can be tough. So, how do we do it?... Dynamic instruction that captivates and challenges their brains! This engaging and interactive session, based on LaVonna's highly sought after books: *Brain-Powered Strategies to Engage ALL Learners* and *Brain-Powered Lessons to Engage All Learners*, will give you the keys you need to unlock the secrets to captivating and engaging the minds of your students. **(This session is repeated on Saturday)**

## **Garfield Gini-Newman**

### **Developing a Cascading Curriculum**

Game developers understand the importance of dopamine for sustained attention. Schools can achieve the same success in engaging students by adopting a Cascading Challenge approach. Making the task the invitation to learn rather than the end of learning allows for greater risk taking and for students to develop an interconnected network of understandings. During this session Garfield will introduce a Cascading Challenges approach to curriculum design that build learning around central questions, related lines of inquiry that build deep understanding, and effective launches that immediately engage students in learning.

## **Rob Eastaway**

### **The Importance of Puzzles in Maths**

Puzzles may sound like end of term fun, but used properly they can be used to teach some of the most important aspects of problem-solving, from simplifying the problem to challenging assumptions. This workshop is entirely dedicated to puzzles that can intrigue and inspire teenagers of all abilities. Most of these are 'low threshold' puzzles where children of all abilities can contribute to solutions, and where common sense plays as important a role as mathematical flair. Rob was a puzzle setter for New Scientist magazine for many years and learned the hard way what differentiates a good puzzle with one that provokes the response "Who Cares".

**11.25 to 12.30 Lunch in the Exhibitors Area – Visit Exhibitors**



12.30 to 12.50

## ***SGIS Conference 'Presentation Bites'***

### **Digital Learning - Feedback from Schools**

OLF/Schoolbag

This presentation reports on the experience we collected with different schools that have implemented our digital solution in their classrooms.

By taking part in this digital project, the schools offered their teachers and students a digital learning environment to enhance teaching and in-class interactions.

Therefore we wanted to know the opinion of schools, teachers and students: how was their experience with digital learning, what are their expectations, what can still be improved?

Indeed, the feedback of schools is central in order to know the benefits and the challenges to realizing the potential of digital learning in education.

### **Tips to Creating the Perfect School Website**

Daryll Middleton, Sales Director, School Website

What works for one school inevitably won't work for another and as technology continues to evolve so quickly, every website needs to be a work in progress. With this in mind, it's worth considering some of the key attributes to ensuring that a school website is as close to perfect as it can be – not just for today, but also for tomorrow.

Bio: A graduate of Millfield School in Somerset, Daryll has worked with many of the largest and most prestigious schools throughout the UK and internationally. His commercial background coupled with his marketing training provide a unique insight when assisting schools in developing their brand and positioning them as leaders in education.

**Growth and developments in the international schools market –  
with a special focus on inclusion**

Susan Krumrei ISC Research

Susan Krumrei is Head of Field Research and Europe Consultant at ISC Research. In this presentation, Susan will share the latest data and current trends occurring in the English-medium international schools market with a special focus on Switzerland. She will also share results of recent research on inclusion in international schools as well as forecasts for the market.

**The Blended Classroom: How teachers can use blended learning  
to engage their students in exciting new ways!**

Toni Dimovski

International Schools Unit, itslearning

This presentation shows how teachers can engage their students with exciting and rich multi-media content that can be used in the classroom, at home, and online. Join us for a dynamic and fast-paced presentation that may open your eyes to what the future can hold!

**What is CAS Trips? How can it benefit students and teachers?**

Callum Reilly, CAS Trips

Hear how one dynamic new company is integrating inspiring C-A-S activities into IB-focused educational trips around Europe. Taking students out of their comfort zone by tackling global issues with a plethora of challenging activities, CAS Trips is redefining the concept of school travel.

12.55 to 14.15 **LeAnn Nickelsen**

### **Growth Mindset for Differentiated Classrooms (K-12)**

Differentiation is a teacher's intentional response to learner's needs shaped by a unique mindset. Discover how to establish that mindset – school-wide and in your classroom so that your students start to reflect a growth mindset too! To allow differentiated instruction to flourish, one must put on the mindset to take daily data and respond to it so each student reached daily goals and targets. Participants will compare and contrast a fixed mindset with a growth mindset so that they can recognize them both and use the strategies and tools to become more Growth Mindset focused!

**Robert Greenleaf**

### **Formative Assessment Revisited: The Intersections of Education, Neuroscience, & Micro-feedback Formative Assessment® with Regard to Impact on Student Learning”**

The education profession has embraced “data” in many ways, but none so powerful to moving learning forward as the use of formative assessment. Done well and consistently, formative feedback has achieved an effect size of .90—one of the top 3 impact strategies shown my meta-analyses on student achievement outcomes. This presentation briefly reviews research on formative feedback and ways to embed and apply these with students as a pivotal means of encouraging growth and development of one's capacities for learning.

The questions are: What feedback? How soon? How much? In what format? Data that is useful to educators must be available for learning purposes—right away. This workshop demonstrates how schools have used micro-feedback to dissect curricular standards/objectives, convert them into simple 3-5 minute classroom assessments, and generate representations of student and class achievement levels within minutes.

Learning Outcomes: Participants will:

- Experience studies depicting key impact elements on achievement
- Be involved with demonstrations along the way—of embedded formative assessment
- View student learning objectives as identified through task analysis
- See the data organization for identifying critical learning struggles/misconceptions
- See how immediate charts and graphs of student achievement levels can be accomplished.

## **Eric Jensen**

### **Improving Student Effort with Brain Research**

This interactive and research-based session gives you the tools for consistently engaged, high-achieving students. Bestselling author, Dr. Eric Jensen, shows you how to engage quickly, engage deeply and engage every single student. The focus is on the brain's 3 critical drivers for both short-term and lasting motivation. A huge part of a student's success is the capacity to work hard, over time. Every age has unique "drivers" and this session allows you to customize every lesson so it fits your students. Come prepared to work hard and learn well. **(Repeat session)**

## **LaVonna Roth**

### **"Engage Me, Please... I've Mastered Compliance!"**

It's time to banish boredom and compliance from our classrooms! Students are immersed in a multi-faceted and fast paced world where gaining their attention and keeping them engaged can be tough. So, how do we do it?... Dynamic instruction that captivates and challenges their brains! This engaging and interactive session, based on LaVonna's highly sought after books: *Brain-Powered Strategies to Engage ALL Learners* and *Brain-Powered Lessons to Engage All Learners*, will give you the keys you need to unlock the secrets to captivating and engaging the minds of your students. **(Repeat session)**

## **Peter Gittins and Graham Ranger**

### **Council of International Schools – Part 1**

This presentation will be delivered in two parts and will be of interest to all SGIS member schools currently accredited by the Council of International Schools or those in the process of being accredited.

The first session will focus on explaining the key features of the new CIS international accreditation protocol and will include important information on the reasons for developing the new protocol, the synergies between the new protocol and the CIS Code of Ethics and mission and the timeframe for implementation. The distinctive characteristics of the new protocol will also be explained so that all in attendance will have a clear understanding of its format and the changes in process and practice that underpin it.

The second session will be a question and answer format with school leaders given the opportunity to raise questions about the new protocol and discuss issues that relate to its implementation.

**14.15 to 14.35 Afternoon Break – in the Exhibitors Area**

**14.15 to 14.35 Primary Principals' Meeting**

**Secondary Principal's Meeting**

**14.35 to 15.55 LaVonna Roth**

**"I taught it... so how do they not remember it?"**

Ever find yourself wondering why you bothered teaching when they don't remember what was taught? I did as a teacher! What I came to realize is that it wasn't that I taught it, but HOW I taught it? Through this session, we will discuss some of the major keys to memory retention and how to get students to remember what you taught. I hope you are ready as we blast off to learning practical and applicable strategies to increase the likelihood of retaining what was learned.

**LeAnn Nickelsen**

**The Power in Purposeful, Flexible Grouping (Grades K-12) (this session will be repeated)**

LeAnn will show you the powerful research about how effective flexible, purposeful grouping can be. Not only will she will explain, but the participants will be flexibly grouped over 5 different ways during the workshop. Be prepared to have fun, move often with a purpose, and have the tools to implement this highly differentiated process in your classroom the next day! You will truly understand how daily data collected through the formative assessment process can guide your instructional decisions all day long. **(Repeat Session)**

**Garfield Gini-Newman**

**Using Technology to Enhance Collaborative and Critical Thinking**

The introduction of new technology into classrooms creates a disruption in teacher practice that actually contributes to creating a community of thinkers among teachers and students. The very presence of the new technology in the teaching and learning process creates a problematic situation for teachers – “how will I use this technology?”. This creates an



ideal opportunity to add pedagogical support so that teacher practice is refined in both a technological and pedagogical manner. In fact, separating the professional development focused on technology and pedagogy increases teacher workload, doubles the disruptions to classroom routines and consequently increases teacher anxiety and frustration. When the primary focus becomes helping teachers to refine their practice so as to have the greatest positive impact on student learning, the introduction of new technology becomes a powerful tool to assist in meeting this goal. Garfield will explore powerful ways to use technology to create a highly collaborative classroom where the focus is in students accessing, processing information so to be able to solve meaningful problems and create new knowledge. **(Repeat Session)**

### **Peter Gittins and Graham Ranger**

#### **Council Of International Schools – Part 2**

This presentation will be delivered in two parts and will be of interest to all SGIS member schools currently accredited by the Council of International Schools or those in the process of being accredited.

The first session will focus on explaining the key features of the new CIS international accreditation protocol and will include important information on the reasons for developing the new protocol, the synergies between the new protocol and the CIS Code of Ethics and mission and the timeframe for implementation. The distinctive characteristics of the new protocol will also be explained so that all in attendance will have a clear understanding of its format and the changes in process and practice that underpin it.

The second session will be a question and answer format with school leaders given the opportunity to raise questions about the new protocol and discuss issues that relate to its implementation.

### **End of Day**

## Workshop descriptors

### **Emanuel Donhauser**

#### **Education 2.0 – the educator’s role in today’s learning**

Filling “empty vessels with knowledge” used to be the desired outcome of education until not so long ago. Today, we all understand that we learn best when we are being engaged in the actual teaching process. The omni-presence of modern technology, like electronic tablets, in the context of education allows educators around the world to use multi-media provision in classrooms at their fingertips. Flipped classrooms, student-led learning, or audio-visual assessments are just some of the buzzwords we hear of incessantly. How has the role of the educator changed in today’s approach to teaching?

Drawing on experiences in ‘educational change management’ over the past 10 years, this interactive session discusses the educator’s conundrum of adapting to the learning styles of today’s students whilst not giving up on what has worked well in the past."

### **Rob Eastaway**

#### **Ah, Aha and Haha, The Creative Side of Maths.**

For most people the term “creative maths” sounds like a contradiction in terms. But real maths *is* creative – it’s about discovery, serendipity and surprise. In this talk Rob gives the some of his favourite examples, many of which can be used in the classroom. It’s an insight into the world of mathematical games and curiosities, that gets the student asking why and keen to do their own investigations.

#### **Maths, Magic and Mind-reading**

From Uri Geller to Derren Brown, mind-reading has been captivating the public for generations. But some of the most mysterious 'mind-reading' of all comes from the world of maths. Rob demonstrates and then explains some of his favourite mathematical mind-reading tricks, one which dates back to the time of Leonardo da Vinci. Great ideas to take back into the classroom.

#### **The Importance of Puzzles in Maths**

Puzzles may sound like end of term fun, but used properly they can be used to teach some of the most important aspects of problem-solving, from simplifying the problem to challenging assumptions. This workshop is entirely dedicated to puzzles that can intrigue and inspire teenagers of all abilities. Most of these are ‘low threshold’ puzzles where children of all abilities can contribute to solutions, and where common sense plays as important a role as mathematical flair. Rob was a puzzle setter for New Scientist

magazine for many years and learned the hard way what differentiates a good puzzle with one that provokes the response “Who Cares”.

## **Robert Greenleaf**

### **Brain Based Teaching: Making Connections for Long-Term Memory & Recall**

This session reviews some basic neuroscience literature and embraces the best of what these studies have brought to bear on educational practice. The neuro- and education research are merged to identify intersections for best impact. Specifically targeted is the question: "How do I frame existing lessons/activities so that all learners become engaged in learning?" The goals are to engage all learners simultaneously; to cause learners to do the work (processing) of learning; and to create multiple connections with respect to the important ideas being taught. Multiple strategies overlapping brain research and educational best practices are explored for next day or next unit application.

### **Memory, Recall, the Brain & Learning: The Nonlinguistic, Dual-coding and Bi-Modal Memory/recall Formation**

Image and emotion predominate in the conscious mind's processing to memory. Nonlinguistic representations are reported in the research to generate as much as a 26% increase in student performance outcomes. What dual coding strategies can be derived from neuro-literature to engage the mind? What about pictures, illustrations & graphics? Can we merge studies on effective instructional strategies with recent neuroscience research and foster greater "Minds-On" learning? Can we use "visual" processing in a manner that enhances the recall and transfer of important ideas? Are there some learners that would additionally benefit from bi-modal approaches to processing and interpreting information? This area of education and neuroscience literature is replete with clear, straightforward applications to practice. Let's explore some possibilities and several ways quickly apply this to practice.

### **Creating and Changing Mindsets ~ Movies of the Mind: Strategies for Long-Term Impact Upon Change and the Acts of Achievement, Motivation, and Relationship Building**

Focusing upon the behavior of a student seldom prevents repeat occurrences. We may subdue behavior, but our experience is that the behavior always returns/repeats. Focusing on the mind's internal movies does impact behaviors and attitudes. People learn, act out, disrupt, etc. as a result of the internal movies playing continuously in the mind. These movies generate behaviors. Teachers encounter them daily. Changing behaviors (attitudes/choices), long term, through the "Movies of the Mind" can be done. Creating "Can-Do" attitudes is a process we can influence!

#### **Learning Outcomes**

- Focus on processes impacting mindsets (behaviors) of learners
- Explore several strategies for accomplishing long range changes in student behaviors via choices
- Be involved with how the strategies affect them personally
- Learn ways to foster individual, classroom and even school wide change

## **Formative Assessment Revisited: The Intersections of Education, Neuroscience, & Micro-feedback Formative Assessment® with Regard to Impact on Student Learning”**

The education profession has embraced “data” in many ways, but none so powerful to moving learning forward as the use of formative assessment. Done well and consistently, formative feedback has achieved an effect size of .90—one of the top 3 impact strategies shown my meta-analyses on student achievement outcomes. This presentation briefly reviews research on formative feedback and ways to embed and apply these with students as a pivotal means of encouraging growth and development of one’s capacities for learning.

The questions are: What feedback? How soon? How much? In what format? Data that is useful to educators must be available for learning purposes—right away. This workshop demonstrates how schools have used micro-feedback to dissect curricular standards/objectives, convert them into simple 3-5 minute classroom assessments, and generate representations of student and class achievement levels within minutes.

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- See how immediate charts and graphs of student achievement levels can be accomplished

## **Eric Jensen**

### **Improving Cognitive Capacity with Brain Research**

We all know that every student can learn, but why do many struggle? This engaging session builds your skill sets in improving student cognitive capacity. Each tool is demonstrated, classroom-tested and exceptionally high value for student achievement. In this session we focus the most on the single greatest achievement booster for building the student’s brain. Learn what it is and how to teach it. This single session can help make a teacher’s career. Be ready for a miracle!

### **Improving Student Effort with Brain Research**

This interactive and research-based session gives you the tools for consistently engaged, high-achieving students. Bestselling author, Dr.Eric Jensen, shows you how to engage quickly, engage deeply and engage every single student. The focus is on the brain’s 3 critical drivers for both short-term and lasting motivation. A huge part of a student’s success is the capacity to work hard, over time. Every age has unique “drivers” and this session allows you to customize every lesson so it fits your students. Come prepared to work hard and learn well.

### **Introduction to the Brain and Learning**

What do we know today that we didn't know just a few short years ago? What can the new research tell us about how students learn, remember and demonstrate knowledge? This fast-paced overview session by Dr. Jensen gets you caught up with the neuroscientists that are making the news. Expect to get:

- 1) 10 powerful insights,
- 2) specific strategies and a rekindled passion for teaching. You'll get brain-based, classroom-tested, action steps you can use tomorrow.

## **Garfield Gini-Newman**

### **C3 (Critical, Creative and Collaborative) Inquiry for the 21st Century**

For schools to remain relevant in an information age, the focus for learning must shift from the mere acquisition of knowledge to the use of knowledge to solve meaningful problems. Placing inquiry at the heart of teaching helps to ensure relevance and rigor for all learners. In this workshop participants will explore a powerful framework that allows teachers to build learning around inquiry by “tweaking” and fortifying the work they already do. Participants will engage in a variety of ready to use strategies that are sure to promote critical thinking in their classrooms.

### **Developing a Cascading Curriculum**

Game developers understand the importance of dopamine for sustained attention. Schools can achieve the same success in engaging students by adopting a Cascading Challenge approach. Making the task the invitation to learn rather than the end of learning allows for greater risk taking and for students to develop an interconnected network of understandings. During this session Garfield will introduce a Cascading Challenges approach to curriculum design that build learning around central questions, related lines of inquiry that build deep understanding, and effective launches that immediately engage students in learning.

### **Using Technology to Enhance Collaborative and Critical Thinking (This session is repeated)**

The introduction of new technology into classrooms creates a disruption in teacher practice that actually contributes to creating a community of thinkers among teachers and students. The very presence of the new technology in the teaching and learning process creates a problematic situation for teachers – “how will I use this technology?”. This creates an ideal opportunity to add pedagogical support so that teacher practice is refined in both a technological and pedagogical manner. In fact, separating the professional development focused on technology and pedagogy increases teacher workload, doubles the disruptions to classroom routines and consequently increases teacher anxiety and frustration. When the primary focus becomes helping teachers to refine their practice so as to have the greatest positive impact on student learning, the introduction of new technology becomes a powerful tool to assist in meeting this goal. Garfield will explore powerful ways to use technology to create a highly collaborative

classroom where the focus is in students accessing, processing information so to be able to solve meaningful problems and create new knowledge.

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### **Deeper Learning: 7 Powerful Strategies for In-Depth and Longer-Lasting Learning (Grades 3-12) \*Based on LeAnn and Eric Jensen's book (same title)**

With the amount of content that teachers have to teach, how can we ensure that students gain a deep and lasting understanding of what they have learned? This practical and hands-on workshop will take your students' understanding from "So What?" to "Wow!" This workshop provides teachers with a 7-step reflective approach to incorporating powerful learning and content processing techniques into everyday instruction. This engaging and full-of-strategies workshop will give you the confidence to take your students deeper into your current content!

### **Growth Mindset for Differentiated Classrooms (K-12)**

Differentiation is a teacher's intentional response to learner's needs shaped by a unique mindset. Discover how to establish that mindset – school-wide and in your classroom so that your students start to reflect a growth mindset too! To allow differentiated instruction to flourish, one must put on the mindset to take daily data and respond to it so each student reached daily goals and targets. Participants will compare and contrast a fixed mindset with a growth mindset so that they can recognize them both and use the strategies and tools to become more Growth Mindset focused!

## **LaVonna Roth**

### **Creating a Ready to Learn Environment- Stress! Issues! Concerns! All of these play an important part in learning.**

They are a reality in life, but there are ways we can help students reduce this stress by implementing simple steps and strategies to create an environment where students are ready to learn and YOU can teach!

**"Engage Me, Please... I've Mastered Compliance!"**

It's time to banish boredom and compliance from our classrooms! Students are immersed in a multi-faceted and fast paced world where gaining their attention and keeping them engaged can be tough. So, how do we do it?... Dynamic instruction that captivates and challenges their brains! This engaging and interactive session, based on LaVonna's highly sought after books: *Brain-Powered Strategies to Engage ALL Learners* and *Brain-Powered Lessons to Engage All Learners*, will give you the keys you need to unlock the secrets to captivating and engaging the minds of your students. **(This session is repeated)**

### **"I taught it... so how do they not remember it?"**

Ever find yourself wondering why you bothered teaching when they don't remember what was taught? I did as a teacher! What I came to realize is that it wasn't that I taught it, but HOW I taught it? Through this session, we will discuss some of the major keys to memory retention and how to get students to remember what you taught. I hope you are ready as we blast off to learning practical and applicable strategies to increase the likelihood of retaining what was learned.

## **Charlie Stewart-Brown**

### **Implementing Mindfulness in the Classroom**

There is an increasing body of scientific research showing the numerous benefits of mindfulness and its implementation in schools, corporations, hospitals & other institutions.

Mindfulness increases our immune system, overall wellbeing and positively alters the structure and neural patterns in the brain, increasing the density of grey matter in regions linked to: learning, memory, emotion regulation, empathy & better focus.

Among its many benefits, daily mindfulness meditation has been proven to increase telomerase, the 'caps' at the end of our genes which can reduce cell damage, lessen pain and slow ageing.

Research also shows that mindfulness boosts our immune system, fighting off a variety of diseases i.e. psoriasis, and helping alleviate chronic suffering. Mindfulness also helps improve our focus and control of ruminative thinking, which contributes to high levels of stress. It has also shown to reduce anxiety, sleep problems and depression, while increasing resilience, autonomy and self-awareness.

This presentation on Implementing Mindfulness In The Classroom, will cover the following topics:

What is Mindfulness and why practice it

What are the benefits to teaching staff and their students

How to apply Mindfulness in your day-to-day

Simple mindfulness techniques for the classroom

## **Peter Gittins and Graham Ranger**

### **Council of International Schools**

This presentation will be delivered in two parts and will be of interest to all SGIS member schools currently accredited by the Council of International Schools or those in the process of being accredited.

The first session will focus on explaining the key features of the new CIS international accreditation protocol and will include important information on the reasons for developing the new protocol, the synergies between the new protocol and the CIS Code of Ethics and mission and the timeframe for implementation. The distinctive characteristics of the new protocol will also be explained so that all in attendance will have a clear understanding of its format and the changes in process and practice that underpin it.

The second session will be a question and answer format with school leaders given the opportunity to raise questions about the new protocol and discuss issues that relate to its implementation.



# Speaker bios

## Emanuel Donhauser



After five years of gathering work experience in First Class hotels in Germany, Switzerland, and England as an EU-certified 'restaurant specialist', followed by four years of linguistic degree studies, Mr. Donhauser gained more than six years of top level management experience in educational institutions in Germany, France, and

Switzerland. His positions ranged from National to International Marketing Manager in Germany and France, all the way to General Manager of a total of 12 schools in Switzerland. In August 2003, Mr. Donhauser was appointed Academic Dean at SHMS, Swiss Hotel Management School, and by April 2008, was promoted to Executive Director, Academic, for Swiss Education Group (SEG).

In January 2013 he was announced Chief Academic Officer, overseeing all SEG schools: the SHMS campuses in Caux and Leysin, HIM in Montreux, IHTTI in Neuchatel, and Cesar Ritz Colleges in Le Bouveret, Luzern, and Brig.

Mr. Donhauser used to teach Management Projects and Intercultural Communication modules, and gives regular guest lectures in schools and industry around the globe in HR, Marketing, and Sales Management.

Honoured with the Leadership Award during the AH&LA Certified Hospitality Educator (CHE) certification workshop in August 2006, Mr. Donhauser has since earned a Cordon Bleu Master of Arts degree in Gastronomy from the University of Adelaide in Australia.

In October 2011, Mr. Donhauser received the "Nestle Pro Gastronomica Award" for Excellence in Training, Education and Development in the Hospitality Industry at the 29th EuroCHRIE Congress in Dubrovnik, Croatia.

In June 2013, at the American Hotel & Lodging Association (AH&LA) Summer Summit in Denver, Colorado, Mr. Donhauser was announced winner of the "Lamp of Knowledge Award" for Outstanding International Educator.

In November 2014, Mr. Donhauser received the "Fellow of THE-ICE - Outstanding Professional" award, in Darwin, Australia, for his contribution to the tourism & hospitality education sector."

## Rob Eastaway

### Ah, Aha and Haha - When maths Meets Creativity



For most people, the expression 'creative maths' sounds like a contradiction in terms. But real maths *is* creative - it's about discovery, serendipity and surprise. In this talk Rob gives some of his favourite examples, many of which can be used in the classroom. The content is tailored depending on whether it is for primary or secondary teachers. Rob has written or co-written eleven books, some of which have appeared in several languages. The majority are about the maths of everyday life, but I've also written books on cricket, memory and creative thinking.

Rob Eastaway is Director of Maths Inspiration, a national programme of interactive lecture shows in theatres that has reached over 100,000 teenagers in the last ten years. I'm closely involved with the UK maths community, from primary schools to universities.

## Dr. Robert K. Greenleaf



**Father of Two Sons Mark = 36 David = 32**

### Author of 8 Books

Achieving Student Growth: The Powerful IMPACT of micro-feedback Formative Assessment

Creating and Changing Mindsets: Movies of the Mind

Brain Based Teaching: Making Connections for long-Term

Memory

Memory, Recall, the Brain and Learning (Bi-modal strategies)

A Master Toolkit for Students

Coaching Reluctant Learners

Engaging Today's Students (college and 5-12 editions)

Author of Numerous Articles: Topics:

*Bilingual Brain; Language and Reading and the Brain; It's Never Too Late to Learn; The Adolescent Brain*

*Motion and Emotion and the Brain; The Alienation of America's Youth*

Current Positions

President, Greenleaf Learning

Founder: 24 Brain/Learning Institutes in NM, NC, CT, TN, Frankfurt, Vancouver, Ontario, Switzerland, Spain, Lebanon, Portugal, Geneva, & Prague

Partner, Greenleaf-Papanek Publications

Former Positions Held

Professional Development Specialist, Educational Alliance Department @ Brown University

Granite State College Coordinator

Board member: International Consulting Agency Group, NY, NY. •

Superintendent of Schools

Assistant Superintendent for Curriculum

Building Principal

20 Yrs. In Education--Taught *at* all levels K-17

**Doctorate in Education - Vanderbilt University**

### **Dr. Eric Jensen**



Eric Jensen began his teaching career in San Diego, California, USA as an English teacher at the middle school level. His love of learning has been a lifelong passion. While most of his classroom experience was with middle school students, he has taught at every level, including three universities. Eric's academic background is in English, Master's in Organizational Development and PhD in Human Development. He is an active member of the Society for

Neuroscience and the New York Academy of Sciences. Eric co-founded the first international brain-compatible learning program in 1982, now with over 50,000 graduates and has authored over 30 books on the brain and learning including *Teaching with the Brain in Mind*, *Deeper Learning*, *Enriching the Brain* and *Turnaround Tools for the Teenage Brain*.

### **Garfield Gini-Newman**



Garfield Gini-Newman blends humour with a deep understanding of effective curriculum design centred around the infusion of critical thinking for all. As an associate professor at OISE/University of Toronto and a senior national consultant with The Critical Thinking Consortium, Garfield has worked with thousands of teachers across grades and subjects, helping them to frame learning around engaging and provocative activities and authentic assessments.

Requests for Garfield's services have taken him from Asia to the Middle East, Europe, the Caribbean and across North America. His interest in effective teaching and learning has led him to actively explore the challenges and opportunities presented by teaching and learning in the digital age. Garfield has spoken across Canada and internationally on critical thinking, brain compatible classrooms, curriculum design and effective assessment practice, and nurturing 21<sup>st</sup> century skills in a digital world. In addition to his work at the University of Toronto and delivering workshops, Garfield has also authored

several articles, chapters in books and seven textbooks and has taught in the faculties of education at York University and the University of British Columbia. His most recent book co-authored with Roland Case, *Creating Thinking Classrooms* has received widespread praise from leading educators across Canada and internationally.

### **Recent Publications:**

Article: *In Search of the Thinking Classroom*, May 2014; Article: *Encouraging Digital Technology Integration with Critical Thinking: The Global Teenager Project*, June 2014

### **Works in Progress:**

Book: *Creating Thinking Classrooms for the 21<sup>st</sup> Century*

Book: *Cascading Challenges: A Choreographed Approach to Student Inquiry*

Web-based Materials: *Inquiry Pac Grade 6 Social Studies*; *Inquiry Pac Grade 8 History*; *Inquiry Pac Grade 10 Civics*

### **LeAnn Nickelsen**



LeAnn Nickelsen, M.Ed. in support of staff development, founder and CEO LeAnn Nickelsen delivers presentations on: Differentiation, Common Core State Standards, Student Engagement, Poverty, Brain Research, Assessment & Grading, Literacy and many more - all based on cognitive theory, best practices, and current research. She has taught in numerous states and received a Teacher of the Year award. LeAnn's enthusiastic energy, practical ideas, engaging processing opportunities, and use of the latest research, all have made her a popular presenter at numerous state, national, and international conferences and for school

districts. She is known for presenting a wealth of information in an active, fun format with very specific, practical examples. Participants consistently rate LeAnn's presentations as top quality based on her engaging style and the easy-to-implement classroom strategy

## LaVonna Roth



LaVonna Roth is an internationally known author, keynote speaker and consultant. Her passion is bridging how the brain learns with education. Thousands of educators, parents and students have profited from her wealth of practical, applicable and down-to-earth strategies to the most common and frustrating issues. These strategies are a direct result from years of research, as well as, classroom and consulting experiences. LaVonna presents very interactive and engaging seminars and has done so across three continents. She is the energetic author of Brain-Powered Strategies to Engage All Learners and a seven book series, Brain-Powered Lessons to Engage All Learners. As a teacher she was recognized as Teacher of the Year in the United States at regional and state levels. Her sessions are a do-not-miss opportunity!

## Charlie Stewart-Brown



Charlie holds one of the highest yoga qualifications as an ERYT200 (Experienced Registered Yoga Teacher), RCYT (Registered Children's Yoga Teacher), RPYT (Registered Prenatal Yoga Teacher) with the Yoga Alliance, and has developed Indiv Yoga™ to bring a more physiological, therapeutic and individual approach to yoga. She has been practicing Zen Buddhist meditation, the foundation of Mindfulness, for nearly 20 years and teaches courses and training programs privately, and to corporation and educational institutions.

## Peter Gittins



Peter Gittins is currently engaged by the Council of International Schools as a School Support & Evaluation Officer with the responsibility for providing accreditation and associated support services to approximately seventy schools in Europe, South Asia and South East Asia. He joined CIS in 2009 from the International School Hamburg where he was the Head of School and the Chief Executive Officer of the Board. One of his key achievements in Hamburg was the design, construction and financing of a new purpose built campus located in the city's green belt and the responsibility for a large fund-raising campaign and associated public relations and marketing initiatives. He also taught Theory of Knowledge and was active in the Association of German International Schools.

From 1998 through to July 2003, he was the Head of the Overseas School of Colombo, Sri Lanka and during his tenure the school became one of the first three Programme IB Schools, a Performing Arts Centre designed and a Preschool for two and three year olds opened in the inner city of Colombo. Before his appointment to the Overseas School of Colombo he was the Founding Head of the International School Ho Chi Minh City and part of the wider project team responsible for the overall planning and establishment of the school. As Head of one of the first proprietary schools in Asia, he was active in developing a workable governance model and in formulating the concept of the Advisory Council which is now featured practice in many schools of this type.

Two main areas of focus for Peter are international school governance and authentic and sustainable community service. In this regard he has conducted numerous Board training workshops on effective governance and initiated a number of ongoing community service projects including the construction of a school for child cancer patients at the National Cancer Hospital in Colombo and the financing and oversight of five Preschools in areas ravaged by the 2004 tsunami in Sri Lanka.

He currently lives in Lausanne, Switzerland and is married with two children both of whom were educated in international schools and currently reside in Australia.



## Graham Ranger



Graham Ranger is Director of School Support & Evaluation at The Council of International Schools (CIS), where he has overall responsibility for the support, development, evaluation and accreditation of CIS member schools, around 80% of which are accredited or in the process of accreditation. He joined CIS in August 2012 from The British School, New Delhi where he was Head of School for five years. There he taught on the IB Diploma Programme (Theory of Knowledge), and was an IB Examiner. In Delhi,

he helped design and implement a new school campus, bringing the school's capacity from 700 to a planned 1350. He joined the school in July 07 after five years as Director of Education for the English Schools Foundation (ESF) in Hong Kong, a group of 21 schools. Whilst there, he oversaw the introduction of the IB programmes (PYP and DP) across the Foundation and helped develop two new K-12 schools, Renaissance College and Discovery College, offering PYP/MYP and the Diploma Programme. These two new schools were developed by ESF in partnership with the Hong Kong SAR government. As Director of Education, he moved the external quality assurance model away from school inspection to CIS evaluation/accreditation, and helped develop a systematic professional development programme for the 2000 teachers, including a developmental programme for middle leaders in partnership with a local university. This programme, Leading Upstream, has since been accredited by universities in Britain, Australia and in Hong Kong. He also led the development of a performance development model, based on a model of defining standards in teaching and learning and target-setting. At its core is effective lesson observation and simultaneous support and challenge for teachers. This re-focuses the role of a school leader to one centred on making sure that every lesson counts. His doctorate, awarded by The University of Durham (England) in 2012, focuses on the professional development needs of Heads of international schools. His fieldwork, spread over a three year period, took place across India.

From 2002-07 he was one of Her Majesty's Inspector's of Schools, in England, with national responsibility for helping to improve some of the most dysfunctional schools in inner city areas. In England, he was a member of the Dearing Commission to reformulate the National Curriculum in geography. Formerly a teacher-educator at The University of Oxford, he is a Fellow of The Royal Geographical Society, a former (Honorary) Education Secretary of The Geographical Association and a fellow of The Royal Society of Arts. He has worked for four years as a teacher-educator in rainforest environments of Cameroon, West Africa. Before joining CIS as Director of Accreditation, he was a Team Chair for CIS Accreditation and Evaluation exercises. Graham Ranger was made CIS Director of School Support & Evaluation in 2013. This wider role encompasses all aspects of the quality assurance of schools from their application to join CIS as members,



and onwards throughout the accreditation process. He also oversees the new service area focused on working with schools to co-evaluate the extent to which the school is developing their students' global citizenship, (CIS International Certification) and is currently engaged in developing a new research-based CIS International Accreditation Protocol in consultation with CIS member schools and volunteers.

Before his appointment to CIS in August 2012, he was an active member of the Board of The Association of International Schools of India (TAISI) and remains a Board member of Sushant School of Design in New Delhi and of an international school in Vietnam. He lives in Leiden, The Netherlands and is married with three daughters.

# **SGIS Professional Development Information**

## **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 GENERAL MEETING (AGM)**

Will be held at Institut Montana, Zugerberg, September Friday 30<sup>th</sup>, 2016

### **SGIS Annual Conference 2017**

The 2017 SGIS Conference will be held on March 10<sup>th</sup> and 11<sup>th</sup> at Zurich International School

### **SGIS Annual Conference 2018**

The 2018 SGIS Conference will be held on March 9<sup>th</sup> and 10<sup>th</sup> at the Swiss Education Group, Caux