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DESIGNING ON PURPOSE

PALAU DE CONGRESSOS | BARCELONA

18-21 November 2015



EDUCATORS' ANNUAL CONFERENCE | PROGRAMME

Rooms	A	B1	B2	B3	C 1-2
08:00 - 08:45	Interest area meeting Mathematics Dianderas	Interest area meeting Science M. Zupanc	Interest area meeting Environmental/ Sustainability Wilson	Interest area meeting Professional Learning/Action Research Magnuson	Interest area meeting Humanities Cameron
09:00 - 10:15	Opening Plenary Gray M				
10:15 - 11:00	Break (45 min) ar				
11:00 - 12:00	Use Mentor Texts to Teach Writing: Five Steps (ages 3-5 years) Anderson	Finding a meaningful and engaging context for early learners to demonstrate understanding and use AR technology in the classroom Bourne, McAdams	Building a better advisory: Strategies to create an extraordinary advisory curriculum Homayoun	Arts Integration: Cross Disciplinary Practice and Product Stotts	(Teachers + Le * (Theory + Be Practice) = (Po Professional Growth)2 Letwinsky,
12:00 - 12:10		Break 10 min	Break 10 min		Break 10
12:10 - 12:40		How can librarians best support the extended essay? Park	What Duolingo can and can't do to support language Instruction Magnuson		Gamification i classroom Gimenez-Ca
12:40 - 13:40	Lunch and N				
13:40 - 15:10	Use Mentor Texts to Teach Writing: Five Steps (ages 6-10 years) Anderson	Why teaching of IB biology requires an interdisciplinary strategy G. Zupanc	Three brains are better than one: Integrating brain, body, and heart intelligences for engaged, enhanced learning, creativity, and health Burns	Project Ignition Yates, McLoughlin, Bayeh	Ethics for teach and learning Burnside, Harbord
15:10 - 15:40	Break (30 min) ar				
15:40 - 16:40	Promoting and supporting innovation: A conversation about adult learning in our schools Fairey	Student centered leadership: Developing student leaders and keeping student voice at the center of school decision making Cena	Visible thinking – maximising student learning Smith, Ellams	Innovative teaching and learning with Google Apps Shelton	Changing the Reflection Par Brodie, Can
16:40 - 18:00	Welcome Reception				

	C 3-4	C 5-6	D3	Tech Café	J
meeting	Interest area meeting Cross Culture Swalve	Interest area meeting Foreign Languages Wagner	Interest area meeting Art Dimitrov	Interest area meeting ICT Preis	Interest area meeting Service Learning

Pattern Address delivered by Ron Suskind

and Networking in the Exhibition

readers) est powerful	Fostering wellbeing and resiliency in all students: The art, heart, and science of protective factor enhancement Burns	Child protection through age appropriate sex & relationship education: What is it and how March, Smith	Improving School Environment through Increased Student Participation Root, Yamamoto	New to iPad? Join us! Moretti	Create, Engage, Assess with iPad - The next generation instruction van den Berg
Berry min	Break 10 min		Break 10 min	Break 10 min	Break 10 min
n the Assina			Arts - Based Educational Research in Action Dunkerley	The best animation apps on iPad for education in 30 minutes. Stringer	Access for all! Powerful tools for all learners. Robertson

Networking in the Exhibition

hing	Practical tips on bringing mindfulness into your personal teaching practice and into your school setting Kay, Reichmann	A sympathy protest: Simulations and role play as a vehicle for language, culture and content in the language classroom Langer de Ramirez	What is art for? Yenawine <i>(60 min! Session finishes at 14:40)</i>	Bring your classroom together with iTunes U Klynen, Moretti	Create a school TV Station using iMovie and Apple TV! Stringer
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and Networking in the Exhibition

adigm ning	Transitioning ownership of learning Gedling, Haug	Literacy skills + global education = Students engaged in ending hunger and poverty Girten, Newman	Fostering international mindedness through art and technology Sutherland, Rea, Gannon, Kajiwara	The Creative iPad Classroom: Explore making art beyond the screen Klynen	Harnessing the power of video analysis with iPad Robertson
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and Networking in the Exhibition

Rooms	D4	D5	D6	E 1-2	E 3-4
08:00 - 08:45	Interest area meeting Curriculum and Assessment Lhoest-Squicciarini	Interest area meeting Early Childhood McDonald	Interest area meeting Drama/ Theatre Arts Copp	Interest area meeting Library Willette	Interest area meeting Journalism Miller
09:00 - 10:15	Opening Plenary Gray M				
10:15 - 11:00	Break (45 min) ar				
11:00 - 12:00	Improving student achievement through literacy coaching Killion, L. Miller		From where will our new teachers come? International schools as critical partners in the recruitment of new teachers Cushner		The Thought-F School projec Greene, Ve
12:00 - 12:10	Break 10 min		Break 10 min		Break 10
12:10 - 12:40	Reading as an effective landscape for learning science Dispezio	Designing Cinematic Narrative- Assessment and Storytelling Through Moving Pictures Shelton, Sill	Connecting cultures: experiential language learning through the integration of literature, arts and service Fabiny	Interdisciplinary units in the MYP: Getting ready, connect, blast off! Semana, Bari	Partnering with parents Swinea
12:40 - 13:40	Lunch and N				
13:40 - 15:10	Using protocols to enhance student learning with High School students MacLean, Lauscher, Moore	Eco-Schools: A Framework for Creating Sustainable Schools Plovie, Wilson	ACE –The future of accreditation Mott	Cross-discipline authentic learning projects S. Miller, de Simone	Film-making a disciplines: A year project Niemi, Maz
15:10 - 15:40	Break (30 min) ar				
15:40 - 16:40	No matter the Language, any teachers in Language B can work together Gonzalez, Lanis	Open mind technology: Technology's role in emergent learning ecosystems Kinzer	Equality, social justice and cultural competency Abastillas, Basu, Fine	Doing work that matters: Developing global compassionate leaders Hansen	The Blended Classroom: Ho teachers can u blended learn engage their s in exciting new Wilkinson
16:40 - 18:00	Welcome Reception				

	E 5	E 6	H1	H2	H3
meeting	Interest area meeting ESL/Mother Tongue Tamim	Interest area meeting Writing/ Language Arts Lauscher	Interest area meeting Guidance/ Counseling Pelonis	Interest area meeting Special Needs/ Learning Support Perakis	Interest area meeting Flourishing Cancella

Pattern Address delivered by Ron Suskind

and Networking in the Exhibition

Full t rvek min	Developing mathematical resilience Kearney, Allen, Strauli, Johnston		Creating authentic writing tasks across the curriculum Brys, Beatty	Authentic learning experiences. An inquiry focus: A framework to analyse and design authentic instruction Weiland, Reese, Bruce Ramaka	Developing an integrated professional development programme Chesterman, Bordóns O'Mongain
	Break 10 min		Break 10 min	Break 10 min	
h	Science and the course of history M. Zupanc	Mindfulness based social and emotional learning (MB-SEL) Hawkins, Burke			

Networking in the Exhibition

across ten- zinga	50 years of normalizing international and outdoor education: Where do we go next? Novey	Enhancing student performance: The solution focused approach George, Yusuf	Visual storytelling and visual literacy- A spotlight on creative expression Shelton	Introduction to Positive Discipline Variale, Marchese	Technology and techniques for teacher leaders Lhoest-Squicciarini, Weatherell
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and Networking in the Exhibition

ow use ning to students w ways!	Storytelling: Tools, Perspectives, and Classroom Applications Stotts	Cross-cultural training strategies of use in K-12 education Cushner	A lot of Axolotls – A science-based thematic unit for teaching Spanish Langer de Ramirez, Cuello	Teacher as Experience Designer Hudson	Effective cross-curricular projects in History, Geography and beyond Tarr, Podbury
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and Networking in the Exhibition

08:30 - 10:00	Opening Plenary Keynote Address				
10:00-10:45	Break (45 min) and				
Rooms	A	B1	B2	B3	C 1-2
10:45- 12:15	The amazing teen brain: A work in progress Burns	What is Goodwill and what can it do? Bawa	Democratic engagement through philosophy and storytelling Haagsma, Vissinga	Creating a culture of impactful collaboration Lhoest-Squicciarini, Lerner	Give me a real speak! Copp, Heine
12:15- 13:15	Lunch and Network				
13:15 - 14:15	Bringing the curriculum beyond the classroom Brodie, Canning	School systems for student success Cena	Make Fail Learn Repeat Yalcin, Students from Hisar School	Values for international education Pearce, Haywood	Taste the future Embedding global food literacy into cross disciplinary studies C. Copeland, S. Copeland
14:15-14:30	Break (15min) and				
14:30 -15:30	Life Inside a Refugee Camp: The Humans behind the Headlines O'Hara	Integrating grammar and language skills into the writer's workshop Cena, Bellon, Sanchez, McDonald	Motivating 21st century learners! Dispezio	Working With The Crucial Human Factor Bowman	How to Teach Successfully Neurobiology Interdisciplinary History, and Relevance are G. Zupanc
15:30-15:45	Break (15 min) and				
15:45-16:45	Design thinking across borders Perry, Wilson, Thomas	From criterion to question: how to assess interdisciplinary understanding Harrison	The flipped classroom and project-based learning: Theory and practice Huitt, Vernon	FOOD TECHNOLOGY/ SCIENCE/ EDUCATION - Where is it in international education and where is it going? James	On the road to adopting Standards Based Grading we found our Volchok, Gr
17:00 - 17:40	Closing Plenary Address				

Address by Graham Brown Martin | ECIS AWARDS

and Networking in the Exhibition

	C 3-4	C 5-6	D3	D1	D2
son to dl	Raising teacher expertise to accelerate bilingual and multilingual students' learning McGeary, Schofield	Making student thinking and learning visible Shelton	The Blog is dead, long live the Blog. Exploring the newest social media platforms as artists and makers Metral (60 min! Session finishes at 11:45)	Creating new learning spaces with iBeacon (includes a free iBeacon). Moretti	Creating digital textbooks: an introduction to iBooks Author van den Berg

and Networking in the Exhibition

re: lobal essions disciplinary	Learning to learn across the whole school Kearney, Gonzalez, Bennet	Key concepts in 16-19 study – preparing students for university programmes Tiller, TBC	Collaborative arts planning in the Primary Dunkerley, Twigg	Lessons from the classroom: The Book Report Klynen	Give your class a voice! Creating engaging learning environments with iPads Robertson
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and Networking in the Exhibition

t: arity, Key!	How to talk about what matters most – The challenging conversation Scott, Kelly	Lessons learned: Using best practices from counselling, ESOL, & learning support George, Pedder	Real-world Cafe' - unique cross-curricular projects Wren	Create, Engage, Assess with iPad - The next generation instruction van den Berg	The best iPad animation apps for education in 60 minutes Stringer
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and Networking in the Exhibition

o dards- g: How way, nagni	Creating a cross-curricular framework for the design process Tilton	STEAM/PBL in the classroom - A hands-on experience Marra, Murray	Gaudi's works: an inspiration to develop the students' Creative Process Svihus, Bragulat, Martinez	Meet the Apple Distinguished Educators: an informal Q&A session Moretti, Stringer, van den Berg, Klynen, Robertson
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Address by Bill Rankin | Pitch session

08:30 - 10:00		Opening Plenary Keynote Address			
10:00-10:45		Break (45 min) and			
Rooms	D4	D5	D6	E 1-2	E 3-4
10:45- 12:15	Designing meetings for learning and collaboration MacLean, Swalve	Phonics, word study and spelling in the K-2 classroom Ryan	Mathematics: A language that we all speak Warlick, D'Aquanni	Be mindful, teach mindfully, teach Mindfulness Hawkins, Burke	Differentiated mindfulness practices for b classroom lea Lauter
12:15- 13:15	Lunch and N				
13:15 - 14:15	How do we tap and channel the natural creativity of the classroom to develop students' learning? Bullen-Smith, Field	The challenge of nurturing intercultural competence in young people Cushner	Leveraging technology to maximize student outcomes: Khan Academy for SAT preparation Hegedus	Learning {Re} imagined: How the Connected Society is Transforming Learning Brown-Martin	ECIS Program Fisher, Horn
14:15-14:30	Break (15 min) and				
14:30 -15:30	But I'm not an English teacher! Collaboration between EAL and other disciplines De Bellis, Sykes	Evidence based strategies for dyslexia Murphy	Fostering comprehension and life-long readers: A reader's workshop approach for the K-4 classroom Kirby	Student voice in designing for international mindedness Hibbeln, Nelson	Makerspaces Dunkerley Accreditation IS professional development Magnuson Innovative Teaching and Learning Google Apps Shelton
15:30-15:45	Break (15 min) and				
15:45-16:45	Inquiry Based Approach to STEM - Wow, It really works! Dispezio	From where will our new teachers come? International schools as critical partners in the preparation and recruitment of new teachers Cushner	Innovation by Design: Professional development to accelerate blended learning Birk, Afshinnekoo	What is Goodwill and what can it do? Bawa	Redesigning assessment th design thinking Shelton
17:00 - 17:40	Closing Plenary Ad				

Address by Graham Brown Martin | ECIS AWARDS

and Networking in the Exhibition

	E 5	E 6	H1	H2	H3
etter arning	The Ultimate Collaboration: Where creatures in Science, Visual Arts, Library, Technology and English classes meet Park, Loschi, Quint, Giandalia	Positive Discipline: Understanding the belief behind the behaviour Variale, Marchese	Designing emergent learning ecosystems Kinzer	Being creative with 'waste'. Redesigning how we resource creativity within STEAM Premo, Sanford, James	Talking in class: Designing academic conversations Gray, Rosch

and Networking in the Exhibition

mes ning	Fluency with flexibility Lucini, Boltz	"All we do is displays"... or is it? The role of the Teaching Assistant Stevens	English language learners and learning disabilities Fast	How can students be encouraged to read more, especially in a Foreign Language? Wagner	WebQuest, a form of IBL power Mosleh, Abu Bakir
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al aching with	Mindfulness practice in the classroom: supporting teacher wellbeing and student learning Brencic, Burns	Design beyond the barriers: Transforming our schools into emergent learning ecosystems Kinzer	Defining global citizenship Burnside, Mackesy	Partnerships for learning – A Spanish case study A. Sanchez, C. Sanchez	Sex education at the Primary level (Early Childhood-Grade 5) Benrey, J. Wagner, Christholm
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rough g	Mindfulness practice in the classroom: supporting teacher wellbeing and student learning Brencic, Burns <i>(SESSION CONTINUED 90 min! session finishes at 15:30)</i>	Get a variety of different practical ideas for the Foreign Languages Classroom Wagner, Gonzalez, Lanis, Fabiny			Sex education at the Primary level (Early Childhood-Grade 5) Benrey, J. Wagner, Christholm <i>(SESSION CONTINUED 90 min! session finishes at 15:30)</i>
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Address by Bill Rankin | Pitch session

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Image: detail of the epidermis of a jellyfish.

WELCOME TO THE **EDUCATORS' ANNUAL CONFERENCE**



Welcome to Barcelona, where we are delighted to hold the November 2015 Educators' Conference!

Bienvenidos a Barcelona!

What a fantastic city in which to hold this special annual event! Having won the European Capital of Innovation award in 2014, it is most fitting that a conference named Designing on Purpose be held here, especially during our 50th anniversary year!

This year's conference was made all the more special by our Think Tank: Petr Dimitrov, Marcus James, Mark Pingitore, Bill Knauer, Nancy L'Hoest Squicciarini, Rima Akkad-Salam Tamim. I'd like to acknowledge **Mark Pingitore**, Director of **American School of Barcelona** and **Bill Knauer**, Head of School at **Benjamin Franklin International** in Barcelona, in particular for their commitment to open their schools to a number of our Show Me sessions. *Muchissimas gracias!*

Check here for descriptions of offerings and last-minute changes, which we will also share via Twitter during the conference -- don't forget to follow us **@ECISchools** and use the conference hashtag **#ecisnov15**.

Whether the presentations you attend come from keynoters, featured speakers, or impactful teachers, the focus is on helping us to identify myriad ways in which we all can create impact in international education by attending to purposeful design in everything that we do, from curriculum to individual lessons to the use of space (and even time).

The International Award Ceremony will take place during the Opening Plenary on Saturday 21 November in the Auditorium.

Many talented and committed people have contributed to the organisation of this conference, and we wish to express sincere appreciation to:

- **Ron Suskind** for delivering the Gray Mattern Memorial Address during the opening plenary on Friday;
- **Graham Brown-Martin** for his insightful contributions to the Saturday plenary;
- **Keith Miller** and **Christine Brown** of the **Office of Overseas Schools of the US Department of State**, for the generous grant in support of the conference;
- Our main sponsors **its Learning**, **Cambridge International Examinations**, **Navigate Learning**, **Responsive Classroom**, **Houghton Mifflin Harcourt** and **College Board** their generous contributions and support;
- All our **conference speakers**, **panel members**, and **pre-conference presenters** who have contributed extensively to this event with their wit, wisdom, and inspiration;
- **Exhibitors** and **programme advertisers** for their financial and professional support, especially for bringing to our attention the latest educational materials and resources;
- And **YOU!** Our delegates! Thank you!

We wish to express sincere appreciation for the invaluable effort of everyone involved in organising the conference, as well as express our gratitude to our delegates and the administrative staff at our member schools for attending the conference and demonstrating their commitment to the advancement of international education!

Os deseo que tengan un congreso maravilloso!

Kevin J Ruth

Executive Director, ECIS



Ron Suskind is a unique talent: A Pulitzer-prize winning journalist, best-selling author, teacher and essayist. With a gift for conveying the most complex stories in the most compelling ways, Suskind has spent his career chronicling our social and political landscape.

His ground-breaking book, *Life, Animated* (April 2014), lifts a curtain on the Suskind family's 20-year struggle with their youngest son, Owen, and his diagnosis of regressive autism. This story is not only about the neurological disorder; at its core, it is about human redemption.

Audiences will absolutely be inspired by the beautiful illustration of a new kind of family, as the question of imagination having the ability to save a person's life is answered. Suskind, who has travelled the globe for thirty years writing prize-winning articles and books about discarded and disenfranchised, discovers the most "left behind" person he has yet met lives in his own home – a boy who is neurologically incapable of connecting with the world. The themes of love, support and perseverance are highlighted to give new meanings to faith and caregiving. Ultimately, Suskind's guide and teacher – as he took on Presidents and stitched together some of the era's most influential narratives – was Owen, who found his voice and place in the world through the power of old Disney movies, myth, fable and legend.

Ron will speak during the Opening Plenary on Friday, 20 November.



Graham Brown-Martin It is perhaps no surprise that Graham initially pursued a career in the technology sector given that he was born in England during the 1960s near Bletchley Park, the site of Britain's code-breaking effort during World War II led by Alan Turing.

Leaving school early, he pursued a successful 30-year career that spanned the digital, education and creative sectors, inventing and building new businesses that challenged the status quo. Always too early, he designed mobile computers in the 1980s, interactive digital music systems in the 1990s and cloud-based storage systems in the early 2000s.

In 2004, he founded the global think tank Learning Without Frontiers that brought together renowned educators, technologists and creative individuals to begin a new global dialogue about the future of learning. Responsible for some of the most provocative and challenging debates about education, Graham left LWF in 2013 to pursue new programs and ideas to transform the way we learn, teach and live.

Graham spent two years researching, traveling, writing and editing video to create the transmedia work and third WISE Book, *Learning {Re}imagined: How the connected society is transforming learning*, published by Bloomsbury Academic, 2014.

Graham will speak during the Plenary on Saturday, 21 November



Carl Anderson

Carl Anderson is one of the leading experts on teaching writing to students in grades K-12. He dedicates his energies exclusively as an education consultant and writer. Carl recently worked for Teachers College Reading and Writing Project at Columbia University as a Lead Staff Developer, providing staff development in the teaching of writing grades K-8. He spent school days in New York City elementary and middle schools demonstrating effective teaching in the writing workshop and coaching teachers. He gave day-long workshops for teachers at Teachers College on launching the writing workshop, conferring with student writers, mini-lessons, and developing curriculum for the writing workshop.



Stephen G. Barkley

Stephen G. Barkley, Executive Vice President, PLS 3rd Learning. For the past 30 years, Steve has served as a consultant to school districts, teacher organizations, state departments of education, and colleges and universities nationally and internationally, facilitating the changes necessary for them to reach students and successfully prepare them for the 21st century. A prolific published author, his weekly blog, Steve Barkley Ponders Out Loud, has evolved into a go-to resource for teachers and administrators all over the world.



Chad Fairey

Chad Fairey is the Director of the Mediterranean Center of Innovation in Education. With over fifteen years of leadership in international and American schools, he has served as a Head of School, Deputy Head of School, Technology Director, Curriculum Coordinator and a middle/high school history teacher in schools in the Florida, Washington, D.C., France and Spain. Originally a history teacher, he received his B.A. in History from Florida State University, his M.Ed in Curriculum and Instruction at the University of Virginia, and is currently pursuing his Ed.D. in educational leadership and administration from the University of Bath in the United Kingdom. Actively involved with leadership in the US as well as in international schools, he has served as a fellow with the Library of Congress, as a member of the Curriculum Committee of the National Council for the Social Studies (NCSS), as the chair of the ECIS ICT Committee, the chair of the Professional Learning & Action Research Committee for ECIS, and the founding chair of the International Schools SIG of the International Society for Technology in Education (ISTE).



Darlene Fisher

Darlene Fisher is Chief Learning Officer at ECIS has started her career in education in Melbourne Australia as a History teacher, and became an examiner for the Victorian State system, moving into the International Bacalaureate and becoming a History Examiner, Team Leader and Extended Essay marker when working at ABA in Oman. In school, Darlene progressed from Head of Department to Housemaster (Melbourne Grammar-Australia), to Dean of Students (Prem Tinsulanonda Int. School-Thailand) to Head of High School (EMWS- Mumbai) , and finally Director at Enka Schools Istanbul. All of these positions have allowed Darlene to work with her passion of empowering those around her to believe in themselves and reach for their best in their teaching and learning.

Dr. Gary Gruber



Dr. Gary Gruber has served in every capacity in independent schools - teacher, coach, department head, head of school, parent, trustee, and grandparent. He has taught in college and university settings, co-authored a book on adolescence and published a recent one on choosing the right school for your child. Gary was the Head of School at The Shipley School in Pennsylvania, the founding head of Bosque School in Albuquerque, where he served most recently as the Interim Head of School, 2010-11. He served as the Chaplain and Department Head at Choate Rosemary Hall. He was the founding Board Chair of Monte del Sol School in Santa Fe and for the past fifteen years he has been an executive search consultant and management consultant to schools in the United States and abroad. Gary spent two years as interim Principal at the American School in London. He holds a B.A. from Miami University, an M.Div. from Princeton and an M.S. and Ph.D. from Penn State University. Gary is based in northern New Mexico where he has been a resident for the past 20 years. His TEDex talk is available on YouTube: Seven Decades of Learning: The Beat Goes On



Kevin Hawkins

Kevin Hawkins has worked with adolescents in various contexts for over 30 years - as teacher, school head, and social worker in the UK, Africa, and Europe. Until recently, and for the past 10 years, he was Middle School Principal at the International School of Prague in the Czech Republic. Kevin has taught mindfulness to teenagers, teachers and parents since 2010 and he currently manages Partnership Development for the Mindfulness in Schools Project and is one of their lead teacher trainers. In 2012 he co-founded MindWell which supports educational communities in developing mindfulness and social-emotional learning. Kevin also works independently as a consultant and trainer in Social Emotional Learning and Mindfulness.



Donald J. Jacobs

A thirty-two year education veteran, PLS 3rd Learning Chief Executive Officer Donald J. Jacobs, Ph.D. is the founder of the award-winning Center for Applied Technologies in Education (CATE) at the University at Buffalo, SUNY, where his team designed and implemented numerous educational technology projects for K-12 schools across the world. One of the founding members of the original 3rd Learning team, his work includes projects and planning initiatives with educational organizations and ministries of education in Costa Rica, El Salvador, Guatemala, Oman, Panama, Poland, Tanzania, and numerous other schools across the world. For the past 12 years, he has collaborated with renown primatologist Dr. Jane Goodall in the design and development of environmental and education initiatives in various countries in Africa, Central America, and Europe.



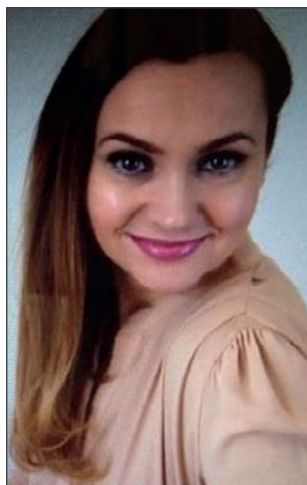
Karim Medico Letwinsky

Dr. Karim Medico Letwinsky is an Assistant Professor in the Department of Educational Leadership at Wilkes University. As a former math teacher with over 20 years of experience in both K-12 and post secondary environments, her current coursework is concentrated in the Graduate School of Education focusing on Effective Instruction, Curriculum and Assessment, and Quantitative Research Methodology and Statistics. Dr. Medico Letwinsky prides herself in being both a practitioner and researcher with a contagious passion for the effective teaching and learning of mathematics. For this reason, her research trajectory includes the professional development of K-12 teachers, and more specifically the ability of classroom teachers to make learning mathematics attainable and meaningful to the unique 21st century learners in today's classrooms. As an international consultant, she provides targeted professional development related to mathematics curriculum and instruction in K-12 classrooms world wide. Dr. Medico Letwinsky resides in Dallas, Pennsylvania, USA with her husband and their four children.



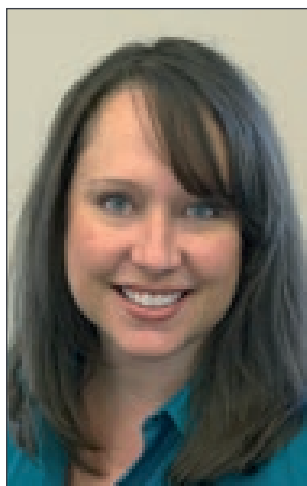
Margaret MacLean

Margaret MacLean, an educator with over 30 years' experience, she currently provides professional development support to teachers and school leaders internationally. Margaret has taught at all grade levels from Pre K to grade 6 and served for over 15 years as a school administrator. In 1996 Margaret was named Vermont Principal of the Year. Her work takes her to school districts throughout the US to provide initial training seminars and follow up school coaching. Margaret has worked directly with a number of international schools to develop school wide systems for effective professional collaboration. She is a member of the School Reform Initiative.



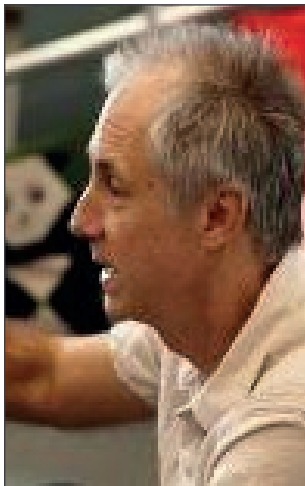
Alexandra Metral

Alexandra Metral has worked in the field of convergence through her work in art and sciences. Most recently she has organized a league and hackathon (Make Pumps Not Suck) hosted by MIT's Media Lab, which yielded 85 pieces of national and international press, a new international network for innovations in post-partum health. As a teaching fellow at Harvard University in both the fine arts and science departments, Alexandra talks to students from her position of contemporary installation artist. She is currently continuing her work on idea translation with Le Laboratoire Cambridge MA, a platform for convergence, experiments and exhibition. Alexandra also works with Cantor Center for the Arts in the implementation of a new family arts education program.



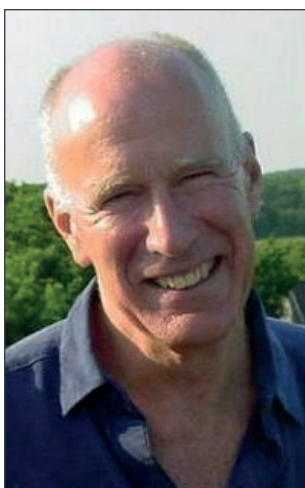
Kerry O'Grady

Kerry O'Grady is a senior consultant for Center for Responsive Schools and travels throughout the US and internationally to present workshops, coach teachers, and consult with school leaders about implementing the Responsive Classroom approach. Her prior experience includes working as an educator for 15 years in Virginia's highly diverse Fairfax County School District. She also served as the on-site coordinator for the Responsive Classroom Efficacy Study, a multimillion dollar, federally funded project involving the University of Virginia and a large mid-Atlantic school district.



Stuart Stotts

Stuart Stotts is a songwriter, author, educational trainer, and Kennedy Center teaching artist. He has worked in schools for nearly thirty years and has led professional development sessions for teachers for over fifteen years. Stuart has presented in Europe, Malaysia, and throughout the United States and also published ten books, including the forthcoming "Beyond Nice: 149 Ideas to Nurture Kindness in Young Children." Stuart's songs have been recorded by artists around the world.



Philip Yenawine

Philip Yenawine is co founder of Visual Understanding in Education (VUE), a non profit educational research organization that develops and studies ways teaching visual literacy and of using art to teach thinking and communication skills. Director of Education at The Museum of Modern Art from 1983-93, he worked in 1992-94 as consulting curator at the Institute for Contemporary Art, and during the academic year 1993-94, as Visiting Professor of art education at Mass College of Art, both in Boston. Yenawine is the author of How to Look at Modern Art, Key Art Terms for Beginners, and has written six children's books about art.

Günther K.H. Zupanc



Günther K.H. Zupanc is Professor of Biology at Northeastern University, Boston, Massachusetts (U.S.A.). He graduated in Biology and Physics from the University of Regensburg (Germany). He received his Ph.D. in Neurosciences from the University of California, San Diego (U.S.A.) and his Habilitation (Dr. rer. nat. habil.) in Animal Physiology from the University of Tübingen (Germany). After working as a Research Biologist at the Scripps Institution of Oceanography in La Jolla, California, Zupanc headed a Junior Research Group at the Max Planck Institute for Developmental Biology in Tübingen, Germany, and he was on the faculty of the University of Manchester (U.K.) and of the International University Bremen (Germany). His research focuses on neural plasticity in the adult brain, and on its relevance to plastic changes in behaviour. Professor Zupanc has taught lecture and laboratory courses at both the undergraduate and the graduate level to numerous students in the U.S.A. and in Europe. His book *Behavioral Neurobiology: Integrative Approach* (Oxford University Press) is currently the most frequently adopted text for teaching behavioral neurobiology classes in the world. In recognition of his research and teaching, and of his contributions to the public understanding of science, he has received many awards.



Paul Corbière

Paul Corbière lives in Coralville, Iowa, and teaches at Roundy Elementary in Columbus Junction where he is the K-6 General Music Teacher. Prior to continuing his career in Iowa, Paul taught in Palm Beach County, Florida for fourteen years. He is the cofounder of the Beat For Peace program combining World Music Drumming and Resiliency Research. Paul received his Masters of Music in Percussion Performance from the Ohio State University in 1992 and his Bachelors of Fine Arts degree in Music Education in 1989. Paul has been a featured clinician at the Florida, Oklahoma, Virginia, and Texas, Iowa and Illinois Music Educators Association Conferences. In October, 2005, he was composer and co-facilitator of the Iowa Groove, a 1300 person drum ensemble. Paul is a consultant for the Just Play It! Classroom Harmonica Method, a classroom Blues Harmonica.

Paula Marra



Paula Marra has been a Junior School teacher at the United Nations International School in New York since 2008, and a member of the ECIS Technology, Innovation and Design Committee since 2013. She emphasizes self-confidence and resilience in learning, and prefers teaching techniques that integrate multiple intelligences. She uses project-based learning methods and integrates new technologies (e.g., digital reading portfolios, bilingual ebooks, 3D printing, digital images and video, QR codes, Livescribe) to make lessons more effective and engaging for the children. She has presented at conferences on project-based learning/STEAM and technology integration in education. Previously, she taught at international schools in her native Sao Paulo, and in London. Paula received her teaching Diploma at Sion in Sao Paulo, her Montessori certification at the London Montessori Center, and her Advanced Diploma in Professional Development (Inclusive Education) from Queens University, Belfast. She is a believer in continuous learning, and has taken courses at Harvard Wide World (on Differentiating Instruction, Teaching to Standards with New Technologies, Making Thinking Visible, and Teaching for Understanding) and at the Teacher Training Centre in London (on Inquiry Based Learning in the Classroom and Classroom Assessments Strategies), and has done courses on Positive Psychology with a focus on teaching Happiness, Hope and Optimism. Paula has published two books on project-based learning on the Apple Store.

Rebecca Murry



Rebecca Murry was an architect for 20 years and shifted towards education with the goal of teaching mathematics using a constructivist approach to making learning number relationships very accessible to all learners. She believes that every student needs to have the desire and the curiosity to learn and not be obliged and told how to think. Building from their own understanding, having discourse with peers, learning from misconceptions, making conjectures about the patterns in life through numbers and their relationships - are all part of a young mathematician's life. As an educator, her role is to facilitate and guide students to construct their own paths to find and solve problems. Thinking outside the box, asking provocative questions, and discovering dilemmas to muddle with ensures classrooms are not confined to prescribed thinking and are inclusive to all kinds of minds. As Math Coach at the United Nations International School, she co-teaches, co-plans, provides in-house PD, and supports student learning needs while working to implement innovative & creative STEAM project-based learning in math. Her previous presentations focused on Blended Learning, Project-Based math applications, and Brain-Based research on math classroom environments. She currently serves as a reviewer for the publication Teaching Children Mathematics by NCTM. Applied Mathematics has always been part of her life as an architect. She has a Bachelor of Architecture from Pratt Institute and a Masters Degree in Special Education and General Education from Bank Street College of Education.

Title	Description	Facilitator	Date	Time
<p>Education for International Mindedness (IB) Room J</p>	<p>This workshop will explore international education that goes beyond food, flags, films and festivals. The IB learner profile describes the goal of ‘creating internationally minded people’ but what does that mean? How can schools develop an internationally minded educational philosophy that addresses IB standards and practices? How can educators help students inquire, act and reflect in meaningful and relevant ways in an increasingly interconnected world? Participants will build understandings together and share good practice to promote intercultural understanding, the importance of multilingualism and global engagement.</p>	<p>Darlene Fisher</p>	<p>18 -20 November Conference Centre</p>	<p>0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330</p>
<p>AP Biology Room B1</p>	<p>AP Biology has shifted its emphasis from coverage of content to focus on enduring conceptual understandings and the biological knowledge that supports each one. Workshop participants will become acquainted with this change of focus through an examination of the Revised Curriculum Framework’s organization around four Big Ideas. In addition, the role of the seven Science Practices in inquiry-based labs will be investigated. Participants will learn strategies for modifying traditional labs into ones that emphasize an inquiry-based approach to scientific investigations. This portion of the workshop will encompass consideration of the cognitive processes that students engage in during various laboratory investigations, and participants will learn to identify the tasks that enable different levels of inquiry. They will practice modifying traditional laboratories to make them more inquiry based. Finally, the style, content, and grading of the AP Biology exam, syllabus development, formative and summative assessments, and moving to a student centred approach will be addressed. Each session will provide opportunities for participants to share their teaching practices and resources.</p>	<p>Bill Kenney</p>	<p>18 - 19 November Conference Centre</p>	<p>0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330</p>
<p>Introduction to the IPC Room B2</p>	<p>This introductory workshop is suitable for those who are completely new to the IPC and would like a general introduction to all that it offers. Whether you have never seen the curriculum before and are simply curious to learn more, have recently adopted it, or if you have just moved to an existing IPC member school, this course will give you the foundation to feel confident in delivery the IPC effectively. In this session, we will explore the IPC’s philosophy, its structure and its implementation. We will look at its academic framework, Personal Learning Goals, and its focus on International Mindedness. We will cover its approach to planning and delivering an IPC unit and identify how the learning is assessed. We will discuss the support that is available to teachers through IPC membership, and will introduce the Self-Review Process which can form the basis for potential IPC Accreditation</p>	<p>Sandra Jones</p>	<p>19 November Conference Centre</p>	<p>0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330</p>

PRE-CONFERENCE WORKSHOPS

Title	Description	Facilitator	Date	Time
Identifying, Improving and Assessing Children's Learning Room B2	<p>We want to support schools in understanding how the IPC Assessment for Learning Programme works for foundation subjects, but also help teachers and leaders to go beyond data crunching and get right to the heart of identifying exactly what kind of learning is taking place in their classrooms, and how this learning can be improved. Do your children know if they are learning knowledge, skills or understanding? Does your planning, classroom practices, assessment and reporting reflect these different types of learning? What are educators and researchers such as John Hattie, Shirley Clarke, Daniel T. Willingham, Carol Dweck and Harvard's Project Zero team telling us about how to improve learning through assessment of knowledge, skills and understanding? Our workshop will dig deeper into these questions, exploring both theory and practice, which you can then share with your own schools and embed in your day-to-day learning and teaching. This workshop is most suitable for teachers or leaders who already have some experience of planning and teaching with the IPC, but non IPC members who are passionate about improving learning are also welcome (but please note we will not be covering the basic implementation of the curriculum). If you're looking for a day on data crunching and National Curriculum level replacements, then this isn't the course for you...but what you will learn will transform the way you approach learning and teaching in your school. If that sounds like something you'd be interested in, then please join us for some Great Learning, Great Teaching and Great Fun!</p>	Sarah Brown	19 November Conference Centre	0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330
Effective and Responsive Teaching and Assessment Room D4	<p>21st century learners rely on the most up-to-date technologies to thrive in today's classrooms. This pre-conference session will feature an engaging and interactive design. Focus on effective and responsive teaching topics and offer immediately applicable classroom strategies to appeal to the 21st century learner. Assessment topics will include new and innovative ways to conceptualise assessment in the classroom – including the creative use of technology – as well as activities that help teachers maximise the power of assessments to inform daily practice. This 'learn it today, use it tomorrow' approach is perfect for the new teacher building a repertoire of strategies. Or for the veteran teacher seeking fresh ideas most relevant to the 21st century learner.</p>	Dr Karim Medico Letwinsky	19 November Conference Centre	0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330

Title	Description	Facilitator	Date	Time
<p>Engaging 21st Century Learners Room D5</p>	<p>Today's students need to engage in learning at deep levels to gain the desired knowledge, skills and attitudes that will promote success in their future roles. What are the teacher behaviours that support this deep learning? The teacher as a 'sage on the stage' or 'guide on the side' is insufficient. Teachers who study learning become experts in designing learning opportunities that move students from being compliant to engaged to empowered. This pre-conference session will address planning backwards – from desired student outcomes to necessary student learning behaviours – while describing teacher actions that generate such student behaviours. Strategies for promoting and supporting critical thinking. Collaboration, communication, creativity, character and citizenship will be included. This pre-conference session will serve as a precursor for international educators who participate in the ECIS Academy Micro-Credential Programme. Engaging 21st Century Learners to Promote Student Interaction.</p>	<p>Steve Barkley</p>	<p>19 November Conference Centre</p>	<p>0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330</p>
<p>Digital and Blended Learning Room D6</p>	<p>Communication and information technologies can support creative and successful alternative approaches to traditional classroom instruction. Designing and implementing successful approaches though requires careful planning and execution. This pre-conference session will focus on developing models that support the successful use and integration of communication and information technologies in teaching and learning. Particular focus will be on 'flipped classrooms' and blended (hybrid) learning models. This pre-conference session will provide the essential knowledge for international educators who participate in the blended and online teaching and learning micro-credential programme offered through the ECIS Academy.</p>	<p>Don Jacobs</p>	<p>19 November Conference Centre</p>	<p>0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330</p>
<p>Teaching Thinking - The Genesis of Literacy Room E2</p>	<p>Beginning in preschool, visual thinking strategies (VTS) introduces discussions of art to jumpstart the kinds of thinking and literacies required to prepare students for the challenges of the 21st century. VTS begins with art to allow students a chance to use their visual acuity to address problems of ambiguity and complexity. In the course of this, they develop skills – such as the habit of providing evidence to back up ideas – that easily transfer to other lessons. The method of facilitation (a set of questions and various response mechanisms) can be reapplied by teachers and used to provoke searching examinations of other images and texts helping students deepen understanding in subjects across the curriculum. Meanwhile, art is deeply embedded in children's learning experience.</p>	<p>Philip Yenawine</p>	<p>18 - 19 November AM session: Conference Centre PM Session: American School of Barcelona / Museo Picasso</p>	<p>0830 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1200-1245</p>

PRE-CONFERENCE WORKSHOPS

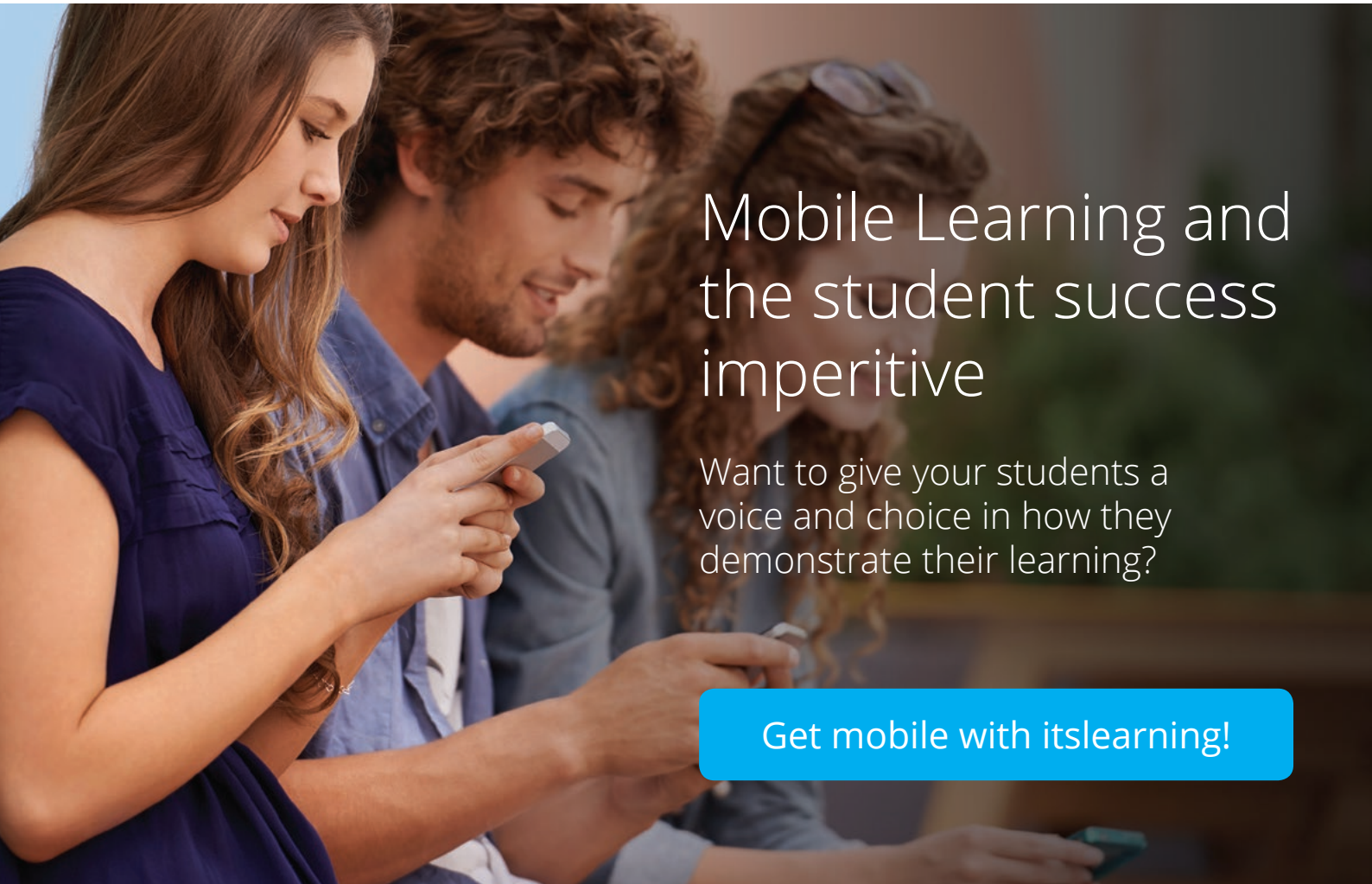
Title	Description	Facilitator	Date	Time
Connected at the STEM: Integrated Learning in Action	<p>This two-day institute, held on the premises of the American School of Barcelona, will provide participants the opportunity to engage in interactive, embedded professional learning in an authentic context with international school students. Four expert facilitators will work with elementary and middle school students on integrated projects focused on engineering design, sciences, coding, problem-solving, and the application of design thinking to engage in the process of meeting real-world challenges. The “teaching lab” setting will involve both the students as well as the “guest” teachers attending the institute.</p> <p>Activities will include:</p> <ul style="list-style-type: none"> • modeling of teaching and facilitating of learning by the institute instructors • interaction between students and institute attendees • break-out reflection and extension sessions in professional learning cohorts • clinical, hands-on workshop time focused on designing STEM learning units that are integrated, purposeful and connected to the real world 	Chad Fairey	18 - 19 November American School of Barcelona	0900 - 1700 <i>Pick up from Conference centre at 0830</i> Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330
Art at the Center	<p>Art forms of all kinds are common in successful early childhood classrooms. Students sing, act, draw and move without inhibition, while the presence of art in classrooms is common, the benefits of guided arts integration are huge. Students work collaboratively and creatively and they develop foundational critical thinking skills. In addition, classrooms filled with artistic activities and strategies are joyful, building relationships and competence. Participants in this workshop will explore ways to facilitate student learning through music, story and movement. Through collaborative learning exercises participants will design instructional approaches across several curricular Art, EAS, Integrating artistic elements with essential learning goals.</p>	Stuart Stotts	19 November Benjamin Franklin International School	0900 - 1700 <i>Pick up from Conference centre at 0830</i> Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330

Title	Description	Facilitator	Date	Time
<p>Teacher to Teacher - Reflective Peer Observation</p>	<p>Peer observation, in which small groups of practitioners observe one another’s work, take notes, and discuss with each other what they learned, is a useful way to gather information about adult practice in a school, reflect on it, and use it to improve teaching and learning.</p> <p>Peer observation can benefit teachers, students, and schools by:</p> <ul style="list-style-type: none"> • Focusing on student work; • Pinpointing successful instruction and areas needing improvement; • Helping practitioners develop a shared language about teaching and learning; • Helping a faculty develop a learning community and build habits of reflective practice; • Share a knowledge base by being public with their work. <p>Peer observation is not intended to be used for teacher evaluation; it is part of a “peers helping peers” process. Successful peer observation involves more than putting the processes in place – it requires will, a clear purpose, sufficient time, and good communication. This session will focus on Peer Observation using a variety of protocols – structured ways of listening conversing, and conducting visitations – the protocols provide clear guidelines and set the stage for success. Additionally, they save time, focus observations, encourage active listening, build in meaningful reflection and keep discussions respectful, collegial, and productive. This session is a hands-on introduction to these materials.</p>	<p>Margaret MacLean</p>	<p>19 November Benjamin Franklin International School</p>	<p>0900 - 1700 <i>Pick up from Conference centre at 0830</i> Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330</p>
<p>Conferring With Student Writers</p>	<p>In this full day workshop, Carl Anderson will discuss the how-to’s of having effective writing conferences with students in a writing workshop. He’ll explain key conferring concepts, discuss the teacher’s role in a writing conference and strategies for helping students play an active role in conferences and answer the most frequently asked questions about managing conferences in a classroom. Carl will also discuss how to assess students so that we can know what to teach them in conferences. During the workshop, Carl will demonstrate conferring with students from ASB from a variety of of grades. He will also show and discuss student writing samples, using them to demonstrate how to assess student writers.</p>	<p>Carl Anderson</p>	<p>19 November American School of Barcelona</p>	<p>0900 - 1700 <i>Pick up from Conference centre at 0830</i> Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330</p>

PRE-CONFERENCE WORKSHOPS

Title	Description	Facilitator	Date	Time
Big Bigger Biggest – Site Specific Planar Construction in Barcelona (Outdoors, City) Room D3	Utilizing current hacker/makervist models of idea translation and the new practice of art in all fields, we will walk through the streets of Barcelona, explore convergence, discuss the current trends of radical architecture, the state of contemporary art and service-learning – and then, through a hands-on planar construction public art-making experiment in the style of hackathons, educator Alexandra Metral will guide us and share methods of idea translation.	Alexandra Metral	18 - 19 November AM Session: Conference Centre PM Session: Streets of Barcelona	0830 - 1700 Breaks 1030 - 1045 Lunch Day 1: 1200 - 1245 Day 2: 1300 - 1345
Create a Positive and Inclusive Climate for Learning with the Responsive Classroom Room H1	Responsive Classroom is an research-based approach to K-8 education that is associated with greater teacher effectiveness, higher student achievement and improved school climate. It has been recognized by the Collaborative for Academic, Social and Emotional Learning (CASEL) as one of the most ‘well-designed, evidence-based’ social and emotional learning programs and is currently being used in schools throughout the US and in the international school community. Learn about the four domains of effective teaching – positive community, engaging academics, effective management, and developmentally appropriate practices – that will set the tone for learning, give students meaningful choices in their education and support maximum student growth. Discover how to create a learning environment that is joyful, inclusive, respectful and engaging where children are achieving at high levels and developing both strong academic and social skills.	Kerry O’Grady	19 November Conference Centre	0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330
Mindful Teacher, Mindful School Room H2	Not everybody wants or needs to be a teacher of mindfulness but starting from where we are, we can explore what it means to be more mindful and especially how to teach more mindfully. Using the most relevant research and theory on mindfulness in education, participants will be guided through a series of experiential exercises to discover how being more mindful can enhance teaching and learning. We will also draw on participants’ own experiences of the challenges and possibilities of bringing greater self-awareness to our teaching.	Kevin Hawkins	19 November Conference Centre	0900 - 1700 Breaks 1030 - 1045 1515 - 1530 Lunch 1230 - 1330

Title	Description	Facilitator	Date	Time
<p>ECIS/ASL EduLeader Micro-Credential</p> <p>Module I : Understanding Power</p> <p>Room E1</p>	<p>Traditionally, power has been construed as having influence or control over money, information and decision making. A more desirable model is rooted in intelligence, responsibility and cooperation. For educators, power can be elusive and enigmatic. Knowing more about power as a positive influence and how to use it in acceptable and appropriate ways is a valuable resource to enhance and enrich a teacher’s or an administrator’s role.</p> <ul style="list-style-type: none"> • How can we better understand power and its dynamics? • For the good of others and our organization, how might we develop a greater sense of our own personal power? • Can we learn to exercise different types of power through conscious attention and awareness of our motivations, choices and outcomes? • How do we interpret the power of paradox—advancing the interests of the greater good in a socially intelligent fashion • and then acting irresponsibly through deception, coercion or undue force? • How can we promote the responsible use of power to advance peaceful and safe ‘playgrounds’ and societies built on cooperation and trust? 	<p>Dr Gary Gruber</p>	<p>18 - 19 November</p> <p>Conference Centre</p>	<p>0900 - 1700</p> <p>Breaks</p> <p>1030 - 1045</p> <p>1515 - 1530</p> <p>Lunch</p> <p>1230 - 1330</p>
<p>World Drumming Programme</p> <p>Business Centre II</p>	<p>Participants will learn how to implement and teach a course or an experience in World Music Drumming. The Level 1 class assumes no prior experience with drumming. Those with no background and individuals with prior experience (even trained percussionists) will benefit from learning how the World Music Drumming curriculum is approached from the very beginning. Because drum ensembles, songs, and movement are taught orally, teachers trained in notation often experience a significant paradigm shift. Daily classes include large group instruction, small group interaction with guided micro- teaching/leading, and small group ensemble creation/ improvisation. You will learn how to drum, sing, move, play xylophones and recorders, and teach and lead others. You will learn how to integrate drumming into other school and life experiences, and you will also receive supplemental songs and leader strategies.</p>	<p>Paul Corbiere</p>	<p>18 - 19 November</p> <p>Conference Centre</p>	<p>0900 - 1700</p> <p>Breaks</p> <p>1030 - 1045</p> <p>1515 - 1530</p> <p>Lunch</p> <p>1230 - 1330</p>




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A decorative graphic consisting of three overlapping squares: a large green one on the left, a smaller orange one in the middle, and a small blue one on the right.

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INTEREST AREA MEETINGS

Mathematics	Ana Maria Dianderas	Room A
Science	Marianne Zupanc	Room B1
Environmental	Marisa Wilson	Room B2
Professional Learning	Paul Magnuson	Room B3
Humanities	Latham Cameron	Room C 1-2
Cross-Culture	Keelin Swalve	Room C 3-4
Foreign Languages	Andrea Wagner	Room C 5-6
Art	Petr Dimitrov	Room D3
ICT/ Online Learning	Alan Preis	Tech Cafe
Service Learning		Room J
Curriculum/Assessment	Nancy Lhoest-Squicciarini	Room D4
Early Childhood	Melissa McDonald	Room D5
Drama/ Theatre Arts	James Copp	Room D6
Library	Jeremy Willette	Room E 1-2
Journalism	Shannon Miller	Room E 3-4
ESL/Mother Tongue	Rima Akkad-Salam Tamim	Room E5
Writing/ Language Arts	Lori Lauscher	Room E6
Guidance/ Counselling	Peggy Pelonis	Room H1
Special Needs	Chris Perakis	Room H2
Flourishing	Jason Cancellia	Room H3

FRIDAY 20 NOVEMBER 08:00 – 08:45

Plenary Meeting Gray Mattern Address	
Auditorium	Welcome and Opening Remarks by Dr. Kevin J. Ruth, ECIS
75 Minutes	Ron Suskind, who has travelled the globe for thirty years writing prize-winning articles and books about discarded and disenfranchised, discovers the most “left behind” person he has yet met lives in his own home – a boy who is neurologically incapable of connecting with the world. The themes of love, support and perseverance are highlighted to give new meanings to faith and caregiving. Ultimately, Suskind’s guide and teacher – as he took on Presidents and stitched together some of the era’s most influential narratives – was Owen, who found his voice and place in the world through the power of old Disney movies, myth, fable and legend.
0900-1015	
	Gray Mattern Address by Ron Suskind

Portfolio	Use Mentor Texts to Teach Writing: Five Steps	
	Abstract	Tracks
Room A 90 Minutes 1100 - 1240	In this workshop, Carl Anderson, author of <i>How's It Going?: A Practical Guide to Conferring with Student Writers and Assessing Writers</i> , will explain the how-to's of using mentor texts to teach writing.	All Tracks
	Impact	Suitable for
	By breaking down the process of using mentor texts into five steps, participants will leave the workshop with ideas and practical strategies for gathering grade-appropriate mentor texts, analyzing mentor texts for multiple teaching points, using mentor texts in mini-lessons and conferences, and more.	Students Aged: 3 - 5 Years All curricula
	Carl Anderson, Featured Speaker	

Portfolio	Arts integration: Cross disciplinary practice and product	
	Abstract	Tracks
Room B3 90 Minutes 1100 - 1240	Arts integration is a fundamentally collaborative and creative approach to teaching that has application across the curriculum and at different age levels. Developed at the Kennedy Center in Washington DC, arts integration is an instructional approach gaining currency around the world. Students work within art forms to build and demonstrate understanding, employing 21st Century skills and achieving a greater level of mastery. This workshop will allow participants to first understand the definition and then explore its implications for their own work.	Art, Drama/Theater Arts, Early Childhood Education, Flourishing, Professional Learning and Action
	Impact	Suitable for
	This hands-on workshop will explore the definition of an arts integration instructional approach and its application across the curriculum. Participants will create three possible strategies appropriate to their particular discipline, curriculum, or age level.	Students aged: aged 3-5 Years, 6-10 Years All curricula
	Stuart Stotts, Rusty Rose Productions Ann Pleij, American School of The Hague	

Portfolio	Child protection through age appropriate sex & relationship education: What is it and how	
	Abstract	Tracks
<p>Room C5-6</p> <p>90 Minutes</p> <p>1100 - 1240</p>	<p>“As the number of cases of sexual abuse and child sexual exploitation continue to come to light across the world it may seem there is little we can constructively do to be proactive in protecting our children and teenagers safe from grooming on- and off-line. The Internet has completely transformed many aspects of our lives, we are in a time of great transition. Children and teens navigate the net to inform their learning needs and as many parts of our world become increasingly sexualised these curiosities often include wanting to know more about sex. Is the net the best place to find out about such a sensitive topic?</p> <p>Child Protection through education can make children and young people more aware of and less vulnerable to possible abuse, and it improves their ability to stop it if it does occur.</p> <p>In this presentation the two advanced practitioners who have between them 50 years of experience in complementary spheres, will share with you how a sensitive spiral curriculum can help children stay safer and give them the confidence to speak out when they are faced with risky situations and relationships. The session will look at how schools and the wider school community can work collaboratively to design integrated curriculum to ensure that our children and teenagers develop the skills required to lead safe, healthy and happy lives.</p> <p>This new approach of protecting children and young people is deep rooted in successful practice in numerous schools including, International, International boarding, private, state and residential, starting at age 3 through to 18. It draws on the International research and recommendations for this field and the links with keeping children safer. It has written endorsements from the Heads, Board members and Parents of the 14,000 children and young people who have taken part in the SRE Programmes.formation to help them stay as safe as possible and know who to turn to for support (should they need it) in this rapidly changing world.</p>	<p>Cross Culture</p> <p>Curriculum Assessment</p> <p>Early Childhood</p> <p>Flourishing</p> <p>Guidance Counselling</p> <p>ICT/Multi-Media/Online Learning</p> <p>Professional Learning and Action Science</p> <p>Special Needs/ Learning Support</p>
	Impact	Suitable for
	<p>Portfolio 90 minutes: • Understand what is meant by the umbrella term “Sex & Relationship Education” (SRE) • Why our reservations are putting children and young people at risk in our new technological world • Appreciate what age appropriate SRE looks like in reality • Identify the link between duty of care, safeguarding and SRE in protecting young people • Acknowledge the essential role parents can play in the “Whole School Approach” to SRE • Understand the latest International research and recommendations • What are the benefits when Schools get it right! • Transferring best practice to your School by tried and tested methods and resources • Where to access specialist support and expertise.</p>	<p>Full Age Range</p> <p>All curricula</p>
	<p>Susie March, Susie March Consulting</p> <p>Lynnette Smith, BigTalk Education</p>	

Hothouse	Designing Cinematic Narrative- Assessment and Storytelling Through Moving Pictures	
	Abstract	Tracks
Room D5 90 Minutes 1100 - 1240	This session is designed to focus on the pedagogy behind the production and design of cinematic narratives. Participants will be provided with, and experience, a framework for effective use of technology in a cinematic storytelling environment. Supporting exercises will include explanation of appropriate terminology as well as active participation in the production process. Elements of film production will include, but not be limited to: 180 Degree Rule of Thirds Over-the-Shoulder Medium Shot Two Shot Close Up Long Shot Establishing Shot straight cut cut in/ cut away angle/reverse angle match on action Since one of our most universal and effective methods for storytelling is the cinematic narrative this session can be applied across the curriculum and within any teaching and learning environment.	Curriculum Assessment ICT/Multi-Media/ Online Learning Other
	Impact	Suitable for
	This session will provide participants with a strong foundational understanding of the process and terminology for video production. Each participant will have gone through the entire production and publication process, as well as have an artifact to bring back to their school site.	Student aged 6-10 Years, 11-14 Years, 15-18 Years
	Kenneth Shelton, EdTechTeam Jim Sill, EdTechTeam	

Portfolio	Interdisciplinary units in the MYP: Getting ready, connect, blast off!	
	Abstract	Tracks
Room E 1-2 90 Minutes 1100 - 1240	<p>Are you prepared to fully integrate interdisciplinary units (IDU) into your practice? Do you find it challenging to combine Mathematics with certain subjects? Join this interactive workshop to experience the process of designing an IDU combining Mathematics with Language and Literature, or Art. You will have a chance to explore relationships between disciplines, draft an IDU plan, become familiar with the MYP IDU specific assessment criteria (by analysing samples of work), as well as creating your very own IDU assessment task. Emphasis will be on audience participation to develop wholesome, practical concrete resources, which you can take away, develop further and use in your classroom.</p>	Art Curriculum Assessment Language Arts/English (Writing) Mathematics Professional Learning and Action Research
	Impact	Suitable for
	<p>MYP has revised and further developed its approach to interdisciplinary teaching and learning. Mathematics teachers are expected to contribute to the planning and delivery of interdisciplinary units (IDU) throughout a student's time within the MYP. An outcome of a recent action research project conducted by us found that to develop a meaningful IDU combining Mathematics and certain subject groups provided a challenge. This workshop will aim to provoke a deeper understanding of interdisciplinary teaching to foster, promote and nurture conceptual learning. The portfolio approach will combine the experience of both presenters and solicit input from the audience to design meaningful IDU within the context of MYP Mathematics. Participants will be able to: identify various relationships between Mathematics, and Language and Literature or Arts; draft an IDU plan; interpret the IDU specific assessment criteria (by analysing samples of student work); and create an IDU assessment task that is fit for purpose. This will allow participants to gain a better understanding of the process of designing an IDU and how it contributes to conceptual learning of Mathematics. Participants will also produce resources that can be developed further and used in their future practice. An IDU online forum will be initiated to facilitate the exchange of materials and to promote further discussions after the conference to establish a professional learning community.</p>	Students aged 11-14 Years, 15-18 Years MYP -Middle Years Programme
	Silvia Semana, Greenfield Community School, Dubai Ladislav Bari, International Community School London	

Portfolio	Mindfulness Based Social and Emotional Learning (MB-SEL) Engaging the heart in learning	
	Abstract	Tracks
Room E 6 90 Minutes 1100 - 1240	<p>Mindfulness training can provide a valuable resource for teachers and students to draw from but perhaps the real strength of developing mindful awareness programs in schools is harnessed when they are connected within a larger framework of wellbeing, helping students and teachers better understand their minds, bodies and emotions.</p> <p>In this experiential workshop participants will explore how training in mindful awareness can help develop core SEL capacities such as emotional regulation, social awareness, relationship skills and responsible decision making - empowering teachers and students to be able to connect more authentically with themselves and with others. These skills, essential for effective collaboration and for life, can enhance teaching and learning across the curriculum, as well as more specifically in areas such as Advisory and Health Education.</p>	All tracks
	Impact	Suitable for
	<p>Recent research supports this work and shows that when we pay attention to social and emotional aspects of learning there is a positive effect on academic achievement as well as targeted behaviours. Some schools are beginning to consider how combining academic, social and emotional learning into a more coherent framework can promote a healthier, flourishing school community, better equipped to meet the significant demands and distractions of learning and teaching in the 21st Century.</p>	Full Age Range All curricula
	Kevin Hawkins, MindWell Amy Burke, MindWell	

Injection	Authentic learning experiences. An inquiry focus: A framework to analyse and design authentic instruction	
	Abstract	Tracks
Room H2 90 Minutes 1100 - 1240	Participants will engage in an active learning experience involving a reflection on Stage 2 of the Understanding by Design as the framework for designing inquiry instruction with purpose. Participants will experience a purposefully designed inquiry/problem-based learning experience, followed by a deconstruction of the learning experience using a focused observation tool to guide conversation. This tool will be used to uncover elements of effective classroom inquiry and problem based learning.in order to capture evidence of best and to support a culminating conversation to discuss strategic supports to improve pedagogy. The participants will collaboratively create a performance task scenario and multi-modal 21st century products that will enhance inquiry by engaging students in authentic learning experiences and the development of conceptual understanding.	Curriculum Assessment Environmental/ Sustainability Humanities Social Studies Language Arts/ English (Writing) Mathematics Science
	Impact	Suitable for
	Participants will be able to: 1) Evaluate components of an inquiry/ problem based learning experience. 2) Synthesize evidence from learning experience and observation to describe elements of effective instruction as a mechanism to support teaching and learning 3) Construct a performance task and products to enhance inquiry and engage students in authentic learning experiences reflecting key components of Understanding by Design.	Students aged 11-14 Years, 15-18 Years AUS - Australian National Curriculum, Can - Canadian National Curriculum, IMYC - International Middle Years Curriculum, MYP -Middle Years Programme, SING - Singapore Curriculum, UK - UK National Curriculum, US- US National Curriculum,
	Sunny Minelli Weiland, Ph.D., King's College David Reese, Defined Learning Shannon Bruce Ramaka, American School of Kosova	

Portfolio	Finding a meaningful and engaging context for early learners to demonstrate understanding and use AR technology in the classroom	
	Abstract	Tracks
Room B1 60 Minutes 1100-1200	How can early learners be empowered through the use of a real and meaningful context? How can technology be used in creative and relevant ways to support learners as they deepen their understandings, knowledge and skills? In answering these questions, 2 teachers from the United Nations International School created a Grade 2 unit that would prove: 1) a strong motivator for student engagement; 2) a stimulus for students to be independent inquirers 3) an incentive to utilize AR technology 4) a context for meaningful interdisciplinary connections and assessment. These 2 UNIS teachers will present the purposeful design, development, implementation and reflection on 'People Who Make a Difference' - a grade 2 unit with a focus on how the authentic context of creating a museum, enhanced by student created digital guides, was successful in inspiring motivation, engagement and learning across the curriculum. This project also demonstrates how AR technology can be used successfully with younger students in the classroom.	Art, Humanities Social Studies ICT/Multi-Media/Online Learning Language Arts/English (Writing)
	Impact	Suitable for
	Participants will gain practical knowledge and ideas to help them create an authentic context to motivate, support and assess young children as they investigate, record and design ways to communicate their learning using digital tools.	Students aged 6-10 Years All curricula
	Claire Bourne, United Nations International School Kate McAdams, United Nations International School	

Hothouse	Building a better advisory: Strategies to create an extraordinary advisory curriculum	
	Abstract	Tracks
Room B2 60 Minutes 1100-1200	Successful advisory programs provide a preventive, proactive opportunity to address student's needs while developing crucial life skills to transform a student's overall school experience. In this presentation, noted author and educator Ana Homayoun reveals how schools can create advisory programs that motivate students to be organized, manage time well, focus on emotional wellness, and make smart choices under pressure.	Curriculum Assessment Flourishing Guidance Counselling
	Impact	Suitable for
	Today's students experience enormous pressure juggling heightened academic and extracurricular expectations with social and family obligations, and often students react to increased stress by losing sight of their own talents, values, and goals and following a more prescribed path to success. In this presentation, I demonstrate how a more effective student advisory curriculum that promotes an Entrepreneurial Model of Success can help students trail blaze their own personal path to greater purpose and increased wellness. The presentation highlights three main steps of an effective program: Awareness of Personal Values, Foundational Building of Life Skills, and Encouraging Progress and Reflection, and works to build students' autonomy around their choices, and foster an intrinsic sense of motivation to promote healthy and sustainable habits. Participants will go through case studies and self-reflection exercises to understand how to create and implement the strategies, and will walk away with practical, concrete tools and simple, implementable tips on how to create or enhance an extraordinary student advisory program and get faculty buy-in and support. The Entrepreneurial Model of Success developed from my fifteen years of helping students create their own blueprint for personal and academic success, and includes case studies and follow-up stories from students who learned earlier versions of this adaptable system 5-7 years ago. These students are now out of college and still use the tools today as they have created their own blueprint to success, purpose and fulfilment. The exclusive curriculum development tools and real-life stories make this presentation unique from other workshops on this topic. This presentation will answer these questions and more: What is the most effective way to address crucial issues in advisory programs? How can we use our advisory programs to encourage students to become trailblazers in their own lives? How can we create an effective advisory program that addresses student needs without burdening teachers with too many additional responsibilities? Which simple, practical, and implementable strategies have the power to make the most substantive impact on student and faculty wellness?	Students aged 11-14 Years 15-18 Years All curricula
	Ana Homayoun, Green Ivy Educational Consulting	

Portfolio	(Teachers + Leaders) * (Theory + Best Practice) = (Powerful Professional Growth) ²	
	Abstract	Tracks
Room B1 60 Minutes 1100-1200	<p>Providing meaningful development experiences for teachers that support the enrichment of classroom practice is essential for continuous growth and lifelong learning in the classroom. When school leaders, classroom teachers, a mathematics content expert, and research come together, the potential for sustainable positive change and professional growth is immeasurable. The presenters for this session will share a research based and collaboratively designed model for professional development in elementary mathematics. The multidimensional session, discussed from a leadership and content expert perspective, will present the planning process and the design of teacher workshop experiences created to promote deeper conceptual understandings of mathematics and the inquiry process in the PK-5 PYP classroom. Participants will leave with a model that uses a 21st century approach to building school capacity -- infusing technology, social media, engaging activities and best practice, research, data driven decisions, and critical reflection. The resulting comprehensive plan for teaching enrichment culminates with the ongoing potential for future growth through the creation of a powerful professional learning community.</p>	Curriculum Assessment Mathematics Professional Learning and Action
	Impact	Suitable for
	<p>This portfolio offers a meaningful learning and growth opportunity for a variety of participants, including teachers, curriculum directors, and school leaders. Through a year long intentional collaboration between an IB elementary principal, PYP elementary teachers, curriculum coordinators, and a mathematics subject expert, a uniquely designed model for professional development and continuous growth in elementary mathematics emerged. Session participants will be provided an overview of the research-based model that can be applied to any school environment or content area. The collaboratively developed model is framed in principles of change theory and best practice in PK-5 mathematics teaching, effectively utilizing 21st century tools for communication and presentation. The implementation of this creative model has proven to have a positive and sustainable impact on classroom practice. With theoretical insight and new ideas for leaders and classroom teachers to build school capacity for continuous improvement, this portfolio session offers learning outcomes for a range of participants that are not only immediately applicable in any school environment, but also replicable across disciplines.</p>	Full Age Range All curricula
	Karim Medico Letwinsky, Wilkes University Michael Berry, American British Academy Oman	

Injection		Fostering wellbeing and resiliency in all students: The art, heart, and science of protective factor enhancement
	Abstract	Tracks
Room C3-4 60 Minutes 1100-1200	For the last half-century, the phenomenon of human resiliency -- the innate capacity to bounce back from adversity and creatively adapt to stress -- has been systematically studied and its underpinnings revealed through important social science, neuroscience, and behavioural research. More recently, protective factor research has made clear the specific ways by which we can positively affect youth development, especially for the most vulnerable. This is especially important in international school settings, as evidence points to the fact that children of wealth, privilege, and status are not immune to vulnerability and high-risk behaviour. When applied consistently and mindfully in the school setting these strategies positively impact student well-being and school success.	Flourishing
	Impact	Suitable for
	Using the behavioural science findings on student protective-factor enhancement, presentation attendees assess the core variable of connectedness within the classroom and school environment.	Full Age Range All curricula
	Tim Burns, Educare	

Campfire		Improving school environment through Increased student participation
	Abstract	Tracks
Room D3 60 Minutes 1100-1200	Our school was suffering from a bad reputation coming into SY 14-15 and we were facing recertification inspection by AdvancED, along with a move to a brand -new school. Working together as CSI (Continuous School Improvement) Co-Chairs along with admin, we implemented a number of new strategies in an attempt to turn our school around and help create a more positive and professional environment. These strategies included relying much more on students than had been the case in the recent past. In this 30 minute Campfire discussion we would like to pose the essential question, " How can one use a student-centered philosophy to help make a quick turnaround in a school environment?" We would like to implement this discussion with visuals to help provide a narrative to what we accomplished in school year 2014-2015.	Art Cross Culture Curriculum Assessment Guidance Counseling Professional Learning and Action
	Impact	Suitable for
	Participants will come away with a broader knowledge of ways that schools can utilize students to help improve school atmosphere and aid in the CSI process.	Students aged 15-18 Years All curricula
	William Root, SHAPE American High School Joanne Yamamoto, SHAPE American High School	

Portfolio	Improving student achievement through literacy coaching	
	Abstract	Tracks
Room D4 60 Minutes 1100-1200	Gain an insider's look into the work of a Literacy Coach as it occurs in two different international school settings, the American School of Barcelona and the American International School of Budapest. Literacy Coaches from these schools will share their work and demonstrate how literacy coaching supports student achievement by lifting the level of instruction across classrooms. Concrete examples of the many forms literacy coaching can take will be shared, as well as their impact on student and teacher learning. Discussion will focus on how the culture of instructional coaching can be encouraged and supported among teachers.	Curriculum Assessment Humanities Social Studies Language Arts/ English (Writing) Professional Learning and Action
	Impact	Suitable for
	In this presentation, participants will: - see concrete examples of the effectiveness of coaching on student achievement in two international schools. - learn about possible ways to bring coaching models and practices into their school setting.	Full Age Range All curricula
	Jenny Killion, American School of Barcelona Leigh Miller, American International School of Budapest	

Portfolio	From where will our new teachers come? International schools as critical partners in the preparation and recruitment of new teachers	
	Abstract	Tracks
Room D6 60 Minutes 1100-1200	With the rapid increase in the number of international schools worldwide, the number of teachers that will be needed is expected to double, from the current number of 362,000 to more than 700,000 by the year 2025. How are schools to recruit new teachers who are not only ready to teach, but who are knowledgeable about the global arena, experienced working in the international school context, and exhibit the intercultural perspective that is needed to lead young people into their globally interconnected future? The newly established ECIS Teacher Training Initiative links international schools as partners with universities teacher education programs by offering student teaching placements in the preparation of teachers for the growing international school community.	Cross Culture Humanities Social Studies Science
	Impact	Suitable for
	Come learn how your international knowledge and expertise can be an essential element in the preparation of internationally minded teachers, how this may facilitate your recruitment needs, and how your school can become a leading member of this initiative.	Full age range All curricula
	Ken Cushner, Kent Sate University	

Portfolio	The Thought-Full School project	
	Abstract	Tracks
Room E 3-4 60 Minutes 1100-1200	<p>Our very best teachers have been able to transform their classrooms into thoughtful, reflective centers of inquiry and collaborative learning. Is it not possible, therefore, for a school itself to create an organizational culture that embodies the same ethos of thinking, reflection and understanding?</p> <p>In pursuit of this question, the International School of Amsterdam conducted a two-year long pilot project called the Thought-full School Project. The purpose was to explore the challenges and possibilities of a peer observation process embedded within the formal teacher evaluation structure. Working in pairs and trios, often across subject and grade levels, teams of ISA teachers have paved the way for a dynamic approach to reflecting upon and examining their planning, teaching, assessment and their students' learning through peer observation.</p>	All Tracks
	Impact	Suitable for
	<p>First, an overview of the theoretical base and research on peer observation and will be shared. Secondly, teachers who participated in the pilot for two years will share their experiences and highlight how the process impacted their approaches to teaching, planning and assessment. Third, the team will present critical insights and structural recommendations deemed essential to building a successful, viable peer-observation process in any international school.</p>	Full Age Range All curricula
	Dr. Edward Greene, International School of Amsterdam Lisa Verkerk, International School of Amsterdam	

Injection	Developing mathematical resilience	
	Abstract	Tracks
Room E 5 60 Minutes 1100-1200	<p>Along with Warwick University we have been developing a child centred approach to support students gain confidence in maths. It works on a coaching model, where students and non-teaching adults can become maths coaches.</p>	Mathematics
	Impact	Suitable for
	<p>To define mathematical resilience, to share strategies to encourage mathematical resilience in students through coaching and to share a framework to communicate mathematical resilience across a school. The impact of the session is to give teachers practical ways to tackle the fear of maths amongst students in schools.</p>	6-10 Years 11-14 Years 15-18 Years All curricula
	Jak Kearney, Sotogrande International School Mark Allen, Sotogrande International School Bella Strauli, Sotogrande International School Sue Johnston, Warwick University	

Portfolio	Creating authentic writing tasks across the curriculum	
	Abstract	Tracks
Room H1 60 Minutes 1100-1200	We will briefly discuss the benefits of creating authentic writing assignments across the curriculum, partly based on the professions associated with the different subjects we teach. We will also talk about how we can implement more individualised inquiry-based projects. We will explore ideas for the different subjects taught by our participants. We will then look into text deconstruction strategies to help students recreate the appropriate style, register and structure of authentic text types such as speeches, magazine articles, blogs, play scripts etc.	Environmental/ Sustainability Foreign Languages Humanities Social Studies ICT/Multi-Media/Online Learning Language Arts/ English (Writing) Mathematics Music Science
	Impact	Suitable for
	Participants will learn to design authentic writing tasks that go beyond the traditional essay or report. We will demonstrate how text types such as speeches, magazine articles, blogs, play scripts etc. can be engaging and valuable learning activities for students across the curriculum. Participants will come away with practical teaching and assessment ideas.	Student aged 11-14 Years, 15-18 Years All curricula
	Emily Brys, Munich International School Kate Beatty, Munich International School	

Portfolio	Developing an integrated professional development programme	
	Abstract	Tracks
Room H3 60 Minutes 1100-1200	This session will explore how to integrate professional development qualifications into coherent, school based CPD initiatives. Participants will look at how a programme can be developed that allows teachers to gain formal recognition of areas such as working with bi-lingual learners, how to weave digital technologies into classroom practice, developing competencies in educational leadership and their continuous improvement in teaching and learning.	Professional Learning and Action
	Impact	Suitable for
	As well as case study analysis, the session will include a discussion with a school leader about best practice in this area.	Full Age Range AICE- Cambridge AICE Curriculum CIPP – Cambridge Primary CLSP - Cambridge Secondary
	Esther Chesterman, Cambridge International Examinations Brendan de Bordóns O'Mongain, Regnum Christi Schools/ Highland Group	

Campfire	How can librarians best support the Extended Essay?	
	Abstract	Tracks
Room B1 30 Minutes 1210-1240	An opportunity for classroom teachers, Extended Essay supervisors and librarians to share ideas and combine best practices in a casual yet meaningful way.	Art ICT/Multi-Media/ Online Learning Language Arts/ English (Writing) Library Information Services Science
	Impact	Suitable for
	Participants will share effective strategies and brainstorm new ideas for cross-curricular ways in which librarians can best support students and supervisors with the Extended Essay.	15-18 Years
	Courtney Park, International School of Tanganyika	

Hothouse	What Duolingo can and can't do to support language instruction	
	Abstract	Tracks
<p>Room B2</p> <p>30 Minutes</p> <p>1210-1240</p>	<p>Web-based applications for language learning have made a big splash in the last few years, with companies like Duolingo, Babbel, and FluentU attracting literally millions of users. There is most likely room for one or several of these applications in world language and ESL instruction at international schools, but their use must be more planful than simply leaving the last five minutes of class for them. During academic year 2014-2015, 17 students at the Leysin American School experimented with language learning apps in a linguistics and language class designed to heighten student awareness of language, while guiding independent learning in specific languages. The students published a book through the iTunes store, sharing some of the exercises they created, and reviewed several online language learning apps they experimented with. By far the most used app was Duolingo, which, based on its number of users worldwide, is likely familiar to teachers and students alike. Concentrated use of Duolingo over the course of the year highlighted some general do's and don'ts as well as a few creative ways to get the most out of the tool. The presentation will address criticisms levelled at Duolingo for its audio-lingual approach and seeming ignorance of several decades of scholarship in language learning (all valid!), but will also demonstrate what Duolingo can do - and seemingly do well. Discussion in the session can be validated or countered with reference to documentation from the experimental year of use. Participants will leave the session with a solid sense for what Duolingo does (and does not do) and how it can be usefully introduced into world language and ESL instruction.</p>	<p>ESL and Mother Tongue Foreign Languages</p>
	Impact	Suitable for
	<p>Participants will consider appropriate and inappropriate use of Duolingo (and by extension, other language learning apps, but principally Duolingo) as a support to language instruction. Reviews and critiques will form the basis of the discussion, as well as one well-documented model at an international high school. Participants will have (1) a clear idea of what Duolingo is and is not; (2) specific suggestions for how to appropriately use Duolingo features, e.g. uploading articles, working on articles together, discussing translations and grammar, finding discussion partners through the message service, and placing students in class groups with the teacher function; and (3) an individualized plan for how Duolingo could support language instruction in the participants' schools.</p>	<p>Students aged 11-14 Years, 15-18 Years</p> <p>All curricula</p>
	Paul Magnuson, Leysin American School	

Portfolio	Gamification in the classroom	
	Abstract	Tracks
Room C1-2 30 Minutes 1210-1240	Language and Literature and Social Sciences curriculum combination of traditional and flipped class methods	ICT/Multi-Media/ Online Learning Language Arts Writing Humanities/ Social Science
	Impact	Suitable for
	Using gamification techniques to motivate learning.	Students aged 11-14 Years, 15-18 Years All curricula
	Maria-Elena Gimenez-Cassina, Europa International Schools	

Campfire	Arts - Based educational research in action	
	Abstract	Tracks
Room D3 30 Minutes 1210-1240	What does it mean to participate in 'arts-based educational research' (ABER) or to have a 'research-based' practice? Over the past 25 years, this has become an emerging aspect of study in art education. Why might educators utilize artistic practice in this way? Is 'research' another way to state 'inquiry' or 'interdisciplinary'? How do we as arts educators address the rise of research-based practices?	Art Curriculum Assessment Humanities Social Studies Professional Learning and Action
	Impact	Suitable for
	The outcome of this campfire session is to gain perspective from contemporary European educators in the arts about their knowledge and application of arts-based educational research. The impact of this session promotes discourse, further research, and possible collaborative projects in the arts.	Students aged 3-5 Years, 6-10 Years, 11-14 Years, 15-18 Years All curricula
	Adrienne Dunkerley, International School of Lausanne	

Portfolio	Reading as an effective landscape for learning Science	
	Abstract	Tracks
Room D4 30 Minutes 1210-1240	If the universe is expanding, why is it more difficult to uncover blocks of time to teach science? With increasing focus placed on mathematics and language arts, we are faced with a classroom version of emergency room triage. What should we teach, science or language? How about both! Come join science author and global educator Michael DiSpezio as he shares his insight on the development and strategic use of leveled readers in the science classroom. In this entertaining and informative session, you'll be given copies of his readers to use (and keep) as you explore best practices to this blended approach to effective teaching.	Language Arts/English (Writing) Science
	Impact	Suitable for
	Teachers will: a) experience and evaluate "content reading" as a strategy for learning science b) be introduced to techniques for increasing the effectiveness of reading in the science classroom c) participate in "reading for content" d) observe best practices for the use of leveled readers e) return to the classroom with new ideas for reading/science integration along with sample books autographed by author	Students aged 6-10 Years, 11-14 Years All curricula
	Michael DiSpezio, Houghton Mifflin Harcourt (HMH)	

Portfolio	Connecting cultures: Experiential language learning through the integration of literature, arts and service	
	Abstract	Tracks
Room D6 30 Minutes 1210-1240	"The presentation focuses on multiple experiential ways to understand cultures by linking various disciplines, including literature, film, and service learning. Through the case study of the "Senegal Project," a multifaceted initiative between a school in Senegal and an International School in Hungary, participants will examine various ideas about the process of cultural understanding at every level, up to IB DP Higher Level (from letter exchanges to creative writing and full cultural immersion). The project incorporates social justice in language learning while also emphasizing critical thinking and opening new perspectives."	Art Cross Culture Foreign Languages Humanities Social Studies Music
	Impact	Suitable for
	Through the example of the Senegal project consider new ways of understanding culture and open new perspectives for change.	Full Age Range All curricula
	Delinka Fabiny, American International School of Budapest	

Portfolio	Partnering with parents	
	Abstract	Tracks
Room E 3-4 30 Minutes 1210-1240	Children spend up to 75% of their waking time outside of the classroom, making collaboration between educators and caregivers a key component to a successful school. This presentation will look at research and professional studies that highlight simple, effective ways parents can support their children with literacy and mathematics. Participants will walk away from the presentation with activities, resources, and facts to share with parents that are certain to make significant, lasting impacts on the children at their schools	Early Childhood ESL Mother Tongue Language Arts/ English (Writing) Mathematics
	Impact	Suitable for
	Participants will walk away from the presentation with clear, simple things parents can do to support learning at home. Participants will see that while schools and families share common goals, the work with students in the two contexts looks different. Participants will also learn about the research behind the ideas presented to them.	Students aged 3-5 Years, 6-10 Years All curricula
	Joseph Swinea, John F Kennedy School, Berlin	

Injection	Science and the course of history	
	Abstract	Tracks
Room E5 30 Minutes 1210-1240	Scientific endeavours often have a huge impact on the course of history. Equally significant, historical events influence the development, the interpretation, and the understanding of science. In this presentation we will discuss examples that show the interconnectivity of these distant and yet so close subject areas.	Cross Culture Humanities Social Studies Science
	Impact	Suitable for
	This presentation is primarily aimed at middle and high school teachers, independent of the type of curriculum. It shows not only the impact science has on other areas, such as history, but also demonstrates how historical events influence science. Teachers as well as students need to understand that scientific advancements are not an isolated entity.	Students aged 11-14 Years, 15-18 Years CLSP - Cambridge Secondary, IMYC - International Middle Years Curriculum, MYP -Middle Years Programme, UK - UK National Curriculum, Other
	Marianne Zupanc, International School of Bremen	

Portfolio	Use Mentor Texts to Teach Writing: Five Steps	
	Abstract	Tracks
Room A 90 Minutes 1340-1510	In this workshop, Carl Anderson, author of <i>How's It Going?: A Practical Guide to Conferring with Student Writers and Assessing Writers</i> , will explain the how-to's of using mentor texts to teach writing.	All Tracks
	Impact	Suitable for
	By breaking down the process of using mentor texts into five steps, participants will leave the workshop with ideas and practical strategies for gathering grade-appropriate mentor texts, analyzing mentor texts for multiple teaching points, using mentor texts in mini-lessons and conferences, and more.	Students Aged: 6 - 10 Years All curricula
	Carl Anderson, Featured Speaker	

Portfolio	Why teaching of IB biology requires an interdisciplinary strategy	
	Abstract	Tracks
Room B1 90 Minutes 1340-1510	A distinctive feature of many biological systems and processes is the enormous degree of complexity. Their study requires the employment of an interdisciplinary strategy – not only in research but also in teaching. The learning purpose of this talk is to gain an understanding of how interdisciplinary approaches can be implemented, even with limited resources, into the teaching the IB Biology curriculum, and how students can immediately benefit from such an educational strategy.	Science Curriculum Assessment Environmental/ Sustainability Humanities Social Studies
	Impact	Suitable for
	The presentation will be of interest to teachers not only of Biology, but also of the Diploma Programmes in Physics and Chemistry, as well as those involved in Theory of Knowledge.	Students aged: 15 – 18 years N/A
	Gunther Zupanc, Northeastern University	

Hothouse	Three brains are better than one: Integrating brain, body, and heart intelligences for engaged, enhanced learning, creativity, and health	
	Abstract	Tracks
Room B2 90 Minutes 1340-1510	Recent discoveries about the brain reveal an astonishing three-pound universe of possibilities inherent in each of us. From environmental enrichment, brain plasticity, neurogenesis, to “mirror neurons,” epigenetics, and the remarkable “upgrades” that take place in the teen brain, neuroscience discoveries continue to revolutionize our understanding of the brain, and along with it the nature of learning, health and wellbeing. Meanwhile, ongoing discoveries in the field of neurocardiology point to the human heart as not simply a pump, but as an “organ of vast intelligence.” Moreover, the body itself has what Michael Gerson, M.D., author of the book, <i>The Second Brain</i> , refers to as a vast system of bodily intelligence. In effect, we have not one but three separate yet highly integrated neural intelligences.	Cross Culture Humanities Social Studies Science
	Impact	Suitable for
	This presentation covers highlights from the research while offering many useful and practical applications for immediate classroom use along the way. When it comes to learning, health, performance, and creativity, three brains are better than one!	Students aged 11-14 Years, 15 – 18 Years All curricula
	Tim Burns, Educare	

Portfolio	Project Ignition	
	Abstract	Tracks
Room B3 90 Minutes 1340-1510	Within last year, our school, ISF Waterloo, a small international school, implemented Project Ignition. The project aimed to implement the Google for Education Platform in the school. The success of the project allowed us to become the first Google for Education school in Belgium. We have also launched the first GEG (Google Educators Group) in Belgium. In this presentation we discuss the challenges and successes we had along the way. We will also give an introduction to Google Apps and some practical demonstrations on how Google Apps can be used in all areas of a school.	ICT/Multi-Media/Online Learning
	Impact	Suitable for
	Learn about the implementation of new technology and integration of an online learning platform.	Full Age Range All curricula
	Belinda Yates, ISF Waterloo Orla McLoughlin, ISF Waterloo Nadim Bayeh, ISF Waterloo	

Injection	Ethics for teaching and learning	
<p>Room C 1-2 90 Minutes 1340-1510</p>	<p>Abstract</p> <p>Teachers are faced with ethical dilemmas whether involving students, peers, parents, or other stakeholders in the school community. During the first part of this workshop, teachers will be introduced to four ethical paradigms—justice, care, critique, and the profession—described by Shapiro and Stefkovich (2011). This will enable them to reflect upon their own practice to see if they give consideration to each of these paradigms during the resolution of dilemmas. Next, a fifth paradigm—the community (Hartman & Stefkovich, 2005) will be introduced facilitating a discussion of the ethic of the school community and the host community, and how the other four paradigms come into play when the communities are in conflict. Finally, the focus will shift from teacher to student with a review of ethical decision-making in the MYP curriculum. Specifically, one teacher will share her research on ethics in the IB curriculum and specific examples of opportunities to teach ethical decision-making in the MYP Design Curriculum.</p>	<p>Tracks</p> <p>Curriculum Assessment</p>
	<p>Impact</p> <p>Learning Outcome – Increased understanding of ethical considerations for the classroom for both teachers and students. Teachers will add to the mastery of their own discipline a deeper understanding of ethics for themselves and for their students.</p>	<p>Suitable for</p> <p>Student aged 11-14 Years</p> <p>MYP -Middle Years Programme</p>
	<p>Dana Burnside, Wilkes University Meredith Harbord, American British Academy Oman</p>	

Injection	Practical tips on bringing mindfulness into your personal teaching practice and into your school setting	
	Abstract	Tracks
Room C 3-4 90 Minutes 1340-1510	Jon Kabat Zinn states that “mindfulness is paying attention in a particular way: on purpose, in the present moment and non-judgmentally.” By learning to practice mindfulness with intentionality and openness, teachers are attentive in a very specific way that not only benefits their teaching but also benefits the children in their learning community. The presenters, an elementary school principal and a school counselor, collaborated with faculty members at both the elementary and secondary school levels to introduce mindfulness to their school community. Learn how mindfulness was first introduced to faculty and staff and how it has been incorporated into our school’s Character Education, Study Skills, Resource and Sports Programs as a means of improving self-regulation, attention, focus, and academic performance – benefits now frequently reported in outcome studies of mindfulness programs offered in educational settings (Weare, 2013). Katherine Weare, (2013), “Developing mindfulness with children and young people: a review of the evidence and policy context”, Journal of Children’s Services, Vol. 8 Iss 2 pp. 141 – 153.	Flourishing Guidance Counseling Professional Learning and Action
	Impact	Suitable for
	This 90 minute “injection” session will provide participants with an overview of mindfulness practice, its benefits to teachers and students and how one international school implemented a mindfulness program with students and with faculty. Educators in any discipline can implement the strategies introduced in this workshop to their classroom and/or school setting.	Full Age Range All curricula
	Melissa Kay, American Overseas School of Rome Simona Reichmann, American Overseas School of Rome	

Hothouse	A sympathy protest: Simulations and role play as a vehicle for language, culture and content in the language classroom	
	Abstract	Tracks
Room C 5-6 90 Minutes 1340-1510	Simulations and role plays can be used to great effect in the World Language classroom. Students can take on the roles of characters in a historical event, a work of literature, or any story and, by taking on new identities, they can delve more deeply into diverse cultural perspectives. Accompanied by real-world tasks and critical thinking activities, simulations can be engaging, pedagogically sound, and fun! Explore several classroom simulations including one for intermediate Spanish students called “The Politics of Art - A Sympathy Protest.”	Art, Cross Culture Curriculum Assessment Drama/Theater ESL Mother Tongue Foreign Languages Humanities Language Arts/ English (Writing)
	Impact	Suitable for
	Participants will come away with ideas and resources for designing and developing a simulation or role play in their own classes for the purpose of strengthening language proficiency, support cultural connections, and developing perspective-taking and higher order thinking skills.	Students aged 6-10 Years, 11-14 Years, 15-18 Years All curricula
	Lori Langer de Ramirez, The Dalton School	

Portfolio	What is art for?	
	Abstract	Tracks
Room D3 60 Minutes 1340-1440	Frustrated when data revealed visitors learned little from the many educational interventions offered by his talented staff at NY's Museum of Modern Art, Philip Yenawine asked Abigail Housen to help create a new and effective means of teaching. The result, after much research, was Visual Thinking Strategies, a teaching method used in many museums and schools in the US and abroad as a means to teach visual literacy, thinking, related language skills, and the social skills involved in collaboration.	Art Curriculum Assessment ICT/Multi-Media/ Online Learning
	Impact	Suitable for
	This presentation will branch from philosophical (what is art for?) to practical (how to create empowered viewers and effective thinkers.) A VTS discussion will help illuminate both topics. Questions will be welcomed	Students aged 11-14 Years, 15-18 Years All curricula
	Philip Yenawine, Visual Understanding in Education	

Portfolio	Using protocols to enhance student learning with High School students	
	Abstract	Tracks
Room D4 90 Minutes 1340-1510	In this session, we will experience how structured protocols can enhance student learning. We will use a variety of protocols to develop students' ability to ask more sophisticated questions. We will explore the art of creating more powerful questions with students. We will experience how text based discussion protocols can be effectively used in the classroom. Finally, we will discuss and participate in a feedback exercise which will set the stage for the tuning of student work.	Curriculum Assessment Humanities Social Studies Professional Learning and Action
	Impact	Suitable for
	Participants will: • Apply the question formulation technique to a pressing question they face • Experience a text rendering activity and share other text based discussion protocols • Produce effective probing questions and the implementation of questioning activities with students • Experience a feedback activity to set the stage for the Tuning protocol • Discuss and review use of a Tuning protocol with students	Students aged 11-14 Years, 15-18 Years All curricula
	Margaret MacLean, Teacher Collaboration Lori Lauscher, International School of Panama Michael Moore, International School of Dusseldorf	

Think Tank	Eco-Schools: A framework for creating sustainable schools	
	Abstract	Tracks
Room D5 90 Minutes 1340-1510	<p>Teachers and administrators who are interested in working with students to improve and promote sustainability within their school communities should consider attending this session. In this Think Tank session, we will provide information about the Eco-Schools international program, its Green Flag award, time for educators to brainstorm how their schools can become more sustainable through the Eco-Schools framework, and the opportunity to ask questions. The session promises to be inspirational and practical, allowing educators to apply what they learn in the session immediately to their individual schools, whether or not they decide to use Eco-Schools to guide them. This session is aimed at administrators and educators in all subject areas.</p>	Art, Cross Culture Curriculum Assessment Early Childhood Environmental/ Sustainability Flourishing Humanities Social Studies ICT/Multi-Media/ Online Learning Language Arts/ English (Writing) Mathematics Physical Education Professional Learning and Action Science
	Impact	Suitable for
	<p>This session is designed to inspire educators to work with students to create more environmentally sustainable schools. The criteria that Eco-Schools requires for its internationally recognised Green Flag award are rigorous but not overwhelming. The criteria are fulfilled by each school based on goals that the school sets for itself. In other words, any school can become more sustainable. Eco-Schools greatly assists in this process by creating a framework for change. Learning Outcomes: To provide schools with information about the Eco-Schools international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. To identify how the Eco-Schools programme links to various national curricula. To provide participants with time to brainstorm how the Eco-Schools programme could be implemented in individual schools. To allow participants to ask specific questions about how the Eco-Schools programme would fit their school community and curriculum and to identify challenges that may arise.</p>	Full Age Range All curricula
	Liesbeth Plovie, Foundation for Environmental Education Marisa Wilson, The American School in London	

Portfolio	ACE –The future of accreditation	
	Abstract	Tracks
Room D6 90 Minutes 1340-1510	NEASC’s Commission on International Education has created a new accreditation protocol, ACE (Learning Architecture, Learning Culture, Learning Ecology), which differs substantially from its predecessors. ACE’s 10 Principles focus squarely on Learning, engage schools in systemic rather than fragmented reflection, and emphasize observation rather than voluminous documentation. ACE’s Learning Principles are supported by rubrics that systematically guide a school towards transformative approaches to education and ask for evidence of impact on learners. Foundational Standards (curriculum, organization, safety/ security, finance, and policy) serve as “gatekeepers”, but ACE is growth-rather than deficit-oriented, and a school’s award of accreditation ultimately depends on its conceptual understanding of effective learning, its commitment to the process, and its competence and capacity to implement change.	All Tracks
	Impact	Suitable for
	This workshop introduces schools to the principles and processes by which ACE departs radically from previous accreditation assumptions and supports schools in their quest to provide an optimal learning ecosystem to their students.	Full age range All curricula
	Peter Mott, NEASC	

Portfolio	Cross-discipline authentic learning projects	
	Abstract	Tracks
Room E 1-2 90 Minutes 1340-1510	Using the Kolb cycle for Experiential Education (concrete experience, reflective observation, abstract conceptualization, active experimentation), an experienced world languages and cultures teacher and journalism teacher will explore a sample of activities, guided conversations and reflections using journalism as a model for a world language class project.	Cross Culture Foreign Languages Humanities Social Studies ICT/Multi-Media/ Online Learning Journalism/Yearbook Language Arts/ English (Writing)
	Impact	Suitable for
	Teachers will learn about the principles of experiential education and how they can be applied to a journalism project in a world language classroom. The impact can be far-reaching as these ideas can be adapted for use by many disciplines and age levels.	Students aged 11-14 Years, 15-18 Years K - UK National Curriculum, US- US National Curriculum
	Shannon Miller, The American School in London Nina de Simone, The American School in London	

Portfolio	Film-making across disciplines: A ten-year project	
Room E 3-4 90 Minutes 1340-1510	Abstract This session will showcase a ten year long cross-curricular collaboration. English, Visual Arts and Drama classes collaborate to make short films written, acted and produced by students. The three teachers currently involved will examine the process necessary to bring the work of three class groups together over the course of a semester to make these student driven short films, shown at an end of year film festival. A large component of the session will examine needs and methods for improving the project and plans to eventually extend the Film Festival to include films from other local and international schools.	Tracks Art, Cross Culture, Curriculum and Assessment, Drama/Theater Arts, Language Arts/English (Writing), Music, Professional Learning and Action
	Impact Collaboration across three disciplines encourages students to drive their own learning, to work flexibly in groups across grade levels and to use the medium of film to address their own interests and concerns. Students understand conceptual, technical and logistical collaboration toward a defined goal of creative production and a public presentation of their work. The project gives students a personal voice, while emphasizing the importance of "purpose" and "audience" when producing a work.	Suitable for Students aged 15-18 Years All curricula
	Erik Niemi, The American School in London Mark Mazzenga, The American School in London	

Campfire	50 years of normalising international and outdoor education: Where do we go next?	
	Abstract	Tracks
Room E 5 90 Minutes 1340-1510	<p>This year, both ECIS and the National Outdoor Leadership School celebrate their 50th anniversaries. In the past half century, the prevalence of both education models has grown exponentially, with experiential outdoor education as a curricular cornerstone at many international schools. While experiential outdoor education programs give students the opportunity to have hands-on experiences, we must ask what the future of outdoor education looks like to avoid “Adventure in a Bun” syndrome, as outlined by education researcher, Chris Loynes. If we seek to maintain a high standard of learning, how should experiential outdoor education evolve to better serve the needs of a 21st century and global learner? Additionally, how do we deter an oversaturation of similar experiences that result in a superficial learning effect? The aim of this campfire session is to initiate a discussion about the role of experiential outdoor education at international schools, and explore areas for development in curriculum planning. Potential outcomes could include developing a working group, establishing a research sample, or simply sharing best practice. In the next five years, NOLS will develop a new course model and curriculum, and this workshop would be a first step in establishing the intended learning outcomes and educational needs. This session will be facilitated by Alex Phillips of NOLS and the University of Cumbria, and John Hovey, a senior NOLS instructor.</p>	<p>Cross Culture Curriculum Assessment Environmental/ Sustainability Flourishing Guidance Counseling Physical Education</p>
	Impact	Suitable for
	<p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Understand the history of experiential outdoor education, links and roles in international education 2. Reflect on the role of experiential outdoor education 3. Brainstorm potential routes for growth in the field of experiential outdoor education 4. Brainstorm unaddressed learning needs that current curricula do not address <p>Impact: Establish a community interested in contributing to a larger discussion regarding the future of experiential outdoor education, and potentially supporting NOLS as the school establishes a new curriculum model.</p>	<p>Full Age Range All curricula</p>
	John Hovey, National Outdoor Leadership School / University of Cumbria	

Hothouse	Enhancing student performance: The solution focused approach	
	Abstract	Tracks
Room 6 90 Minutes 1340-1510	Introduction Solution Focused Practice has been adopted in schools throughout the world. Derived from Brief Therapy, the approach is applicable to teachers and other school staff, including mentors, counsellors, and psychologists. It consists of a number of simple methods for engaging students, groups and classes in developing their skills for making progress in their educational endeavours and behaviour. The approach focuses on, firstly, defining the outcomes that students, staff and families want, and secondly, the search for instances of success in their lives, and has been shown to be immensely effective across cultures and age and ability range. We will examine the key points and techniques of the Solution Focused approach and look at how these can be adapted to use in schools. Participants will have the opportunity to watch recordings of conversations with students of different ages as well as to try out the techniques in short exercises in small groups. The workshop will therefore be of a highly practical nature and will indicate the range of possible applications of the approach, from sixty second corridor conversations with students to work with whole classes.	Flourishing Guidance Counseling Professional Learning and Action Special Needs/ Learning Support
	Impact	Suitable for
	Participants will gain a basic knowledge of the Solution Focused Approach and will have an understanding of the range of possible applications across a wide range of school situations whether at the individual or class level and regardless of age and ability. Participants will leave with clear ideas on how to implement some of the basic Solution Focused techniques in their interactions with students.	Full Age Range All curricula
	Evan George, BRIEF Denise Yusuf, BRIEF	

Hothouse	Visual storytelling and visual literacy- A spotlight on creative expression	
	Abstract	Tracks
Room H1 90 Minutes 1340-1510	This session primarily focuses on the areas of digital age literacy from a variety of perspectives. First, the session addresses the needs for students to develop appropriate digital age fluency as well as represent their knowledge in a creative and innovative manner. For teachers, this session provides strategies for developing a myriad of digital age learning environments in which the focus can be anything from project-based to utilizing these methodologies for assessment. The curricular foundations addressed in this session primarily focus on elements of narrative writing, applying techniques for well sequenced story of events, and making strategic use of media.	Art ICT/Multi-Media/ Online Learning Journalism/Yearbook Other
	Impact	Suitable for
	Our world is surrounded by still and moving imagery. In many cases these provide directions, information or even tell stories. The most vital element to all of these is literacy. We'll examine ways in which we can incorporate visual learning to support literacy across the curriculum. We will also go through a series of exercises on building an observational literacy.	Student aged 6-10 Years, 11-14 Years, 15-18 Years
	Kenneth Shelton, EdTechTeam	

Portfolio	Introduction to positive discipline	
	Abstract	Tracks
Room E 6 90 Minutes 1340-1510	What Is Positive Discipline? A Summary by Dr. Jane Nelsen Positive Discipline is based on the philosophies of Alfred Adler and Rudolf Dreikurs. These psychiatrists understood the importance of maintaining dignity and respect for all people — including children. This workshop will introduce these theories by using a variety of activities and exercises such as asking vs telling, understanding the brain, and exploring leadership styles.	All tracks
	Impact	Suitable for
	This will be an experiential workshop highlighting some of the key techniques of positive discipline, as developed by Jane Nelson and Lyn Lott. Participants will leave this workshop with tools they can use in their classrooms, as well as communicate with parents and colleagues, to better understand child and adolescent behavior and encourage their students/children to be thoughtful, reflective and compassionate.	Full Age Range All curricula
	Cristina Varriale, Bonn International School Joy Marchese, American School in London	

Hothouse	Technology and techniques for teacher leaders	
	Abstract	Tracks
Room H3 90 Minutes 1340-1510	The presenters come respectively from the backgrounds of Curriculum Leadership and ICT facilitation and work closely together at school. Present and future Teacher Leaders will be introduced to productive ways of thinking about computer technology in schools. They will acquire techniques to plan, run and follow up their meetings which ensure that they are focused on student learning and teacher development.	Curriculum Assessment ICT/Multi-Media/ Online Learning Professional Learning and Action
	Impact	Suitable for
	To understand ways to lead teachers which promotes their collaboration in teaching and learning. To realise that computers in schools offer new modes of collaboration in teaching and learning.	Students aged 11-14 Years, 15-18 Years All curricula
	Nancy Lhoest-Squicciarini, International School of Luxembourg Steve Weatherell, International School of Luxembourg	

Campfire	Promoting and supporting innovation: A conversation about adult learning in our schools	
	Abstract	Tracks
Room A 60 Minutes 1540-1640	In this “campfire” conversation, participants will delve into an interactive discussion of the vital topic of creating a vibrant, dynamic and future-focused professional learning culture in our schools. Professional learning is not “training,” and just as we espouse to create a personalized learning environment for students that opens up an array of learning pathways and empowers them to take ownership of their own learning process, we must make the same tenets live and breathe in the way that we craft our professional learning communities. How do we personalize the learning process for our teachers and leaders? How do we promote risk-taking and support it in the way that we do business? How do we carve out the space for creativity, innovation, experimentation and development? How do we make professional learning rich with challenge, inquiry and personal growth? How do we create learning communities where teachers are as engaged and motivated as we want our students to be? The facilitator will guide the conversation so that it focuses on collaboration, highlighting of best practices, and sharing of examples and case studies from schools. Emphasis will be on distilling practical and applicable strategies for planning and implementing professional learning communities.	Curriculum Assessment ICT/Multi-Media/Online Learning Professional Learning and Action
	Impact	Suitable for
	Participants in this conversation will discuss, explore and share strategies for creating a professional learning culture that promotes innovation, experimentation, risk-taking and personal growth. Using examples from schools and the business world, as well as cases studies from other participants in the conversation, the “campfire” group will unravel some of the challenges associated with promoting this type of learning, explore some of our predispositions and assumptions, and identify strategies that work and that can be effectively implemented in schools. Participants will walk away with a deeper reflection on the role of innovation in professional learning, a collection of useful and relevant strategies from other schools and organizations, and a professional learning network with which to stay connected when they return to their individual schools.	Full Age Range All curricula
	Chad Fairey, United Nations International School	

Portfolio	Student centred leadership: Developing student leaders and keeping student voice at the centre of school decision making	
	Abstract	Tracks
Room B1 60 Minutes 1540-1640	Learn how the American School of Barcelona elementary school develops student leaders and keeps student perspective at the forefront of decision making.	Cross Culture BI - Bilingual
	Impact	Suitable for
	How do we keep students and their stories at the centre of our school decision making? Participants will learn and discuss how to develop student leadership at the elementary level and make student centred school wide decisions.	6-10 Years 11-14 Years All curricula PYP - Primary Years Programme US- US National Curriculum
	Johanna Cena, American School of Barcelona	

Portfolio	Visible thinking - maximising student learning	
	Abstract	Tracks
Room B2 60 Minutes 1540-1640	When students begin to realise they are more than passive recipients of education and take responsibility for their own learning, they not only enhance their educational success, but also develop their ability to become lifelong learners. Students can need support in developing these skills, with clear and visible scaffolding to support their thinking. This session is run in partnership with Parkside Federation Academies, Cambridge, who will share examples from their work with students.	Professional Learning and Action
	Impact	Suitable for
	In this session, we explore some of the key theories underpinning effective learning. We will provide lots of practical examples for delegates to apply on their return to school. We will also discuss how to implement a whole-school approach to developing students as active learners, with some tips to follow and pitfalls to avoid.	Students aged: 11 - 18 years N/A
	Anna Smith, Cambridge International Examinations Jonathan Ellams, Parkside Federation Academies	

Speed Innovation	Innovative teaching and learning with Google Apps	
	Abstract	Tracks
Room B3 60 Minutes 1540-1640	<p>In the Digital Age there is a newer set of literacies that are critical for teaching and learning. There also exists a “digital divide” which highlights the differences between the skills necessary to succeed in the digital age. The digital divide exists around if the student understands how to effectively use the web to develop information literacies than actually having a device. With this in mind, it is becoming increasingly important that students learn how to collaborate and curate information effectively - and then connect that information with the world. The Google education platform seeks to do just that. Google’s education mission is to get students collaborating, sharing and publishing their work. How can school leaders make sure this happens safely and purposefully? Come learn about Google tools and how they are being used to successfully transform and redefine classroom instruction in classrooms around the world. Google Apps for Education is widely used by schools and universities. What is GAFE and how can it be used effectively at the school level. In this session, we will go over what Google Apps for Education offers, why you might consider making the switch, and it will showcase examples of how it is being used to transform classrooms around the world. Participants will leave with a solid understanding of the impact on student learning offered by Google Apps for Education.</p>	Cross Culture Curriculum Assessment ICT/Multi-Media/ Online Learning Professional Learning and Action
	Impact	Suitable for
	<p>Google is not just for searching anymore. It is now a very powerful set of applications that can transform teaching and impact student learning. In this speed innovation session come learn why Google has become all the rage in schools from around the globe and see how it is transforming education.</p>	Full Age Range All curricula
	Kenneth Shelton, EdTechTeam	

Portfolio	Changing the Reflection Paradigm	
	Abstract	Tracks
Room C 1-2 60 Minutes 1540-1640	Reflection is seen as a key way of allowing students to access and develop their own learning. It is becoming an increasingly mandated part of the curriculum. Anecdotal and research evidence shows that students can find repetitive reflection activities boring and lacking in meaning. These activities can take away from the activity itself and damage learning outcomes. This session will look to re-examine the ways in which we can and should allow students to reflect in order to re-engage them in the process and to gain the original and further cross curricula benefits to their learning. The focus will be on the IBDP programme but content will be relevant to other curricula. The current challenge will be considered and new ideas presented but please bring your own suggestions to share and develop.	Curriculum Assessment Flourishing Humanities Social Studies ICT/Multi-Media/Online Learning Journalism/Yearbook Language Arts / English (Writing) Library Information Services
	Impact	Suitable for
	Practical ideas will be given and generated for teachers to engage their students in meaningful reflection activities that allow them to develop their own learning.	Students aged 11-14 Years, 15-18 Years
	Tom Brodie, Carlsbad international School John Canning, Core Consultants	

Injection	Transitioning ownership of learning	
Room C 3-4 60 Minutes 1540-1640	<p>Abstract</p> <p>If learning is growth - How do we see that? Measure that? How do learners take ownership of that? How do we design opportunities for growth? Within this collaborative session we will investigate perceptions of the ownership of learning. We will share how growing dissatisfaction with learning by both teachers and students led the development of new philosophies and practices to bring about authentic learning owned by learners. We will discuss different aspects of curriculum including continuums, assessment approaches, individualised learning opportunities with tools such as e-portfolios to promote learners understanding and perception of their own growth i.e. to understand it, identify and select evidence to address learning goals. The challenge for educators is designing opportunity. The model and approach to be shared and discussed is relevant for all subject areas in all areas of schools. Leaders of this session are Adrian Haug (Head of PE) and Carolyn Gedling (Curriculum Director).</p>	<p>Tracks</p> <ul style="list-style-type: none"> Art Curriculum Assessment Drama/Theater Early Childhood ESL Mother Tongue Flourishing Foreign Languages Humanities Social Studies ICT/Multi-Media/Online Learning Language Arts/ English (Writing) Library Mathematics Music Physical Education Professional Learning and Action Science
	<p>Impact</p>	<p>Suitable for</p>
	<p>1. As educators, we consider who owns learning? 2. Educators take away practical strategies to support learner accountability, decision making and student driven assessment. 3. Opportunity is given to draft an action plan to transition the ownership of learning within individual contexts.</p>	<p>Full Age Range All curricula</p>
	<p>Carolyn Gedling, The Franconian International School Adrian Haug, The Franconian International School</p>	

Campfire	Literacy skills + global education = Students engaged in ending hunger and poverty	
	Abstract	Tracks
Room C 5-6 60 Minutes 1540-1640	Teachers and students can be positive actors and influencers in global efforts to end hunger and poverty. When educators and international non-governmental organizations collaborate, we begin to grow compassionate decision-makers and empowered global citizens in their primary years. Educators who participate in this campfire session will discuss and brainstorm opportunities and resources for building students' academic skills, while also acting to alleviate global hunger and poverty. Participants will leave with ideas and access to resources which can be implemented in their classrooms upon return to their schools.	Cross Culture Humanities Social Studies Language Arts/English (Writing) Library Information Services
	Impact	Suitable for
	The main purpose of this campfire session is to provide a space for discussion and brainstorming between educators and the staff of an international non-governmental organization. Teachers and students can be positive actors and influencers in global efforts to end hunger and poverty. Educators can promote philanthropy and compassionate decision-making, while helping students build key academic skills. Heifer's mission is to end hunger and poverty while caring for the Earth. Since 1944, Heifer International has provided livestock and environmentally sound agricultural training to improve the lives of those who struggle daily for reliable sources of food and income. Heifer is currently working in more than 30 countries to help families and communities become more self-reliant. For more than 20 years, Heifer has collaborated with educators to create learning opportunities about hunger, poverty, and environmental degradation. Read to Feed is Heifer International's flagship offering for elementary schools. At its simplest, Read to Feed is a read-a-thon: students seek sponsors for reading. The funds are then used to support Heifer's work around the world, allowing students to have an impact on hunger and poverty through their efforts. Read to Feed yields many positive results. Young students quickly learn that they are NOT "too little" to make a big difference. The desire to help drives motivation to read. The children realize that the more they read, the more funds they raise, which helps more people. The students also benefit, as abundant reading builds literacy skills of fluency, vocabulary and comprehension. Students' recognition of their connections to people near and far may be the most important benefit of all. This learning brings the global community into our schools and classrooms. We can grow compassionate decision-makers and empowered global citizens in their primary years. In the last 10 years, we estimate that 150,000 students have participated in Read to Feed. The vast majority have been in the United States. However, a number of international schools have adopted Read to Feed as a project for their students, in a variety of countries and continents. It is this idea that forms the foundation on which the campfire discussion will be based.	Students aged 3-5 Years 6-10 Years, 11-14 Years AUS - Australian National Curriculum, Can - Canadian National Curriculum, EIPC - Edexcel International Primary Curriculum, IEYC - International Early Years Curriculum, IPC - International Primary Curriculum, Mon - Montessori, NZ - New Zealand National Curriculum OEM - Other English Medium Curriculum, PYP - Primary Years Programme, UK - UK National Curriculum, US- US National Curriculum, Other

	<p>1.) TO BE PRESENTED: What resources can be offered to international schools by Heifer? How can international schools partner with Heifer to teach about global citizenship, philanthropy and compassionate decision-making? 2.) TO BE DISCUSSED: How can international schools incorporate these resources into their teaching? What other resources do educators use to teach about global citizenship, hunger and poverty, philanthropy and service? What resources or specialized support are needed by international schools who want to participate? How can schools get started right away? As a result of participation in this workshop, educators will leave with</p> <ul style="list-style-type: none"> • ideas that can be implemented upon return to their school • information on how to access free educational resources from Heifer International • a list of additional resources (books, websites, etc.) brainstormed by their professional colleagues o for teaching about our global connections o for teaching about hunger and poverty o for teaching philanthropy • contact information for Heifer International staff <p>Attached documentation provides a sampling of the many different free downloadable lesson plans and student resources.</p>	
	<p>Jen Girten, Heifer International Tim Newman, Heifer International</p>	

Portfolio	Fostering international mindedness through art and technology	
	Abstract	Tracks
Room D3 60 Minutes 1540-1640	<p>Learning about another country, and the people that live there, can all too often be an abstract endeavour, with students collecting facts about people and places without depth, complexity or immediacy. This year, based on a collaboration between classroom teachers and specialist teachers in art and technology, the students at the International School of Aberdeen embarked on a thought-provoking project that fostered international mindedness in a meaningful and personal way. Rather than learning about a country (in this case, Poland) by going to the library or using websites, the students learned by engaging with members of the immigrant Polish community in and around Aberdeen - including faculty and staff employed by the school. By better understanding the lives of the people who are their peers, teachers, staff of the school and neighbours in the local community, students made connections and became more aware of the lives and stories of real people from the country they were studying. During this “portfolio” session, the teachers that collaborated on the project (Social Studies, Language Arts, Art and Technology) will present their process and the work that the students produced.</p>	<p>Art Cross Culture ESL and Mother Tongue Humanities Social Studies ICT/Multi-Media/Online Learning Language Arts/ English (Writing)</p>
	Impact	Suitable for
	<p>This project, due to its collaborative and trans-disciplinary nature, targets a multiplicity of learning outcomes. Overall, the intention is that students, through language, art and technology, communicate what they have learned about another country through research and interviews/surveys conducted with actual citizens (in this case, Polish) who have immigrated to the host country (in this case, the UK/Scotland). Students will have learned to design, distribute and analyze surveys (using Google Forms). They will also have learned to record audio and video of interviews, as well as video editing techniques. In addition, the students will learn artistic techniques, including a variety of styles of animation, as they produce a video that will have been shared at the school’s annual International Festival and with the larger community.</p>	<p>Students aged 6-10 Years, 11-14 Years All curricula</p>
	<p>Jen Sutherland, International School of Aberdeen Nicolina Rea, International School of Aberdeen Jo Gannon, International School of Aberdeen Morio Kajiwara, International School of Aberdeen</p>	

Think Tank	No matter the Language, any teacher in Language B can work together	
	Abstract	Tracks
Room D4 60 Minutes 1540-1640	<p>Language B is a key subject in many international schools. Linda Lanis, Department Chair of Foreign Languages at the International School of Florence and Victor Gonzalez, Spanish B and IT teacher at the International School of Bremen have been collaborating in various ways to improve the quality of language learning in their respective schools. The main aim of the topic is to expand this collaboration amongst other schools by sharing experiences and useful pedagogical tips with language B teachers. From how to tackle the written assignment to how to structure the texts in paper two, we will share experiences and tangible learning outcomes identifying the next steps.</p> <p>Some productive digital tools will be provided as well, specially those focused on the oral exam and use of pictures for the final exam.</p>	ESL Mother Tongue Cross Culture Language Arts/ English (Writing) Professional Learning and Action
	Impact	Suitable for
	Mr. Gonzalez will offer an insight into how IT can be implemented in language B in a constructive, purposively way.	Students aged 11-14 Years, 15 – 18 Years All curricula
	Victor Gonzalez, International School of Bremen Linda Lanis, International School of Florence	

Campfire	Open Mind Technology: Technology's role in emergent Learning Ecosystems	
	Abstract	Tracks
Room D5 60 Minutes 1540-1640	<p>Technology should open our minds to possibilities and help us realize these possibilities; not limit us to living or learning on a predetermined, prescribed path. What is Open Mind Technology?</p> <p>What is an Emergent Learning Ecosystem? How can we use and create technologies in our classrooms and schools to help us and our students interact with the world in more critical, creative and complex ways?</p>	All Tracks
	Impact	Suitable for
	We will leave this workshop energized by the stories of our colleagues as we struggle with the challenge of incorporating new, exciting and relevant technologies into their learning environments. We will share and co-create best practices to implement in our learning environments upon our return to our classrooms and schools.	Full Age Range All curricula
	Daniel Kinzer, CIS Hangzhou	

Portfolio	Equality, social justice and cultural competency	
	Abstract	Tracks
Room D6 60 Minutes 1540-1640	The goal of this presentation is to give educators tools for working on issues of cultural competency both in their own teaching practice and for institutions from an administrative level. We will discuss our current path of working on topics around diversity and multiculturalism at ASL, including how we defined our goals and organized leadership. Our focus will be on actual hands-on activities that we have led as a part of our Multicultural Learning Community. We will focus on defining skills and standards around Anti-Bias education and give people tangible practices and resources that they can take back to their classrooms and schools.	All Tracks
	Impact	Suitable for
	Broadly, the learning outcomes are in the areas of Cultural Competency. If this terminology is unfamiliar, the idea is to bring cultural identifiers to the forefront of educational practice, to help teachers and schools remove bias from their practice and to put social justice and equity at the heart of how they are teaching. It will also allow schools to understand how to begin to make this a systemic part of their operation, including through hiring, admissions, advancement, and the board of trustees.	Full Age Range All curricula
	Jennifer Abastillas, American School in London Neil Basu, American School in London Darnell Fine, American School in London	

Portfolio	Doing work that matters: Developing global compassionate leaders	
	Abstract	Tracks
Room D6 60 Minutes 1540-1640	Teachers are discovering innovative ways to use real world-changing platforms to educate students while engaging them in cross-cultural, global, and meaningful connections. Kiva U is a program at work in close to 4,000 schools and universities that informs and engages students in poverty alleviation through microfinance to build global competency and empathy, cultivate leadership and critical thinking, and develop financial literacy skills, all as part of core classroom subjects. Students also learn about emerging topics like sustainability, empowerment, and social entrepreneurship.	Service learning/ Community Service Humanities Social Studies Science Curriculum Assessment Environmental/ Sustainability
	Impact	Suitable for
	Hear how educators at all grade levels and across subject areas are using this tool, and get access to the free curriculum and resources.	Full age range All curricula
	Jessica Hansen, Kiva.org	

Injection	The Blended Classroom: How teachers can use blended learning to engage their students in exciting new ways!	
	Abstract	Tracks
Room E 3-4 60 Minutes 1540-1640	This presentation looks at some of the possibilities offered by itslearning and 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!	ICT/Multi-Media/ Online Learning Curriculum Assessment ICT/Multi-Media/ Online Learning
	Impact	Suitable for
	Designed for teachers and how they want to teach, itslearning is a “cloud-based” learning platform that connects teachers, students, parents, and school leaders in and outside the classroom. It gives teachers countless ways to create engaging lessons and resources, makes sharing materials easy, and automates routine tasks so the teachers have more time to focus on their students.	Students aged 11-14 Years, 15-18 Years All curricula
	Coles Wilkinson, itslearning	

Injection	Storytelling: Tools, perspectives, and classroom applications	
	Abstract	Tracks
Room B3 60 Minutes 1540-1640	Storytelling is a powerful instructional approach with broad application. Whether focusing on language acquisition, growth in literacy, cultural exploration, or community and relationship building, storytelling offers teachers accessible and natural ways to increase student learning and engagement. In addition, the skills required are within reach of any interested educator. Stuart Stotts is an author, storyteller, and educational trainer. His newest book, Telling Tales, is a repertoire collection of stories for use in the classroom.	Cross Culture Drama/Theater Early Childhood ESL Mother Tongue Flourishing Language Arts/ English (Writing) Professional Learning and Action
	Impact	Suitable for
	In this hands-on workshop participants will gain experience with the basic elements of the art form of storytelling and ideas about its application in the classroom.	Students aged 3-5 Years, 6-10 Years, 11-14 Years All curricula
	Stuart Stotts, Rusty Rose Productions	

Portfolio	Cross-cultural training strategies of use in K-12 education	
	Abstract	Tracks
Room E 6 60 Minutes 1540-1640	This session considers the essential role that experience plays in the development of cross-cultural understanding and intercultural competence. In this session, participants will be introduced to a number of instructional strategies and methodologies that address intercultural concepts that are applicable in K-12 education.	Cross Culture Humanities Social Studies Science
	Impact	Suitable for
	Participants experience in an easy to use, non-threatening cross-cultural simulation (BARNGA) and consider how it can be used in primary and secondary classrooms. Other cross-cultural simulations will be introduced.	Full age range All curricula
	Ken Cushner, Kent Sate University	

Hothouse	A lot of Axolotls – A science-based thematic unit for teaching Spanish	
	Abstract	Tracks
Room H1 60 Minutes 1540-1640	The axolotl, otherwise known as the Mexican salamander, is an endangered species of amphibian native to the area around Lake Xochimilco near Mexico City. Endearing and intriguing, the axolotl can be the center of a thematic unit for students of Science and Spanish of all ages and skill levels. In this session, the presenters will share activities, materials and lesson suggestions for elementary, middle school, and high school students centered around these fascinating animals.	Art Cross Culture Curriculum Assessment Early Childhood Environmental/ Sustainability ESL Mother Tongue Foreign Languages Humanities Social Studies Language Arts/ English (Writing) Science
	Impact	Suitable for
	Participants will explore the benefits of interdisciplinary content-based themes for language and literacy development. In particular, we will examine the efficacy of science-based topics for teaching languages.	Students aged 3-5 Years, 6-10 Years, 11-14 Years, 15-18 Years, Full Age Range
	Lori Langer de Ramirez, The Dalton School Paula Cuello, The Dalton School	

Portfolio	Teacher as Experience Designer	
	Abstract	Tracks
Room H2 60 Minutes 1540-1640	<p>The 21st century learning landscape demands a shift in the role, but not the importance, of the teacher. Technology has given rise to global networks of communities and resources, networks that are more accessible to educators and students than ever before. Leveraging the potential of these networks requires a rethinking of traditional ways of teaching. As a consortium of 64 schools from around the world, Global Online Academy has developed an approach to design that leverages online spaces to create highly interactive, globally-oriented, and student-driven learning experiences.</p> <p>Participants will learn GOA's approach to teacher training, see examples from our courses, and learn key strategies through play with our learning design tool, Catalyst Cards.</p>	Art Curriculum Assessment ICT/Multi-Media/ Online Learning
	Impact	Suitable for
	They will leave the workshop with a clear understanding of how to engage students in meaningful online learning and with several applicable approaches to integrating online spaces into their own teaching and school communities.	Students aged 11-14 Years, 15-18 Years All curricula
	Eric Hudson, Global Online Academy	

Portfolio	Effective cross-curricular projects in History, Geography and beyond	
	Abstract	Tracks
Room H3 60 Minutes 1540-1640	<p>Matt and I have pioneered several cross-curricular projects in the Humanities designed to stress "collaboration, not competition" between our subjects.</p> <p>At one extreme we have established an IB Induction project for all year 12 students where they come off-timetable for three days to investigate the question "Was World War Two a period of Progress and Development?" (subject of a detailed article in the International Schools Magazine). This involves all subject departments (see http://www.activehistory.co.uk/ib-history/induction.php). We also have a regular group feedback session involving all "Group 3" students at IB level, who compare and contrast what they have learned in their humanities studies, and frequently teach each other in formal lessons (e.g. Geographers and Historians give each other their perspective on the nature of the Middle East conflict). We also have at the other end of the age scale a Year 7 induction project for Historians and Geographers based around Otzi the Iceman which is highly effective at drawing the two subjects together in a "Mystery" format and which would be easily replicable for other schools and for other topics. For this project we also made use of Google Hangouts to bring in an interview with an expert based in the UK.</p>	Humanities Social Studies Science Curriculum Assessment Environmental/ Sustainability
	Impact	Suitable for
	Our workshop would outline how these various initiatives have worked and how they could be set up by other teachers, complete with supporting materials, so that delegates would leave the session with concrete ideas about how to make them work in their own schools.	Students Aged: 15 - 18 Years All Curricula
	Russel Tarr, International School of Toulouse Matt Podbury, International School of Toulouse	

by Apple Distinguished Educators



To support the three day event, we have chosen five Apple Distinguished Educators to lead the ECIS hands-on classrooms. These individuals are well versed in such events and are highly regarded within their field of expertise.

Session 1 - Room D1 (iPad) - Friday 11:00 to 12:00

Session title: New to iPad? Join us!

Session leader: Joe Moretti

Session Abstract:

This hands-on workshop will introduce you to using the iPad in your classroom.

The iPad has great native applications for creating content using an intuitive interface. Together with a minimum of applications it is possible to engage learners and create transformational content. In this session you will learn to use the iPad as an interactive whiteboard, create a concept-based movie, progress to creating a media rich book and share it with 'your peers' without using wifi!

Session 2 - Room D2 (Mac + iPad) - 11:00 to 12:00

Session title: Create, Engage, Assess with iPad - The next generation instruction

Session leader: Fons van den Berg

Session Abstract:

In high access classrooms delivering a lecture block can be a challenge. Using the right tools, you can easily transform your classroom while providing engaging learning activities that provide you with meaningful insights into students' progress. Nearpod allows you to build interactive presentations that play on students' iPads. You can also re-use your existing slide decks: just add some interactive exercises and your lecture blocks become meaningful learning experiences.

Session 3 - Room D1 (iPad) - Friday 12:10 - 12:40

Session title: The best animation apps on iPad for education in 30 minutes.

Session leader: Oscar Stringer

Session Abstract:

There are many wonderful animation apps on the AppStore that can enhance both teaching and learning. During this 30 minute hands-on session, participants will be given a tour of the best animation apps for use in the classroom. Albert Einstein once famously said, "Logic will get you from A to B. Imagination will take you everywhere". Let's give students the opportunity to imagine, create, re-tell and share their ideas in a fun, engaging and creative way.

Session 4 - Room D2 (Mac + iPad) - Friday 12:10 - 12:40

Session title: Access for all! Powerful tools for all learners.

Session leader: Jenni Robertson

Session Abstract:

In this session we will look at a variety of the accessibility features that are part of the iPad from the very moment you take it out of the box. Explore and experience these built-in innovative technologies that enable learners with visual, auditory, physical or cognitive challenges to fully access learning on iPad or Mac.

Session 5 - Room D1 (iPad) - Friday 13:40 - 15:10

Session title: Bring your classroom together with iTunes U.

Session leader: Kurt Klynen and Joe Moretti

Session Abstract:

Introducing the new iTunes U. With homework hand-in, an integrated grade book, and private discussions, iTunes U is a seamless way to organize your classroom. See how simple it is to deliver lessons, grade assignments, and stay connected - all from your iPad!

Session 6 - Room D2 (Mac + iPad) - Friday 13:40 - 15:10

Session title: Create a school TV Station using iMovie and Apple TV!

Session leader: Oscar Stringer

Session Abstract:

Learn how to broadcast student-made content around your school with an Apple TV. In this 90 minute hands-on session delegates will first edit video using iMovie, discovering the hidden features of this fantastic video editing tool. See how easy it is to create school news reports and video clips. We will use the video clips to set-up and create a simple school broadcast TV station using an Apple TV.

Session 7 - Room D1 (iPad) - Friday 15:40 - 16:40

Session title: The Creative iPad Classroom: Explore making art beyond the screen.

Session leader: Kurt Klynen

Session Abstract:

Let's explore practical ways to mix paint and pixels for learning with tactile media, hands-on making tasks and collaboration. Keep your cardboard and clay – this session will show you how to extend your art projects using digital learning tools. Best of all, you'll walk away with flexible lesson plans, apps and ideas for your classroom.

Session 8 - Room D2 (Mac + iPad) - Friday 15:40 - 16:40

Session title: Harnessing the power of video analysis with iPad.

Session leader: Jenni Robertson

Session Abstract:

Video analysis is a powerful tool that offers students and teachers in physical education and the performing arts valuable insight into their own performance, and the performance of others. In this session we will explore the simplicity of the iPad's built-in camera to capture footage and get hands-on with Apps for video analysis. Find out how easy it is to capture, analyse and share feedback, giving your students the greatest opportunity to improve - all on iPad.

Whatever the topic, drop by for a discussion with our Apple Distinguished Educators.

Plenary meeting Keynote Address ECIS Awards	
Auditorium 90 Minutes 0830-1000	<p>Opening Remarks by Dr. Kevin J. Ruth, ECIS</p> <p>ECIS Awards</p> <p>Graham Brown-Martin recently undertook a commission that took him to 18 countries on 6 continents, traveling more than 125,000 miles accompanied by an award winning photographic team to explore how digital platforms are transforming the way we live, learn and communicate. From refugee camps in Syria, mountainous regions in China, deep into rural India and then to the design studios and schools in Silicon Valley he visited some of the most diverse environments imaginable, meeting passionate educators working in complex situations. He met with global thought leaders including Noam Chomsky, Sir Ken Robinson, Seth Godin and Sugata Mitra, designers and creators of new platforms reaching increasingly large populations and asked “what is education for?” Supported by the World Innovation Summit for Education his transmedia work was recently published by Bloomsbury under the title “Learning {Re}imagined : How the Connected Society is Transforming Learning”. Since its release the title has been consistently sold-out in the majority of outlets across Europe and the US.</p> <p>Closing Remarks by Dr. Kevin J. Ruth, ECIS</p>
	Keynote Address by Graham -Brown-Martin

Injection	The amazing teen brain: A work in progress	
	Abstract	Tracks
Room A 90 Minutes 1045-1215	<p>Scientists increasingly refer to the teen brain as a “work in progress.” This is due to recent discoveries that reveal several important areas of the brain that undergo significant “upgrade,” beginning in puberty and continuing for another decade or more. Attendees learn the basic architecture of the teen brain, the meaning of the significant reorganization taking place, and how best to support these changes. Peak Performance brain tips are provided designed to help adolescents improve and enhance brain function. These include the roles of diet and hydration, movement and exercise, downtime and sleep; the damage caused by binge drinking; stress management; mindfulness meditation practices and brain function; and the role of art and music in enhancing higher cognitive function. Session participants take away great information, the latest research, and tools that can be immediately applied in support of adolescent learning and development.</p>	Flourishing
	Impact	Suitable for
	<p>Students enjoy and appreciate learning about how their rapidly changing brains function, especially when there are specific “take-away” things they can do to enhance their ability in academics, sports, the arts, and life. Participants in this session take several “peak performance” tips back to the classroom to share with students.</p>	<p>Students aged 11-14 Years, 15-18 Years</p> <p>All curricula</p>
	Tim Burns, Educare	

Injection	What is Goodwall and what can it do? Helping students make life choices	
	Abstract	Tracks
Room B1 90 Minutes 1045-1215	<p>This is a follow up from Taha Bawa’s key note and Marcus Bonalumi’s session in 2014 Nice. They have had a complete overhaul of their platform since then and have also made progress by linking with aspects of the IB, American universities and the International Award. (Further details will be confirmed from the team). This session would start with an introduction from the to outline what Goodwall is and where it has come from. It would then follow with a short update on the progress they have made since last year. They would then demonstrate how it works and supports students across many areas of the curriculum but more importantly in the choices they make in life. It could then be followed with a wider discussion about educators’ ideas regarding its use and design. Marcus James would support this session. Some examples and information: https://www.youtube.com/watch?v=AvoxGYiinE8 https://www.youtube.com/watch?v=e1Ori-hvsx0 https://www.youtube.com/watch?v=imd30cvUa1o</p>	All Tracks
	Impact	Suitable for
	<p>To understand what the www.Goodwall.org platform can offer students, schools and the global community. To know how it can be used in the classroom and beyond. How the format and design of Goodwall could change and support current designs in schools. With regard to assessment, support and further learning. Using Goodwall to support IB, CAS points and the International Award. Creating a CV for university and beyond. What other ways could Goodwall support current designs in schools? What other things are different schools doing to share the good students do?</p>	Students aged 6-10 Years, 11-14 Years, 15-18 Years All curricula
	Taha Bawa, www.goodwall.org	

Hothouse	Democratic engagement through philosophy and storytelling	
	Abstract	Tracks
<p>Room B2 90 Minutes 1045-1215</p>	<p>During this conference, a couple of students run either a philosophy session, based on the teaching materials of Peter Worley's book <i>The If Machine</i> (2011), or work with storytelling or digital storytelling, based on the work of Jason Ohler: <i>Digital storytelling in the classroom</i> (2013). These two teaching activities are presented in the programme of the subject of Democratic Citizenship at the ITEPS International teacher training course. By means of philosophising with children and by means use using stories and letting pupils be the storytellers, we as educators aim to equip new student-teachers to develop democratic engagement and attitudes among new generations of learners. Student teachers will demonstrate how pupils philosophise about various themes during their lessons and are welcomed to speak up from their point of view. In (digital) storytelling, pupils tell stories from their perspective, which enables them to express themselves creatively and work on democratic engagement, critical thinking and literacy skills. The overarching competencies for newly educated teachers will be briefly explained by the accompanying educators from the ITEPS course, courtesy of Stenden University of Applied Sciences in The Netherlands. Harry Vissinga Marcel Haagsma Lecturers in Democratic Citizenship at ITEPS, Stenden University of Applied Sciences, the Netherlands.</p> <p>IMPORTANT NOTICE: Bring Your Own Device</p>	<p>Cross Culture, Curriculum and Assessment, Humanities and Social Studies, ICT/Multi-Media/ Online Learning, Language Arts/English (Writing)</p>
	Impact	Suitable for
	<p>Participants will learn how to use philosophy and digital storytelling to democratically engage students in their learning, have students express themselves creatively, think critically and work on their literacy skills.</p>	<p>Students aged 3-5 Years, 6-10 Years All curricula</p>
	<p>Marcel Haagsma, Stenden University Harry Vissinga, Stenden University</p>	

Portfolio	Creating a culture of Impactful collaboration	
<p>Room B3 90 Minutes 1045-1215</p>	<p>Abstract</p> <p>In this co-presented session in which leadership from the International School of Luxembourg will team up with curriculum design and review experts from Rubicon International (the makers of Atlas Curriculum Management) to share innovative ways to enhance meeting time and further collaborative conversation. IS Luxembourg will share live examples illustrating how they have done this by leveraging pre-existing processes and technologies staff have gotten used to over the years from their curricular work. Join us to:</p> <ul style="list-style-type: none"> • Gain insight for how to ensure each meeting that takes place improves teacher practice and impacts student learning. • See examples for how International School of Luxembourg has built a culture that centers every conversation and discussion around its impact on student learning. • Explore how to manage your PLC process online by leveraging tools such as Atlas. • Get innovative ideas for how to have mission-driven, cross-grade and discipline discussions that impact the overall learning ecosystem at your school. <p>At International School of Luxembourg, with the help of pre-existing processes and technologies set in place for their curriculum design work, the focus of collaboration has shifted from merely working together to bringing the necessary people together with a unified vision and a common goal to share expertise, inform decision-making, and see an impact on teaching and learning. Read more on International School of Luxembourg's blog post (link: http://pd.rubicon.com/2015/06/25/make-your-school-meetings-transparent-in-atlas/)!</p>	<p>Tracks</p> <p>Curriculum Assessment Professional Learning and Action</p>
	<p>Impact</p> <p>After attending this session, participants will leave with the following outcomes which they can put in place immediately at their school or within their program of study:</p> <ul style="list-style-type: none"> • Solutions for ensuring all meetings and conversations have meaning and impact on both teaching and learning. • Methods for enhancing PLC conversations and leveraging meeting time. • Very specific and up to the minute examples of sound collaborative processes and techniques already tried and tested. • Protocols for creating a productive and impactful culture of collaboration across a school or program. 	<p>Suitable for</p> <p>Full Age Range All curricula</p>
	<p>Nancy Lhoest-Squicciarini, International School of Luxembourg Tamara Lerner, Rubicon international</p>	

Injection	Give me a reason to speak!	
	Abstract	Tracks
Room C1-2 90 Minutes 1045-1215	<p>The injection session will be extremely active, participants should come prepared to be energetic, to move around, and to try out drama exercises. We will investigate three elements of drama: character, script and audience by looking at targeted games and exercises through which each element can be used to enrich language speaking. We will also look at basic principals of puppetry. Throughout the workshop we will demonstrate how to establish a comfortable working environment for drama using ice-breaking and team-building games. The workshop will be delivered by Charlie Heinl, French and German Teacher and James Copp, Head of Arts Department from the Bavarian International School in Munich. Between them, Charlie and James are speak five languages fluently, and both use drama and music to enrich teaching of their subjects. Charlie has taught French, German and EAL. A former theatre director, James is currently an ISTA artist and associate of the National Youth Theatre of Great Britain.</p>	Drama/Theater ESL Mother Tongue Foreign Languages
	Impact	Suitable for
	<p>Give me a reason to speak! Using drama to build confidence in language learning Learning outcomes for educators: - A dynamic ability to increase students' confidence when speaking foreign languages. - A toolbox of practical drama and language techniques and methodology. - A working knowledge of key elements of drama; including character, script, audience engagement, puppetry and ice-breaker games. Impact of the outcome: - Enjoyable, fun and new drama and language games and exercises ready to take back to the classroom instantly. - Students will enjoy increased confidence and willingness to participate in speaking exercises. - Participation across class groups will become consistent: reticent students will open up, overly talkative students will take a step back. - Fluency, risk-taking and open-mindedness will blossom.</p>	Students aged 6-10 Years, 11-14 Years, 15-18 Years All curricula
	James Copp, Bavarian International School e.V. Charlie Heinl, Bavarian International School e.V.	

Injection	Raising teacher expertise to accelerate bilingual and multilingual students' learning	
	Abstract	Tracks
<p>Room C3-4 90 Minutes 1045-1215</p>	<p>What happens when you mix a linguist with a behavioural specialist? You get a totally different perspective on how to understand and work with bilingual and multilingual students in mainstreams classrooms. Francesca McGeary and Alison Schofield are Educational Consultants who work with multilingual students, parents and teachers in Dubai, UAE. Through their unique collaboration, they have pioneered an approach to accelerate multilingual students in mainstream educational settings. With behavioural techniques for teaching high-impact strategies to students along with knowledge of the most up-to-date research in the field of multilingualism, they are able to create significant impact on student learning. In this practical workshop, Francesca and Alison will share their framework, along with their Top 10 strategies for fast-forwarding student learning. Using student work samples and teaching videos to demonstrate these strategies, classroom teachers, EAL specialists and even school Heads can expect to leave the workshop with a new level of understanding and expertise that can be applied immediately.</p>	<p>Curriculum Assessment Early Childhood ESL Mother Tongue Humanities Social Studies Language Arts/ English (Writing) Mathematics Professional Learning and Action Science</p>
	Impact	Suitable for
	<p>Participants will leave with a new framework for understanding the learning needs of bilingual/multilingual students in their schools and classrooms. They will acquire a new level of practical expertise along with 10 high-impact teaching strategies which can be used with their students immediately. Teachers will leave the workshop feeling empowered, along with a broader perspective and interest in this area.</p>	<p>Full Age Range All curricula</p>
	<p>Francesca McGeary, IngeniousEd Alison Schofield, IngeniousEd</p>	

Portfolio	Making student thinking and learning visible	
	Abstract	Tracks
<p>Room C5-6 90 Minutes</p> <p>1045-1215</p>	<p>As we begin working in more digitally rich environments, students have the opportunity to create, and in some cases are creating, phenomenal artifacts of learning. But where are these artifacts going? Where should they go? Who's seeing them and are they being used to add to the global knowledge base when appropriate? In this digitally rich age, schools everywhere are beginning to see the value of having student work housed in one location to help students to reflect and grow as learners. In this session, we will discuss the importance of student-created digital portfolios. From why they are important - to how we can use the power of Google tools to help students showcase and OWN their learning. Digital student portfolios should be the goal of every educator and school in 2015, 2016, and beyond. In this session, participants will leave with strategies for digitizing, uploading and publishing student work in portfolios - with a focus on the best apps that make this possible for all teachers. Participants will also learn the importance of including reflection as part of the portfolio process and leave with strategies for doing this effectively. As Austin Kleon speaks about in his book Show Your Work students should build a documentary of their work. Being able to document their learning and reflecting on the process. This reflection process is at the heart of learning, but is often overlooked in classrooms as teachers are pressed for time by many variables. We will focus on on reflection in this session and look at methodologies that help fuel effective reflection in students who have, in most cases, not done this before. In addition, in the book Making Thinking Visible by Ron Richart he discusses the idea of having Visible Thinking Portfolios where kids show their understanding and make their ideas visible to teachers and parents. Based on these two books we will look at combining the idea of the student as a documentarian who creates a purposeful portfolio for showcasing learning and growth. The big ideas of this session will include the following: Portfolios help redefine what assessment should look like and how we encourage students to own their learning and reflect on the process Digital Portfolios help build a strong digital citizenship foundation. Digital Portfolios allow students to reflect on their learning and take their learning with them (expand on this work or show it as part of a resume) Digital Portfolios are student centered and give students a voice, and pride in their work - motivation through work not a grade</p>	<p>Curriculum Assessment</p> <p>ICT/Multi-Media/ Online Learning</p> <p>Other</p>
	Impact	Suitable for
	<p>If done correctly, digital portfolios can revolutionize what we know about student learning and growth. Become a game changer at your school by learning to effectively and purposefully implement portfolios in your classroom or school. During this 90 minute session we will examine three key types of portfolios as well as look at three key areas of assessment and learning.</p>	<p>Full Age Range</p>
	Kenneth Shelton, EdTechTeam	

	The Blog is dead, long live the Blog. Exploring the newest social media platforms as artists and makers
Room D3 60 Minutes 1045-1215	How can your voice, work, opinions be delivered to a willing audience? Can social media really help put your vision forward, or is it all just noise. Vox, a media disrupter, and Fold, fresh out of MIT's Media Lab- are new web publishing platforms emerging from a set need for people to synthesize and contextualize media from all corners of the web. Let's take a turn around them together. As Artists and Makers, we have utilized social media outlets increasingly over the last decade. Either being on the receiving end of Facebook invites and tweets- sharing pinterest boards, or in some cases writing daily content with medium and Tumblr. The popularity of easy to blogging tools has yielded an explosion of user generated content. So what we encounter online comes to us in floods. Our attention is scattered, there is an echo chamber affect where sources tell you the same things. Users have also declared their interest in exploring new areas of knowledge, and the journalistic genre "Explainers" have become a fad. What is next? We will write it!
	Alexandra Metral, Harvard University

Portfolio	Designing meetings for learning and collaboration	
	Abstract	Tracks
Room D4 90 Minutes 1045-1215	When planning adult learning, it's essential to design an experience people will go through together that moves beyond a series of tasks or items to address. This seminar will provide an opportunity to learn about and practice applying strategies and structures that support productive meetings that encourage full participation and engagement. The seminar includes time and support to plan or re-imagine an upcoming meeting in your context.	Curriculum Assessment Early Childhood Professional Learning and Action
	Impact	Suitable for
	Participants will: • Experience a powerful model of effective adult learning, and learn how to design a similar experience in your own context • Learn the basics of agenda design using a "whole-person learning" framework • Gain new tools and frameworks including agenda templates and sample protocols	Full Age Range All curricula
	Margaret MacLean, Teacher Collaboration Keelin Swalve, Benjamin Franklin International School	

Hothouse	Phonics, word study and spelling in the K-2 classroom	
	Abstract	Tracks
Room D5 90 Minutes 1045-1215	How do young children learn about words and how to spell them? By focusing on similarities among English words and by concentrating on words they will use in their writing. We will do some engaging phonological awareness and phonics activities that lead to word study, which can be practiced during readers' workshop or guided reading by demonstrating the strategies children can use to spell and read new words. During this session, we will also look at some easy formative assessments and discuss why children do best with an individualized approach to spelling in grades 1 and 2. Participants will leave with some practical research-based activities that will increase students' skills and interest in word study and spelling.	Early Childhood Cross Culture Humanities Social Studies Science
	Impact	Suitable for
	Those attending will be engaged throughout the session with a partner or third attendee in looking at and discussing work samples, assessments, and models.	Students aged 3-5 Years All curricula
	Julie Ryan, Search Associates	

Hothouse	Mathematics: A language that we all speak	
	Abstract	Tracks
Room D6 90 Minutes 1045-1215	Jo Boaler, a Stanford professor of mathematics and the recent author of What's Math Got To Do With It, says, "Mathematics is a form of communication. Some people think of it as a language." This session will provide strategies and tools to promote high-level math thinking and academic language at the same time. Teachers will learn techniques for building and scaffolding dynamic math discussions in their classrooms to meet the language needs of all students. They will learn how to start and sustain "number talk" at any grade level and any language level. This session is intended for classroom teachers, teachers of mathematics and English Language Development specialists. Ashley Warlick, a classroom teacher, and Christine D'Aquanni, an ELD specialist, will provide examples and hands-on experience using this blended model of math and language instruction. Participants will have the opportunity to collaborate and plan for future "number talk" in their own classrooms that includes specific math and language goals for all students.	ESL Mother Tongue Mathematics Professional Learning and Action Special Needs/ Learning Support
	Impact	Suitable for
	Teachers will learn techniques for building and scaffolding dynamic math discussions in their classrooms to meet the language needs of all students.	Students aged 3-5 Years, 6-10 Years, 11-14 Years All curricula
	Ashley Warlick, American Overseas School of Rome Christine D'Aquanni, American Overseas School of Rome	

Portfolio	Be mindful, teach mindfully, teach Mindfulness Mindfulness based wellbeing for Flourishing school communities	
	Abstract	Tracks
Room E1-2 90 Minutes 1045-1215	<p>We live in an age where busy-ness and being switched on 24/7 are the norm but also in an age where depression is set to become the most common disease worldwide and where concerns about the mental health of young people are endemic. In order to be successful and resilient in this age of distraction, we need to cultivate attention, self-awareness and emotional regulation.</p> <p>There is now considerable and compelling evidence that training in mindfulness is a very effective way of alleviating stress, anxiety and depression as well as promoting wellbeing and flourishing.</p> <p>This experiential workshop will use the most relevant research and practice in mindfulness and social-emotional learning to explore how training in these areas can enhance teaching and learning. There will be an introduction to mindfulness curricula currently being used in elementary and secondary schools and participants will learn some simple strategies that can be applied in and out of the classroom.</p> <p>The key to successful mindfulness education in schools is the recognition of the importance of teacher self-care. If we want to help our children develop the skills they will need for a fruitful, balanced life, it is important that we are able to cultivate these capacities in ourselves.</p>	All tracks
	Impact	Suitable for
	Developing our own self-awareness can help us connect more authentically with our students, manage our stress more effectively, and make teaching more enjoyable. Using the 3 aspects of mindfulness in education - Be Mindful, Teach Mindfully, Teach Mindfulness - this workshop will explore how mindfulness based wellbeing can provide a foundation for a flourishing school community.	Full Age Range All curricula
	Kevin Hawkins, Mindfulness in Schools Project Amy Burke, Mindfulness in Schools Project	

Think Tank	Differentiated mindfulness practices for better classroom learning	
	Abstract	Tracks
<p>Room E3-4</p> <p>90 Minutes</p> <p>1045-1215</p>	<p>With the popularization of mindfulness comes a great opportunity to pause within the practice itself and reflect upon its purposes, delivery, accessibility, entry points and current trends. How best can this genre reach all students and at the same time benefit those who teach it?</p> <p>This experiential presentation aims to explore and expand upon areas of success and open new pathways for differentiation. We will discuss best methods for cross curricular, division specific and interdisciplinary collaborative teaching of mindfulness in order to weave it into an everyday life practice. And how the skill sets of mindfulness and contemplative practices like meditation can be taught in innovative ways to prepare younger and middle students for their next steps in personal learning, or educational development and for older students to be prepared for the expectations of the new workplaces they may encounter or create. Areas of focus will include:</p> <ul style="list-style-type: none"> • Relaxation and de-stressing through Conscious Breathing, Experiencing Stillness • Generating Awareness through Seeing and Being In The Moment • Awakening Your Sound Body Through the Use of Sound Tools and Vocal Toning • Listening, Speaking and Visualizing Through Storytelling and Symbology • Working With Positive Energy and Affirmations • Transforming Negative Emotions Through Compassion Circles • Zen Motion, The Use of Mindfulness In Walking, Motion, Sports Focus and Preparation • Mindfulness and Connectivity through Media and App Technology 	<p>Curriculum Assessment Guidance Counseling</p> <p>Music</p> <p>Professional Learning and Action</p> <p>Special Needs/ Learning Support</p>
	Impact	Suitable for
	<p>Participants will leave this workshop with new, practical and differentiated approaches to mindfulness; with age appropriate and fun day-to-day practices that can be used in the classroom, at home, work, in pastoral care programs, and throughout their community of families and parents. Insights on how to tie mindfulness into cross discipline curricular areas will create new collaborative opportunities. Enhancing and expanding on basic skill sets of mindfulness through simple meditations using tenets of breathing, seeing, listening, speaking, vibrating and teaching will make their mindfulness sessions more productive, and open entry points of accessibility to include more students. They will acquire increased clarity and understanding through experiential methods, of how to reduce stress and anxiety, generate true feelings of compassion and positive aspirations for themselves and others, transform emotions, have deeper awareness of their natural surroundings and live more joyfully in the present moment. This in turn will activate and renew their own energy flow and ability to teach this to students. Resources will be made available online including access to creative visualizations, written works, audio recordings and apps with beautifully relaxing sound tools to use in mindfulness meditation sessions. They will be more confident with both their tool belt resources and ability to ask questions of next steps in their own practice and best methods to assist those around them. Links to active peer groups for staying connected to a network of professionals in the field doing similar work will also be provided.</p>	<p>Full Age Range</p> <p>All curricula</p>
	Daniel Lauter, Mindfulness Consultant, Mindful Sync	

Portfolio	The ultimate collaboration: Where creatures in science, visual arts, library, technology and English classes meet	
	Abstract	Tracks
Room E 5 90 Minutes 1045-1215	The "Ultimate Animal" began as a grade 6 MYP Science project on animal adaptation/evolution/extreme environments. After sharing some of the hilarious results with the Visual Arts teacher, the two teachers decided to combine efforts and have students use their new animal to create a "Creature Cast" using stop-motion video.	Art ICT/Multi-Media/ Online Learning Language Arts/ English (Writing) Library Information Services Science
	The classes not taking art needed something creative for their ultimate animals, too, so the librarian stepped in and showed them how to create iBooks using iBooks Author. Not to be left out, the English teachers decided to have students use their Ultimate Animals as the basis of an original science fiction short story. Come learn about the process, tips for successful collaboration, specifics of the assessments, try some of the learning tools – and create your own Ultimate Animal!	
	Impact	Suitable for
	Workshop participants will learn about a middle school collaborative unit between four subject areas - Science, Visual Arts, Library/Technology, and English. Participants will also get hands on experience creating their own Ultimate Animal, Stop-Motion video, iBook and/or an original science fiction story. They will leave the workshop with practical ideas for collaborative units creating multiple products with shared assessments across disciplines.	Student aged 11-14 Years All curricula MYP -Middle Years Programme
	Courtney Park, International School of Tanganyika Steven Loschi, International School of Tanganyika Krista Quint, International School of Tanganyika Stacy Giandalia, United Nations International School New York	

Portfolio	Positive Discipline: Understanding the belief behind the behaviour	
	Abstract	Tracks
Room E5-6 90 Minutes 1045-1215	<p>One of the key tenets of Positive Discipline, as written by Jane Nelson, is that a misbehaving child is a discouraged child who has mistaken ideas on how to achieve their primary goals- to belong and have a sense of purpose. Their mistaken ideas lead them to misbehaviour. We cannot be effective long-term unless we address the mistaken beliefs rather than just the misbehaviour.</p>	<p>Early Childhood Flourishing Guidance Counselling Special Needs/ Learning Support</p>
	Impact	Suitable for
	<p>This workshop is a follow-up/continuation of the Introduction to Positive Discipline. In this workshop, we will be able to go deeper and teach participants how to use the "Mistaken Goal Chart"- a tool that seeks to help understand a child's belief that lies underneath their misbehaviour. Working in small groups with tool cards, we will assist participants in exploring possible solutions to recurring behaviour issues in their classrooms or homes.</p>	<p>Full Age Range All curricula</p>
	<p>Cristina Varriale, Bonn International School Joy Marchese, American School in London</p>	

Portfolio	Designing Emergent Learning Ecosystems	
<p>Room H1 90 Minutes 1045-1215</p>	<p>Abstract</p> <p>What are we currently designing our classrooms and schools for?</p> <p>What are our individual and organizational missions calling us to design for?</p> <p>What is an Emergent Learning Ecosystem and how might we design our living and learning spaces to reach further towards our missions?</p> <p>In this workshop we'll explore these questions and consider how the following design purposes fit within the larger picture of designing Emergent Learning Ecosystems:</p> <p>Design for Wonder through self-directed inquiry and interest-driven learning journey personalization</p> <p>Design for Integration through authentic and collaborative living, learning and working in a messy, diverse, dynamic world with community partners</p> <p>Design for Impact through meaningful engagement in 'work that matters' and networked global and local ('Glocal') action for individual and collective well-being</p> <p>During the past 3 years, since the launch of Chinese International School Hong Kong's Hangzhou CIS program and through a collaboration with the JUMP! Foundation, we've embarked on a mission to achieve these design purposes.</p> <p>We will review the inspirations, design principles, processes and challenges underlying the creation of several exciting new initiatives based at the Hangzhou CIS program:</p> <ul style="list-style-type: none"> · Planetwalk Learning Journey: a week-long socio-environmental learning journey inspired by Planetwalker and National Geographic Explorer, Dr. John Francis; · HZx: a place-based, learner-directed, integrated approach to MYP Individuals & Societies; · HZ Makerspace: a community-based, co-created space for turning our imaginations into reality; and · Beyond: a year-long learner-directed experience culminating in 3 weeks of self-directed learning <p>Together we'll explore the ways in which these learning spaces, and others like them, can support our students and school communities in reaching the highest callings of our individual and collective missions.</p>	<p>Tracks</p> <p>ICT/Multi-Media/ Online Learning</p> <p>Language Arts/ English (Writing)</p> <p>Library</p> <p>Early Childhood</p> <p>Flourishing</p> <p>Guidance</p> <p>Counselling</p> <p>Special Needs/ Learning Support</p>
	<p>Impact</p>	<p>Suitable for</p>
	<p>Participants will leave the workshop inspired by, and empowered with: a network of relevant resources as well as friends and like-minded thinkers and doers; and design principles, processes and challenges to take back to your school to help create new professional conversations, rituals, and programs that nourish an Emergent Learning Ecosystem.</p>	<p>Full Age Range</p> <p>All curricula</p>
	<p>Daniel Kinzer, CIS Hangzhou</p>	

Think Tank	Being creative with 'waste'. Redesigning how we resource creativity within STEAM	
	Abstract	Tracks
<p>Room H2</p> <p>90 Minutes</p> <p>1045-1215</p>	<p>committee and Environmental committee. It would however have a wider appeal. It would start with some inspiration from http://www.thebucketboard.org/ and viewing their short film https://vimeo.com/122449408</p> <p>We would then Skype with someone from Bucket Board (maybe Mac Premo or Don Sanford) to hear about the story of the design and take some questions. Mac Premo is an artist and director who graduated from the Rhode Island School of Design in 1995. He has won 7 New York Emmy® Awards for his video and animation work. Mac's fine art and sculpture has exhibited worldwide. In 2011, he created a critically acclaimed collage environment inside a 30-yard dumpster called The Dumpster Project. Don Sanford is a custom homebuilder and carpenter based in Encinitas, California. Along with his wife Cari, he created Sanford Shapes, a fully local skateboard company dedicated to creative craftsmanship. Their boards are a blend of art, woodworking, and skateboarding. A true family business, Don and Cari work with their nephews (and several of their nephews' friends) to hand shape every single board that comes out of their Encinitas workshop. After that the floor would be open for sharing of ideas. Looking at what some schools have already done and how they did it. How that supported the learning of students. Was it better to use recycled materials than bought ones for more reasons than the environment? How could curriculum's and schools be better designed to further support up-cycling? This discussion would be chaired by Marcus James/Marisa Wilson, Marianne Zupanc and Petr Dimitrov. We would also share our own experiences: PRACTICAL SESSION from Marianne on 'solar powered water pumps' (details to follow). https://www.youtube.com/watch?v=1Siz_j_bdaE https://www.youtube.com/watch?v=L2PnVDTYu6U http://blogs.isp.cz/dimitrov/2015/04/29/earth-day-community-art-project-bottle-cap-mural/ http://blogs.isp.cz/dimitrov/2015/04/29/earth-day-community-art-project-noahs-ark/ Further examples from the Science committee will also be presented by Marianne Zupanc: When talking about renewable energies the first thought that comes to most people's minds is either the wind turbines, that now populate our landscapes, or the electric cars (that still have a long way to go).</p>	<p>Art,</p> <p>Drama/Theater</p> <p>Early Childhood</p> <p>Environmental/Sustainability</p> <p>Humanities and Social Studies</p> <p>ICT/Multi-Media/Online Learning</p> <p>Mathematics</p> <p>Music</p> <p>Physical Education</p> <p>Science</p>

	<p>This would be a joint committee session. Run by the Art and Science Renewable energies can be thought and used in the smallest things. Learning from the past can help us for the future. When no electricity was available people used the power of the wind or the water to grind corn to make flour. Why not try to use some of these concepts to find a sustainable way to extract water from wells. This project was presented to the incoming grade 9 students as a kick off for their IGCSE (Biology/ Chemistry/Physics). Our positive experience with the solar car project led us to seek different, more community pro-active, way of introducing renewable energy, the role of the sun and an introduction to the materials science. When students were asked if they would want to do the project again comments such as "school can be fun!" and "We have learned more things" are often commented by the students. This allowed the students to learn about renewable energy and energy and power concepts in an off-classroom way, testing for the law of conservation of energy turning kinetic energy into gravitational potential energy, checking the efficiency of a system of calculating the power output of their system came as a need as opposed to an obligation. Students also find it interesting to know more about the types of energy and the reason why sun is the source of energy. This leads to an easy link to the Biology chapter of plant biology where the role of photosynthesis and to the advances made in science where trying to mimic the photosynthesis process by creating artificial leaves, turning the energy form the sun into chemical energy and at the same time producing oxygen is addressed. Learners find this project extremely rewarding as they are leading their own learning. Students were asked to, over the course of 3 weeks, design and execute a project where water, renewable energies and sustainability were addressed.</p>	
	<p>Impact</p>	<p>Suitable for</p>
	<p>Share possible ways to use 'waste' materials to resource a curriculum and provide a 'deeper', more relevant and meaningful learning experience compared to using normal resources. Ideas for a redesign of a linear approach to resource supplies and move towards a more circular model. Explore ways a similar ethos support Science, Technology, Engineering, Art and Mathematics (STEAM).</p>	<p>Full Age Range All curricula</p>
	<p>Mac Premo, The Bucket Board Don Sanford, The Bucket Board Marcus James, International School of Geneva Marianne Zupanc, International School of Bremen Ana Abreu, International School of Bremen Petr Dimitrov, International School of Prague</p>	

Hothouse	Talking in class: Designing academic conversations	
<p>Room H3 90 Minutes 1045-1215</p>	<p>Abstract</p> <p>With ties to achievement, the student-centred classroom, differentiation, and many international standard sets, communication and speaking skills are essential to the 21st-century student--but where do they fit into the curriculum? This session will explore the latest research behind increasing classroom academic conversation in a way that is meaningful, relevant, and immediately applicable. It will include lesson examples, highlight videos of implementation, and plenty of opportunities to experience peer discourse and engage in meaningful conversations about the role communication plays in teaching and learning. Links to the Common Core State Standards and artifact creation will also be highlighted. Participants will have opportunities to collaboratively develop ways to incorporate student discourse into their already-established curricula, and they will leave with resources that include all of the ideas generated in the session. Reproducible sample activities that can be instantly integrated into classrooms are provided. For educators of any subject or grade level.</p>	<p>Tracks</p> <p>Cross Culture Curriculum Assessment Drama/Theater ESL Mother Tongue Foreign Languages Guidance Humanities Social Studies ICT/Multi-Media/Online Learning Language Arts/English (Writing) Mathematics Professional Learning and Action Science Special Needs/ Learning Support</p>
	<p>Impact</p> <p>This session will explore the latest research and rationale behind increasing student conversation opportunities in the classroom and strategies for implementation. By the end of the session, participants will understand: - How to increase students' classroom academic conversation in order to develop content understanding, improve motivation for learning, and provide alternative assessment opportunities - The role student dialogue plays in improving differentiation, literacy, student-centred learning, and 21st century skills - How to design and implement activities that will increase opportunities for structured student academic conversation (including routines and protocols) - The experiential results of participation in peer dialogue, which practitioners can then immediately apply to their own curricula - How to utilize a framework that leads to artifacts and documentation of learning through academic conversations across the disciplines. These outcomes are based on action research we conducted as international school teachers in the UK from 2012-2015. Please visit this link to view the video, shown at the ECIS Annual Conference 2014, that we created to share the results of our action research on this initiative: https://www.dropbox.com/s/kxtv8bvl41c7a66/Talking%20in%20Class%20overview.m4v?dl=0</p>	<p>Suitable for</p> <p>Students aged 6-10 Years, 11-14 Years, 15-18 Years All curricula</p>
	<p>Brianna Gray, ACS International Schools Jake Rosch, ACS International Schools</p>	

Think Tank	Bringing the curriculum beyond the classroom	
	Abstract	Tracks
Room A 60 Minutes 1315-1415	As curricula add extra non classroom activities such as CAS and SA to the student requirements this session will search for ways of adding cohesion between the classroom and these experiences to the benefit of both. Teachers and students will see the benefits of real life learning that combines true experiences with the classroom curriculum. The presenter will focus on the IBDP and CAS but other curricula are certain to gain insight.	Curriculum Assessment Drama/Theatre Flourishing Guidance Humanities Social Studies ICT/Multi-Media/Online Learning Journalism/Yearbook Language Arts/ English (Writing) Library/Information Services Professional Learning and Action
	Impact	Suitable for
	This session will generate a list of ways that extra curricula activities (such as CAS, Service Learning and SA) can enthuse learning within the classroom and how classroom learning can generate suitable activities which will allow students to develop their academic skills and knowledge.	Student aged 11-14 Years, 15-18 Years All curricula
	Tom Brodie, Carlsbad international School John Canning, Core Consultants	

Injection	School systems for student success	
	Abstract	Tracks
Room B1 60 Minutes 1315-1415	This workshop is intended for school leaders and teachers interested in learning about effective school wide behavior and instructional systems that focus on student success for diverse populations of learners. Participants will see examples of school wide behavior systems and response to intervention (RTI) models that support students and teachers. Participants will see concrete examples of these systems and walk away with tools that they can implement in their schools.	Cross Culture Special Needs/ Learning Support
	Impact	Suitable for
	Participants will leave with examples of school wide behavior systems and a response to intervention (RTI) model that support students and teachers. Participants will see concrete examples of these systems and walk away with tools that they can implement in their schools. As a result students will be more successful in the classroom and are less likely to be over identified for special education support.	Student aged 6-10 Years 11-14 Years All curricula
	Johanna Cena, American School of Barcelona Kristin Haagensen, American School of Barcelona Heather Witthoff, American School of Barcelona	

Hothouse	Make Fail Learn Repeat	
<p>Room B2 60 Minutes 1315-1415</p>	<p>Abstract</p> <p>With the help of the “Think Tank” students improved themselves in every aspect possible. Self-learning and MAKER projects, students not only helped them learn things quicker but also helped them enjoy learning more. Most AP Computer Science students finished the curriculum in just three months.</p> <p>Students wanted to use their newly developed coding skills and to see them in action. This caused them to dig deeper in the topics that they were most interested in. There were various interests including game making, mobile app development, robotics and contact free controllers. This pursued them to not only work during their class hours but also during breaks, after schools and weekends.</p> <p>And it was not only their life that was affected by this. Other schools and students also felt its impact. Most high school students were inspired to do research and projects in their field of interest while some younger students wanted to be a part of the AP students. Many younger students adored their worked and took the AP students as a role model for themselves. And as this technique started paying back, the other teachers’ views on the topic have also started to change. While other departments were more conservative initially, they have noticed the advantages and benefits of such a system and endorsed their students for such activities. Students who worked with the department and pioneered this experience achieved all kinds of success in real time, pushing themselves to new levels in everything including college acceptance too.</p>	<p>Tracks</p> <p>Flourishing ICT/Multi-Media/Online Learning Mathematics Science</p>
	<p>Impact</p> <p>Students’ increase in creativity and willingness to learn brought in inevitable academic benefits too. While this mostly reflected on students’ exams, GPAs and standardized exam scores, it could also be seen in their in class performance and enthusiasm. While two 11th grade students took AP Courses that included the topics of 12 grade by themselves, other students significantly increased their GPAs from low-eighties to nineties. In addition to the academic performance of the students, they have also developed side products while learning. From smart bulbs to labyrinth solving robots, students created many fantastic projects that have changed their life. With the help of these projects students achieved college level like experience in coding, design and mathematics. In addition to this, these projects helped them to create their own portfolios, which will be very helpful in their future academic or professional life.</p>	<p>Suitable for</p> <p>11-14 Years 15-18 Years</p>
	<p>Sedat Yalçın, Hisar School Mehmet Can Alaca, Student Hisar School Mert Karakaş, Student Hisar School Kerem Güventürk, Student Hisar School Can Odezamir, Student Hisar School</p>	

Hothouse	Values for international education	
	Abstract	Tracks
<p>Room C 3-4 60 Minutes 1315-1415</p>	<p>Abstract: In this presentation we have only just begun to discuss the issues we will cover, but one contribution will offer innovative theory which clarifies how values function and how they are acquired in social life and in schooling. The other contribution will apply a rigorously realistic self-criticism of international education practice, and together they will present blunt pragmatic challenges to international school practice, initiated by some fundamental questions for immediate discussion.</p>	<p>Cross Culture Curriculum Assessment Environmental/ Sustainability ESL Mother Tongue, Guidance Counselling Humanities Social Studies Professional Learning and Action</p>
	Impact	Suitable for
	<p>This two-handed presentation draws upon two careers. One career has been practical but reflective, running a leading international school for 30 years, while writing and speaking about international education, and contributing to the community through Board membership and Chairing of ECIS and The Alliance for International Education. The other career has been a mixture of the professional, including 35 years teaching the IB Diploma, and the academic, including researching, writing and speaking on matters of culture, values and identity. These two sources, the theoretical and the practical, will be used to take a fresh look at some of the value issues that are taken for granted in our schools. Questions will be raised about the responsibilities implicit in the education of many communities by predominantly Western institutions and professionals.</p> <p>A number of the common practices and slogans in the everyday discourse will be put under the microscope, and it is hoped that discussion will start at the conference, and go far beyond. The aim is to offer material for reflection on daily professional practice.</p>	<p>Full Age Range All curricula</p>
	<p>Richard Pearce, Education Consultant Terry Haywood, International School of Milan</p>	

Campfire	Taste the future: Embedding global food literacy lessons into cross disciplinary studies	
	Abstract	Tracks
<p>Room C1-2</p> <p>60 Minutes</p> <p>1315-1415</p>	<p>Taste the Future: Embedding Global Food Literacy lessons into cross curricular studies towards global citizenship and healthier futures for children, their communities and their environments. "Global Food Literacy" describes the understanding and knowledge needed to analyze and make well-informed choices about food for healthy lifestyles, whilst becoming global stewards of sustainable food systems and empathetic learners of intercultural practices related to the nourishment and enjoyment of eating food." (www.globaleducation.com)</p> <p>It is becoming increasingly critical for the world's students to learn food literacy in school, not just to address the health issues ballooning in our societies, but to give them the understanding required to become mindful food citizens necessary for the sustainability of our cultures, environments and global food systems. Providing students with opportunities to become literate about food in a nutritional, environmental and socio-cultural sense gives them the capacities to make better decisions when purchasing or consuming food. Moreover, participating and experiencing how to grow, taste and cook food will enhance their health and well being. In defining Global Citizenship, we must address Global Food Literacy as an integral element of cross disciplinary study. This camp fire interactive discussion will explore Global Food Literacy topics through interactive and experiential exercises designed to inspire educators towards effective integration of Global Food Literacy themes into their existing school curriculum and programs. Delving into these topics will provide the attendee a deeper understanding of key issues and a plan for action in their own educational setting. Target Audience Educators and Administrators connected to Primary, Secondary and Tertiary Education, Health and Wellness, Environmental Studies, Global Citizenship, Service and Learning, Humanities, Social Studies, Science Learning Objectives to inspire creative ways to integrate food literacy and food citizenship ideals into existing curricula and programs to develop a deeper understanding of the complex environmental and social components of the food systems in our world to understand and explore the importance of Taste Education as a critical aspect of learning about food to gain insight into the current research on food as an important educational theme in ecological and citizenship studies to share effective practice in this field to investigate and discuss how our consumer choices are affecting the stability of our society and ecosystems to create strategies to integrate Global Food Literacy into cross disciplinary studies Participants will leave the campfire session with... a co-created action plan to integrate Global Food Literacy into their own educational programs a resource pack with links to valuable information and resources for program development a summary of ideas for effective practice ideas for how to use food literacy as a valuable tool for enacting citizenship and reinforcing citizenship values.</p>	<p>Cross Culture</p> <p>Curriculum</p> <p>Assessment</p> <p>Early Childhood</p> <p>Environmental/ Sustainability</p> <p>Humanities</p> <p>Social Studies</p> <p>Physical Education</p> <p>Professional Learning and Action</p>
	Impact	Suitable for

	<p>This Campfire discussion will: ~inspire creative ways to integrate food literacy and food citizenship ideals into existing curricula and programs -to discuss the importance of understanding of the complex environmental and social components of the food systems in our world ~to understand and explore the importance of Taste Education as a critical aspect of learning about food ~to gain insight into the current research on food as an important educational theme in ecological and citizenship studies ~to share effective practice in this field ~to investigate and discuss how our consumer choices are affecting the stability of our society and ecosystems ~to create strategies to integrate Global Food Literacy into cross disciplinary studies International Schools are the ideal platform through which Global Food Literacy can be developed, due to the vast diversity and the inter-cultural nature of their students and communities. Educators could work towards introducing global perspectives into learning about food as a horizontal, inter-disciplinary theme. In exploring Global Citizenship, schools could embed Global Food Literacy as an integral element of cross disciplinary study. This will contribute to finding solutions for many of our pressing global issues through developing globally food literate citizens, capable of effecting positive and healthy changes for themselves, their environments and their communities both now and in the future.</p>	<p>Full Age Range All curricula</p>
	<p>Catherine Copeland, Global EDGEducation Sarah Copeland, Global EDGEducation</p>	



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Injection	Learning to learn across the whole school	
<p>Room C3-4 60 Minutes 1315-1415</p>	<p>Abstract</p> <p>We wish to share a series of strategies that we have developed as a school to make explicit the learning skills that underpin all learning in all subjects. The impact at Sotogrande is that we have developed a common framework to teach the metacognitive skills that sit behind all learning.</p>	<p>Tracks</p> <p>Art Cross Culture Drama/Theater Environmental ESL Mother Tongue Foreign Languages Guidance Humanities ICT/Multi-Media/Online Language Arts/ English (Writing) Mathematics Music, Science Special Needs</p>
	<p>Impact</p>	<p>Suitable for</p>
	<p>To raise the profile of the need to teach the skills that underpin all learning. The impact is to positively effect the learning experiences of students in classrooms.</p>	<p>6-10 Years 11-14 Years 15-18 Years All curricula</p>
	<p>Jak Kearney, Sotogrande International School Belen Gonzalez, Sotogrande International School Andrea Bennet, Sotogrande International School</p>	

Portfolio	Key concepts in 16-19 study – preparing students for university programmes	
	Abstract	Tracks
Room C5-6 60 Minutes 1315-1415	This session explores how Cambridge has introduced ‘key concepts’ across the new Cambridge International A Level programmes for 16-19 year olds. Key concepts are essential ideas, theories or principles that help students develop a deep understanding of their subject and make links between the different topics. They have been developed in consultation with universities worldwide	Humanities Social Studies
	Impact	Suitable for
	The session also looks at how key concepts help prepare students for undergraduate study.	Students aged: 15 – 18 years AICE- Cambridge AICE Curriculum
	Carolyn Tiller, Cambridge International Examinations	

Portfolio	Collaborative arts planning in the Primary	
	Abstract	Tracks
Room D3 60 Minutes 1315-1415	Arts curriculum in the primary has the potential to orchestrate the understanding of related concepts among a collaborative group of teachers and students. This portfolio presentation highlights the development and implementation of the past three years of primary-wide, collaborative ‘arts-week’ curriculum at our school, the International School of Lausanne. We can share our process over the years, offer sample collaborative planners shared and used by each grade level, and discuss ways classroom teachers can collaboratively plan and integrate art concepts into PYP planning.	Art Curriculum Assessment, Drama/Theater, Early Childhood Music
	Impact	Suitable for
	The learning outcome of this session is to gain a closer look at one school’s model of collaborative arts planning between classroom teachers in the primary. Teachers will find the impact of the session immediately by beginning to plan an integrated PYP arts unit or a school-wide collaborative theme.	Student aged 3-5 Years, 6-10 Years All curricula PYP - Primary Years Programme
	Adrienne Dunkerley, International School of Lausanne Jonathan Twigg, International School of Lausanne	

Portfolio	How do we tap and channel the natural creativity of the classroom to develop students' learning?	
	Abstract	Tracks
Room D4 60 Minutes 1315-1415	One answer is to use increasingly accessible and customisable eLearning platforms. We would illustrate this approach within a digital context, using our Online Learning Area platform that plays a key part in our distinctive skills based qualification. Through sharing online learning tools to support higher-level learning, there is space for the teacher to develop active learning; and through its topic-based structure, space for the 'pupil voice'.	ICT/Multi-Media/Online Learning Professional Learning and Action Cross Culture
	Impact	Suitable for
	By constructing the qualification around a global topic, gathering and analysing feedback from a range of perspectives, and using critical thinking to produce individually and collaboratively a written/multimedia conclusion, we allow both creative thinking and innovation.	Full Age Range CAM-A - Cambridge Advanced CLSP - Cambridge Secondary
	Paul Bullen-Smith, Cambridge International Examinations Andrew Field, Cambridge International Examinations	

Portfolio	The challenge of nurturing intercultural competence in young people	
	Abstract	Tracks
Room D5 60 Minutes 1315-1415	Preparing young people to understand the global nature of many of the problems the world faces, and then to have the willingness and ability to act in order to resolve them, requires a set of skills that heretofore has not been considered in the traditional school curriculum. Fundamental to this is the acquisition of intercultural competence – a skillset that enables individuals to interact effectively and appropriately with people different from themselves.	Cross Culture Humanities Social Studies Science
	Impact	Suitable for
	This presentation introduces a model of intercultural development (the DMIS – the Developmental Model of Intercultural Sensitivity), addressing some of the challenges and opportunities educators confront as they guide themselves – and then their students -- to become more interculturally competent.	Full age range All curricula
	Ken Cushner, Kent Sate University	

Injection		
Leveraging technology to maximize student outcomes; The Khan Academy for SAT Preparation		
	Abstract	Tracks
Room D6 60 Minutes 1315-1415	How can technology help students own their future? The College Board has partnered with Khan Academy to provide all students worldwide access to world-class online resources that will prepare them for the redesigned SAT, to be introduced in spring 2016. The goal of the redesigned SAT is to improve student outcomes and deliver greater opportunity to more students. In addition to the Khan Academy partnership, this session will explore the College Board’s online tools and college planning resources to support educators’ efforts to guide their students to world-class higher education institutions and beyond. Participants will have the opportunity to engage in dynamic group discussion with peers and the presenter and will leave the session with a deeper understanding of how to supplement a school curriculum with digital advancements.	Curriculum Assessment ICT/Multi-Media/ Online Learning Language Arts/ English (Writing) Mathematics
	Impact	Suitable for
	Participants will learn how to supplement their practice with digital advancements in order to improve student outcomes.	Students aged 11-14 Years, 15-18 Years All curricula
	Judith Hegedus, The College Board	

Injection		
Learning {Re}imagined: How the Connected Society is Transforming Learning		
	Abstract	Tracks
Room E 1-2 60 Minutes 1315-1415	Graham Brown-Martin recently undertook a commission that took him to 18 countries on 6 continents, travelling more than 125,000 miles accompanied by an award winning photographic team to explore how digital platforms are transforming the way we live, learn and communicate. From refugee camps in Syria, mountainous regions in China, deep into rural India and then to the design studios and schools in Silicon Valley he visited some of the most diverse environments imaginable, meeting passionate educators working in complex situations. He met with global thought leaders including Noam Chomsky, Sir Ken Robinson, Seth Godin and Sugata Mitra, designers and creators of new platforms reaching increasingly large populations and asked “what is education for?” Supported by the World Innovation Summit for Education his transmedia work was recently published by Bloomsbury under the title “Learning {Re}imagined : How the Connected Society is Transforming Learning”. Since its release the title has been consistently sold-out in the majority of outlets across Europe and the US.	All Tracks
	Impact	Suitable for
	In this extended interactive session Graham will discuss and dive deeper into some of his key conclusions around transformation and learning that include context, environment, engagement, technology and the future	Full Age Range All curricula
	Graham Brown-Martin, Founder Learning Without Frontiers	

ECIS Programmes	
<p>Room E 3-4 60 Minutes 1315-1415</p>	<p>ECIS has developed a suite of programmes and systems to support schools, leaders and teachers in their efforts to create outstanding educational experiences for their students and communities. This session will outline courses and share feedback from teachers who give the International Teachers Certificate such great comments. ECIS now provides programmes to support teachers professional development both on line and some face to face. We have professional development for teachers wanting certification, micro-credentials, or the start of a master's programme.</p> <p>In addition, new systems have been developed - PD Solutions - which enhances school's abilities to gauge what PD will best support their own staff, either as a whole, in small groups or individually. Individual programmes of PD can then be followed with short or longer courses - all directly related to the needs of teachers and schools. Come and explore these possibilities with us in the session.</p>
<p>Darlene Fisher, ECIS Michael Horning, PLS 3rd Learning</p>	

Hothouse	Fluency with flexibility	
	Abstract	Tracks
<p>Room E 5 60 Minutes 1315-1415</p>	<p>Recent research shows that while fact fluency is important, timed tests are not best practice for several valid reasons. We would like to offer teachers a variety of alternate ways (i.e. number talks) to promote fact fluency with children from the ages of 6 - 10.</p>	<p>Curriculum Assessment Mathematics Special Needs/ Learning Support</p>
	Impact	Suitable for
	<p>Teaching fact fluency in a more conceptual way meets the needs of all learners and fosters flexibility, as the tasks are designed to be "low floor, high ceiling".</p>	<p>Students aged 6-10 Years All curricula</p>
	<p>Meritxell Lucini, Benjamin Franklin International School Sarah Boltz, Benjamin Franklin International School</p>	

Campfire	"All we do is displays"... or is it? The role of the Teaching Assistant	
	Abstract	Tracks
Room E 6 60 Minutes 1315-1415	'The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives' Robert John Meehan The intention of this session is an opportunity for international schools to share how teaching assistant's are already being utilised, what is working well and allow for discussion about how to further develop this. The choice of the 'Campfire' approach will enable participants to discuss a range of issues that schools face, within an international setting, with regards to effective deployment. At the British School of Bucharest reviewing our current deployment of teaching assistants is one of our whole school development foci. This session aims to further develop our thinking as well as give other schools opportunities for active discussion and implementation within their own setting.	Curriculum Assessment Early Childhood ESL Mother Tongue, Professional Learning and Action Special Needs/ Learning Support
	Impact	Suitable for
	Learning Outcomes: To walk away with ideas on how to best utilise your Teaching Assistant as 'your best resource' Impact: -Sharing of good practice within schools and discussion as to what is working well within the international setting -Ideas for leadership roles within the TA's -Using TA's to aid with assessment both formative and summative -Ensuring TA's are an addition to the teacher not a replacement - closer collaboration with teachers – accountability.	Student aged 3-5 Years, 6-10 Years UK - UK National Curriculum
	Helen Stevens, British School of Bucharest	

Hothouse	English language learners and learning disabilities	
	Abstract	Tracks
Room H1 60 Minutes 1315-1415	This workshop is designed for ESL/EFL teachers who may have students with learning disabilities in their classroom but do not have a learning support team to turn to for assistance. Participants will become familiar with some different learning disabilities (LDs) that exist, how to identify LDs in English language learners (ELLs), and basic classroom practices that can be implemented immediately to assist these learners, especially those learners with attention difficulties and also those with reading difficulties.	ESL and Mother Tongue, Special Needs/ Learning Support
	Impact	Suitable for
	Learning Outcomes: 1. able to define learning disability (LD) 2. become aware of problems identifying English language learners (ELLs) with LDs 3. understand ways to assess ELLs with LDs 4. become familiar with basic classroom practices to assist ELLs with LDs 5. learn additional strategies that can be used to help ELLs with reading LDs Impact: Teachers will be able to put classroom practices that assist ELLs with LDs into action immediately.	Student aged 11-14 Years, 15-18 Years All curricula
	Kelley Fast, Kumon Leysin Academy of Switzerland	

Think Tank	How can students be encouraged to read more, especially in a Foreign Language?	
	Abstract	Tracks
Room H2 60 Minutes 1315-1415	Reading in a Foreign Language is always a challenge. Learners often hesitate to try reading longer texts, because they feel uncomfortable being faced with unfamiliar vocabulary. Which strategies can be used to support the learner? How can beginners gain confidence to be encouraged to read? Which materials can be used? How can the reading tasks be modified to help the learners? These topics should be discussed in this meeting with the goal to leave the presentation with helpful ideas and proposals, which can be used in the language classroom in the lessons following the ECIS Conference.	Cross Culture, ESL Mother Tongue Foreign Languages Library Information Services
	Impact	Suitable for
	Participants will see examples, exchange ideas with colleagues, find possible solutions for their teaching groups. They will be able to use these ideas in their classrooms after returning from the ECIS conference. The outcome / summary will be published in the Foreign Languages Blog on the ECIS website.	Students aged 11-14 Years, 15-18 Years All curricula
	Andrea Maria Wagner, International School of Dusseldorf	

Think Tank	WebQuest, a form of IBL power	
	Abstract	Tracks
Room H3 60 Minutes 1315-1415	Are you a teacher who is interested on increasing your students' motivation? Do you want them to put in more effort and get their minds ready to make connections? You will never cease to be amazed at how focused your students stay when they are working with a WebQuest. A WebQuest is an inquiry-based lesson format in which information that learners work with comes from the web. Several aspects of WebQuests contribute to increasing student motivation like addressing issues that exist in the real world, use timely resources, prompt higher order thinking levels and students' cooperation and many more.	Cross Culture, ESL Mother Tongue Foreign Languages Library Information Services
	Impact	Suitable for
	1- Recognize what a WebQuest is. 2- Identify the benefits and the importance of incorporating WebQuests in teaching and learning. 3- Distinguish the five basic components of a WebQuest. 4- Explore some websites for creating a webQuest.	Students aged 11-14 Years, 15-18 Years All curricula
	Andrea Maria Wagner, International School of Dusseldorf	

Campfire	Life Inside a Refugee Camp: The Humans behind the Headlines	
	Abstract	Tracks
Room A 60 Minutes 1430-1530	<p>Jasmin O'Hara has been living in Calais's 'Jungle' – refugee camp for the last couple of months, filming a documentary about the inspirational individuals she has made friends with there. After a post she wrote on facebook went viral, she set up CalAid to deal with the amazing response to her work. CalAid is an organization overseeing donations and volunteers to the camp and has quadrupled JustGiving's biggest crowdfunding campaign ever – raising £180,000.</p> <p>The dynamic and interactive session she gives includes:</p> <ul style="list-style-type: none"> - An intimate view of life inside the camp - A deep understanding of the people living in the camp, their stories / dreams and situation - An overview of the refugee crisis – why people leave and the journey they take - An insight into going viral; using social media for positive change. - Using your voice and influence to stand up for what you believe in, and how to get people to listen! - Keeping love at the forefront of everything you do, using that to achieve your own goals - Marrying business / life / charity into something profitable across all aspects of your life - Question and answer session / Discussion for how Service learning can support and be supported by the ongoing refugee crisis across Europe 	<p>Service Learning</p> <p>Curriculum Assessment Humanities</p> <p>Social Studies</p> <p>Professional Learning and Action</p>
	Jasmin O'Hara, The Worldwide Tribe	

Injection	Integrating grammar and language skills into the writer's workshop	
	Abstract	Tracks
Room B1 60 Minutes 1430-1530	<p>In an international school environment the majority of our students are speaking languages other than English, so how do we build their language skills so that they can best access the content? In addition, how do we most effectively build the grammatical knowledge of the native speakers in our classrooms? Presenters will share how the American School of Barcelona teaches English Language Development classes to all elementary students to support their development in vocabulary and grammar. We will share both lower and upper elementary teaching strategies by exploring the idea of using oral practice routines as well as mentor sentences to teach grammar in the context of reader's or writer's workshop.</p>	<p>ESL and Mother Tongue</p> <p>Language Arts/ English (Writing)</p>
	Impact	Suitable for
	<p>Explore lower and upper elementary teaching strategies (oral language routines and mentor sentences) to begin or enhance your grammar instruction for all students in the homeroom classroom.</p>	<p>Students aged 6-10 Years</p> <p>US- US National Curriculum</p>
	<p>Johanna Cena, American School of Barcelona</p> <p>Febe Bellon, American School of Barcelona</p> <p>Patty Sanchez, American School of Barcelona</p> <p>Kathy McDonald, American School of Barcelona</p>	

Portfolio	Motivating 21st century learners!	
	Abstract	Tracks
Room B2 90 Minutes 1430-1530	Wow! I wish I could motivate students like that. Well, guess what.... you can! Join author and global educator Michael DiSpezio for a unique, exciting and informative experience on best practices in STEM education. In a classroom session with students, Michael will model effective strategies for engaging students and setting the scene for effective STEM learning. Using video snippets, students are introduced to the parameters of engineering a soft landing system. Then, they'll be challenged to design, construct and evaluate their own soft lander based upon various strategies including a balloon-cushioned tetrahedron structure developed by NASA engineers. Following the classroom interaction, teachers will discuss the teaching strategies and how best they can be exploited in a variety of content/inquiry scenarios.	Mathematics Science
	Impact	Suitable for
	Teachers will observe and discuss: a) best practices in an actual classroom environment b) inquiry-based approach to STEM c) open ended and prescriptive activities d) specific repeatable activities in the classroom e) authentic assessment in STEM	Students aged 6-10 Years, 11-14 Years All curricula
	Michael DiSpezio, Houghton Mifflin Harcourt (HMH)	

Portfolio	Working with the crucial human factor	
	Abstract	Tracks
Room B3 60 Minutes 1430-1530	The nature and quality of the human interactions that occur within a school community determine and shape the climate and culture of the school. In turn, this climate and culture directly effects the quality of learning and the existence of a positive growth mind-set within the learning environment. A school may have all the physical and logistical elements in place but if the "human factor" is not in good shape the professional environment and student learning outcomes will suffer. In this session we will explore this complex but crucial area of the "human factor" - looking at how we can optimise our own effectiveness as communicators and leaders and enabling highly productive interactions with others at all levels and in various settings and circumstances.	All Tracks
	Impact	Suitable for
	Participants will have the opportunity to focus on the critical importance of this element of their professional work; examining and enriching their self-knowledge and understanding; applying a fresh paradigm to working with others; and consciously developing a highly effective and productive working and learning environment.	Full Age Range All curricula
	Chris Bowman, Bowman Consult	

	How to Teach Successfully Neurobiology: Interdisciplinarity, History, and Relevance are key!	
	Abstract	Tracks
Room C1-2 60 Minutes 1430-1530	Neurobiology as part of the Human Physiology Core Topic and the Neurobiology and Behavior Option of the IB Biology Programme is commonly met with great interest by students. However, due to the complexity of the subject many biology teachers find it one of the most challenging topics to teach. This presentation will demonstrate how three key principles can assist teachers to successfully teach neurobiology – application of interdisciplinary approaches, embedding of concepts into historical context, and making content relevant to students.	
	Impact	Suitable for
	This session will inspire participants to apply the ‘Interdisciplinarity-History-Relevance’ strategy to their own classroom teaching of neurobiology. Employment of this strategy will facilitate the teaching and learning of complex neurobiological concepts, enthuse students about the subject, and help educators to engage students into discussions about the real-world relevance of neurobiological knowledge.	
	Günther K.H. Zupanc, Northwestern University	

Hothouse	How to talk about what matters most – The challenging conversation	
	Abstract	Tracks
Room C3-4 60 Minutes 1430-1530	“Challenging conversations are, or could be, conflicts; they are not always conflicts.” (OPC 2011) Consequently, effective management is essential to minimize conflict and maximize professional dialogue focused on improved practice. The associated skills are at the core of effective teaching, leading, and collaborative school cultures. As Garmstone and Wellman 2009 argue “... talking together professionally is no panacea, but it may represent one of the single most significant investments that faculties can make for student learning.” In the context of case studies, this workshop intends to provide participants with an opportunity to: <ul style="list-style-type: none"> • reflect on their personal response to challenging conversations; • review a variety of approaches to the same challenging conversation; and • understand and apply the essential skills within a conversation framework. 	Professional Learning and Action
	Impact	Suitable for
	Participants will be more willing and better prepared to enter into challenging conversations with colleagues, parents, and students.	Full Age Range All curricula
	Dr. Andy Scott, International School Leadership Mary Kelly, Canadian Bilingual School in Kuwait	

Portfolio	Lessons learned: Using best practices from counselling, ESOL, & learning support	
	Abstract	Tracks
Room C5-6 60 Minutes 1430-1530	Best practices good for students with counselling, ESOL, and/or learning support needs are proven to help all students. We will introduce educators to how and why they should try to implement specific strategies and techniques to help all students thrive. Our presentation would review the following: - Understanding your students' brains - Personalized learning - Techniques and strategies - The importance of attitude and emotion - Resource introduction and review.	Curriculum Assessment ESL Mother Tongue Guidance Counselling Humanities Social Studies Language Arts/English (Writing), Mathematics Professional Learning and Action Science Special Needs/ Learning Support
	Impact	Suitable for
	Educators will walk away with knowledge and resources gathered from research supported best practices from the worlds of counselling, ESOL, and learning support that they can take back to their schools and utilize, helping all students better learn.	Student aged 6-10 Years, 11-14 Years, 15-18 Years All curricula
	Joe George, The Anglo-American School of Moscow Erin Pedder, The Anglo-American School of Moscow	

Think Tank	Real-world Cafe' - unique cross-curricular projects	
<p>Room D3 60 Minutes 1430-1530</p>	<p>Abstract</p> <p>There's a lot of talk within education, learning outcomes, assessment criteria, matrix's, grades, targets...the list goes on. Just for now, let's get back to simple and push all of that to one side, forget the education speak, excellence, rigour and results and let's focus on the process. That is exactly what The Real World Cafe' is all about. With the right approach, an empty room and 20 students can become a veritable hub of innovation, because if we're honest, we need very little to get students excited about learning – it's all about the approach. In this session you'll discover ways to create fantastic cross-curricular projects that go further than the walls at school - they tap right into the local community and have a long-lasting and positive effect for all involved. No mapping, no grading, no streams of paperwork, just students and simplicity - which not only gets the students working on fresh projects, but projects with solid community links. These community links are not about generating profit for business, instead it's focused on charities, society and making changes for the greater good. At The Real World Cafe' we'll do just that. No education speak, no death by PowerPoint, this is real world stuff designed to give the students and staff a flavour of the incredible possibilities and links out there: subjects, students, society. That's it. There's a little more to talk about and some useful tools to help generate ideas, but think of this in coffee terms as using a coffee grinder and cafetière – simple and organic, no buttons and bells, just good and simple, designed to inspire not to bamboozle. The Real World Cafe' is simple in its approach, but the great results which can come from it are rich and full of flavour for your school. Often the best things are the simple things, and with the perfect blend of ingredients we can serve up something pretty special - the details come later, but for now the focus is on flavour. Plus, this is a tool which the students can use for themselves, so why not join the Real World Cafe' in Barcelona, enjoy some great coffee, collaboration and conversation? The School of Creative Thinking runs workshops and sets up think tanks at international schools throughout the world, giving students the opportunity to be part of a real-world experience and pick up essential and in-demand soft skills for life. Using a design agency / think tank methods, teachers from all subject areas can come together and discover ways to create the exceptional, not the conventional.</p>	<p>Tracks</p> <p>Curriculum and Assessment</p>
	<p>Impact</p>	<p>Suitable for</p>
	<p>Innovative and real-world cross-curricular project collaboration. A model which can be easily taken to school and worked on further. Teachers will take solid ideas to form a unique cross-curricular project with community links. Great PR for the school, the organisation involved and most importantly, real-world, experience and soft skills for students during and beyond their school experience.</p>	<p>Students aged 11-14 Years, 15-18 Years All curricula</p>
	<p>James Wren, The School of Creative Thinking</p>	

Hothouse	But I'm not an English teacher! Collaboration between EAL and other disciplines	
	Abstract	Tracks
Room D4 60 Minutes 1430-1530	<p>The goal of this presentation is to provide a specific example of EAL cross-disciplinary collaboration and to provide workshop attendees the time to work on constructing a cross-disciplinary unit that pays particular attention to the needs of EAL learners. The anticipated outcome of the presentation is that workshop attendees will have the opportunity to develop and/or practice skills that they can take back to their schools.</p> <p>In the first portion of the presentation, the co-presenters will discuss their experiences co-planning an EAL/History unit with particular attention to goals for EAL instruction. In the second portion, the workshop participants will co-create a mini cross-curricular EAL unit with a person from another discipline. In the final portion of the presentation, workshop participants will discuss lessons and next steps for implementation of cross-disciplinary planning.</p>	Cross Culture Curriculum Assessment ESL Mother Tongue Humanities Social Studies Language Arts/ English (Writing) Mathematics Professional Learning and Action Science Special Needs/ Learning Support
	Impact	Suitable for
	This presentation focuses on the process of co-curricular and cross-disciplinary planning, with a special focus on collaboration between EAL and other disciplines.	Students aged 11-14 Years, 15-18 Years All curricula
	Alain Sykes, American Overseas School of Rome Rosa DeBellis, American Overseas School of Rome	

Injection	Evidence based strategies for dyslexia	
	Abstract	Tracks
Room D5 60 Minutes 1430-1530	<p>As a classroom teacher, I have often felt insecure as to what works best for students with dyslexia. I recognize that students with dyslexia deserve specific evidence-based strategies and through a review of literature I will investigate these specific evidence-based strategies. Research seems to indicate that the brain systems for reading are malleable and their disruption in dyslexic children may be helped by providing evidence-based reading interventions. Early identification is critical and teacher preparation should facilitate these interventions. From what I have already read, intensive multi-sensory systematic phonics instruction should be at the heart of dyslexia intervention. And as well as training students in phonological awareness, a focus on phonological decoding and word level work is vital. My wish is to further address proper evidence-based strategies to help students as a classroom teacher. I will look at how a phonological weakness impacts spoken language and then written language</p>	Special Needs/ Learning Support
	Impact	Suitable for
	The audience will gain better insight into what strategies work best for learners with dyslexia.	Students aged 6-10 Years, 11-14 Years All curricula
	Petrouschka Murphy, Birrale International School Trondheim	

Hothouse	Fostering comprehension and life-long readers: A reader's workshop approach for the K-4 classroom	
	Abstract	Tracks
Room D6 60 Minutes 1430-1530	<p>As elementary school teachers, it is crucial that we not only teach our students how to read, but inspire our students to become life-long readers. As readers, we enjoy books when the words create vivid images in our minds, when we draw connections between the characters and ourselves, when we discover fascinating facts about the world around us, when a story activates our curiosity, and when those words on the page make us laugh, or even cry. In order for our students to develop the same passions for reading, we must teach them how to comprehend. Many teachers are lucky to have a wide variety of instructional materials at their fingertips, such as teaching manuals, basal readers, trade books, or internet resources. However, reading teachers teach, and manuals do not. Every child in every classroom learns in a different way, and at a different pace. Reader's Workshop allows all children not only to learn in their own way and in their own time, but creates an environment that fosters a love for learning. In this session, teachers will be introduced to the organization and structure of Reader's Workshop, which includes a minilesson, guided and/or independent practice, conferring with students, and sharing. The main focus of this session will be the six metacognitive comprehension strategies: Schema, Visualization, Determining Importance in Nonfiction, Questioning, Inferring, and Synthesis. We will discuss each strategy in depth, exploring ways to release responsibility to students using the Gradual Release Model, and discover how the strategies can also be applied in math, science, and the everyday lives of students. Teachers will take part in a Reader's Workshop lesson as the students would, in order to solidify their understanding of the process. In addition, teachers will get their hands on a variety of resources to take into their classrooms, such as book lists specific for each comprehension strategy, strategy bookmarks and posters, meaningful assessment tools, internet resources, procedural minilessons, and thinksheets. Based on the work by Debbie Miller, in her book Reading With Meaning, thinksheets are graphic organizers that give students a place to make their thinking visible. In addition to these materials, I will be sharing a variety of student work samples, anchor charts, and pictures and videos of kindergarten and second grade students in action. Collaboration is essential, and teachers will have opportunities to reflect upon their own teaching practices, synthesize their new learning with each other, and determine steps needed to bring change into their classrooms and schools.</p>	<p>Curriculum Assessment</p> <p>Early Childhood</p> <p>Language Arts/ English (Writing)</p>
	Impact	Suitable for
	<p>As a result of this session, teachers will understand the structure and organization of Reader's Workshop and relate the model to their own teaching practice. They will discover the importance of metacognitive comprehension strategies and learn how to gradually release responsibility to their students. Teachers will come away with practical lessons and ideas to implement into their instruction. Through modelling and guided practice, teachers will foster their students as they begin to apply the comprehension strategies into their own reading, in addition to improving their thinking skills in math and other content areas. Ultimately, the most important outcome is the development of curious and passionate life-long readers.</p>	<p>Students aged 3-5 Years, 6-10 Years</p> <p>All curricula</p>
	Sara Kirby, American Overseas School of Rome	

Hothouse	Student voice in designing for international mindedness	
	Abstract	Tracks
<p>Room E1-2 60 Minutes 1430-1530</p>	<p>The purpose of this session will be to explore with teachers/ administrators and share innovative ideas on what they believe contributes to the development of international mindedness in students at their respective schools. The concept of international mindedness is intertwined into our delivery, assessment, and ideas of creating a school culture. However, in these processes, do we hear the voice of students, or the voice of adults imagining what students should be? Specifically, this session will challenge participants to consider student voice in the design for international mindedness. To accomplish this the facilitators will begin with sharing current evidence on students perceptions of what students believe builds international mindedness. From this point the facilitators will cause participants to reflect on these student perspectives in the design of objectives for an internationally minded school culture. This presentation will present the definitions, ideas, feelings and values that primary and high school students associate with international mindedness. These views will come from interviews and focus groups held with 5th grade students and 12th grade students at two international schools; one in Milan, Italy and the other in Doha, Qatar. Comparative data between the two schools' host country national students and international students will be made prior to the session and shared with participants. The facilitators will then encourage the participants to compare and contrast the views of the students with the current views of teachers and their school cultures. Much has been written about the concept of international mindedness, but due to its ambiguous nature, a concrete definition of international mindedness has yet to fully develop. This session will not rehash old ideas of developing a definition of international mindedness, but rather focus on extracting concrete ideas from participants. Researchers (Hill, 2012, Harwood & Bailey, 2012) agree that an essential aspect of a successful international education for the 21st century is the development of international mindedness in its students. Further discussed by Hayden and Thompson (1998), the structure and overall ethos of a school are important in helping to facilitate this development of international mindedness. Hayden and Thompson (1998) discusses how it is critical to build an atmosphere where the ideals of international education can be "caught." By putting these structures in place in an international school and by making these aims explicit within the school community, the school increases the chance of international ideals being "caught" by students, thus developing their international mindedness. Respectfully Submitted, Michael J. Hibbeln Elementary Principal, American School of Milan Derek Nelson Head, Qatar Foundation - Education Development Institute</p>	<p>Cross Culture Curriculum Assessment Professional Learning and Action</p>
	Impact	Suitable for
	<p>The purpose of this session will be to explore with teachers/ administrators and share innovative ideas on what they believe contributes to the development of international mindedness in students at their respective schools. The session will present evidence of student perceptions of what students believe builds international mindedness, thus causing educators to consider student voice in designing for international mindedness. This session will not rehash old ideas of developing a definition of international mindedness, but rather focus on extracting concrete ideas from participants while considering new data regarding student voice.</p>	<p>Full Age Range All curricula</p>
	<p>Michael Hibbeln, Education Development Institute, Qatar Foundation Derek Nelson, American School of Milan</p>	

Speed Innovation	Makerspaces	
	Abstract	Tracks
Room E 3-4 60 Minutes 1430-1530 Part of one Speed Innovation session	What is a makerspace? Why should we in the primary know what these are and how they are used? Why should students around the world be encouraged in these spaces? These questions will be discussed in a 5 minute speed - innovation presentation.	Art ICT/Multi-Media/Online Learning Library Mathematics Professional Learning and Action Science
	Impact	Suitable for
	This speed innovation session will provide a 5-minute overview of the tandem project of creating two makerspaces, one in our school in Lausanne, Switzerland, and one in a rehabilitated building in Detroit, Michigan. The impact of this session is creating discussion and building a network of like-minded, innovative professionals interested in STEAM initiatives in schools.	Student aged 3-5 Years, 6-10 Years, 11-14 Years All curricula
	Adrienne Dunkerley, International School of Lausanne	

Speed Innovation	Accreditation IS professional development	
	Abstract	Tracks
Room E 3-4 60 Minutes 1430-1530 Part of one Speed Innovation session	The Leysin American School has made CIS/NEASC accreditation its primary in-house professional development for the current academic year. In five minutes participants will hear how we've structured the process over the course of the year, temporarily replacing other professional learning initiatives so that the accreditation self-study is not perceived as a one-off event but rather a logical piece of on-going, school-based professional development.	Professional Learning and Action
	Impact	Suitable for
	In five minutes participants will hear how one international school has structured the process to fit its existing professional development structure and time as neatly as possible. Take homes: accreditation should be ongoing, treated as the professional development opportunity it is, and tailored to fit existing school schedules.	Full Age Range All curricula
	Paul Magnuson, Leysin American School	

Speed Innovation	Innovative teaching and learning with Google Apps	
	Abstract	Tracks
Room E 3-4 60 Minutes 1430-1530 Part of one Speed Innovation session	In the Digital Age there is a newer set of literacies that are critical for teaching and learning. There also exists a “digital divide” which highlights the differences between the skills necessary to succeed in the digital age. The digital divide exists around if the student understands how to effectively use the web to develop information literacies than actually having a device. With this in mind, it is becoming increasingly important that students learn how to collaborate and curate information effectively - and then connect that information with the world. The Google education platform seeks to do just that. Google’s education mission is to get students collaborating, sharing and publishing their work. How can school leaders make sure this happens safely and purposefully? Come learn about Google tools and how they are being used to successfully transform and redefine classroom instruction in classrooms around the world. Google Apps for Education is widely used by schools and universities. What is GAFE and how can it be used effectively at the school level. In this session, we will go over what Google Apps for Education offers, why you might consider making the switch, and it will showcase examples of how it is being used to transform classrooms around the world. Participants will leave with a solid understanding of the impact on student learning offered by Google Apps for Education.	Cross Culture Curriculum Assessment ICT/Multi-Media/ Online Learning Professional Learning and Action
	Impact	Suitable for
	Google is not just for searching anymore. It is now a very powerful set of applications that can transform teaching and impact student learning. In this speed innovation session come learn why Google has become all the rage in schools from around the globe and see how it is transforming education.	Full Age Range All curricula
	Kenneth Shelton, EdTechTeam	

Portfolio	Mindfulness practice in the classroom: supporting teacher wellbeing and student learning	
	Abstract	Tracks
Room E 5 90 Minutes 1430-1600	Mindfulness can be described as a state of active awareness and open attention on the present. Commonly associated with certain practices common to the world’s great religions, in the past 30 years scientific investigations have produced a significant body of evidence demonstrating the efficacy of such practices on the enhancement of focus, attention, and stress-hardiness. Incorporating these simple but profound practices in the classroom can have positive impact upon learning and behaviour. This collaborative presentation by Marjetka Brencic, MYP coordinator and science teacher at Danila Kumar International School in Ljubljana, Slovenia and childhood brain and learning expert, Tim Burns, provides an overview of these findings, an opportunity to engage in the practices, and learn more about the use of mindfulness practice taking place in the school. Importantly, the presentation will also include considerations of mindfulness practice for teacher wellbeing.	Flourishing
	Impact	Suitable for
	Session attendees will engage in three mindful practice techniques, suitable for all classrooms, all ages. School staff will share their use of and integration of the practice into the classroom and school day.	Full Age Range All curricula
	Marjetka Brencic, Danila Kumar International School Tim Burns, Educare	

Think Tank	Design Beyond the Barriers: Transforming Our Schools into Emergent Learning Ecosystems	
	Abstract	Tracks
Room E6 60 Minutes 1430-1530	<p>How might we engage our school communities in applying the Emergent Learning Ecosystem principles and processes now?</p> <p>We will start with a brief presentation on Emergent Learning Ecosystems and will take the remainder of the hour to address some of the key issues and fundamental questions underlying classroom and school transformation into Emergent Learning Ecosystems.</p> <p>How might we remove barriers and unnecessary boundaries in our classrooms and schools?</p> <p>How might we support our community in constructing bridges, connections, links?</p> <p>How might we design for unplanned, emergent learning?</p> <p>What is the appropriate level of tolerable risk, or balance between necessary safety and necessary chaos?</p> <p>How might we successfully cede space and control for learning over to learners?</p> <p>How might we, as the ‘teachers’, come to see ourselves instead as ‘advanced learners’?</p> <p>How might we design for wonder, trust and authentic (as opposed to manufactured) student growth?</p>	All tracks
	Impact	Suitable for
	We will leave the workshop with several ideas for transforming our classrooms and schools into Emergent Learning Ecosystems and at least one new ritual or program we can create in our classrooms and schools on Monday.	Full Age Range All curricula
	Daniel Kinzer, CIS Hangzhou	

Campfire	Defining global citizenship	
	Abstract	Tracks
Room H1 60 Minutes 1430-1530	<p>What does “Global Citizenship Education” really mean? Is it achieved by merely operating in an international school multicultural setting? What is required of teachers to convey an international mindset? In what ways in Global Citizenship Education integrated across the curriculum? Participate in a lively interactive discussion defining and refining ideas about global citizenship. This session will be supported by an online forum that will continue after the conference.</p>	Cross Culture
	Impact	Suitable for
	The outcome of this professional conversation will be a deeper understanding of how international educators define global citizenship and the activities in which they engage to help students achieve “international mindedness.”	Full Age Range All curricula
	Dana Burnside, Wilkes University Blake Mackesy, Wilkes University	

Portfolio	Partnerships for learning - A Spanish case study	
<p>Room E1-2 60 Minutes 1430-1530</p>	<p>Abstract</p> <p>Creating connections between schools of different cultures has proved to be a guaranteed success, and it is currently taking place between SEK in Spain and Siyakula pre-school located in the South African township of Qolweni. This talk will explore the outcomes and learning curves from our three terms (so far) building up this project which involves students of all ages, and activities that range from charity events to Live lessons via Skype. The project has had its difficulties, which we will also present to give attendants a chance to pitch in with ideas, experiences of their own, with the idea of leaving this conference having empowered other schools to start a project similar to ours, as well as taking fresh ideas back with us for our fourth term cooperating with Siyakula.</p>	<p>Tracks</p> <p>Cross Culture Early Childhood Environmental/ Sustainability ESL Mother Tongue, Flourishing Foreign Languages Guidance Counseling Humanities Social Studies ICT/Multi-Media/ Online Learning Journalism/Yearbook Professional Learning and Action</p>
	<p>Impact</p>	<p>Suitable for</p>
	<p>Applying charity work and empathy to education, applicable to students of any age and to any curricula. - A chance to include the project in IB and Cambridge studies, taking advantage of the student's need to complete their CAS hours, Personal Projects, etc. - Applying new technology (Skype, and others), equipping Siyakula with the means to partake in innovate forms of education currently being used throughout the EU, as well as being able to give lessons simultaneously while students and teachers see each other on the classroom screens. - Introducing Jolly Phonics to Siyakula's forming curricula, thus creating a parallel English language (ESL) learning system to the one we use at SEK in Spain. - Others, to be discussed at the conference and available in the files that we are attaching to this proposal.</p>	<p>Full Age Range All curricula</p>
	<p>Alexander Sanchez, Institución SEK Caroline Mary Sanchez, Institución SEK</p>	

Think Tank	Sex education at the Primary level (Early Childhood-Grade 5)	
	Abstract	Tracks
<p>Room H3 90 Minutes 1430-1600</p>	<p>This school year, we implemented a Child Protection curriculum for all levels at our school. After meeting with a variety of committees including parents, teachers, counsellors and administrators, our school took the approach that the curriculum would not cover sex education - only child protection. Our experience with the students, teachers and parents showed us that a more in depth sex education curriculum at the primary level is necessary. We discovered that the topic of child protection borders on sex education and that separating the two was a challenge and not ideal. In actuality, this format contradicts how we approach all areas of inquiry within the curriculum. We see a need to explore the idea of expanding the PSE curriculum to include sex education beginning with the early years. We would like to propose a Think Tank where educators and others from different international schools can get together to discuss their experiences with this topic. Our proposed co-presenters are two counsellors, one of which is a child psychotherapist, the other a former classroom teacher, as well as a parent of two primary age children. The parent voice and participation with this topic is critical. We have seen that one of the main obstacles for the delivery of sex education in school is the anxiety among some parents. Some children have open lines of communication with their parents on this topic. But, many others do not. We foresee a comprehensive sex education curriculum including parent education. It is our hope that this Think Tank will provide a forum for a variety of perspectives to be shared as well as an opportunity to share evidence based practices with colleagues from across the globe.</p>	<p>Cross Culture Early Childhood Flourishing Guidance Counselling Humanities Social Studies Physical Education</p>
	Impact	Suitable for
	<p>We envision the following learning outcomes: 1) An understanding of what is developmentally and curricularly appropriate regarding the topic of sex education based on participants' experience and expertise 2) A wider perspective of what is currently being offered in international schools across the globe. 3) An understanding of what the stumbling blocks have been and continue to be that are preventing more comprehensive, developmentally appropriate sex education at this level Impact: Addressing children's questions creates a safe environment for them to inquire and communicate with the adults in their lives, specifically around a subject that has been commonly avoided and excluded from the primary level curriculum. We anticipate that this increase in transparency will help children to have a better understanding of their own selves as well as increased confidence and ability to make healthy choices for themselves as well as in their relationships.</p>	<p>Students aged 3-5 Years, 6-10 Years All curricula</p>
	<p>Doris Benrey, Zurich International School Jill Wagner, Zurich International School Phil Chisholm, Parent, Zurich International School</p>	

Think Tank	Design thinking across borders	
<p>Room A 60 Minutes 1545-1645</p>	<p>Abstract</p> <p>What happens when educators from different disciplines (Visual Arts, Technology, EAL) collaborate to create a Design Thinking summer program for village children in rural Italy? This Think Tank shares experiences in design thinking, authentic learning, and English language immersion. The rewards and challenges of working with local teachers and bureaucracy are shared as we introduce a pilot program with potential for replication and expansion in other locations. Collaborating teachers from The American School in London and the International School in Prague, in partnership with local teachers at the site, created the pilot version of "Design Thinking: Pieve," a week-long summer camp for 12-14-year-olds in Pieve di Cadore, Italy, in July 2015. Students were introduced to principles of design thinking and entrepreneurship in an English-speaking environment. At the end of the camp, the student participants sold products of their own design (featuring photography, book-binding, card-making, and LED-enhanced crafts) in the village marketplace. Parents were exposed to a different model of English language learning. Teachers collaborated not only across disciplines, but across pedagogical culture and language. What were the major challenges? What were the moments of success? What did we learn? What ingredients can be replicated elsewhere? Join a short presentation followed by a guided discussion as we explore next steps together.</p>	<p>Tracks</p> <p>Art, Cross Culture, ESL and Mother Tongue, ICT/Multi-Media/Online Learning</p>
	<p>Impact</p> <p>This Think Tank explores how different disciplines can be woven together, using Design Thinking with an authentic learning focus. Participants will learn from a pilot project where international school educators from different disciplines (Visual Arts, Technology, EAL) collaborated with local teachers to create an authentic learning experience for students in a summer program in rural Italy. The Think Tank will explore following questions through presentation and then guided discussion: What is meant by Design Thinking and how can it be used to frame student-directed projects? What does authentic learning look like in this context? What are the rewards and challenges of a truly collaborative approach to mutual understanding and mutual professional development - particularly when working across different disciplines, pedagogical traditions, and language? This Think Tank will be helpful to anyone interested in exploring Design Thinking, principles of authentic learning, and collaborative projects with teachers from other disciplines and learning traditions. We hope that additional pilot projects will emerge from discussion, and that participants will come away from the conversation ready to bring these ideas for action back to their own schools.</p>	<p>Suitable for</p> <p>Full Age Range All curricula</p>
	<p>Elizabeth Perry, International School of Prague Christine Wilson, American School in London Mariam Mathew, American School in London Jennifer Thomas, American School in London</p>	

Injection	From criterion to question: how to assess interdisciplinary understanding	
	Abstract	Tracks
<p>Room B1</p> <p>60 Minutes</p> <p>1545-1645</p>	<p>Using the new MYP eAssessment for interdisciplinary learning as a model, teachers can create opportunities for student to practice key skills including transfer, critical and creative thinking, and communication. Teachers will work with the assessment blueprint to outline tasks and topics they can use to create interdisciplinary examinations. Learning progression:</p> <ol style="list-style-type: none"> 1. Examine the exam- How do students communicate interdisciplinary understanding (work in small groups to write a tweet) 2. Build a continuum of interdisciplinary learning- How do teachers help students experience a range of interactions between and among academic disciplines? (brainstorm ideas and sort them into progressively sophisticated categories) 3. Analyse the structural components of interdisciplinary understanding- What criteria can teachers use to assess student performance on highly-integrative disciplinary tasks? 4. Put it into practice- How can a cross-functional team plan effective learning engagements that increase student competency in interdisciplinary learning? (expert modelling of instructional planning) <ol style="list-style-type: none"> a. choose a point of entry b. identify a form of integration c. establish disciplinary grounding d. develop logistics and procedures e. create a summative assessment 5. [Optional]- Explore an on-screen examination of interdisciplinary learning- How can schools make efficient and reliable judgments about students' transferable understanding of critical, creative and synthetic thinking within and across disciplinary boundaries? 	<p>Curriculum and Assessment</p>
	Impact	Suitable for
	<p>This session will demonstrate cross-functional planning through dynamic modelling of the interdisciplinary planning process. With the presenter as coach, a spontaneous team will assume the roles of curriculum leader, department chair and novice teacher of another discipline working together to plan an effective interdisciplinary learning engagement.</p>	<p>Students aged 11-14 Years</p> <p>All curricula</p> <p>MYP -Middle Years Programme</p>
	Robert Harrison, International Baccalaureate	

Injection	The flipped classroom and project-based learning: Theory and practice	
	Abstract	Tracks
Room B2 60 Minutes 1545-1645	The flipped classroom and project-based learning are two instructional methods that are becoming increasingly popular. A challenge for educators is how to integrate previously mastered techniques when learning to use these new methods. Concepts and principles from learning theories and associated instructional methods can be used in the process of professional development. This workshop will provide a brief overview of concepts and principles derived from various learning and developmental theories and their associated instructional methods and show how these can be used when flipping a classroom and using project-based learning. Workshop participants will be able to create better instructional activities that meet the needs of individual learners as they consume from, create for, and contribute to the world in which they live	Curriculum Assessment Professional Learning and Action
	Impact	Suitable for
	Learning outcomes: 1. Identify personally preferred learning principles and associated instructional methods. 2. Describe how these could be used in the flipped classroom and project-based learning. 3. Create action plan for developing a flipped lesson or a unit that includes project-based learning.	Students aged 11-14 Years 15-18 Years All curricula
	Bill Huitt, Valdosta State University & Capella University Katie Vernon, Brandon Hall School	

Campfire	FOOD TECHNOLOGY/SCIENCE/EDUCATION - Where is it in international education and where is it going?	
	Abstract	Tracks
Room B3 60 Minutes 1545-1645	An opportunity to openly discuss the need for Food Education and explore both where, if and how it is being taught in international schools. Further discuss best practice, a place in the IB, a need for an ECIS interest group and future sessions at conferences.	All Tracks
	Impact	Suitable for
	This would provide the chance for an often forgotten or abandoned subject to be brought back and discussed.	Full Age Range All curricula
	Marcus James, International School of Geneva - The Foundation	

Portfolio	On the road to adopting Standards-Based Grading: How we found our way	
	Abstract	Tracks
Room C1-2 60 Minutes 1545-1645	This session will explore how we are transitioning to standards-based grading (SBG) and reporting at the secondary school level. This progressive philosophy is changing the way we think about how we define our expectations in the classroom and how we can give more effective feedback to students about their learning. The professional research presents many ways to implement SBG, and during a three year process we evaluated and defined the best path for our school to take. Steps included creating a shared philosophy, reaching a common understanding about grading policies, and then working to align assessments to the newly defined standards. In our session participants will learn more about our approach and will have an opportunity to consider what approach would be best for their schools.	Curriculum Assessment Professional Learning and Action
	Impact	Suitable for
	We plan to share with teachers and administrators a practical view of how standards-based grading is being implemented in an international secondary school environment with a forum for discussion about the myriad of issues embedded in this transformation.	Students aged 11-14 Years,15-18 Years All curricula
	Bill Volchok, American School of Barcelona Steven Gnagni, American School of Barcelona	

Portfolio	Creating a cross-curricular framework for the design process	
	Abstract	Tracks
Room C 3-4 60 Minutes 1545-1645	The design process incorporates multiple steps that encourage students to explore their own perspectives, the perspectives of others and fulfill a project to completion. These steps are present in multiple curricular areas and disciplines. This session seeks to provide both a theoretical model and practical application of the Design process that can be applied to a multitude of contexts, including education. Drawing from experience in Technology, Digital Media, Design, the Arts and Humanities, the presenters will share both resources and experience of how to use and apply this model.	Curriculum Assessment Professional Learning and Action
	Impact	Suitable for
	Through activities and sharing of resources/experiences, participants will explore and gain an overview of a model for the design process that is applicable to multiple year levels and disciplines.	Students aged 11-14 Years,15-18 Years All curricula
	Jo Tilton, Bonn International School	

Portfolio	STEAM/PBL in the classroom - A hands-on experience	
	Abstract	Tracks
Room C5-6 60 Minutes 1545-1645	STEAM/PBL in the Classroom - A Hands-On Experience STEAM activities cross silo boundaries and we believe it can be much more effective to show someone a STEAM project than to explain it in a lecture format. However, in this workshop we will present findings from our pre-conference workshop and show how subject areas such as technology, math, science, and art can be integrated in a PBL experience; how teachers can collaborate to develop and extend their own STEAM projects; and how to design innovative units together with students, making them stewards of their own learning. We will discuss the use of Design Thinking in addressing implementation challenges.	Art, Early Childhood Education, Humanities and Social Studies ICT/Multi-Media/Online Learning, Mathematics, Science
	Impact	Suitable for
	Learning Outcomes The delegates will be able to understand: 1. What is a PBL STEAM experience? 2. How can it be used to make learning content more relevant to students? 3. How can teachers collaborate on a PBL experience?	Students aged 6-10 Years All curricula
	Paula Marra, United Nations International School Rebecca Murray, United Nations International School	

Portfolio	Gaudi's works: an inspiration to develop the students' Creative Process	
	Abstract	Tracks
Room D3 90 Minutes 1545 Session finishes off site	Gaudi's work is an inspiration for teachers and students. His pieces were developed through observation, math, nature and creativity: great tools for education. Gaudi studied geometrical shapes in nature and applied its structure into his buildings. His use of natural elements as a structural, and decorative function is what has made him so unique and the reason why he is considered to be a visionary for his time. General outline: • Introduction to Gaudi's architecture, design and structure • Gaudi's use of different geometric forms and structures: catenary arches, hyperbolic paraboloid, hyperboloid, self-supporting arches and vaults • Gaudi's use of nature as inspiration • Trencadis technique: use of triangles / broken tiles to cover curved surfaces • Design and create a sculpture using Gaudi's techniques. This sculpture could be designed for an imaginary or real space. Through this presentation, students would understand what structures, processes and design lie within Gaudi's architecture followed by the creation of their own piece.	Art Cross Culture Mathematics
	Impact	Suitable for
	To create a sculpture or a tri-dimensional piece using geometric forms, in particular the hyperbolic paraboloid, and nature as Gaudi would have done. This proposal aims for an Interdisciplinary teaching (Visual Arts and Math) which can increase students' motivation for learning and their level of engagement where students could use knowledge learned in one context as a knowledge base in other contexts in and out of school.	Students aged 11-14 Years, 15-18 Years EP - European Platform
	Jeanne Svihus, The International School of Stavanger Santiago Bragulat, American School of Barcelona Ana Martinez, American School of Barcelona	

Hothouse	Inquiry based approach to STEM - Wow, It really works!	
	Abstract	Tracks
Room D4 60 Minutes 1545-1645	Who ever thought pedagogy and content could be so much fun! No doubt you're familiar with both inquiry and STEM, but what does a valid blended approach to process and STEM content look like? Come find out in this informative and entertaining session with science author and global educator Michael DiSpezio. In this hands-on workshop, you'll not only experience best practices for developing concept integration, but walk away with a variety of examples that you can use immediately in the classroom. From constructing and exploring a variety of inexpensive, classroom devices that include simple machines, musical straws and paper cup telephones, you'll experience the "wow" and "wonder" of an inquiry approach to STEM.	Mathematics Science
	Impact	Suitable for
	Teachers will: a) experience and discuss best practices for integrating inquiry with STEM b) engage in a variety of "take-home" activities that profile inquiry/STEM c) experience the rich integration of valid STEM coverage d) return to their classroom with new ideas and experiences in easily repeatable/inexpensive activities	Students aged 6-10 Years, 11-14 Years All curricula
	Michael DiSpezio, Houghton Mifflin Harcourt (HMH)	

Portfolio	From where will our new teachers come? International schools as critical partners in the preparation and recruitment of new teachers	
	Abstract	Tracks
Room D5 60 Minutes 1545-1645	With the rapid increase in the number of international schools worldwide, the number of teachers that will be needed is expected to double, from the current number of 362,000 to more than 700,000 by the year 2025. How are schools to recruit new teachers who are not only ready to teach, but who are knowledgeable about the global arena, experienced working in the international school context, and exhibit the intercultural perspective that is needed to lead young people into their globally interconnected future? The newly established ECIS Teacher Training Initiative links international schools as partners with universities teacher education programs by offering student teaching placements in the preparation of teachers for the growing international school community.	Cross Culture Humanities Social Studies Science
	Impact	Suitable for
	Come learn how your international knowledge and expertise can be an essential element in the preparation of internationally minded teachers, how this may facilitate your recruitment needs, and how your school can become a leading member of this initiative.	Full age range All curricula
	Ken Cushner, Kent Sate University	

Hothouse	Innovation by Design: Professional development to accelerate blended learning	
	Abstract	Tracks
<p>Room D6</p> <p>60 Minutes</p> <p>1545-1645</p>	<p>There is a giant chasm in traditional professional development models—teachers listen attentively to external experts that lecture on innovation/breakthrough in education with limited time for reflection and on-going support to implement new approaches. Technology-focused professional development often attends to either the tool (google app, LMS, imovie etc..) or pedagogy (differentiation, feedback, assessment...), but rarely on the relationship between tool and pedagogy or how educational technology supports improved instruction. Finally, professional development usually targets one component of the equation (teachers) and still considers students as passive consumers rather than being active contributors in the instructional design process.</p> <p>In consideration of these challenges, this session will guide participants through a rapid design thinking process, visioning for their own schools an innovative approach to professional development for blended learning implementation. Participants will be challenged to emphasize learning by doing rather than passive consumption of “best practice,” focus on pedagogy rather than technology, and consider the possible role of students as co-designers of digital learning experiences.</p> <p>In alignment with one of the principles upon which the Blended Learning Lab was based, participants in this workshops will not be passive receivers of information but rather active in developing ideas and building “prototypes” to share with one another and take back to their own schools</p>	<p>Professional Learning and Action</p> <p>ICT/Multi-Media/Online Learning</p> <p>Curriculum Assessment</p>
	Impact	Suitable for
	<p>You will be able to answer:</p> <p>What are the necessary foundations (structures and processes) for effective school-based innovation?</p> <p>What steps can leaders take toward nurturing blended learning in their school?</p> <p>What is the role of students in transforming schools for digital-age teaching and learning?</p>	<p>Full Age Range</p> <p>All curricula</p>
	<p>Jeremy Birk, UNIS</p> <p>Rostam Afshinnekoo, UNIS</p>	

Injection	What is Goodwall and what can it do? Helping students make life choices	
	Abstract	Tracks
Room E1-2 60 Minutes 1545-1645	This is a follow up from Taha Bawa’s key note and Marcus Bonalumi’s session in 2014 Nice. They have had a complete overhaul of their platform since then and have also made progress by linking with aspects of the IB, American universities and the International Award. (Further details will be confirmed from the team). This session would start with an introduction from the to outline what Goodwall is and where it has come from. It would then follow with a short update on the progress they have made since last year. They would then demonstrate how it works and supports students across many areas of the curriculum but more importantly in the choices they make in life. It could then be followed with a wider discussion about educators’ ideas regarding its use and design. Marcus James would support this session. Some examples and information: https://www.youtube.com/watch?v=AvoxGYiinE8 https://www.youtube.com/watch?v=e1Ori-hvsx0 https://www.youtube.com/watch?v=imd30cvUa1o	All Tracks
	Impact	Suitable for
	To understand what the www.Goodwall.org platform can offer students, schools and the global community. To know how it can be used in the classroom and beyond. How the format and design of Goodwall could change and support current designs in schools. With regard to assessment, support and further learning. Using Goodwall to support IB, CAS points and the International Award. Creating a CV for university and beyond. What other ways could Goodwall support current designs in schools? What other things are different schools doing to share the good students do?	Students aged 6-10 Years, 11-14 Years, 15-18 Years All curricula
	Taha Bawa, www.goodwall.org Marcus Bonalumi, www.goodwall.org	

Think Tank	Redesigning assessment through design thinking	
	Abstract	Tracks
Room E 3-4 60 Minutes 1545-1645	The Design Thinking or “Rapid Prototyping” process can be applied to any learning space. The key components to this process are being able to operate in a collaborative free thinking environment. In its’ most effective occurrences this process also promotes creativity in thinking and learning. Since learning is in the process rather than the product this session will focus on the key foundational components to this with a specific intended outcome. Examining and redesigning of assessment.	Curriculum Assessment ICT/Multi-Media/ Online Learning Professional Learning and Action Other
	Impact	Suitable for
	This interactive think tank session will take participants through the Design Thinking process. We will then collaboratively look at how this process can be applied to assessment across all curricular areas as well as a variety of learning spaces.	Full Age Range
	Kenneth Shelton, EdTechTeam	

Speed Innovation	Speed innovation: get a variety of different practical ideas for the foreign languages classroom	
	Abstract	Tracks
Room E 6 60 Minutes 1545-1645	We are all experts in our fields. We have profound knowledge of theories regarding the teaching of languages. Now is the time to focus on practical ideas, which work well in the classroom. This is your chance to see a variety of proposals for different age groups, different proficiency levels and different languages. You will also be connected, meet other colleagues teaching Foreign Languages, get innovated, learn something new, be reminded of the many wonderful ideas you use in your language teaching and share these. You will have a chance to see mini-presentations and have discussions and exchange with colleagues during this session.	Cross Culture Foreign Languages ICT/Multi-Media/ Online Learning
	Impact	Suitable for
	Participants will have a chance to meet other teachers of Foreign Languages and be able to exchange ideas. They will see a variety of innovative and practical ideas for the Foreign Languages classroom, which will be explained in mini-presentations (approx. 5 min.). They should be able to use these ideas directly in their classrooms after returning from the ECIS Conference. A summary will be published in the Foreign Languages Committee Blog on the ECIS website.	Full Age Range All curricula
	Andrea Maria Wagner, International School of Dusseldorf Victor Gonzalez, International School of Bremen Linda Lanis, International School of Florence Delinka Fabiny, American International School of Budapest	



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To support the three day event, we have chosen five Apple Distinguished Educators to lead the ECIS hands-on classrooms. These individuals are well versed in such events and are highly regarded within their field of expertise.

Session 9 - Room D1 (iPad) - Saturday 10:45 - 12:15

Session title: Creating new learning spaces with iBeacon (includes a free iBeacon).

Session leader: Joe Moretti

Session Abstract:

iBeacons add a completely new and dynamic dimension to your learning spaces. Expanding on traditional classrooms and facilitating new areas for learning, iBeacons are having considerable impact in schools worldwide. Easy to set up and enabling a diverse range of projects, your existing files and media can be fused together to create engaging learning zones.

This workshop shows you how to set up an iBeacon and create your own iBeacon project in one session. As part of this workshop a variety of education projects are presented and explored including the 'iBeacon Murder Mystery'. Can you explore the winding corridors of Clueless Manor? Sift through the facts ignoring the dead ends and false clues, find the murder weapon, interrogate the witnesses, solve the riddles and find the murderer?

Session 10 - Room D2 (Mac + iPad) - Saturday 10:45 - 12:15

Session title: Creating digital textbooks: an introduction to iBooks Author.

Session leader: Fons van den Berg

Session Abstract:

There has never been a better time for teachers to create and distribute engaging, interactive learning materials. Teaching and learning with iPad doesn't mean you have to leave behind all the great learning resources you have created for your students through the years. Learn a quick and easy way to find additional digital materials and how to 'do the right thing' with Copyright and Creative Commons. Go hands-on with iBooks Author and transform existing learning materials into interactive digital books that provide engaging learning experiences which can be used on your student's iPad.

Session 11 - Room D1 (iPad) - Saturday 13:15 - 14:15

Session title: Lessons from the classroom: The Book Report.

Session leader: Kurt Klynen

Session Abstract:

See how teachers are using iPads and content from iTunes U to transform learning and build deep understanding in their classrooms. Get an inside look at inspiring lessons and find practical and effective tips on how to harness the resources at your fingertips to take book reports to the next level.

Session 12 - Room D2 (Mac + iPad) - Saturday 13:15 - 14:15

Session title: Give your class a voice! Creating engaging learning environments with iPads.

Session leader: Jenni Robertson

Session Abstract:

Come and explore a range of Apps that can empower all your learners to find and use their voices. In this dynamic session you will experience engaging and interactive tools that instantly turn up the fun in your classroom; collaborative tools that enable students to work together with (or without!) saying a word; and, reflective tools that allow all of your students' voices to be heard - all on an iPad. You will leave this session with a toolkit of Apps that will help you create engaging learning environments for all your learners.

Session 13 - Room D1 (iPad) - Saturday 14:30 - 15:30

Session title: Create, Engage, Assess with iPad - The next generation instruction

Session leader: Fons van den Berg

Session Abstract:

In high access classrooms delivering a lecture block can be a challenge. Using the right tools, you can easily transform your classroom while providing engaging learning activities that provide you with meaningful insights into students' progress. Nearpod allows you to build interactive presentations that play on students' iPads. You can also re-use your existing slide decks: just add some interactive exercises and your lecture blocks become meaningful learning experiences.

Session 14 - Room D2 (Mac + iPad) - Saturday 14:30 - 15:30

Session title: The best iPad animation apps for education in 60 minutes.

Session leader: Oscar Stringer

Session Abstract:

There are many wonderful animation apps on the AppStore that can enhance both teaching and learning. During this 30 minute hands-on session, participants will be given a tour of the best animation apps for use in the classroom. Albert Einstein once famously said, "Logic will get you from A to B. Imagination will take you everywhere". Let's give students the opportunity to imagine, create, re-tell and share their ideas in a fun, engaging and creative way.

Session 15 - Room D2 (Mac + iPad) - Saturday 15:45 - 16:45

Session title: Meet the Apple Distinguished Educators: an informal Q&A session.

Session leader: Fons van den Berg, Kurt Klynen, Joe Moretti, Jenni Robertson, Oscar Stringer

Session Abstract:

Considering using iPad for a field trip? Looking for that elusive app that would make your classroom workflow smoother? Wondering how to integrate Augmented Reality into your teaching? Do you wonder how the iPad can help with STEM, coding and robotics? How can you help your students create the next hit song? Wondering how the iPad can you help keep on top of your classroom admin or keep a portfolio of student work? Or possibly you have discovered a great resource for Mac or iPad that you would like to share?

Whatever the topic, drop by for a discussion with our Apple Distinguished Educators.



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Bloomsbury Publishing

Stand 9

Bloomsbury produces award-winning resources for teachers from trusted educationalists. Covering early years, fiction, non-fiction, music, classroom resources and professional development, there is something for everyone. Bloomsbury Education includes A&C Black Music and Andrew Brodie.

Representative on site: Joanna Vallance

Contact information: Joanna.vallance@bloomsbury.com +447725 218296

Website: www.bloomsbury.com/education

Relevant sessions:

Changing The Reflection Paradigm

Promoting and supporting innovation: A conversation about adult learning in our schools

English language learners and learning disabilities

Democratic engagement through philosophy and storytelling – is it possible to flag that we will have a special discount on Peter Worsley's The If Machine for visitors to our stand?

Fostering comprehension and life-long readers: A reader's workshop approach for the K-4 classroom

But I'm not an English teacher! Collaboration between EAL and other disciplines

How can students be encouraged to read more, especially in a Foreign Language?

Phonics, word study and spelling in the K-2 classroom

Breakout Edu

Stand 47

Breakout EDU creates ultra-engaging learning games for people of all ages. Games (Breakouts) teach teamwork, problem solving, critical thinking, and troubleshooting by presenting participants with challenges that ignite their natural drive to problem-solve.

Representative on site: Mark Hammons

Contact information: mark.hammons@gmail.com

Website: <http://www.breakoutedu.com>

Cambridge International Examinations

Stand 40

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge. Our international qualifications are recognized by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Representative on site: Nick Mazur

Contact information: info@cie.org.uk

Website: www.cie.org.uk

Relevant sessions:

Visible thinking – maximising student learning

Developing an integrated professional development programme

Key concepts in 16-19 study – preparing students for university programmes

How do we tap and channel the natural creativity of the classroom to develop students' learning?

Cambridge University Press

Stand 38

Achievement through excellence. We at Cambridge University Press International Education are driven by a simple imperative: to work alongside educators and learners to provide individuals with accessible, inspirational learning resources that lead them to a lifetime of achievement. We are proud to share the gold-standard tradition and contemporary relevance of the University of Cambridge. For us, academic rigour, innovative thinking and leading edge practices are crucial aspects of delivering the excellent, fully rounded education that the 21st-century learner demands. Cambridge University Press is a world-leading international education publisher, providing educational materials, resources and services to teachers and learners, from ages 3-19, in over 160 countries.

Representative on site: Peter Keeble, Pedro Quintais

Contact information: pkeeble@cambridge.org, pquintais@cambridge.org

Website: <http://www.cambridge.org>, <http://http://education.cambridge.org/uk>

CASIE: The Center for the Advancement and Study of International Education

Stand 36

The Center for the Advancement and Study of International Education (CASIE) is a non-profit organization that promotes multi-language programs, the International Baccalaureate, and international understanding in K-12 schools in the United States and abroad. CASIE's partners in fulfilling this mission include the IB and Project Zero (a center of The Harvard Graduate School of Education).

Representative on site: Cindy Toland

Contact information: info@casieonline.org, +1 404 848 9044

Website: www.casieonline.org

Relevant sessions:

Interest Area Group Professional Learning

Arts integration: Cross disciplinary practice and product

Authentic learning experiences. An inquiry focus: A framework to analyse and design authentic instruction

(Teachers + Leaders) * (Theory + Best Practice) = (Powerful Professional Growth)²

From where will our new teachers come? International schools as critical partners in the preparation and recruitment of new teachers

The Thought-Full School project

Arts - Based educational research in action

Connecting cultures: Experiential language learning through the integration of literature, arts and service

Ethics for teaching and learning

Defining global citizenship

Cross-discipline authentic learning projects

Hothouse Visual storytelling and visual literacy- A spotlight on creative expression

Promoting and supporting innovation: A conversation about adult learning in our schools

Changing the Reflection Paradigm

Fostering international mindedness through art and technology

Wildthing - ensuring students get enough 'wild time'

Centre for Development, Learning and Technology (CDLT)

Stand 10

Located in the International School of Amsterdam, the CDLT offers seminars, workshops and conferences to international educators **combined with** opportunities to spend time in working classrooms for an 'insider's view' of innovative, thought-provoking practice. Upcoming 2016 events include:

- The European Conference on iPads in the Classroom
- Reading and Writing in International Classrooms with Georgia Heard and Kathy Collins
- Developing Authentic Performance Tasks with Jay McTighe and more...

Representative on site: Susan Loban

Contact information: sloban@isa.nl +31 20 347 1199

Website: <http://www.cdlt.nl>

CES Holdings Ltd

Stands 7 and 8

CES provides a 'one-stop-shop' for educational resources to international schools worldwide and is the market leader in this field. We work with suppliers and publishers from the UK, USA, Europe and Australia providing an unparalleled selection of books, classroom equipment, classroom resources and furniture all from a single source. An email to CES is all you need.

Representative on site: Neil Bailey, Stuart Thorne, George Bailey

Contact information: info@cesholdings.co.uk +44 161 337 9337

Website: www.cesholdings.com

CJ Fallon

Stand 3

As one of Ireland's longest established and most respected educational publishers, we have been leading the way in Primary and Post Primary publishing since 1927, with the market-leading series in Primary Maths and English over the past thirty years. We are committed to providing teachers with the highest quality teaching resources in both print and digital formats.

Representative on site: Laura Fitzgerald

Contact information: lfitzgerald@cjfallon.ie +353 (0)1 6166 445

Website: www.cjfallon.ie

On site promotion:

CJ Fallon will be showing the *Busy at Maths* programme. A complete mathematics programme for primary school comprising of student books, workbooks, teacher resource manuals and a wealth of digital activities for use in the classroom.

Collins

Stand 23

Collins provides educational resources, digital and print, for schools around the world, including, but certainly not limited to; Textbooks, Teachers Resources, Atlases, Dictionaries, Readers. We publish books and other resources for International Curriculums of a wide variety. One of the world's leading dictionary and textbook publishers we have been publishing for schools since 1819.

Representative on site: Rob Thompson

Contact information: collinsinternational@harpercollins.co.uk 44 (0)208 307 4104

Website: www.collins.co.uk

Relevant sessions:

Buy the Times Good University Guide for 10 Euros – usual price £16.99 – limited stocks. Free dictionary giveaways each day (limited number!)

Cosy

Stand 4

We're a quite new 'small thinking' business with a 'public' heart. We're super keen on local sourced supply, craft & artisan design, affordable natural & reuseable resource. You are keeping the alchemists in the 'cosy development shed' super industrious

Representative on site: Moira Planche

Contact information: moiraplan@aol.com

Website: <http://www.cosydirect.com/>

Council of International Schools (CIS)

Stand 37

CIS is a membership community working collaboratively to shape international education through professional services to schools, higher education institutions, and individuals. The CIS vision is to inspire the development of global citizens through high quality international education: connecting ideas, cultures and educators from every corner of the world.

Representative on site: Becky Hazlett and Lesley Stagg

Contact information: info@cois.org +31 71 524 3323

Website: www.cois.org

Ed-admin Pty Ltd

Stand 58

Ed-admin is a browser-based education enterprise solution that integrates and simplifies education management, integrating administrative, teaching, learning, communication and financial tasks into one robust user-friendly interface. Ed-admin specialist consultants provide onsite and online implementation, training and support through service level agreements, as well as deliver customization and system integration expertise.

Representative on site: Darren Sabet

Contact information: info@ed-admin.com +44 845 591 5428

Website: www.ed-admin.com

On site promotion:

Please visit our stand and spend at least 10 minutes familiarizing with what Ed-admin can do for your institution. Following the conference there will be a draw and the following discounts will be offered off the first year annual license fee for Ed-admin. Saving will be based on size of your institution, the pricing model applicable, number of modules, etc. 1st schools - 75% off (saving of upto 45,000 USD), 2nd school 50% off (saving of upto 30,000 USD), 3rd school 25% off (saving of upto 15,000 USD).

Endicott College

Stand 29

Endicott College offers M.Ed. five degrees for international school educators, which are delivered through a combination of summer class work and online courses during the school year. Students can begin the program in the spring, summer, or fall.

Madrid | Leysin | Bangkok | Prague

M.Ed. in International Education

M.Ed. in International Education Administration

M.Ed. in International Education with a concentration in Educational Technology

M.Ed. in International Education with ESL Specialization

M.Ed. in Athletic Administration

Other degrees are also available, as well as undergraduate options for students in international schools.

Representative on site: Sue Collins

Contact information: scollins@endicott.edu

Website: www.endicott.edu/internationalmasters

Eteach International

Stand 17

In today's competitive education market, to secure the right candidate you need a strategic recruitment solution that seamlessly combines expert knowledge, cutting edge technology and world class customer service. That's where Eteach international comes in. With 15 years' experience, a dedicated international schools job board and experienced education recruitment experts, we will provide you with a solution matched to the needs of your school or group as well as the needs of each individual vacancy; delivering the best candidates quickly, easily and cost effectively.

Representative on site: Patricia Rocco

Contact information: procco@eteach.com +44 (0)1276 674 129

Website: www.eteachinternational.com

etr educational travel

Stand 6

For 26 years etr educational travel has provided quality, tailor-made student group travel for international schools around the globe. etr's specialist destination knowledge allows for each and every travel program, whether academic focused, service or adventure, to be balanced, time-efficient and fully customizable based on each group's specific requirements.

Representative on site: Greg Godar

Contact information: greg.godar@etrtours.com +41 21 633 4455

Website: www.etrtours.com

Relevant sessions:

Bringing the curriculum beyond the classroom

Connecting cultures: Experiential language learning through the integration of literature, arts and service

Fieldwork Education

Stand 1

Fieldwork Education has been improving learning in schools globally for more than 30 years through its highly successful curriculums and professional development programmes. Our products are now used in more than 98 countries around the world.

Representative on site: Sandra Jones

Contact information: info@greatlearning.com +44 (0)20 7531 9696

Website: www.greatlearning.com

Relevant sessions:

Interdisciplinary units in the MYP: Getting ready, connect, blast off!

Changing the Reflection Paradigm

Bringing the curriculum beyond the classroom

Creating authentic writing tasks across the curriculum

Fostering wellbeing and resiliency in all students: The art, heart, and science of protective factor enhancement

The amazing teen brain: A work in progress

Defining global citizenship

Taste the future: Embedding global food literacy lessons into cross disciplinary studies

Connecting cultures: Experiential language learning through the integration of literature, arts and service

Literacy skills + global education = Students engaged in ending hunger and poverty

Student voice in designing for international mindedness

Building a better advisory: Strategies to create an extraordinary advisory curriculum

Teaching within a multicultural context: Supporting students and families

]Fostering international mindedness through art and technology

Mindfulness practices for better classroom learning

(Teachers + Leaders) * (Theory + Best Practice) = (Powerful Professional Growth)²

Motivating 21st century learners!

The ultimate collaboration: Where creatures in science, visual arts, library, technology and English classes meet

Values for international education

Partnering with parents

Real-world Cafe' - unique cross-curricular projects

The challenge of nurturing intercultural competence in young people

Cross-cultural training strategies of use in K-12 education

ACE –The future of accreditation

Developing an integrated professional development programme

The Thought-Full School project

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

Doing work that matters: Developing global compassionate leaders

Accreditation IS professional development

Findel Education

Stand 19

International Division has considerable experience and expertise in exporting to more than 130 countries. Customers benefit from an extensive network of people, backed by an experienced International Sales Team and UK based Customer Contact Centre. We focus solely on education and are continuously developing our range of products and services to inspire tomorrow's generation. Through some of the best known brands in global education, Findel Education is able to supply high quality and innovative educational equipment covering all areas of the curriculum. The largest dedicated supplier of educational products in Europe, we are able to offer a complete package of teaching resources to all levels of educational establishments.

Representative on site: John Kordowski

Contact information: john.kordowski@findel-education.co.uk +34 638587188 +44 (0) 7971154044

Website: <https://www.findel-international.com/>

On site promotion:

£100.00 off next order, free prize draw, just enter details to win. Also takeaway a unique syringe pen

Follett

Stand 26

Follett provides educationally relevant content, integrated educational technology solutions, and value-added services to over 65,000 PreK-12 schools and districts in the United States and around the world. We focus on earning our customers' trust every day and helping you impact over 35,000,000 PreK-12 students every year.

Representative on site: Anna Garcia-Cosio

Contact information: acosio@follett.com

Website: <http://www.folletlearning.com>

Relevant sessions:

English language learners and disabilities

The flipped classroom and project based learning

Reading as an effective landscape for learning science

How can librarians best support the Extended Essay?

Fundació Catalunya-La Pedrera

Stand 33

Our focus is taking on the challenge to draw up solidarity proposals that contribute to transform society. We do this by encouraging social projects that take care of the needs of people at risk of exclusion; supporting and disseminating cultural activities.

Representative on site: Patricia Carbonell-Bamford

Contact information: patcarbonellbamford@gmail.com +34 932 142 595

Website: www.fundaciocatalunya-lapedrera.com

Global Leadership Adventures

Stand 55

Global Leadership Adventures offers short-term volunteer and cultural immersion programs abroad for teenagers in Africa, Asia, Latin America and Europe ranging from 1 - 6 weeks with a variety of dates available from June - August. In addition, we work closely with Educators to provide private group experiences all year long.

Representative on site: Jessica Miller

Contact information: info@experiencegla.com +1 888358 4321.

Website: <https://www.experiencegla.com>

Heifer International

Stand 27

Heifer's mission is to end hunger and poverty while caring for the Earth. Our educational resources motivate students to explore their global connections and create a better world. We provide FREE lesson plans, activities and resources for read-a-thons and fundraisers to help struggling families improve their nutrition and income.

Representative on site: Jen Girten

Contact information: Jen.Girten@heifer.org +1 501-907-2823

Website: www.heifer.org/schools

Relevant sessions:

Literacy skills + global education = Students engaged in ending hunger and poverty

NAVIGATE

Helping young people make a successful transition from education into the workplace



Managing yourself
Working with others
Planning for your future
Success in the workplace

What is Navigate?

Navigate is an online platform that assess and develops essential employability, personal and social skills.

What does Navigate do?

Navigate provides an engaging self-assessment of a learner's unique starting point. It also provides eLearning activities as well as opportunities for learners to evidence progress through 'real world' activities, including work experience.

www.navigate.uk.com

Tel: +44 1634 729818

Email: info@navigate.uk.com

Hodder Education

Stand 16

Hodder Education is a trusted service provider to teachers and students in over 140 countries worldwide. We offer a wide-range of print and digital material, plus free teacher training to support major curricula in almost every subject area and at every level.

Representative on site: Gill Dee

Contact information: international.sales@hodder.co.uk

Website: www.hoddereducation.com

On site promotion:

20% discount offer on all orders received at conference. Plus raffle prize of £100 worth of resources

Houghton Mifflin Harcourt (HMH)

Stand 15

Global learning company HMH, is among the world's largest providers of pre-K-12 education solutions – combining cutting-edge research, editorial excellence and technological innovation to improve teaching and learning environments and solve complex literacy and education challenges. HMH's interactive, results-driven education solutions are utilized by 50 million students in over 150 countries.

Representative on site: Ann Ridgway

Contact information: ann.ridgway@hmhco.com +44 7925 616826

Website: <http://www.hmhco.com/country/international/hmh-international>

On site promotion:

Competition at the stand

inRESONANCE

Stand 54

inRESONANCE (iR) is a strategic productivity partner for 500+ schools and non-profits around the world. Our suite of open, customizable FileMaker® Pro solutions and related web applications manage admissions, development, registrar, and billing. As of 2015, we offer affordable, open source, Drupal websites—our SCHOOLYARD Division. Established 1999.

Representative on site: Clive Ungless

Contact information: clive.ungless@inresonance.com

Website: www.inresonance.com



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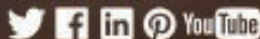
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International Baccalaureate Organization

Stand 35

The International Baccalaureate is a non-profit educational foundation that works with schools, governments and other international organizations to deliver highly respected programmes of international education for students aged 3 – 19 years. Each programme encourages both personal and academic achievement, challenging students to excel in their studies and personal development.

Representative on site: Robert Cummings

Contact information: Robert.cummings@ibo.org 0031 70 352 6289

Website: www.ibo.org

International Baccalaureate Organization

Stand 39

We are recruiting skilled educators as examiners to assess the work of Diploma, Career-related and Middle Years Programme candidates. The International Baccalaureate® (IB) offers a continuum of international education. The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development.

Representative on site: Tania Roberts

Contact information: examiner_maintenance@ibo.org +44 29 2054 7777

Website: <http://www.ibo.org/examiners/>

On site promotion:

Apply to become an IB examiner for the Diploma, Career-related or Middle Years Programme. As the IB continues to grow, we are looking to recruit new, skilled examiners and senior examiners.

Find out more and apply online at: <http://www.ibo.org/examiners/>

Relevant sessions:

From criterion to question: how to assess interdisciplinary understanding

Interdisciplinary units in the MYP: Getting ready, connect, blast off!

MathPhys fusion

How can librarians best support the Extended Essay?

Why teaching of IB biology requires an interdisciplinary strategy

No matter the Language, any teacher in Language B can work together

On the road to adopting Standards-Based Grading: How we found our way

International Graduate Program for Educators at Buffalo State

Stand 53

The Master of Science degree in Multidisciplinary Studies is one of the 62 graduate programs offered by SUNY Buffalo State. The program is designed for individuals with unique professional and educational objectives not readily met by traditional master's degree programs. Numerous national as well as international educators enroll in this degree program. SUNY Buffalo State is the largest college in the State University of New York (SUNY) system and is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and by the Board of Regents, State University of New York. SUNY, a statewide system of 64 campuses, is the largest, most diverse multi-campus university in the United States.

Representative on site: Dr Robert Summers, Dr Bob Imholt

Contact information: summerrh@buffalostate.edu, imholtrd@buffalostate.edu 001 716 8783855

Website: <http://igpe.buffalostate.edu/>

International School Leadership (ISL)

Stand 5

International School Leadership (ISL), a subsidiary of the Ontario Principals' Council is devoted to the provision of exemplary professional development for teachers, principals, school heads and system leaders around the world. ISL provides professional consulting services, training and certification programs to K-12 leaders around the world who drive the highest levels of achievement.

Representative on site: Dr Andy Scott

Contact information: drandyscott@ischoolleadership.com

Website: www.internationalschoolleadership.com

International Schools Services

Stand 45

Since 1955, ISS has been dedicated to supplying international schools with everything they need to provide their students with a world-class education. We've sought to advance the quality of education abroad by providing comprehensive, world-class services and solutions for learning communities and corporations throughout the world.

Services offered include:

Starting a School

Supplying a School

Staffing a School

Managing a School

Foundation Management

Representative on site: Pats McWilliams

Contact information: pmcwilliams@iss.edu +1 609 4520990

Website: <https://www.iss.edu>

On site promotion:

EDUCATORS: International Schools Services (ISS), a non-profit organization based in Princeton, New Jersey, is looking for teachers and administrators to fill hundreds of open positions. Join the world of international teaching and enjoy working at outstanding schools, in fabulous locations, with colleagues from all over the world! American and international schools worldwide, with English being their language of instruction, seek exceptional educators to come join their team. ISS works with hundreds of schools annually - they are seeking teachers just like you!

RECRUITERS: International Schools Services (ISS) has been serving schools worldwide for 60 years - we are proud of what we have to offer Heads of Schools. ISS has recently launched several innovative services to better assist Heads of Schools in finding the exact candidates that match your school's needs. With an ISS School Membership you have year-round access to an extensive ISS candidate database, including automatic position announcements to all ISS candidates, participation at three International Recruitment Conferences, plus three iFairs. New this year - ISS is the only recruiting agency that facilitates background checks on candidates through a reputable company called SecureTest.

International Supply Teachers

Stand 56

IST provides qualified SUBSTITUTE teachers with the freedom and ability to travel and teach on short notice for emergency vacancies in established, well respected, international schools.

Representative on site: Marie Zirk

Contact information: its@teachersonthemove.com

Website: www.teachersonthemove.com

INTHINKING

Stand 49

InThinking is an innovative educational consultancy service which provides high quality training and web-based resources for IB World Schools. We are particularly committed to promoting critical thinking across the curriculum.

Core Activities

1. **Teacher Workshops:** We specialise in workshops for IB teachers & administrators. Since 2004 we have run over 500 workshops which have been attended by more than 9000 participants from 675 schools in 88 countries.
2. **School Visits:** Our consultants are available to visit schools and provide on-site training. We offer whole-staff INSET and subject specific training for departments which can be tailored to your specific needs.
3. **Teacher Resources:** We offer a variety of high quality educational resources ranging from quarterly newsletters to subscription subject sites for teachers.
4. **Student Workshops:** We run student workshops and conferences throughout the academic year and a two week student summer camp every July. Our focus throughout is on the development of critical thinking skills.

Representative on site: Richard van de Lagemaat and Karin Wakeham

Contact information: mail@inthinking.co.uk richardvl@inthinking.co.uk

Website: www.inthinking.co.uk

ITEps (International Teacher Education for primary schools)

Stand 41

ITEps, the first full bachelor programme which trains students as teachers in international schools. A joint programme between University College Zealand, Buskerud and Vestfold University College and Stenden University (currently developing ITEls, a lower secondary course). Some characteristics are: multicultural understanding, managing the multicultural classroom, study of the various and varied curricula (national and International), teaching practice etc.

Representative on site: Peter Elting

Contact information: info@iteps.eu

Website: http://www.iteps.eu

its learning

Stand 18

We want to improve education for students around the world. We do this by helping their teachers. Teachers use our learning platform to create lessons and resources that engage their students. It helps them automate routine tasks so they have more time to focus on their teaching. And it makes sharing resources and information with other teachers, students and parents simple, so everyone always has the latest information at hand. Ultimately, this leads to better education – and that’s why we continually seek to improve the itslearning platform

Representative on site: Coles Wilkinson

Contact information: coles.wilkinson@itslearning.com

Website: <http://www.itslearning.co.uk/>

Janssen & Fritssen Just For Kids

Stand 50

Just For Kids excels in challenging kids to exercise intensively at their own level and enjoy every part of it. The highest level of quality equipment and a curriculum which can be downloaded as app for teachers brings modern physical education for kids from 3 to 8 years old to a new level.

Representative on site: Bram Jacobs

Contact information: bram@scheldesports.nl +31 (0)6 46 322 755

Website: <http://www.janssen-fritsen.com>

On site promotion:

Just for Kids - Climbing Island starters package

Jostens

Stand 43

Jostens is a leading provider of graduation and recognition products with worldwide representation and service. Product lines include yearbooks, caps and gowns, diplomas and covers, class rings, awards, plaques, trophies, and letter jackets. Our award-winning online yearbook program includes a private social media platform, educational tools, and a comprehensive support structure. Jostens is proud to have served international schools in Europe for over 40 years. Please come see us at booth 43 and enter a drawing for a free Samsung Galaxy Tab!

Representative on site: Kerri Dolena

Contact information: Kerri.dolena@jostens.com

Website: www.jostens.com, www.jostens.eu

On site promotion:

Visit stand 43 to enter a draw for a Samsung Galaxy Tab

Kiva

Stand 44

Kiva is a non-profit organization with a mission to connect people through lending to alleviate poverty by letting individuals lend as little as \$25 to help create opportunity around the world. Kiva U is its educational program that supports teachers and students in using microfinance as a teaching, learning and action-taking tool.

Representative on site: Jessica Hansen

Contact information: KivaU@kiva.org + 1 415 641 5482

Website: www.KivaU.org, www.Kiva.org

On site promotion:

Gift codes to make free loans to people in poverty for educators and their students

Relevant sessions:

Doing work that matters: Developing global compassionate leaders

Les Elfes

Stand 2

Providing Winter, Spring and Summer Camps for students aged 7-17 since 1987, we strive to provide the best possible experiences in fantastic environments which students will remember for a lifetime. Taking part in Les Elfes programs entails the excitement of outdoor activities, the warmth and friendships of living in a community, and most importantly, fun and enjoyment.

Representative on site: Adam Brook

Contact information: info@leselfes.com

Website: www.leselfes.com

On site promotion:

Business card in the box for an Ipad mini. Discounted rates for ski trips for school pre booked at the conference for following dates: February 20. – 27.02.16

MARCH 05. – 12.03.16, 12. – 19.03.16

Lovell International Camps AG

Stand 25

Lovell International Camps is currently offering exciting autumn, winter and spring programs for school groups. During the winter months we provide professional instruction in skiing, ski racing, snowboarding and a variety of other activities. Throughout the autumn and spring the camp offers both cultural, educational and adventure trips and the opportunity to explore the Swiss Alps and its surroundings. We've had 40 years' experience running an international school and summer camp - and now would love the opportunity to create a special program for your students.

Representative on site: Bryce Lovell

Contact information: info@lovellcamps.ch +41 33 744 2535

Website: www.lovellcamps.ch

On site promotion:

Last minute ski trips for ECIS schools at very reduced rates between 17.01.2016 - 30.01.2016. Please drop by our stand for more information.

Navigate

Stand 24

Navigate is an online platform that assesses and develops students' employability skills. Navigate has successfully supported thousands of students' since launching in 2012 and provides schools and colleges with vital evidence that they are preparing their young people for today's world of work.

Representative on site: Chris Rowe

Contact information: chris@navigationlearning.co.uk +44 (0)1634 729 818

Website: www.navigate.uk.com

Relevant sessions:

- Defining global citizenship,
- Practical tips for mindfulness,
- Mindfulness practices for better teaching,
- Motivating 21st century learners,
- This is how we work: teacher tech tools for learning support,
- leveraging technology to maximise student outcomes,
- Visible thinking – maximising student learning,
- The blended classroom,

Oxford University Press

Stand 32

Oxford is committed to international education. We are the only publisher to develop resources directly with the IB, and work closely with Cambridge International Examinations to produce endorsed resources across the entire Cambridge continuum. This means your learners get the comprehensive and accurate support that deeply integrates critical thinking and international awareness, along with thorough assessment support

Representative on site: Hannah Wright

Contact information: h.wright@oup.com +44 1865 686738

Website: www.oup.com

Pearson Clinical Assessment

Stand 14

We develop and distribute tests and related products for professionals in psychology, health, business, general education, bilingual education, special education, and other areas serving people of all ages and cultures. We are committed to meeting the diverse needs of our customers through our people, service, innovation, and technology. We are dedicated to the pursuit of professional excellence, leadership, and growth through acquisition, development, publication, and the maintenance of quality assessment tools in order to anticipate and meet the needs of our customers.

Representative on site: Sarah Weinberg

Contact information: sarah.weinberg@pearson.com +44 (0)20 7010 2864

Website: <http://www.pearsonclinical.co.uk>

Pearson Education

Stand 11

Pearson is the world's leading learning company. Our education business combines 150 years of experience in publishing with the latest learning technology and online support. We provide education and assessment services in more than 70 countries. At the core of everything we do is the desire to make a measurable, positive impact on people's lives through learning. From primary to secondary school through to professional certification, our qualifications, curriculum materials, multimedia learning tools and testing programmes help to educate millions of people worldwide.

Representative on site: Paul.kelly@pearson.com

Contact information: Paul.kelly@pearson.com

Website: www.pearsonglobalschools.com

PLS 3RD Learning

Stand 21

PLS 3rd Learning is an organization dedicated to the improvement of teaching and learning in K-12 schools by leveraging advanced technologies. Our primary focus is the development of technology-based systems and professional learning opportunities

Representative on site: Don Jacobs

Contact information: djacobs@pls3rdlearning.com +1 716 855 2250

Website: www.pls3rdlearning.com

Scholastic Inc

Stand 22

Scholastic is the world's largest publisher and distributor of children's books and a leading provider of instructional materials and classroom resources, including books and ebooks, print and digital classroom magazines and instructional programs, book clubs and book fairs, which combine to offer schools comprehensive, customized solutions supporting student achievement.

Representative on site: Clariza Mione

Contact information: +1 212343 6920

Website: www.scholastic.com

Search Associates

Stand 34

Since 1955, ISS has been dedicated to supplying international schools with everything they need to provide their students with a world-class education. We've sought to advance the quality of education abroad by providing comprehensive, world-class services and solutions for learning communities and corporations throughout the world.

Services offered include:

- Starting a School
- Supplying a School
- Staffing a School
- Managing a School
- Foundation Management

Representative on site: Jessica Magagna

Contact information: admin@searchassociates.com (+1)717-712-6930

Website: www.searchassociates.com

Relevant sessions:

From where will our new teachers come? International schools as critical partners in the preparation and recruitment of new teachers.

Sherborne Summer at Sherborne International

Stand 31

For two or more weeks in their summer holidays, Sherborne Summer gives students aged 7 – 17 a truly memorable experience of Britain while combining 30 lessons a week to stimulate and develop their academic and everyday English with an extensive programme of sporting and leisure activity choices and two days of excursions each week. Ideal for students in international schools who want a language boost and a taste of British culture.

Representative on site: Samantha Belgeonne

Contact information: sbelgeonne@sherborne-international.org +44 1935 814743

Website: www.sherborne-international.org

Relevant sessions:

Give me a reason to speak!

Lessons learned: Using best practices from counselling, ESOL, & learning support

Teaching within a multicultural context: Supporting students and families

A sympathy protest: Simulations and role play as a vehicle for language, culture and content in the language classroom

Motivating 21st century learners!

Minds-on literacy: Engaging with information for learning and innovation

Speed innovation: get a variety of different practical ideas for the foreign languages classroom

Space Camp Turkey

Stand 28

As a space and science education center, Space Camp Turkey is primarily focused on motivating young people from around the world in pursuing careers in science, math and technology. Through interactive, space-related simulations, both youth and adults also learn about communication, teamwork and leadership in a dynamic, fun-filled environment.

Representative on site: Beth Mitchell Gencel

Contact information: beth@spacecampturkey.com +90 232 252 3500

Website: www.spacecampturkey.com

Susie March Consulting

Stand 20

Specialist provision of Sex and Relationship Education (SRE) as part of an inclusive Child Protection programme for international schools, delivered by a Council of International Schools (CIS) Affiliated Consultant; encompassing professional development for faculty, student workshops, parent informational session and guidance for setting policy and curriculum planning.

Representative on site: Susie March

Contact information: susie.march@live.com +49 171 995 9054

Website: www.susiemarch.com

On site promotion:

Free Condoms! Spot prizes of glow in the dark Sperm Key rings!

Relevant sessions:

Child protection through age appropriate sex & relationship education: What is it and how

TEACH-NOW and the Educators School of Education

Stand 42

The mission of TEACH-NOW Educators is to equip, enable, and empower tomorrow's teachers for tomorrow's students in tomorrow's world using a globally accessible, activity-based, collaborative learning model. TEACH-NOW Educators offers a 9-month post-baccalaureate teacher certification program and 12-month master's degree programs. Two tracks are available for the MED—Globalization & Education Research.

Representative on site: Phil Schmidt, Michael Herndon

Contact information: info@teach-now.com +001 844246 8843

Website: www.teach-now.com

On site promotion:

Various offers via partnerships.

Relevant sessions:

Interdisciplinary Units in the MYP: Getting Ready, Connect, Blast Off!

Finding a Meaning and Engaging Context for Early Learning to Demonstrate Understanding and Use AR Technology in the Classroom

Defining Global Citizenship

Promoting and Supporting Innovation: A Conversation about Adult Learning in Our Schools

Student Voice in Designing for International Mindedness

The Flipped Classroom and Project-Based Learning: Theory and Practice

Fostering International Mindedness Through Art and Technology

Improving Student Achievement through Literacy Coaching

Fostering Comprehension and Life-Long Readers: A reader's Workshop Approach for the K-4 classroom

Designing Meeting for Learning and Collaboration

Creating a Culture of Impactful Collaboration

STEAM/PBL in the Classroom—A Hands-On Experience

(Teachers + Leaders) * (Theory + Best Practice) = (powerful Professional Growth)²

Cross-Discipline Authentic Learning Projects

Motivating 21st c. Learners

Values for International Education

Design Thinking Across Borders

This is How We Work: Teacher Tech Tools for Learning Support and Classroom Differentiation

Leveraging Technology to Maximize Student Outcomes

Redesigning Assessment through Design Thinking

Technology and Techniques for Teacher Leaders

From where will our new teachers come? International schools as critical partners in the preparation and recruitment of new teachers

The challenge of nurturing intercultural competence in young people

Innovation by Design: Professional development to accelerate blended learning

TTS Group

Stands 12 and 13

From humble beginnings in a garage in the Midlands, to supplying over 64 countries across the globe, we have been talking to educators and inventing new reasons for children to love learning for over 30 years. It was a simple scene back in 1985; a chat with a teacher in a local school. The conversation around the lack of quality D&T resources for the classroom. One industrious evening in a garage later and the first TTS resource was born. The very next day the teacher was given the prototype. "Wow," they said, "this is exactly what I said I needed".

Representative on site: Steve Williams

Contact information: stephen.williams@tts-group.co.uk, stopliss@tts-group.co.uk

+44(0)7961 787324

Website: www.tts-group.co.uk

On site promotion:

TTS Group will be running a promotion during the conference

University of Bath

Stand 46

The University of Bath is one of the UK's most highly regarded universities. Campus-based amenities include its 24 hour library and outstanding sports facilities. The range of excellent undergraduate programmes offered are complemented by an extensive range of full-time, part-time and distance learning courses leading to Masters and Doctoral degrees in Education.

Representative on site: Dr Mary Hayden

Contact information: m.c.hayden@bath.ac.uk +44 1225 386347

Website: <http://www.bath.ac.uk>

Village Camps

Stand 52

Curriculum inspired **Outdoor Education Programmes** in Switzerland and France take the learning process outside the classroom and into the great outdoors. Innovative and creative **Summer Camps** in Switzerland, England, France, Austria, Cyprus the USA and Canada. **New** in 2016, summer camp in **Spain**. Students may focus on language study, sports, adventure, performing arts and even surfing! Award winning leadership programmes. Winter sports programmes in the Swiss Alps.

Representative on site: Nick Tranter

Contact information: nick.tranter@villagecamps.com

Website: www.villagecamps.com

Relevant sessions:

Project Wildthing - ensuring students get enough 'wild time'

Bringing the curriculum beyond the classroom

Wilkes University

STAND 30

Wilkes University is a fully accredited, independent university founded in 1933 in northeast Pennsylvania. Dedicated to academic and intellectual excellence, Wilkes is a leading provider of graduate programming for educators, offering more than twenty master's degrees and certificate programs to teachers around the world, as well as the doctor of education degree in educational leadership. Our School of Education has helped more than 10,000 educators reach their professional goals.

Representatives on site: Karim Medico Letwinsky, JT Rehill

Contact information: stephanie.wasmanski@wilkes.edu +1 (800) WILKES-U Ext. 5535

Website: www.wilkes.edu/internationaleducation

On site promotion:

No application fee, for a limited time, to apply to the EdD cohort forming and set to begin in Summer 2016.

Relevant sessions:

(Teachers + Leaders) * (Theory + Best Practice) = (Powerful Professional Growth)²

Ethics for teaching and learning

Defining global citizenship

THANK YOU TO OUR CONFERENCE SPONSORS

ECIS would like to thank the following organisations for generously sponsoring the 2015 Educators Annual Conference.



UPCOMING ECIS EVENTS

ECIS Flourishing Schools

22-23 January 2016

Surrey, UK | TASIS - The American School in England

Going Global Symposium

27 February 2016

San Francisco, USA | French-American International School

ECIS Physical Education Conference

13-16 April 2016

Guildford, United Kingdom | Surrey Sport Park in Guildford

ECIS Symposium on Augmented Reality

30 April 2016

Frankfurt, Germany | Frankfurt International School

ECIS - ASL EduLeader Micro-Credential Programme

Module II Leading Teams

16-17 January 2016

London UK | American School of London

Module III Critical Conversations

30-31 March 2016

Rome, Italy | ECIS Leadership Conference

Module IV Curriculum Design

13-14 June 2016

London UK | American School of London

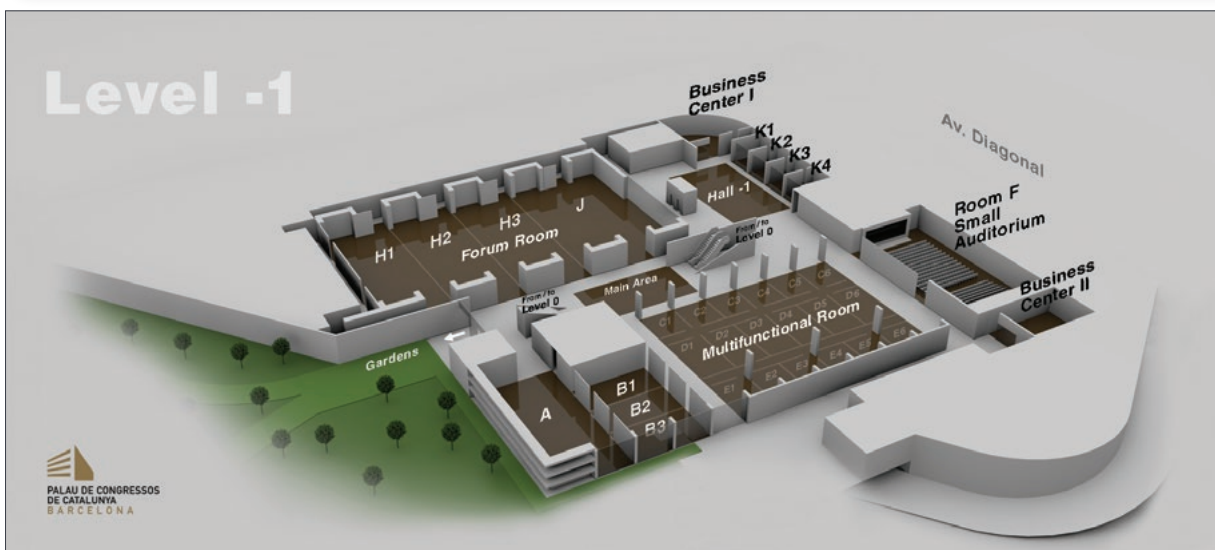
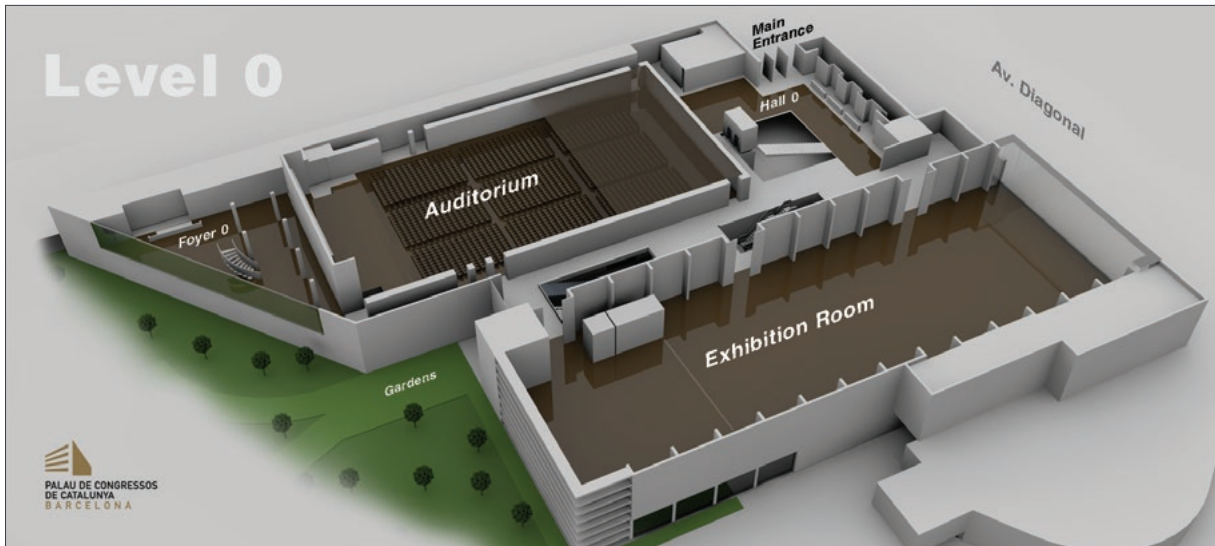
UPCOMING WEBINARS

Child Protection: Moving past compliance

Wednesday 13th January 2016

Wednesday 17th February 2016

Wednesday 16th March 2016



Cambridge

READING Adventures



Coming in January 2016, Cambridge University Press, in collaboration with the UCL Institute of Education, have created a Primary guided reading series called Cambridge Reading Adventures, designed for young children learning to read in English in countries all over the world!

The series includes both fiction and non-fiction topics, covering a wide range of subjects and each book is carefully positioned into eleven reading bands, designed to provide a gradient of challenge, which helps maximise progress in reading as students build up their skills and confidence.

All Cambridge Reading Adventures books:

- Feature fabulous illustrations or photographs to support the words on the page
- Help young readers develop a broader understanding of the world they live in
- Provide curricular links to Cambridge Primary, the International Baccalaureate Primary Years Programme and the International Primary Curriculum where appropriate.

What's more, every reader can be used to complement any Book Banded reading series to revive and refresh reading in your class.

View samples and download our series guide at:
education.cambridge.org/cra



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