

PRE-CONFERENCE INSTITUTES

Title	Description	Facilitator	Date	Time
<p>Education for International Mindedness (IB)</p> <p>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</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>
<p>AP Biology</p> <p>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</p>	<p>Bill Kenney</p>	<p>18 – 19 November</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>

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	session will provide opportunities for participants to share their teaching practices and resources.			
<p>Introduction to the IPC</p> <p>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</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>
<p>Identifying, Improving and Assessing Children's Learning</p> <p>Room B3</p>	<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</p>	<p>Sarah Brown</p>	<p>19 November</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>

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	<p>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>			
<p>Effective and Responsive Teaching and Assessment</p> <p>Room D4</p>	<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>	<p>Dr Karim Medico Letwinsky</p>	<p>19 November</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>

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<p>Engaging 21st Century Learners</p> <p>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</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>
<p>Digital and Blended Learning</p> <p>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</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>

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<p>Teaching Thinking – The Genesis of Literacy</p> <p>Room D2</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</p> <p>AM session: Conference Centre</p> <p>PM Session: American School of Barcelona / Museo Picasso</p>	<p>0830 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1200-1245</p>
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<p>Connected at the STEM: Integrated Learning in Action</p>	<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 	<p>Chad Fairey</p>	<p>18 – 19 November</p> <p>American School of Barcelona</p>	<p>0900 – 1700 <i>Pick up from Conference centre at 0830</i></p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>
<p>Art at the Center</p>	<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</p>	<p>Stuart Stotts</p>	<p>19 November</p> <p>Benjamin Franklin International School</p>	<p>0900 – 1700 <i>Pick up from Conference centre at 0830</i></p> <p>Breaks 1030 – 1045</p>

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	<p>exercises participants will design instructional approaches across several curricular Art, EAS, Integrating artistic elements with essential learning goals.</p>			<p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>
<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. 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</p> <p>Benjamin Franklin International School</p>	<p>0900 – 1700 <i>Pick up from Conference centre at 0830</i></p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>

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<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></p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>
<p>Big Bigger Biggest – Site Specific Planar Construction in Barcelona (Outdoors, City)</p> <p>Room D3</p>	<p>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.</p>	<p>Alexandra Metral</p>	<p>18 – 19 November</p> <p>AM Session: Conference Centre</p> <p>PM Session: Streets of Barcelona</p>	<p>0830 – 1700</p> <p>Breaks 1030 – 1045</p> <p>Lunch Day 1: 1200 – 1245 Day 2: 1300 – 1345</p>
<p>Create a Positive and Inclusive Climate for Learning with the</p>	<p>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</p>	<p>Kerry O'Grady</p>	<p>19 November</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p>

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<p>Responsive Classroom</p> <p>Room H1</p>	<p>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.</p>			<p>Lunch 1230 - 1300</p>
<p>Mindful Teacher, Mindful School</p> <p>Room H2</p>	<p>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.</p>	<p>Kevin Hawkins</p>	<p>19 November</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>
<p>ECIS/ASL EduLeader Micro-Credential</p> <p>Module I : Understanding Power</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 	<p>Dr Gary Gruber</p>	<p>18 – 19 November</p> <p>Conference Centre</p>	<p>0900 – 1700</p> <p>Breaks 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>

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<p>Room D1</p>	<p>a greater sense of our own personal power?</p> <ul style="list-style-type: none"> • 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>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 1030 – 1045</p> <p>1515 – 1530</p> <p>Lunch 1230 - 1300</p>