



SGIS Conference March 1-2, 2019

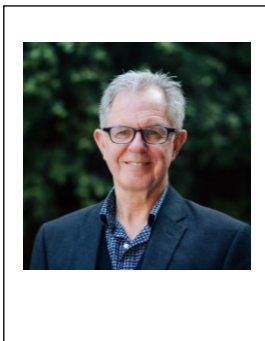
'Can We Walk the Talk'

SOMETHING FOR EVERYONE!

## CLASSROOM PRACTITIONERS...

The 2019 SGIS Conference, at ISB promises to offer something for everyone.

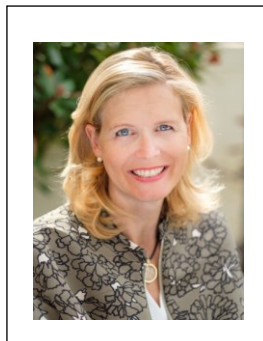
In this 4-part mini-series, taking a closer look at 'who' is saying 'what', our second flyer shares the headlines for those teaching and supporting in classrooms, in our international schools in Switzerland and beyond.



Andy Hargreaves



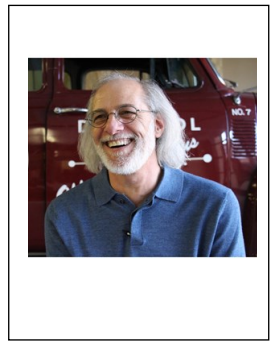
Ross Morrison McGill



Louise Penrice



Jennifer Wathall



Kendall Zoller

**ANDY HARGREAVES** is Research Professor at the Lynch School of Education, Boston College. He is President of the International Congress of School Effectiveness and Improvement, Founding Editor-in-Chief of the Journal of Professional Capital and Community. Andy has consulted with the OECD, the World Bank, governments, universities and teacher unions worldwide.

### Friday Sessions:

- ***Keynote: Collaborative professionalism: when teaching together means learning for all***

Andy sets out his new research insights on collaborative professionalism and how it builds deep and trusting relationships along with precise tools and protocols that improve feedback and deepen dialogue among educators. Collaborative professionalism is an issue for all schools everywhere including the unique circumstances of International Schools that bring together teachers from many cultures and backgrounds in an environment where the quality of human capital is extremely strong, but turnover can be quite frequent.

- ***Success and Well-Being: Opposites that Need to Attract***

Drawing on Andy's upcoming book on learning, engagement and wellbeing, this session will engage participants with their own understandings of the relationship between well-being and success and introduce them to examples of how other schools go about making the connection.

- ***Professional Learning communities***

This session picks up one of the cases of collaborative professionalism from Andy's presentation and explores how teachers can and should lead engagement with their colleagues professionally to enhance students' learning and development together.

- ***Leading from the Middle***

Should change be led from the bottom up or the top down? This workshop draws on Andy's 2019 book to explore how there is a third way – leading from the middle and addresses what school leaders and system leaders can do to ensure every child gets great teaching every year.

**ROSS MORRISON MCGILL** is the founder of @TeacherToolkit currently and arguably the most influential education blog in the UK. Originally founded in 2008, a simple Twitter account started by Ross, became the go-to teaching resource for classroom practitioners around the world. He is one of the 'most followed educators on Twitter in the UK' and Managing Director of 'Teacher Toolkit'. In December 2015, Ross was nominated for The Sunday Times '500 Most Influential People in Britain 2015' and remains the only classroom teacher to have featured. He is currently training teachers across the U.K. as a PGCE tutor and also studying for his EdD at Cambridge University. Ross is an experienced teacher and school leader who has worked in some of the most challenging schools in London over the past three decades. His specialisms include whole-school leadership, teaching and learning, social media, and teacher workload, wellbeing, and mental health.

#### **Friday Sessions:**

- ***Social Media—Getting the Most Out of Media Strategies (repeated on Saturday)***

This session is designed to improve and develop strategies incorporating social media platforms, including Twitter, Facebook, LinkedIn and Instagram. Participants will widen and deepen their understanding of social media, particularly free online scheduling platforms, and how this can be applied across a range of activities including recruitment, governance and sharing positive stories. They will also increase their understanding of security and safeguarding concerns relating to use of social media.

- ***Keynote: Teacher Habits – Dispelling the Myths and Bias***

Check out the updated SGIS conference website for further information about this exciting keynote which aims to dispel the myths of teaching in today's classrooms.

#### **Friday and Saturday Sessions:**

- ***Mark.Plan.Teach Series***

With teacher workload and mental health issues at record levels, ideas that work in the classroom to alleviate workload and support teacher wellbeing are essential. In these workshops, Ross will explain 'what teachers can do in the classroom' and 'why and how' they work. Pitched to help manage teacher wellbeing as well as improve classroom effectiveness; supported by a wide range of research as well as psychological insights.

- **Social Media—Getting the Most Out of Media Strategies (repeated)**

**LOUISE PENRICE** is the former Head of School of a bilingual school in Switzerland. She now leads her own company OpenMinds, based in Zürich, providing coaching, training & leadership development programs to schools. She has an MBA, is an International Coach Federation (ICF) credentialed coach and serves as a Board Member for ICF Switzerland.

#### **Saturday Sessions:**

- ***‘Inside-Out Leadership – What Really Needs to Change for Teens?’***

This session will explore practical Inside-Out leadership tools that give teens a greater sense of self-worth, life-skills, and ownership of the choices they are making about their future.

- ***Leading from the Back (of the Classroom) – Conflict Management Skills***

In a recent survey in by Stanford University leaders feel a greater need to improve their conflict management skills than skills of any type. There are a number of ways that they can lead from the back and hand back some of the responsibility to those around them. This session will focus on how leaders can do this whilst facing up to and dealing with conflict.

**JENNIFER WATHALL** is an independent educational consultant, author and part time instructor for the University of Hong Kong. With over 25 years’ experience in the education field, Jennifer has worked in several international schools including South Island School, Hong Kong and The United Nations International School, New York and Island School, Hong Kong. Jennifer holds a degree in Pure and Applied Mathematics from the University of Sydney and completed post graduate studies at the University of Hong Kong. Based on her Master of Arts in Educational Technology she also facilitates concept-based mathematics online courses, gives talks about innovative uses of digital instructional media and how to effectively integrate a 1:1 program into the classroom. In the international arena she has presented numerous keynote addresses and workshops about concept-based mathematics and concept-based curriculum and instruction to K-12 educators.

#### **Friday Sessions:**

- ***Engaging Instructional Strategies for the Mathematics Classroom (repeated on Saturday)***

This interactive workshop will cover eight instructional strategies to engage students and promote and enhance learning. Participants will be immersed in a social constructivist environment and partake in highly engaging learning experiences

- ***Concept-Based Mathematics: Teaching for Deep Understanding***

This interactive workshop will look at an overview of the Structures of Knowledge and Process and how to craft generalizations (statements of conceptual understanding) for the discipline of Mathematics. Participants will be immersed in a social constructivist environment and partake in highly engaging learning experiences. Whilst examples will refer to mathematics, other subject area teachers can see how this can be transferred to their subject as well as understand how their students are learning mathematics and make relevant connections.

- ***Concept-Based Mathematics: What's all the talk about? (repeated Saturday)***

What is Concept-Based Mathematics and how do we promote discourse in the mathematics classroom? Jennifer will also introduce the three-dimensional concept-based model for curriculum and instruction and how we can transition towards this model. Traditional curriculum focuses on rules and procedures with little understanding of the conceptual relationships of mathematics—and mathematics is a language of conceptual relationships. Traditional mathematics learning also assumes the deep understanding of concepts, and sometimes fails to teach for transferability, or to consider context. How do we focus curriculum and instruction to focus on conceptual understanding while fostering 21st-century skills in the mathematics classroom? Jennifer will discuss the three-dimensional concept-based mathematics curriculum model and highlight the power of visualization and the value of the inductive teaching approach when learning mathematics.

#### **Saturday Sessions:**

- ***Engaging Instructional Strategies for the Mathematics Classroom (repeated)***
- ***Concept-Based Mathematics: What's all the talk about? (repeated)***
- ***Inquiry-based Learning Experiences focusing on Conceptual Understanding***

This session will be an interactive session which will focus on an inquiry-based mathematics learning engagements. The levels of inquiry will be discussed and teachers will walk away with hands-on practical learning engagements to use with their students. Whilst examples will refer to mathematics, other subject area teachers can see how this can be transferred to their subject as well as understand how their students are learning mathematics and make relevant connections.

**KENDALL ZOLLER** is an author, educator, researcher, and international presenter in communicative intelligence, presentation and facilitation skills, leadership and adaptive schools. He is co-author of *The Choreography of Presenting: The 7 Essential Abilities of Effective Presenters* (Corwin Press, 2010), president of Sierra Training Associates and graduate faculty at California State University, Dominguez Hills and The University of Maine. He has authored over three dozen reviewed book chapters and journal articles on topics of communication, community, and leadership for educators and law enforcement. His work on leadership and presentation skills takes him to schools, districts, universities, state agencies, and corporations across the United States, Canada, Europe, China, Thailand, Malaysia, the Philippines, and Europe. His lectures, presentations, and paper presentations include the campuses of Harvard, UC Berkeley, St. Anselm College, Boston University, University of Chicago, and Loyola University Maryland. Kendall has a doctorate in Educational Leadership a Masters in Educational Management.

#### **Friday Sessions:**

- ***Make an impact - Designing the first five minutes***

This highly interactive session leads participants through a process for creating openings for their professional development sessions and meetings. You will learn how to combine credibility, approachability, and location to establish an adult learning environment that balances the heart and mind of the learner. Skills include credibility, a presentation frame, use of passion, and the power of the pause. This session can support teachers in the work they do when facing groups that are welcoming, resistant, or even those who have a negative perception about the topic presented.

- ***The Choreography of Presenting***

This highly interactive session takes participants into the seven essential presentation abilities. Explore credibility, rapport, reading a group, listening, acknowledging, responding and recovery with grace. Communication patterns will be introduced for participants to practice and apply.

- ***Using the Ecotone to Shape a Future: From Chaos to Calm (repeated Saturday)***

In this session, learn how to navigate chaos by taking colleagues into a place for change, what we call the 'ecotone'. Explore ways of surfacing values, beliefs, and resistance in ways that can facilitate leading by practicing an Itinerary For Change.

#### **Saturday Sessions:**

- ***Keynote: Communicating with Authenticity when Leading Through Chaos - what research tells us about communication and leading***

Over the past twenty years neuroscience has revealed so much about the brain and the influences of communication on thinking and learning. When leading we are taking people from where they are, to where you want them to be. Along this path, values will be challenged. In this session participants will experience communication skills they can use that reroute the neural highways and learn how to surface values and navigate values conflicts when leading, so professional relationships can be separated from the important issue to be discussed. Using these patterns can shift people's consciousness so they may be more open to hearing a message that may challenge the way they think.

- ***Using the Ecotone to Shape a Future: From Chaos to Calm (repeated)***
- ***Navigating Resistance: Separating Resistance from the Relationships***

In our schools, we have a culture of care committed to creating an educational environment for the success of all students. Yet, we often find conflict or resistance on topics of importance during meetings, workshops and even while supervising. How do we run meetings and workshops when resistance is present? In this session, participants will learn how to choreograph their meetings in ways that address the resistance while preserving the relationships with colleagues.

FOR FULL DETAILS OF THESE SESSIONS AND MORE, SEE THE FULL CONFERENCE PROGRAMME AT  
[HTTP://WWW.SGISCHOOLS.COM/CMS/](http://www.sgischools.com/cms/)