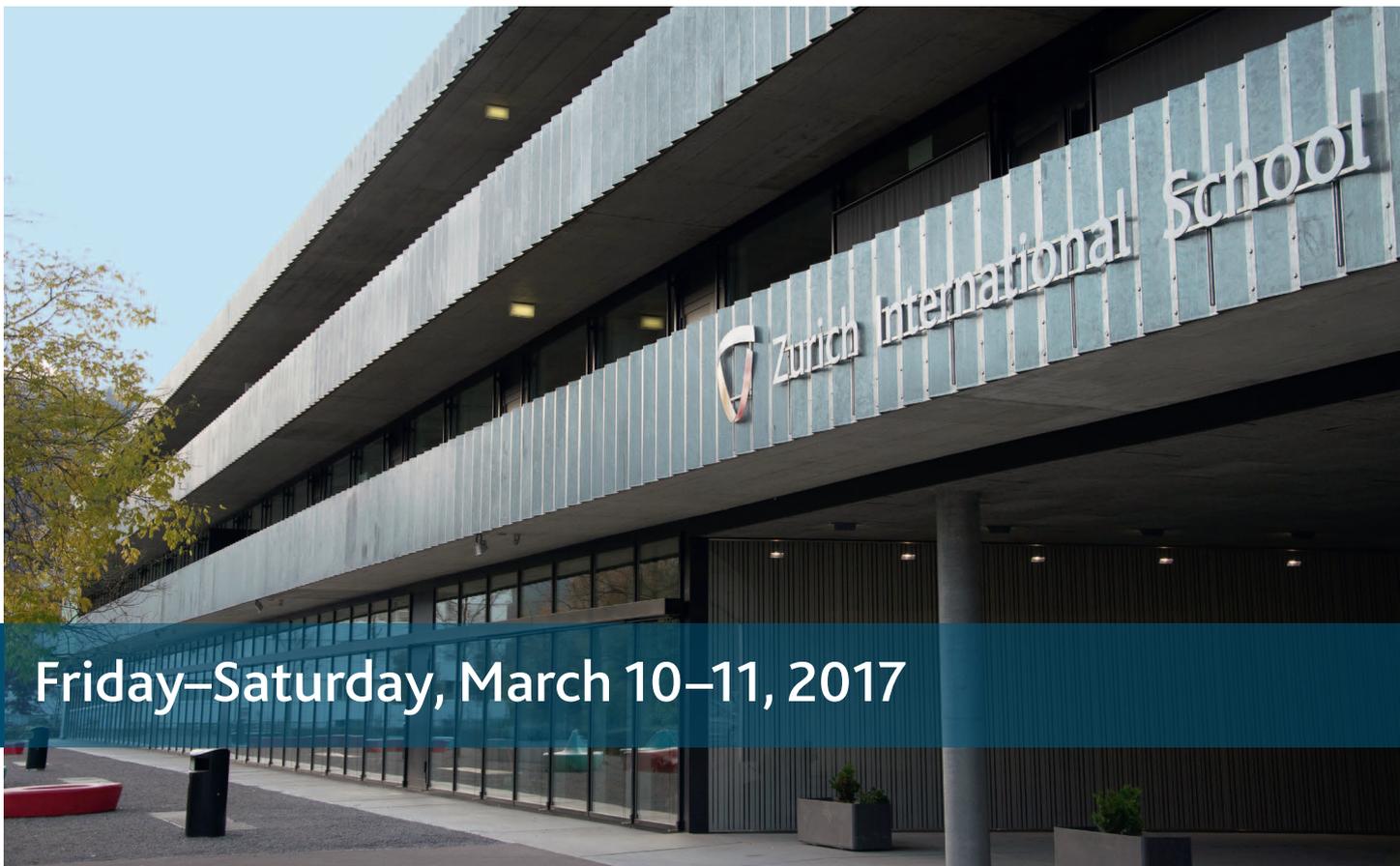


“Sustainable Learning Environments”

SGIS Annual Conference 2017

hosted by Zurich International School



Zurich International School

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Sponsors

The SGIS Executive Committee would like to thank all the Exhibitors for their support, sponsorship and raffle prizes.



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



Thank you to the **Swiss Education Group** for their generous sponsorship of the “bubbly” before the Apéro on Friday.



Thank you once again to **TTS** for sponsoring the conference lanyards.



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Chairman's Welcome

On behalf of the SGIS Committee I should like to wish a warm welcome to all participants at the 2017 SGIS Conference. The Swiss Group of International Schools is proud to be one of the largest and most active international school groups operating in a single country. We are keen to ensure that this small nation's reputation as home to a remarkable concentration of outstanding and innovative international schools is fostered and celebrated. We are committed to helping educators who have made Switzerland their professional home to receive the best possible support and encouragement, not only from their own schools but also from the diverse fraternity that SGIS represents.

We are delighted that the conference this year will balance the stimulus of experienced international speakers with innovative and dynamic members from our own schools. It is our conviction that much of the value of conferences such as this comes from the personal exchanges between professional peers and friends. We hope that you will enjoy the opportunities to build enduring and fruitful personal links during both the conference days.

Thanks are due to our generous hosts at Zurich International School (ZIS), who have been highly proactive in developing the concept, planning and execution of this year's conference. We are also grateful to the exhibitors for the practical enrichment and value they add.

As always, it is our hope that you will all leave the conference inspired, motivated and eager to return in a year's time!

Richard McDonald
Chairman, Swiss Group of International Schools



Richard McDonald, Chairman,
Swiss Group of International Schools (SGIS)

Director's Welcome

Grüezi mitenand!
Welcome to the city of the Zürileu

On behalf of the Board of Trustees and faculty and staff at Zurich International School, I welcome you to Zurich and ZIS' Upper School campus. ZIS has 1,450 students on four campuses located on the western shores of the Zurichsee. Like many SGIS schools, ZIS is a true international school with students from over 60 countries and 45 different native languages represented in the community.

ZIS is honored to host the 2017 SGIS Conference "Sustainable Learning Environments". It is our hope you will enjoy the tremendous array of talented group of international speakers and they inspire you to dive in and focus on deep learning. We also hope you walk away with motivation to learn more and continue the discovery of learning around topics needed to nurture sustainable learning environments in all of our schools for children.

Given the conference is located in Zurich, you are coming to a beautiful city that is wonderful to wander and explore. Below are a few interesting facts to entice you to explore Zurich after the conference or at a later date:

1. Zurich has been given the title as having the best quality of life in the world.
2. Zurich is Switzerland's largest city with 400,000 residents and 1.9 million people in the metro area.
3. Almost 1 out of every 3 people in Zurich is made up of non-Swiss, representing 160 different nationalities.
4. Zurich is home to the world-famous Sprüngli Café and the Lindt & Sprüngli chocolate factory.
5. Zurich is home to Europe's largest clock face.
6. Zurich is known as the "water city" due to the Zurichsee, Limmat, and over 1,200 water fountains.
7. Zurich dates back to 15 BC and began as a Roman customs outpost called Turicum.
8. Zurich is home to the FIFA World Football Museum.
9. There are six correct spellings of Zurich depending on the language:
 - Zurich: French and English spelling
 - Zurigo: Italian spelling
 - Turitg: Romansh spelling
 - Zürich: German spelling
 - Zuerich: German spelling without the umlaut
 - Züri: The city's nickname in Swiss German
10. In medieval times, women held the most political power in the Zurich region.
11. Dadaism – both an artistic genre and a protest movement – was born in Zurich. Dadaism is defined by outlandish, abrasive and even grotesque manifestations of art, theater and public discourse.
12. Johanna Spyri wrote her popular book Heidi in Zurich.
13. Zurich is home to the world's largest techno and electro party in the world ("Street Parade").



Jeff Paulson, Director,
Zurich International School (ZIS)

I wish to express my sincere appreciation for the invaluable efforts of everyone involved in organizing the conference. I would also like to express my gratitude to delegates, exhibitors and the leadership teams at SGIS schools for attending the conference and demonstrating their commitment to, sustainable learning environments in international schools.

I hope you enjoy the conference!

Jeff Paulson
Director, Zurich International School

Conference Information

General Information (A–Z)

Apéro Riche: on Friday evening for those who have registered; in the dining area (ground floor), 16:45–19:30h

Cloakrooms: coat racks will be available in the reception area

Coffee/tea breaks and lunches: all will take place in Exhibitors' Area

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

Luggage: left at your own risk

Registration: in the school lobby

SGIS Office and Speakers' Break room: room number to be communicated

Getting to the ZIS Upper School Campus

You can reach the ZIS Upper School Campus (located at Eichenweg 2, 8134 Adliswil) by car or public transportation.

By Car

From Zurich:

- A3 Highway, Wollishofen exit
- Direction Adliswil (on to Zürichstrasse)
- Turn left onto Moosstrasse when you see Hotel Ibis on the right (sign to Seespital)
- Turn left onto Moosstrasse immediately past Hotel Ibis (sign to Seespital)
- Stay on Moosstrasse for approximately 1 km to ZIS Upper School

From Adliswil/Kilchberg:

- Turn onto Grütstrasse from Kilchbergstrasse (direction Seespital)
- Continue straight on Grütstrasse
- When you see the A3 underpass on the right, continue on for 50 meters
- Turn left onto Eichenweg

Parking at School

Parking is available at the conference location.

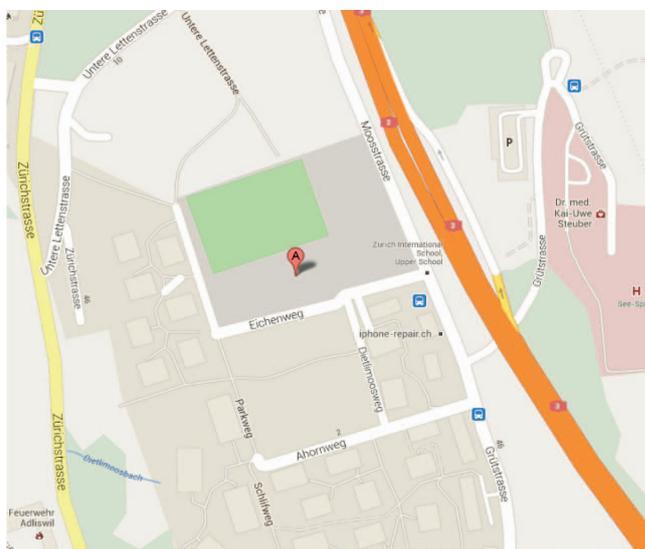
By Public Transportation

From Zurich Main Train Station (Hauptbahnhof):

- Take the S4 train to Adliswil.
- Change to Bus 185 direction Wollishofen and get off at the "Eichenweg" stop, which is right in front of the school.



ZIS Upper School Campus in Adliswil.



From Zurich Main Train Station (Hauptbahnhof) or Paradeplatz:

- Take tram no. 7 direction Wollishofen, get off at the last stop in Wollishofen (end of tramline 7 is not at the Wollishofen SBB train station).
- Change to Bus 185 direction Adliswil Bahnhof, and get off at the "Eichenweg" stop, which is right in front of the school.

From Wollishofen (end of tram line 7, which is not at the Wollishofen SBB train station):

- Take Bus 185 direction Adliswil Bahnhof, and get off at the "Eichenweg" stop, which is right in front of the school.

From Adliswil Bahnhof:

- Take Bus 185 direction Wollishofen, and get off at the "Eichenweg" stop, which is right in front of the school.

From Kilchberg Bahnhof:

- Take Bus 162 direction "Spital", get off at the "Ahornweg" stop. From there it is a 1-minute walk to the school.

SGIS Annual Conference Program

Friday, March 10, 2017

Time	Conference Event	Speaker and Location/Room
08:00–08:30	Registration and Welcome Refreshments	
08:30–08:45	Opening Remarks by Director ZIS and SGIS Chair	Theater
08:45–09:45	Keynote by Margaret Heffernan	Theater
09:45–10:15	Refreshments and Visit Exhibitors	
10:15–12:15	Session 1	
	Appetite and Aptitude: Cultivating a Love of Learning	Margaret Heffernan – Theater
	Real-World Learning That Lasts	Suzie Boss – 206/208
	Coaching Conversations	Suzanna Prout – 212/214
	Practical Strategies for Making Math Far More Accessible to Our Students	Steve Leinwand – 228
	Concept-Based Inquiry: Teaching and Learning for Understanding	Carla Marschall – 108/110
	Anger: Your New Best Friend	Lesley Stephenson – 104/106
	Becoming an Action Researcher	Jim Parsons – 210
	Issues of Inclusion and Reform	Laurie Hawkins – 216
	Learning Through Sensory Integration	Maddalene Randall – 100/102
	Visions That Matter	Ewan McIntosh – 230/232
	The Interactive Read Aloud: The Component That Ties It All Together	Christy Curran – 109
	Unpacking Fractions: Teaching and Learning Fractions with Understanding; for Grades 3–7	Monica Neagoy – 111
12:15–13:30	Lunch and Visit Exhibitors	
13:30–15:30	Session 2	
	Concept-Based Inquiry in Action: Instructional Strategies to Promote Understanding	Carla Marschall – 108/110
	Engaging Stakeholders to Sustain School Change	Suzie Boss – 206/208
	Coaching in the Classroom	Suzanna Prout – 212/214
	Breathing Classroom Life into NCTM’s Eight Mathematical Teaching Practices	Steve Leinwand – 228
	Cultivating Algebraic Ways of Thinking in PreK–5: Building Bridges to Abstract Mathematics; for Grades PreK–5	Monica Neagoy – 111
	About Rules	Lesley Stephenson – 104/106
	Work Less Party More: Building Collaborative Professional Learning	Jim Parsons – Theater
	How Sustainable Are Student Support Programs in International Schools?	Laurie Hawkins – 216
	Classroom Strategies for Children with Sensory Integration Disorders	Maddalene Randall – 100/102
	Pitch Perfect	Ewan McIntosh – 230/232
	The Writing Workshop: What Matters Most, How to Get Started and How to Make It Work for You	Christy Curran – 109
15:45–16:30	Reflection: Facilitated Breakout Sessions in Designated Classrooms	to be posted on the day
16:30–16:45	Visit Exhibitors. Glass of Champagne is offered by the Swiss Education Group.	
16:45–19:30	Apéro Riche	Dining room area, ground floor

SGIS Annual Conference Program

Saturday, March 11, 2017

Time	Conference Event	Speaker and Location/Room
08:00–08:30	Tea/Coffee	1st Floor Exhibitors' Area
08:30–08:45	Welcome	Theater
08:50–09:45	Session 3 – Faculty and Student Presentations*	
	Beginning Steps: Creating and Cultivating a Space and Curriculum for Making	Sarah Ackermann, Ian Philpot – 230/232
	Our Privacy in the Age of the “Mobile”	John Mikton – 104/106
	Re Envisioning Professional Practice – Building on Site Capacity for Professional Learning Through Coaching.	Liz Hargreaves – 212/214
	Visible Thinking: Annotating Stories and Texts to Expand Thinking and Create Conversation	Aynsley O'Carroll – 204
	Creating and Sustaining Change, a Google Journey	Darren Wise – 100/102
	Making Frames in Mathematics Class: Project-based learning in action	Sanmarie Hugo – Math House Rm 3
	Grade 9–12 Co-Teachers Job Alike Session	Esther de Vries – 217
	Advocacy and Empathy in the Classroom	Rob Friesen – 216
	Sentence Imitation	Mary Richtsmeier – 213
	Diversity in International Schools: Where to Start?	Sean Maley – 215
	Giving Your Students Great Feedback with Google Classroom	Alison Callaghan – 108/110
	Using Rich Tasks in Math to Differentiate & Engage	Jamie Raskin – Math House Rm 2
	Exploring Mathematical Concepts in the Elementary School with Numicon	David Lyttle – Math House Rm 1
	Learning Analytics in Action	Damian Bebell – 111
	Tapping Into Inquiry: How to Engage Students to Dive Deep From the Beginning	Elizabeth Wargo – 210
	Teaching Content Through Project Based Learning	Jason Welker – 109
	Designing Inquiry – PBL in AP/IB Classrooms and Beyond!	Ian Hoke – 228
	Extending Google Classroom: Using Google Apps, Extensions and Add-Ons	Alysha Heller – Math House Rm 4
	No Fuss Digital Content Management for Swiss International Schools	Julien Rovira – 206/208
09:50–10:15	Refreshments and Visit Exhibitors	
10:15–12:15	Session 4	
	Concept-Based Inquiry: Teaching and Learning for Understanding	Carla Marschall – 108/110
	Real-World Learning That Lasts	Suzie Boss – 206/208
	Coaching Conversations	Suzanna Prout – 212/214
	Practical Strategies for Making Math Far More Accessible to Our Students	Steve Leinwand – 228
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	Unpacking Fractions: Teaching and Learning Fractions with Understanding; for Grades 3–7	Monica Neagoy – 111

* Please note that all presentations in Session 3 are also offered in Session 5 (13:45–14:45)

Sessions 1–2

Friday, March 10, 2017

Session 1, 10:15–12:15

Appetite and Aptitude: Cultivating a Love of Learning (Margaret Heffernan)

If automation and artificial intelligence are to replace millions of jobs, what kind of skills will our children need in the future? No one really knows. What we can be sure of, however, is that they will need to love learning, to be able to acquire and develop skills and understanding for any number of careers and roles. This workshop will explore what helps – and hinders – the appetite and aptitude for learning with which all children begin their lives.

Real-World Learning That Lasts (Suzie Boss)

Projects that connect students with the real world make the learning experience more relevant and memorable. Such experiences are too valuable to leave to chance. This hands-on session introduces strategies and tools to build authentic PBL into the curriculum. We will explore strategies for designing community-based projects, in which students take the lead on local problem solving; opportunities for global collaboration and action; building sustainable school-community partnerships; and troubleshooting common challenges to projects that extend beyond the traditional classroom.

Coaching Conversations (Suzanna Prout)

Improve the quality of conversation and peer relationships in your teams by understanding the power of active listening and probing questioning in this practical workshop. Practise the art of asking “magic” coaching questions to raise self-awareness in day-to-day interactions with colleagues.

Practical Strategies for Making Math Far More Accessible to Our Students (Steve Leinwand)

This fast-paced, example-laden presentation will discuss and model a set of research-affirmed strategies that help us make mathematics more accessible to our students including using multiple representations, eliciting alternative approaches, building language-rich classrooms and employing on-going cumulative review.

Concept-Based Inquiry: Teaching and Learning for Understanding (Carla Marschall)

Inquiry-based approaches to teaching and learning are employed in many international school classrooms to support student-centered research and investigation. While it is evident that students gain a range of skills during such learning engagements, how can we be certain that students are acquiring concepts and forming transferrable conceptual understandings through the inquiry process? This workshop will address this question by providing a model for Concept-Based Inquiry that promotes conceptual thinking at all stages of an inquiry. To support educators in understanding what this may look like, videos of classroom practice will be shared. Participants can expect to walk away from this workshop with an understanding of the components of Concept-Based Inquiry and an awareness of strategies for supporting conceptual understanding in the classroom. This workshop will be tailored to teachers and administrators of students from Kindergarten to Grade 8, although the applicability of the inquiry model extends into High School.

Anger: Your New Best Friend (Lesley Stephenson)

Teaching in today’s international classrooms can be a stressful activity. Although often suppressed, anger and frustration are commonplace among teachers, and can interfere with the sustainability of successful schooling if left unattended. In this workshop, Lesley Stephenson explains why anger is not inherently bad, and how it can be used to drive peak performance in the classroom or elsewhere. Lesley is an internationally recognized coach on anger management and will provide participants with a protocol for handling and rechanneling anger and frustration.

Becoming an Action Researcher (Jim Parsons)

In this workshop, we will work through the “idea” of action research and work with each person to plan an action research project that person might do during the next year. By the end of the workshop, those attending will have worked to plan methods, plan data collection, and plan all the way through to a sharing of that research. During the workshop, you will have the opportunity to collaborate with colleagues and help build their project.

Issues of Inclusion and Reform (Laurie Hawkins)

There is not a single model of inclusion with views lying along a long continuum.

Full Inclusionists contend that all children belong in regular classrooms; all the time. Learning support programs must be merged with regular programs. *Partial Inclusionists* suggest that only students who meet certain standards should be integrated into regular education programs. They believe that not all students can be managed and taught effectively in the regular classroom, all the time. Students should be partially mainstreamed and only with support systems in place. *Exclusionists* believe only students who have met well established criteria belong in regular classes. Students who assess well above or below grade level should be retained, accelerated or programmed for in special education, be that a school within a school, or a specialized school.

There are arguments and counterarguments for every step along the continuum. Part 1 of this workshop will address the arguments. In Part 2 of the workshop, participants will audit their own school's inclusion policy and practice. Participants will come away with a set of questions to be further discussed with their own school's Admission and Leadership Teams.

Learning Through Sensory Integration (Maddalene Randall)

Children have a natural desire to explore, to learn and to grow. This process can become thwarted if somewhere along the way, they become "stuck", whether it is due to neurological impairment or sensory integrative dysfunction. This leads to developmental delays, behavioural issues, learning difficulties, etc. We are committed to helping children grow and learn through their own natural desire to explore in a fun, safe and successful atmosphere. Areas that we will discuss include:

Motor Abilities

- Gross Motor Coordination
- Fine Motor Coordination
- Motor Planning and Sequencing

Sensory Abilities

- Sensory Integration
- Self-Regulation/Modulation
- Visual Perception
- Tactile Defensiveness
- Auditory Defensiveness

Functional Abilities

- Handwriting
- Visual-Spatial Skills
- Attention/Focus Skills
- Organizational Skills
- Self-Help Skills

Visions That Matter (Ewan McIntosh)

Whether you're the Director of a large school or a classroom teacher trying to engage a team of parents or students, knowing the WHY is vital. Knowing how to express it is another game altogether. Visions in education are invariably written in meaningless truisms. In this workshop, you will take an existing challenge or headache in your work, rewrite your vision, or create a new one, for a school, for a class or for a new project. And there won't be one "excellence", "paradigm" or "21st century" in sight.

The Interactive Read Aloud: The Component That Ties It All Together (Christy Curran)

In this workshop you will learn the power of the Interactive Read Aloud. How it will support your children's comprehension work as well listening and speaking practice. You will learn how to plan a read aloud considering all areas of literacy in mind. You will learn how to select books that matter and support other areas in your day.

Unpacking Fractions: Teaching and Learning Fractions with Understanding; for Grades 3-7 (Monica Neagoy)

In truth, fractions are considered one of the most difficult topics for students to learn and teachers to teach. Historically, the teaching of fractions has focused primarily on teaching rules, algorithms, and procedures. Recent standards for mathematics have raised expectations for teachers and students by emphasizing understanding and visualization. Informed by research and 25 years of practice, this session will:

- 1) Address students' main misconceptions about fractions
- 2) Provide seven fundamental insights into sound fraction pedagogy
- 3) Explore challenging problems that help address students' misconceptions
- 4) Highlight bridges from elementary fractions to key MS and HS math concepts

Session 2, 13:30–15:30

Concept-Based Inquiry in Action: Instructional Strategies to Promote Understanding (Carla Marschall)

What does a concept-based curriculum look like and how can this be translated into instructional strategies that support the development of deep understanding in students? In this session, participants will be engaged in a variety of teaching practices that help students think conceptually. Referencing the model of Concept-Based Inquiry shared at a previous session, video clips will be shared to illustrate key instructional strategies. Participants will have the opportunity to consider how these practices can enhance units they are currently teaching in schools. They will leave with a toolkit of strategies that can be immediately implemented in the classroom.

This workshop leads on from the previous session, “Concept-Based Inquiry: Teaching and Learning for Understanding”. It is tailored to teachers and administrators of students from Kindergarten to Grade 8, although the applicability of many instructional strategies extends into High School. Participants are invited to bring along a unit they would like to work on to this session, although this is not required.

Engaging Stakeholders to Sustain School Change (Suzie Boss)

A number of trends – including makerspaces, project-based learning, design thinking, blended learning – have the potential to disrupt traditional notions of school. As educators consider approaches to better meet the needs of today’s learners, they can’t afford to leave stakeholders out of the conversation. In this session, we will explore strategies for stakeholder engagement shared by school leaders from diverse contexts. Short case studies will help participants consider their own strategies for engaging a coalition of the willing to partner in the change process. Participants will craft their own future stories to communicate and sustain their community’s vision for engaged learning.

Coaching in the Classroom (Suzanna Prout)

Help develop your students into independent, resilient, solution-focused learners with this fast-paced, interactive workshop. Experience a broad range of coaching tools and techniques that will help transform your classroom practice and enable your students to unlock barriers to learning.

Breathing Classroom Life into NCTM’s Eight Mathematical Teaching Practices (Steve Leinwand)

This session will model a number of practical approaches for ensuring that goals, tasks, representations, questions, discourse, fluency, struggle and evidence are planned into every one of our lessons and implemented in ways that strengthen instruction.

Cultivating Algebraic Ways of Thinking in PreK–5: Building Bridges to Abstract Mathematics; for Grades PreK–5 (Monica Neagoy)

Our children of today, or the leaders of tomorrow, will live in a world with technological tools whose capabilities exceed our imagination. This reality gives us pause and begs the question, “What is our purpose in teaching operations and computation when already existing tools compute more quickly, efficiently, and correctly than we?” Abundant research has shown that children bring to the table their own mathematical ideas, and that *all students* are capable of sophisticated mathematical thinking. The challenge for us all is knowing how to cultivate this sophisticated mathematical thinking in all our students. Informed by research and 25 years of practice, this session will:

- 1) Present the different models or metaphors associated with all four operations, and emphasize the ones that empower students on their mathematical journey
- 2) Illustrate what it means to see number and operation through algebraic lenses
- 3) Present challenging explorations that get students out of number numbness and
- 4) Highlight how to build bridges, not walls, from ES mathematics to higher mathematics

About Rules (Lesley Stephenson)

Of all the elements which can promote or destroy sustainable success in the classroom, the widespread lack of recognition for the private rules of both teachers and students belongs at the top of the list. From a very early age, children create or acquire their own portfolio of “silent rules”, and often carry them into adulthood – even if they are no longer aware that the rules are in operation. In this workshop, Lesley Stephenson will guide participants through a closer investigation of silent rules and their origins, and will discuss the damaging impact that many rules have on both students and teachers. She will share examples from her international teaching career and also from some of the well-known business figures with whom she has worked.

Work Less Party More: Building Collaborative Professional Learning (Jim Parsons)

This workshop will focus on promoting teacher collaboration. There is much research on teacher collaboration, and we will share some of the reasons for collaboration and some of the ways it might be done in teachers' work and lives.

How Sustainable Are Student Support Programs in International Schools? (Laurie Hawkins)

International schools are under tremendous pressure to accept students with widely diverse needs. The cost of Student Support Programs is high and schools are struggling to keep up to the demands of the commonly established practice: As the numbers of needy students grows so does the need for hiring more learning support teachers and specialists.

This presentation will look at how some schools are restructuring their staffing and professional development practice seeking a "different approach" than the established practice of "hiring more" to meet growing need.

Classroom Strategies for Children with Sensory Integration Disorders (Maddalene Randall)

Children with Sensory Integration disorders show marked fluctuations and inconsistencies in processing information. The unpredictable behavior that results causes frustration and bewilderment in the most capable of teachers. Many of these children cannot alter a difficult situation or change their response to fit the demands of the situation. Therefore, parents, teachers, and therapists must work together to adapt the children's school environment and help them respond to difficult situations in more positive ways. The more successful children feel, the more motivated they will be to attempt more challenging tasks.

The school environment can be adapted in a number of ways that help all students and especially those with Sensory Integration Disorders achieve greater academic success. These adaptations range from changes in the physical surroundings, to changes in daily routines, to changes in the presentation of academic material.

Please note that the presenter highly recommends that you have previously attended the "Learning Through Sensory Integration" presentation either here or at previous conference.

Pitch Perfect (Ewan McIntosh)

Sharing your new ideas without ostracising the people who will make it work.

This is a pitch school for innovators, whether you are a student or teacher, Board member or leader. Without knowing how to share your interesting practice and ideas, especially after a few inspiring days of conference, you always risk falling short of the engagement you need to share, spread and grow your practice, from your own classroom across an entire school. Here, you'll learn how to tell your story of change in a way that will bring more folk on board than ever before.

How to get students to synthesis large amounts of new information and find meaning for themselves.

We want kids to take on more responsibility for learning, and learning how to find meaning is the key skill required to do that. In this 90 minute session, try out a spectacular method for putting that skill to work.

The Writing Workshop: What Matters Most, How to Get Started and How to Make It Work for You (Christy Curran)

In this session, educators who are ready to implement writing workshop, but just need to know how to get started, will get an intensive crash course on the methods and content needed to begin.

This session will be filled with practical ideas to support you and your kids when launching the workshop model. For example, you will leave with ideas on how to increase students' volume, stamina and independence along with ways to excite and inspire writers while taking them through the writing process.

Sessions 3–5

Saturday, March 11, 2017

Session 3, 08:50–09:45

Please note that all presentations in Session 3 will also be offered in Session 5, 13:45–14:45.

Beginning Steps: Creating and Cultivating a Space and Curriculum for Making

(Sarah Ackermann, sackermann@zis.ch;
Ian Philpot, iphilpot@zis.ch)

Objectives: Presenters will share their real world experiences building and nurturing a Maker environment with a creative focus. Art educators Sarah Ackermann and Ian Philpot will share practical suggestions, curricula, resources, as well a timeline illustrating the evolution of their Maker approaches.

Description: The main objective of this session is to share real-world suggestions in beginning maker explorations. Presenters will share experiences and approaches, and attendees will have an opportunity to also share their thoughts on the topic.

Our Privacy in the Age of the “Mobile”

(John Mikton, JMikton@icsz.ch)

Objectives: The objective of this workshop is to highlight the power of our mobile phones, and how the aggregated data becomes an important digital footprint. In this context how do we as educators leverage this information and curate concrete learnings for our students and faculty tied to our own curriculums.

Description: Our phones are an indispensable part of our day, we live, sleep and interact with them daily. In this workshop we will explore how various apps and phone companies track our every move. What does this mean for our own privacy? How does this play out in a school setting? How can educators frame this narrative as part of our own curriculum and learning?

Re Envisioning Professional Practice - Building on Site Capacity for Professional Learning Through Coaching.

(Liz Hargreaves, lhargreaves@icsz.ch)

This workshop is intended for coaches, teachers, curriculum coordinators, technology directors and educational leaders – anyone interested in coaching.

Objectives:

- Explore the essential ingredients of coaching
- Discuss what coaching can do for a professional community
- Share some practical coaching tools

Description: Many international schools have coaches who work with teachers on a daily basis to support and develop teaching and learning practices in the classroom. But what do coaches actually do and how do we know whether they are really making a difference in the classroom? Let’s explore some characteristics of effective coaching, some practical tools that really work and some of the pitfalls, challenges and successes.

Visible Thinking: Annotating Stories and Texts to Expand Thinking and Create Conversation

(Aynsley O’Carroll, aocarroll@zis.ch)

This workshop is intended for Middle to Upper School, but relevant to all teachers.

Objectives: Hands-on experience with how annotation leads to...

- 1) higher order thinking
- 2) rich student-lead seminars
- 3) richer explanations of their understanding

Session will lead teachers through practice, suggest routines, model, share video footage of student experiences. We will reflect on how documenting thinking adds value and give students ownership of learning.

Description: Visible learning happens “when teachers see learning through the eyes of students and help them become their own teachers.” Hattie Annotation permits students to articulate their abstract understanding of texts (stories and non-literary texts). The expansive documentation of detailed annotation: colour codes, symbols, chunking, organising, connecting, defining, relating, describing, listing – all of these strategies help students to verbalise their genius. Annotation is a pathway to independent analysis and synthesis.

Creating and Sustaining Change, a Google Journey (Darren Wise, dew12@aiglon.ch)

This workshop is relevant to all teachers.

Objectives: An opportunity to share in our journey of change, hear from different stakeholders in that process and consider and discuss change in their own organisation.

Description: This session brings together a range of staff from Aiglon college, senior leaders, technical staff and teachers to discuss change and the change process. Aiglon College moved from a trial of Google G Suite in September 2015 to an adoption in February 2016. Change should be an easy process right?

The session provides an opportunity to discuss managing a change process in school, a sharing of relevant theory, ideas and experience. We don't claim to have answers, but will share our experiences. By the end of the session, those attending will have had an opportunity to share in our journey of change, hear from different stakeholders in that process and consider and discuss change in their own organisation.

Making Frames in Mathematics Class: Project-based Learning in Action (Sanmarie Hugo, shugo@zis.ch)

This workshop is intended for Lower School teachers.

Objectives: The main objective of the session is to share a project-based learning experience as it was designed and implemented in a Grade 4 mathematics unit on measurement. The audience will be encouraged to think about and discuss the usefulness and value of such projects in school.

Description: The session will be a presentation on a project-based learning approach to teaching Mathematics in a Grade 4 class. The purpose of the project was to give students an opportunity to apply mathematics, especially measurement, authentically in a real-life situation. The presentation will include background information on the project, how it was implemented, feedback from students, its impact on student motivation and the teacher's reflection. It will also allow for participation and discussion by the audience.

Grade 9–12 Co-Teachers Job Alike Session (Esther de Vries, edevries@zis.ch)

This workshop is intended for Upper School teachers.

Objectives: A chance for teachers to discuss best practice and discover different approaches and strategies that have been effective at other schools than their own. We can all benefit from exchanging our experiences of co-teaching as a way to support students with a variety of needs. The challenges we face are connected to planning for the co-taught lessons and also connect to curriculum. It would be beneficial to all to discover how other schools in the area approach co-teaching.

Description: An opportunity for Upper School teachers who are LS or EAL support teachers and subject teachers to exchange their experiences of co-teaching with teachers from other schools who are even more experienced or who are considering co-teaching in the future.

Advocacy and Empathy in the Classroom (Rob Friesen, rfriesen@zis.ch)

This workshop is intended for Middle to Upper School, but relevant to all teachers.

Objectives: To provide multiple perspectives on issues surrounding inclusion. Perspectives will include: Rob Friesen, teacher of grade 9 Humanities, Elias Barlow, ILP lead teacher, and Andres Haas, student in grade 9 Humanities.

Description: We will explore how students can learn to empathize through deliberate teaching practices. Specifically, we will explore how a course in the humanities can nurture inclusion.

Sentence Imitation (Mary Richtsmeier, mrichtsmeier@zis.ch)

This workshop is relevant to all teachers.

Objectives: Provide an opportunity for teachers to learn strategies and practice teaching sentence imitation, thus developing students' ability to compose varied sentences and paragraphs structures.

Description: Teaching writing through observing patterns from published authors. Looking at similarities in sentence structure and then composing sentences from this pattern.

Diversity in International Schools: Where to Start? (Sean Maley, smaley@zis.ch)

This workshop is relevant to all teachers.

Objectives: In this session, the ZIS Diversity Committee will share how they started their work in this area, and hopes to hear experiences from its fellow International Schools in Switzerland. New ideas, suggested approaches, and useful takeaways will all be on offer.

Description: How do you know if your International School truly values diversity education, or just takes it for granted? In this forum, members of the ZIS Innovates Diversity Committee will share their work striving to assess and improve their school's level of diversity and inclusion.

Giving Your Students Great Feedback with Google Classroom (Alison Callaghan, acallaghan@zis.ch)

This workshop is relevant to all teachers.

Objectives: In this session, participants will participate in a simulated Google Classroom in which they will learn about and take part in the formative feedback cycle. The aim will be to model the ease and efficiency of providing comments and tracking progress for individual students in a timely manner. This session will also provide practical examples of easy formative assessments for teachers using Google Classroom.

Description: Google Classroom is a powerful tool to help organize, communicate and manage classroom activities and assessments. It also provides a clear and easy way to provide authentic and timely formative feedback. This session will model and explore ways to optimally use Google Classroom for formative assessments. Limited Google Classroom experience is required.

GAPE in the Science Classroom (Alison Callaghan, acallaghan@zis.ch)

This workshop is relevant to Middle and Upper school teachers.

Objectives: The main objective of the session is to explore, model and brainstorm ways that Google Apps for Education can help facilitate learning and instruction in a science classroom. This includes the use of Google Apps for classroom management, data collection, and data analysis. Best practices will be shared including examples from my own classroom, along with opportunities to develop practical applications suited to your teaching.

Description: This session will provide practical examples and best practices for using Google Apps for Education in a science classroom. This session will be open to all levels of Google users.

Using Rich Tasks in Math to Differentiate and Engage (Jamie Raskin, jraskin@zis.ch)

This workshop is relevant to all teachers.

Objectives: Walk participants through two rich mathematical problems, giving access to a wide range of resources and some potentially new mathematical practices and approaches.

Description: What are rich tasks? What is a three-act math lesson? How can we locate and deliver rich mathematical tasks that are accessible and engaging for all (or nearly all) students?

Exploring Mathematical Concepts in the Elementary School with Numicon (David Lyttle, lyttled@isdedu.de)

This workshop is relevant to Lower and Middle school teachers.

Objectives: To show that pattern is at the heart of numerical understanding, and how Numicon has helped students uncover that understanding in a variety of classroom settings at the International School of Düsseldorf.

Description: This session will...

- 1) Outline what Numicon is and how it has been used at the International School of Düsseldorf.
- 2) Show the versatility of Numicon, by examining the underlying pattern and function concepts of our PYP & MYP math programs, and the utility of Numicon for support, classroom work, and enrichment.

Learning Analytics in Action (Damian Bebell, bebell@bc.edu)

This workshop is relevant to all teachers.

Objectives: Improve your understanding of learning analytics and walk away with strategies that can be applied in your classroom or at your school.

Description: For several years, ZIS has been working with the International Research Collaborative to develop new strategies and best practices for the collection, analysis and access to educational data. Join Damian Bebell of the IRC and Elizabeth Wargo as we share our experiences, tools and resources.

Tapping into inquiry: How to Engage Students to Dive Deep From the Beginning (Elizabeth Wargo, ewargo@zis.ch)

This workshop is relevant to all teachers.

Objectives: Participants will construct their own understanding around the need for dynamic entry events when embarking on new learning objectives, and take away useful strategies to help them tap into student inquiry.

Description: In this hands on session participants will co-create entry events that:

- Leave their students wanting more
- Prime learners to be in control of their own deep learning
- Focus inquiry to meet learning objectives
- Maximize engagement

Teaching Content Through Project Based Learning (Jason Welker, jwelker@zis.ch)

This workshop is relevant to curriculum coordinators, division administrators Middle and Upper school teachers.

Objectives: Attendees will learn how PBL does not require that we sacrifice rigor or content, rather it can achieve what a traditional, content-driven course can while simultaneously instilling in students skills and dispositions lacking in traditional classes.

Description: This session will demonstrate how PBL can cover content while simultaneously offering students opportunities to work in teams to develop skills of communication and collaboration to address real world issues. You'll hear from students in this year's Environmental Economics class about the projects they've developed and how their newfound understanding of Economic theory has helped their teams build solutions to their chosen issues.

Designing Inquiry – PBL in AP/IB Classrooms and beyond! (Ian Hoke, ihoke@zis.ch)

This workshop is relevant to relevant to all teachers, administrators or curriculum leaders.

Objectives: Teachers will get a brief introduction to PBL and inquiry, then work through a series of activities designed to move a current unit or unit idea based on learning outcomes or standards towards Buck Institute "Gold Standard" PBL.

Description: Bring a unit or learning outcomes to this session which will be light on theory and heavy on hands-on unit design. Gold Standard Project-Based Learning is our goal, but all teachers from externally moderated courses like AP or IB to elementary school classes are welcome!

Extending Google Classroom: Using Google Apps, Extensions and Add-Ons (Alysha Heller, aheller@zis.ch)

This session is relevant for Middle and High School teachers who are currently using Google Classroom.

Objectives: The main objective of this session is to introduce and explore some possibilities for using Google Apps, Extensions and Add-ons to support student learning and assessment.

Description: This session will explore Google Apps, Extensions, and Add-ons that can be used with Google Classroom to support learning and assessment in Middle School and High School courses. Specifically, this session will go through the set-up in Sheets for Doctopus and Goobric as a tool for assessment, some basic Google Sheets tricks, as well as introduce a few others.

No Fuss Digital Content Management for Swiss International Schools (Julien Rovira, jrovira@isl.ch)

This workshop is relevant to relevant to all teachers and administrators.

Objectives: The main objectives of this session are:

- To share an easily accessible single point digital content management solution to protect Swiss schools from possible copyright issues.
- Assess the feasibility of implementing such solution at a Swiss International School level

Description: How does your school manage and broadcast digital video content to learners? Swisscom and ISL are working together to create a solution that complies with copyright laws and bring knowledge together to support education and offer the ability to obtain and generate digital content via a single point of access.

Session 4, 10:15–12:15

Real-World Learning That Lasts (Suzie Boss)

Projects that connect students with the real world make the learning experience more relevant and memorable. Such experiences are too valuable to leave to chance. This hands-on session introduces strategies and tools to build authentic PBL into the curriculum. We will explore strategies for designing community-based projects, in which students take the lead on local problem solving; opportunities for global collaboration and action; building sustainable school-community partnerships; and troubleshooting common challenges to projects that extend beyond the traditional classroom.

Coaching Conversations (Suzanna Prouts)

Improve the quality of conversation and peer relationships in your teams by understanding the power of active listening and probing questioning in this practical workshop. Practise the art of asking “magic” coaching questions to raise self-awareness in day-to-day interactions with colleagues.

Practical Strategies for Making Math Far More Accessible to Our Students (Steve Leinwand)

This fast-paced, example-laden presentation will discuss and model a set of research-affirmed strategies that help us make mathematics more accessible to our students including using multiple representations, eliciting alternative approaches, building language-rich classrooms and employing on-going cumulative review.

Concept-Based Inquiry: Teaching and Learning for Understanding (Carla Marschall)

Inquiry-based approaches to teaching and learning are employed in many international school classrooms to support student-centered research and investigation. While it is evident that students gain a range of skills during such learning engagements, how can we be certain that students are acquiring concepts and forming transferrable conceptual understandings through the inquiry process? This workshop will address this question by providing a model for Concept-Based Inquiry that promotes conceptual thinking at all stages of an inquiry. To support educators in understanding what this may look like, videos of classroom practice will be shared. Participants can expect to walk away from this workshop with an understanding of the components of Concept-Based Inquiry and an awareness of strategies for supporting conceptual understanding in the classroom. This workshop will be tailored to teachers and administrators of students from Kindergarten to Grade 8, although the applicability of the inquiry model extends into High School.

Anger: Your New Best Friend (Lesley Stephenson)

Teaching in today’s international classrooms can be a stressful activity. Although often suppressed, anger and frustration are commonplace among teachers, and can interfere with the sustainability of successful schooling if left unattended. In this workshop, Lesley Stephenson explains why anger is not inherently bad, and how it can be used to drive peak performance in the classroom or elsewhere. Lesley is an internationally recognized coach on anger management and will provide participants with a protocol for handling and rechanneling anger and frustration.

Becoming an Action Researcher (Jim Parsons)

In this workshop, we will work through the “idea” of action research and work with each person to plan an action research project that person might do during the next year. By the end of the workshop, those attending will have worked to plan methods, plan data collection, and plan all the way through to a sharing of that research. During the workshop, you will have the opportunity to collaborate with colleagues and help build their project.

Issues of Inclusion and Reform (Laurie Hawkins)

There is not a single model of inclusion with views lying along a long continuum.

Full Inclusionists contend that all children belong in regular classrooms; all the time. Learning support programs must be merged with regular programs. *Partial Inclusionists* suggest that only students who meet certain standards should be integrated into regular education programs. They believe that not all students can be managed and taught effectively in the regular classroom, all the time. Students should be partially mainstreamed and only with support systems in place. *Exclusionists* believe only students who have met well established criteria belong in regular classes. Students who assess well above or below grade level should be retained, accelerated or programmed for in special education, be that a school within a school, or a specialized school.

There are arguments and counterarguments for every step along the continuum. Part 1 of this workshop will address the arguments. In Part 2 of the workshop, participants will audit their own school’s inclusion policy and practice. Participants will come away with a set of questions to be further discussed with their own school’s Admission and Leadership Teams.

Learning Through Sensory Integration (Maddalene Randall)

Children have a natural desire to explore, to learn and to grow. This process can become thwarted if somewhere along the way, they become “stuck”, whether it is due to neurological impairment or sensory integrative dysfunction. This leads to developmental delays, behavioural issues, learning difficulties, etc. We are committed to helping children grow and learn through their own natural desire to explore in a fun, safe and successful atmosphere. Areas that we will discuss include:

Motor Abilities

- Gross Motor Coordination
- Fine Motor Coordination
- Motor Planning and Sequencing

Sensory Abilities

- Sensory Integration
- Self-Regulation/Modulation
- Visual Perception
- Tactile Defensiveness
- Auditory Defensiveness

Functional Abilities

- Handwriting
- Visual-Spatial Skills
- Attention/Focus Skills
- Organizational Skills
- Self-Help Skills

Visions That Matter (Ewan McIntosh)

Whether you’re the Director of a large school or a classroom teacher trying to engage a team of parents or students, knowing the *why* is vital. Knowing how to express it is another game altogether. Visions in education are invariably written in meaningless truisms. In this workshop, you will take an existing challenge or headache in your work, rewrite your vision, or create a new one, for a school, for a class or for a new project. And there won’t be one “excellence”, “paradigm” or “21st century” in sight.

The Interactive Read Aloud: The Component That Ties It All Together (Christy Curran)

In this workshop you will learn the power of the Interactive Read Aloud. How it will support your children’s comprehension work as well listening and speaking practice. You will learn how to plan a read aloud considering all areas of literacy in mind. You will learn how to select books that matter and support other areas in your day.

Unpacking Fractions: Teaching and Learning Fractions with Understanding; for Grades 3–7 (Monica Neagoy)

In truth, fractions are considered one of the most difficult topics for students to learn and teachers to teach. Historically, the teaching of fractions has focused primarily on teaching rules, algorithms, and procedures. Recent standards for mathematics have raised expectations for teachers and students by emphasizing understanding and visualization. Informed by research and 25 years of practice, this session will:

- 1) Address students’ main misconceptions about fractions
- 2) Provide seven fundamental insights into sound fraction pedagogy
- 3) Explore challenging problems that help address students’ misconceptions
- 4) Highlight bridges from elementary fractions to key MS and HS math concepts.

Session 5, 13:45–14:45

Please note that the presentations in Session 5 are identical to those offered in Session 3, 08:50–09:45. For a description of the presentations refer to pages 14–17.

SGIS Professional Development Information

SGIS Professional Development Support

Each year SGIS allocates funds to support a number of professional development groups that operate within the SGIS schools community. Funds are managed by the SGIS Executive Committee and reported on each year at the AGM.

Applications can be for funding to support an entire event or as a contribution towards the costs of an event where additional sources of funding are in place.

This limited fund can be accessed by the group's nominated representative applying to the Executive Secretary of SGIS using the standard application form. The intention of the process is not to be overly bureaucratic whilst ensuring that limited funds are spent wisely and prudently.

For more information please go to: www.sgischools.com

After clicking on "[Professional Development Groups](#)", you will find the information and forms on the right of the page.

Save the Dates!

Friday, September 22, 2017

SGIS Annual General Meeting (AGM)

Will be held at Aiglon College,
Avenue Centrale, 61, 1885 Chesieres

Friday–Saturday, March 9–10, 2018

SGIS Annual Conference 2018

The 2018 SGIS Conference will be hosted by the Swiss Education Group, 1824 Caux