

Conference Schedule Friday March 9th, 2018

8.30 to 9.15 **Registration**

Welcome tea and coffee in the Exhibitors Area

Visit Exhibitors

9.15 to 9.35 **Opening Ceremony, Welcome by SEG and SGIS**

9.35 to 10.35 **Keynote Speaker : Brian Marien Improving Teacher Well-being**

Our psychological health exerts a powerful influence on our quality of life, relationships, work performance and physical health.

Teaching can be a stressful occupation and teacher well-being has significant implications for the individual teacher, their colleagues, their students and the school more broadly.

The research shows how teacher well-being directly correlates with student achievement; the higher the teacher morale, the greater the student achievement.

Teachers can benefit from proven techniques to manage high workload, difficult conversations and demanding deadlines.

10.35 to 11.00 Tea and coffee in the Exhibitors Area

11.00 to 13.30 **Directors and Board Members Session**

Susan Krumrie – International School Consultancy (15 minute presentation)

Update on the English-medium international schools market with a focus on SGIS

Will Richardson

Modern contexts for Modern Learning: The Growing Global Transformation of Education

While true reimagination in schools is difficult and time consuming, more schools in more parts of the world are beginning to reach a tipping point when it comes creating high-bar, sustainable, relevant change for the communities they serve. In this session, we'll survey the global landscape and discuss where change is happening and why. We'll look at the Principles of Modern Learning that these regions and

schools are using to engage their constituencies in productive conversations around change and to create a framework, and we'll dissect the most difficult barriers which stand in the way. Finally, we'll discuss the most important lines of inquiry that inform and drive the work forward.

11.00 to 12.15 **Brian Marien**

The benefits of cognitive flexibility – ‘getting the best from your brain’

- the dangers of cognitive rigidity
- unconscious bias, stereotypes and a ‘fixed mind-set’
- techniques for building cognitive flexibility, openness to experience, acceptance and commitment

Andy Cope

The Art of Being Brilliant

This workshop uses cutting edge research to explore how you can be you, *brilliantly*. Andy will share some of the ‘secrets’ of Positive Psychology, focusing on learning new habits of thinking and behaviour that will sustain personal ‘brilliance’. It is about the ‘whole you’ and, as such, is applicable in and out of work. **(This session will be repeated on Saturday)**

Curtis Jobling

Creative Writing Workshop

In high demand with schools across the UK and overseas, this workshop arms students with the building blocks of short story writing. Breaking down the secret behind storylines, and what makes a great book or movie, this session gives any school's literacy curriculum a shot in the arm. **(This session will be repeated on Saturday)**

Kate Hookham

Effective outdoor practice

Effective Outdoor Practice ‘All aspects of the curriculum can be explored outside. The sights, sounds and smells of the outdoors, the closeness to nature, the excitement most children feel, the wonder and

curiosity all serve to enhance and stimulate learning.’ Education Scotland Building the Curriculum 2

This course explores the creative and motivational world of outdoor play and learning. We look at some of the key elements of good outdoor learning.

Aim

To explore the vision and values of outdoor learning and discuss how to overcome the barriers that prevents us from going outside

You will be able to:

Present evidence to justify why you should be taking children outside to learn and start to compile ideas of how and what do to in order to cover the curriculum and support general child development.

Doris Perrodin (French presentation)

Les élèves talentueux dans ma classe

- Différents profils d’élèves talentueux, leurs caractéristiques cognitives et affectives, leurs difficultés
- Mesures pédagogiques de différenciation en classe et hors classe : enrichissement, approfondissement et accélération
- Exemples pratiques utilisables en classe
- Collaboration avec les différents partenaires éducatifs

Talented Students in my Classroom

- Different profiles of talented students, their cognitive and emotional characteristics and their difficulties
- Differentiated teaching strategies inside and outside the classroom: enrichment, enhancement and acceleration
- Practical examples usable in the classroom
- Collaboration between the different educational partners

12.15 to 13.30 **Brian Marien**

The damaging legacy of self-limiting beliefs & the antidote – ‘learned optimism’

- ‘if you think you can or you think you can’t – you are probably right’ (Henry Ford) – the prophetic power of self-talk
- lessons from cognitive, behavioural and positive psychology

- room for optimism - neuroplasticity – ‘you can change your brain – you can change your mind’

Karen Wilding

Mindset and mathematics: Why what you believe about yourself and what others believe about you matters most.

Kate Hookham

My world outdoors

“There is significant evidence that playing outdoors is more than just fun: it can contribute positively to child development, child health, and early learning.” –My World Outdoors 2016 The Care Inspectorate recognises the benefits of accessing the great outdoors and their guidance document ‘My World Outdoors’ aims to make a positive contribution to the further development of outdoor play as part of early learning and childcare in Scotland.

This course will explore the ethos and methodology of outdoor provision in the early years and address practical issues using real examples from Mindstretchers’ own setting at Auchlone Nature Kindergarten. This course is as much for urban as rural services, and is for all adults working with young children and for all service types.

Aim

To make links between policy, theory and practice to reinforce aspects of high quality outdoor provision and meet the expectations of the Care Inspectorate

You will be able to:

Evaluate current practice and identify areas for improvement to improve outcomes for children

Oliver Rizzi-Carlson

Once a learner, always a teacher

Description

Life is inherently diverse, and its nature is change. As children, we take it all in: we are learners. As adults, we may make learning our profession. And while teaching may be the best way to learn, it is our ability to learn that really makes us good teachers.

In this workshop, we will reconnect with our own interest in learning, and look at the ways in which we have been supported in becoming

good learners. We will then try to identify the path that led us to becoming educators, and look at what keeps that motivation alive. We will then turn to how our students' own learning is supported, and discuss ways in which we can become better and more responsive educators by creating spaces to enhance learning and the development of the ability to learn in our students.

This ability to learn is also relevant for the inevitable tension and conflict that take place in an educational setting, and that all too often burdens the educational process. However, conflict can be used to enhance, not inhibit learning. Learning is the core competency that allows us to listen deeply to ourselves or another, and to find creative solutions to our problems. We will see how this learning in conflict may be supported, and the positive ripple effect it can have on every aspect of a learning community. Restorative Circles will serve as an example and lens through which to start to see our job as educators and learners anew, including its potential for the creation of a true learning community.

Objectives

Connecting to each participant's personal interest and current relationship to education. Renewing that interest by reframing the role of an educator and that of learning itself. Inspiring creative approaches to conflict by sharing some tools that can become useful in utilizing conflict as part of the educational process.

Outcomes

Participants will start to see themselves and the educational enterprise differently, and will have tools to address the relational hurdles they encounter while teaching. They will become more aware of the importance of supporting their own ability to learn and that of their students, and will thus be more responsive and effective as educators.

Formats

Warm-up exercises, small-group interactions, visualization, bodywork, storytelling, discussion and debrief - wearing comfortable clothes to the extent possible

David Sander (French presentation)

Emotions et apprentissage

Qu'est-ce qu'une émotion ? Comment est-elle représentée dans le cerveau? Peut-elle favoriser l'apprentissage ?

Après avoir discutés de la manière dont la recherche en sciences affectives étudie les composantes émotionnelles et le cerveau émotionnel, nous présenterons l'idée selon laquelle une meilleure compréhension de l'émotion peut s'avérer utile pour comprendre

comment faciliter les processus d'apprentissages, en particulier ceux qui reposent sur les mécanismes fondamentaux que sont l'attention et la mémoire. Nous présenterons également deux catégories d'émotions particulièrement intéressantes dans des contextes d'apprentissages : les émotions d'accomplissement et les émotions épistémiques.

13.30 to 14.30 Lunch, visit exhibitors

14.30 to 15.30 **Tanya Florenthal**

Living an almost zero waste life

Tanja will explain how it is to live in Switzerland and produce less than 2 garbage bags a year for a family of four. Tanja will share her (almost) Zero Waste journey and show that leading an (almost) Zero Waste lifestyle is simple, economical, healthy, fun, and feasible for everyone.

(This session will be repeated on Saturday)

Kate Hookham

Effective outdoor practice

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Andy Cope

Emotional Intelligence

Too many people are counting down the weekend, or their next holiday, accidentally wishing their life away. This workshop is a big wake-up call. Life is a short and precious gift and you are in the perfect profession to make a difference in the staffroom and classroom. If you decide to go for it, your positivity ripples out into the community. The aim therefore is to challenge current habits and ways of thinking, to re-energise and enthuse staff for the challenges that lie ahead.

Curtis Jobling

Schools Talk

This covers all of Curtis' work as an author, artist and animation creator, featuring insights into his preschool animated shows (Bob the Builder and Raa Raa the Noisy Lion), through his picture books and novels for older children. With live illustration, cartoon screening and a reading from a novel, it's a fun and entertaining event that perfectly captures what Curtis brings to schools on his author visits.

Etienne Pionniet et Corine Roussel (French presentation)

La classe inversée.

Introduction

- Présentation de la « classe inversée »

Retour de notre expérience:

- Présentation d'une séquence type
- Séance Maison (plate-forme Moodle, informations, capsules....)
- Séance Flo (interaction, implication, remédiation, création)
- Obstacles rencontrés

Bilan de l'expérience

- évaluation par les élèves
- résultats sommatifs des élèves
- bilan de l'équipe pédagogique

Activités

- Immersion dans notre classe inversée
- mindmap.

15.30 to 16.00 Afternoon tea break, visit exhibitors

16.00 to 17.15 **Brian Marien**

Social Wi-Fi – the power of interpersonal communication and the impact of inclusion & exclusion

- you cannot not communicate
- emotional contagion and the open-loop
- empowering others through ‘coaching conversations’

Karen Wilding

From counting to calculating: Techniques for building essential (and often absent) foundations for the decimal number system, place value and calculating

Oliver Rizzi-Carlson

Education is à la carte, learning is à l’espace

Education’s first calling is to “lead out” the potential and personality in each learner. It is to enable the discovery and development of the specific talents of each human being so that they may contribute to the world around them. Education must be à la carte. Conversely, each person’s first ability is to learn; and much do we learn by the way in which we are treated by those around us, including our teachers. The most important education we receive is one of manner(s): It is the hidden curriculum of culture that adults unwittingly pass on to youth through even their briefest interactions. Learning is shaped by the relational space within which it occurs. Often, the manner in which we are with one another subconsciously defeats the intended purpose of our relationship; other times we struggle openly with the contradictions between content and format. In all cases, the undercurrent of pedagogy has a more profound impact on learners than any declared learning objectives, and directing that stream is the key to truly transformative education.

In this workshop we will explore the hidden messages we send while teaching and their impact on learners’ worldviews, and the constraints that can be placed by the way education is structured. We will also look at pedagogical tools we can use to pass on to students the worldview and values, attitudes, skills and knowledge that will not only have a positive impact on their learning and future work, but will enable them to have a positive impact on the world around them. At the same time, we will look at how students may be supported in participating in their own education by engaging in a dialogue on pedagogy. Through small exercises, including some from Theatre for Living, we will use our bodies as well as our minds to bring awareness

to the impact pedagogy has and the potential of education in any field to facilitate a cultural transformation that have a positive impact on the world.

Objectives

Connecting with experience and knowledge of pedagogical dynamics already present in each participant by utilizing the body, awakening own experience as the basis of behavioral change and a heightened awareness to different ways of teaching and learning, and their impact.

Outcomes

Participants will become more aware of the impact of context, including structure, expectations, attitudes, etc. on the learning process, as well as more knowledgeable about practical things they can do to better align pedagogy with the general intended goals of a given education.

Formats

Warm-up exercises, small-group interactions, brainstorming, bodywork, discussion and debrief – *wear comfortable clothes to the extent possible.*

Doris Perrodin (French presentation)

Les filles talentueuses - un groupe à risque

- Spécificités des filles talentueuses
- Barrières internes et externes qui les empêchent de réaliser leur potentiel
- Quelques mesures pédagogiques qui permettent d'encourager et de soutenir leur potentiel en classe
- Collaboration entre enseignants et and parents pour identifier et encourager les filles talentueuses
- L'importance des modèles féminins pour le développement des filles talentueuses

Talented Girls – a group at risk

- Characteristics of talented girls
- Internal and external barriers which prevent the development of their potential
- Practical suggestions to encourage and develop their potentiel in the classroom
- Collaboration between teachers and parents to identify and encourage talented girls

- The importance of female role models for the development of talented girls

David Sander (French presentation)

Les compétences émotionnelles

Qu'est-ce que « l'intelligence émotionnelle » ? Peut-on définir un ensemble de compétences émotionnelles ? Peuvent-elles être entraînées à l'école ?

Après avoir discutés du concept d'intelligence émotionnelle, nous présenterons comment les sciences affectives proposent de s'intéresser à des compétences émotionnelles bien spécifiques: la compréhension des émotions ; la reconnaissance de ses propres émotions ; la reconnaissance des émotions d'autrui ; la capacité à ressentir des émotions appropriées aux situations ; l'apprentissage de la valeur émotionnelle de nouvelles situations ; la régulation de ses propres émotions ; la gestion des émotions d'autrui. Nous discuterons finalement de la question d'un possible entraînement de ces compétences émotionnelles à l'école et de leurs liens potentiels avec les apprentissages scolaires.

Conference Schedule Saturday March 10th, 2018

9.00 to 9.30 Champagne breakfast in the Exhibitors Area – Visit Exhibitors

9.30 to 10.30 Keynote Speaker – **Will Richardson**

Educating modern learners: the opportunities and challenges of schooling in the connected world

The last 10 years have seen an explosion of devices and connections that are changing the landscape of education and learning. We now carry massive storehouses of information and knowledge as well as billions of potential teachers in our pockets and backpacks. As a result, a new world of connected, networked, self-directed learning and creating is upon us, with huge implications for schools. What constitutes an education now that we can learn deeply in informal spaces outside the school walls? What are the new roles of teachers when content knowledge is ubiquitous? And how do we best prepare our students for the modern learning worlds in which they will live and work? We'll tackle these and other questions as we explore the important and complex changes and shifts that come with ubiquitous access to the Web.

10.30 to 11.45 **Will Richardson – School Leadership Session**

From Old School to Bold School: Navigating the Path to Modern Schooling

The main premise upon which schools were founded, that content and knowledge and teachers are scarce, has literally been turned on its head by the Web. Today, we carry the sum of human knowledge and access to millions of potential teachers in the phones in our pockets. And in a host of other ways, the idea of a “traditional” school is fading in its relevance to the new ways we and our students can learn. Given that reality, what changes? How do we rethink our roles as schools, classrooms and educators at a moment when our students have a growing number of options to cobble together an “education?” This session will discuss the paths that a number of “bold schools” are taking to fundamentally redefine their value as places of learning, not of content and teachers.

Kate Hookham

Nature and the brain

“I’ve been the outdoor teacher for years – I never realized that I was teaching STEM all this time!”

Over the years a range of theories have been used to explore brain functionality and its links to learning. This course applies some of these concepts and theories to its application in learning outdoors.

Aim

To explore a range of theories linked to brain development and its application in nature

You will be able to:

Use brain functionality and gender biases to implement new approaches to learning outdoors.

Cutis Jobling

Career Talk

This charts Curtis' progress into creative industries, starting from his early school life and following his misadventures and breakthroughs on films such as Wallace & Gromit, Mars Attacks!, Bob the Builder and Frankenstein's Cat. An insightful, sometimes irrelevant, always relevant, and inspiring presentation, this talk promotes the notion of nurturing one's talents and hobbies, and crafting them into career

Karen Wilding

Mathematics Worth Thinking About: Using rich and meaningful problems to engage students' mathematical thought and talk'

Lucie Mottier Lopez (French Presentation)

Enjeux de l'évaluation des apprentissages des élèves en classe

L'évaluation des apprentissages des élèves représente un domaine de recherche en Sciences de l'éducation qui a produit de nombreux résultats depuis les recherches docimologiques et celles qui ont montré que l'évaluation n'était pas seulement une question de notes, de sanction, de sélection des élèves, L'évaluation peut se mettre aussi au

service de la régulation des processus d'enseignement et d'apprentissage.

Nous commencerons par un bref rappel des différentes fonctions de l'évaluation des apprentissages et de leurs enjeux : formative, diagnostique, formatrice, sommative, certificative, pronostique. Puis, à partir de celles-ci, nous présenterons plusieurs questions actuelles du point de vue des pratiques en classe: définition du référentiel de l'évaluation, modalités de recueil d'informations auprès des élèves, implication de l'élève, interprétation et prises de décision. Ce faisant, nous interrogerons plusieurs enjeux à propos de l'évaluation mais aussi de sa relation avec l'enseignement et l'apprentissage en classe.

11.45 to 12.45 Brunch in the Exhibitors Area – Visit Exhibitors

Primary Heads meeting
Secondary Heads meeting

12.45 to 14.00 **Curtis Jobling**

Creative Writing Workshop

In high demand with schools across the UK and overseas, this workshop arms students with the building blocks of short story writing. Breaking down the secret behind storylines, and what makes a great book or movie, this session gives any school's literacy curriculum a shot in the arm. (repeat session)

Kate Hookham

Nature pedagogy

Explore the underlying philosophy of our way of being with nature in order to engage children in authentic real world learning. Discover the unique methods that Claire Warden uses to create high quality, effective programmes which embed nature based learning inside, outside and beyond. Learn how to use nature and outdoor learning to encourage and support the STEM curriculum while raising attainment.

Aim

To explore the definition of Nature pedagogy using diagrams of practice

You will be able to:

Evaluate current practice exploring the importance and value placed on outdoor learning and the use of space, adult role, time and flow of learning.

Jeroen Greven

The Hidden Factor

What has a bigger negative impact on the environment, jetting across the Atlantic, eating meat or taking long showers every day? Does buying a Tesla reduce your footprint more than driving a second-hand petrol car? What is the impact of using less water at home? By reviewing the hidden factors in our daily consumption, Jeroen will take you through some remarkable misconceptions about our individual impact on the environment.

Andy Cope

The Art of Being Brilliant

This workshop uses cutting edge research to explore how you can be you, *brilliantly*. Andy will share some of the ‘secrets’ of Positive Psychology, focusing on learning new habits of thinking and behaviour that will sustain personal ‘brilliance’. It is about the ‘whole you’ and, as such, is applicable in and out of work. (repeat session)

Lucie Mottier Lopez (French presentation)

Participer à des recherches collaboratives pour se développer professionnellement à évaluer les apprentissages des élèves

Comme pour toute compétence professionnelle à l’enseignement, celle d’évaluer les apprentissages des élèves représente un enjeu crucial de formation continue et de perfectionnement. Ce workshop présentera une modalité particulière de développement professionnel des enseignants par la participation à des recherches collaboratives. Nous présenterons des exemples de recherche-formation de ce type portant sur la question de l’évaluation des apprentissages des élèves (formative et sommative). Nous proposerons aux participants d’expérimenter une modalité de « modération sociale » visant à construire ensemble une culture partagée en matière d’évaluation, à partir d’épreuves concrètes d’élèves : dans quelle mesure partageons-nous un même référentiel de l’évaluation (attentes, objectifs, critères)? Dans quelle mesure sélectionnons-nous les mêmes indicateurs sur la production de l’élève ? Dans quelle mesure attribuons-nous la même valeur à la réponse de l’élève ? Nos exemples seront issus essentiellement de l’enseignement primaire, mais les principes de la démarche concerneront l’ensemble de la scolarité obligatoire et post-obligatoire.

14.00 to 15.15 **Andy Cope**

How to Engage Young People: Tips & Tricks

Andy has the massive advantage of *not being a teacher* which means he can stand back and come at things from a different perspective. He has been experimenting with different activities, new ideas and ways of delivering that will get children to take notice. In this session Andy will share what works (and what doesn't!), giving you plenty of new ideas to try out in your lessons.

Tanya Florenthal

Living an almost zero waste life

Tanja will explain how it is to live in Switzerland and produce less than 2 garbage bags a year for a family of four. Tanja will share her (almost) Zero Waste journey and show that leading an (almost) Zero Waste lifestyle is simple, economical, healthy, fun, and feasible for everyone.

(repeat session)

Karen Wilding

Mindset and Mathematics: Why what you believe about yourself and what others believe about you matters most'

(repeat session)

Etienne Pionniet et Corine Roussel (French presentation)

Atelier « classe inversée »

Réalisation par les auditeurs d'une séquence « classe inversée »

Mise en commun des productions

Débat / conclusion

(Limited to 40 persons)

15.15 Close of conference