



**The SGIS Annual Conference 2018 hosted by the  
SWISS EDUCATION GROUP, Caux March 9<sup>th</sup> and  
10<sup>th</sup>**





## **Chairman's Welcome to the SGIS 2018 Conference "Education à la Carte"**



On behalf of the SGIS Executive Committee, I would like to wish a warm welcome to all participants at the 2018 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 providing innovative and inspiring professional development opportunities to its member schools.

This year's conference is hosted by the Swiss Education Group (SEG) in Caux, above Montreux. SEG operates seven hotel management schools throughout Switzerland. It is the first year a hotel management school is hosting our conference. Not only can we expect a wonderful welcome and excellent food, but we shall also have the opportunity to learn more about the hospitality industry.

The program will include outstanding speakers in English and in French. We are excited to welcome well-known speakers: Brian Marian, Andy Cope, Curtis Jobling, Kate Hookham, Doris Perrodin (in French), David Sander (in French), Olivier Rizzi-Carlson and many more. The goal of the conference is for all participants to learn from our wonderful speakers and from one another. In addition, we hope we can strengthen relationships between the international English-speaking and French-speaking school communities.

Un chaleureux bienvenu aux participants francophones !

Thank you to SEG, for hosting the conference and to our exhibitors for the practical enrichment and value they add. We look forward welcoming you to Caux where you will be able to choose a wonderful *menu* of inspiring presenters! It is our hope you will leave the conference enriched, inspired and motivated for next year's conference at the International School of Basel.

Marc-F. Ott, Chairman of SGIS

## Swiss Education Group Welcomes SGIS Delegates

It is our pleasure to host the annual SGIS conference within our prestigious Swiss Hotel Management School, Caux-Palace campus. It was the first of many hospitality schools to join Swiss Education Group and has just been given the prestigious “Apple Distinguished School Award.”

We have founded and developed a great relationship with the member schools of SGIS and continue to do so to this day.

Students coming from your schools are used to living within a diverse, cultural student body with an open mind, (embodying the same tolerance of others that we teach) and, of course, a solid background in academia. They find it to be a natural progression when enrolling to any one of Swiss Education Group’s schools and are comfortable in their new environment. We thank you for your trust.

As educators, it is our role to provide the very best opportunities for our students and to push them towards their goals and aspirations. The SGIS annual conference play a vital role in this in the sharing of best practices, uniting some of the world’s top schools and staff members. One of the many reasons why we are both proud and delighted to host the event in our grounds in 2018.



### So get ready to enjoy Caux Palace!

As a historic building, the Caux Palace offers an inspiring environment in which to study, steeped in the heritage of Swiss hospitality traditions. Caux is located in the french-speaking area of Switzerland and is an hour and twenty minutes from Geneva airport, easily accessible by car or train.

Get ready to enjoy state of the art facilities in a historical building, it's creation dating back to 1902. The Caux Palace was originally build as a Palace hotel to cater to Royal families. Visitors included celebrities such as [Sacha Guitry](#), [Paul Morand](#), [Romain](#)

Rolland, Edgar Wallace, Prince Ibn Saud, future king of Saudi Arabia, John D. Rockefeller and the maharajah of Baroda.

If the breathtaking views don't blow you away, the surroundings and building certainly will! On top of this, we will be sure to provide you with some opportunities to talk and share with our multicultural students.

We shall do our best to welcome you, make sure all runs smoothly and promise to create an event you will not forget.

Looking forward to March 2018.

# Sponsors

We would like to thank all the Exhibitors for their support, sponsorship and raffle prizes.

## Steven James



We would also like to say a special word of thanks to Steven James, Exhibitor Organiser, for all his hard work in contributing to this conference and making it such a success.

## Swiss Education Group





## DISCOVER HOSPITALITY & BUSINESS MANAGEMENT WITH SWISS EDUCATION GROUP

The Swiss Education Group is an alliance of Switzerland's leading hotel management schools. It's seven campuses are nestled across key locations in both French and German Speaking Switzerland. Boasting a student body of over 6300 students, the Swiss Education Group benefits from a worldwide reputation of excellence and is currently forging the industry leaders of tomorrow.

Courses are offered from undergraduate level through to Master Degree level and are recognized worldwide.

### Members of Swiss Education Group

**César Ritz Colleges Switzerland - Culinary Arts Academy Switzerland - Hotel Institute Montreux - IHITI - Swiss Hotel Management School**

Find out more: [www.swisseducation.com](http://www.swisseducation.com)

If you have any students interested in hospitality, business or culinary studies, then Swiss Education Group is a great choice. Summer introductory courses are available for students aged between 15-20 and offer a great insight into these exciting fields of study and career options. The Bachelor Degrees are tailored to the industry trends and endorsed by some of the leading companies in the world. Each Swiss Education Group school offers a fully accredited degree, a worldwide recognition for excellence and promise to offer each candidate a world of opportunities.

### Specializations offered in:

- Hospitality Management
- Hotel & Design Management
- Hospitality & Business Management
- Food & Beverage Management
- Events Management
- Culinary Arts Management
- Spa & Wellness Management
- Luxury Brand Management

**SWISS EDUCATION GROUP**  
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# Conference information

## **Transport – Train and Coach**

There are trains from Montreux train station to the SEG Campus in Caux, The station stop is next to the school. Please check the timetable with CFF.

<https://www.sbb.ch>

## **Coach service to conference venue**

Places must be booked at time of registration. Transport is free however places must be booked at registration.

There are a limited number of places available on the coach service from Montreux to Caux and back to Montreux.

**Pick up and time TBC**

## **Coach service from Montreux to the Gala Dinner at Le Bouveret (and back to Montreux).**

Please book your coach reservation and Gala dinner reservation on your conference registration form

**Pick up and time TBC**

## **Air Travel:**

The nearest airport is Geneva (Cointrin Airport). From here you will need to take a train to Montreux. There are some direct trains but some trains require making a change.

Please look at the timetable for times and changes.

<http://www.cff.ch/>

## **Hotel Accommodation in Montreux**

As the Geneva Car Show will be taking place accommodation may prove difficult if you do not book early.

There are many hotels in Montreux. Here are a list of hotels suggested by the Swiss Education Group.

<http://www.sgischools.com>

*Please ask when booking if they have any special rates for delegates attending the Swiss Education Group conference March 2018.*

### **Parking at School:**

*Parking is restricted at the campus. We strongly advise that you use local transport. Train go direct to the venue from Montreux train station.*

### **Weather**

As the SEG Campus is at approximately 1000 meters please check the Swiss Meteo for weather conditions before you travel.

<http://www.meteosuisse.admin.ch/>

### **Currency**

For those traveling from outside Switzerland the currency is Swiss Francs

### **Gala dinner**

- Gala dinner places must be booked at the time of registration.
- Badges must be worn at all times at the Gala Dinner, entrance to the Gala dinner will be denied to those not wearing their badge
- Cancellations or no shows will be charged CHF 100 billed to the delegates school.

### **General Information**

Registration: Lobby (Badges must be worn at all times)

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

Cloakrooms: Coat racks will be available

Luggage (left at your own risk)

All coffee/tea breaks and lunches will take place in Exhibitors' Area

SGIS Office and Speakers' Break room – **TBC**



## **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 Refreshments in the Exhibitors Area**

**11.00 to 13.30 Senior Managers and Board Members Session**

**Susan Krumrei – International School Consultancy (ISC)**  
(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.**

In this workshop we will look at:

- How schools are using contemporary research to improve opportunities for every learner in mathematics
- Issues around long-held cultural beliefs and how this impacts upon standards in mathematics
- Is it time we re-defined ‘ability’ and ‘intelligence’ in mathematics?

Audience: EYFS, Primary and Secondary

## **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**

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 **Brian Marien**

### **Question and Answer Session**

## **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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#### **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:

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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 Pionnier et Corinne 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 Refreshments in the Exhibitor Area

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**

In this workshop we will look at:

- Why counting isn't calculating
- What are the implications for learners who continue to count as their main mental strategy in mathematics?
- Why ‘subitizing’ and ‘unitizing’ form the foundations of mathematical fluency

Audience: EYFS, Primary and Secondary (and particularly those interested in addressing significant gaps in students’ learning experiences leading to poor progress)

**Swiss Education Group (Presenter to be confirmed)**

“Different but together, Cultural integration by Long Zhou.  
With the ever changing world dynamics, how best to approach and embrace these changes?”

## **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 10<sup>th</sup>, 2018

9.00 to 9.30 Champagne breakfast in the Exhibitor 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.

## **Curtis 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'

In this workshop we will look at:

- Why we learn best when we see mathematics as having a purpose and application
- Valuing thought and talk as key vehicles towards mathematical fluency

- Planning for meaningful mathematical experiences, in both primary and secondary education, using the innovative ‘Maths Sandwich’ approach

**Audience:** EYFS, Primary and Secondary

**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 Exhibitor Area – Visit Exhibitors

[11. 45 to 12.45](#) **Andy Cope**

#### **Question and Answer Session**

[11.45 to 12.45](#) **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)

## **Swiss Education Group (Presenter to be confirmed)**

### **Startups!**

How to develop entrepreneurial thinking in your students

## **Karen Wilding**

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

In this workshop we will look at:

- How schools are using contemporary research to improve opportunities for every learner in mathematics
- Issues around long-held cultural beliefs and how this impacts upon standards in mathematics
- Is it time we re-defined 'ability' and 'intelligence' in mathematics?

Audience: EYFS, Primary and Secondary

(repeat session)

## **Etienne Pionnier et Corinne 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

## Workshop descriptors

### 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)**

#### **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.

#### **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.

### Susan Krumrei (Directors and Board Session)

Head of Field Research at the International School Consultancy (ISC), based in The Netherlands, will present an update on the English-medium international schools market for 2018. The session will include a focus on the SGIS member schools, as well as a forecast of where ISC predicts the international schools market will be within five and ten years.

### Tanja 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)**

### 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.

## **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.

### **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

### **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.

### **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.

## **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.

**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 careers.

**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)**

## **Brian Marien**

### **Keynote: 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.

### **Session 2: 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

### **Session 3: 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’

### **Session 4: 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’

## **Lucie Mottier Lopez**

### **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.

### **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.

## **Doris Perrodin**

### **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
- 

### **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

## **Etienne Pionnier et Corinne Roussel**

### **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.

#### **Atelier « classe inversée »**

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

Mise en commun des productions

Débat / conclusion

## **Will Richardson**

### **Keynote: 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.

### **Middle Management: 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.

### **Senior Management: 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.

## **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

## Target audience

Teachers, no more than 30 participants wearing comfortable clothes to the extent possible

## **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

#### Target audience

Teachers, administrators, career counselors, no more than 50 participants wearing comfortable clothes to the extent possible

## **David Sander**

### **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.

### **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.

## **Karen Wilding**

**'Why Mindset in Mathematics Matters Most'**

In this workshop we will look at:

- How schools are using contemporary research to improve opportunities for every learner in mathematics
- Issues around long-held cultural beliefs and how this impacts upon standards in mathematics
- Is it time we re-defined 'ability' and 'intelligence' in mathematics?

Audience: EYFS, Primary and Secondary

**'Mathematics Worth Thinking About' In this workshop we will look at:**

- Why we learn best when we see mathematics as having a purpose and application
- Valuing thought and talk as key vehicles towards mathematical fluency
- Planning for meaningful mathematical experiences, in both primary and secondary education, using the innovative 'Maths Sandwich' approach

Audience: EYFS, Primary and Secondary

**'Moving From Counting to Calculating'**

- In this workshop we will look at:
- Why counting isn't calculating
- What are the implications for learners who continue to count as their main mental strategy in mathematics?
- Why 'subitizing' and 'unitizing' form the foundations of mathematical fluency

Audience: EYFS, Primary and Secondary (and particularly those interested in addressing significant gaps in students' learning experiences leading to poor progress)

## Speakers

### Andy Cope



Andy Cope describes himself as a qualified teacher, author and learning junkie.

Andy is currently studying happiness, flourishing and engagement as part of a Loughborough University PhD thesis. His research feeds into a training course called 'The Art of Being Brilliant' which has been delivered to rave reviews all over the world.

Andy is lucky enough to work with some very large businesses, including Microsoft, DHL, Pirelli, Pfizer, Hewlett Packard, Astra Zeneca and IKEA. Recently, he has tailored his workshops to meet the needs of children and teachers and now delivers to audiences from age 8 upwards!

Andy is also a best-selling author. He has written 'The Art of Being Brilliant' and 'Be Brilliant Everyday', self-help books for adults, as well as 'The Art of Being a Brilliant Teenager', UK's first positive psychology book for young people. 'The Little Book of Emotional Intelligence' spent 6 months in the best-sellers charts and he's got 'The Little Book of Happiness', 'Now That's What I Call Leadership' and 'Shine' in the publishing pipeline.

Andy is a sought-after keynote speaker and authority on happiness, wellbeing and employee engagement. He's done numerous TV and radio appearances as well as being featured in The Telegraph, Daily Mail and Esquire.

As for genuinely interesting asides, Andy is also a best-selling children's author. His 'Spy Dog' series has sold in excess of a million copies worldwide. Andy was born in the same year that England won the football world cup, he has pet pigs and has set up the hugely successful 2%ers club, the UK's first, foremost and...err...only society for happy people.

His ambition is to be able to surf, brilliantly!

## **Tanya Florenthal**



Tanja is the academic director of Cesar Ritz Colleges, a leading institution in the fields of hospitality and culinary. She calls her journey a liberating process and will explain how she made her two young kids enjoy homemade ketchup and how her husband felt when he received homemade hair gel for his birthday.

## **Jeroen Greven**



Jeroen is the Academic Director of the Swiss Hotel Management School – Caux campus. SHMS is a leading university for Hospitality Management providing graduate and post-graduate education for 2200 students.

## Kate Hookham



Kate Hookham is Mindstretchers Senior Consultant and the Co-ordinator of Living Classrooms. Kate has worked for Mindstretchers for over 10 years. She has developed and delivered training/CPD courses, contributes to Claire Warden publications and delivers longer term bespoke coaching in context projects throughout the UK, Europe and beyond. At Living Classrooms Kate built community capacity through informal education programmes for refugees, ethnic minorities, the elderly and youth. She now coordinates the International Association of Nature Pedagogy and our Erasmus projects. In addition, Kate supports Auchlone Nature Kindergarten staff and children through hands-on mentoring. Kate is a qualified teacher, who has taught in Stirlingshire, Clackmannanshire and Falkirk across the ages and stages. She has a passion for using active

learning and the outdoors to support curriculum delivery.

## Curtis Jobling



The designer of worldwide hit television show '**Bob the Builder**', and international best-selling author of numerous children's books, Curtis lives with his family in Cheshire, England.

Early work on '**Wallace & Gromit**' and '**Mars Attacks!**' led to him picking up his crayons in 1997 to design the BAFTA winning '**Bob**'. His own animated series, '**Frankenstein's Cat**' and '**Raa Raa the**

**Noisy Lion**', can both be seen on the BBC. His acclaimed picture books, '**Old MacDonald Had a Zoo**' and '**The Sheep Won't Sleep**', are published by Egmont.

Although renowned for his work in film & TV, Curtis' other love has always been horror and fantasy for middle grade and older audiences. His epic fantasy series, '**Wereworld**', was published by Penguin around the globe, the first novel, '**Rise of the Wolf**', being shortlisted for the Waterstone's Book Prize. His new '**Max Helsing Monster Hunter**' novels, '**The Thirteenth Curse**' and '**The Beast of Bone Creek**', are published by Viking in the US and Orchard in the UK.

Curtis visits schools around the world providing unique talks, workshops and learning experiences that cover three key areas of any curriculum — literacy, media and art. A champion of reading for pleasure, his work appeals to every audience, big and small.



## **Susan Krumrei**

Susan Krumrei, Head of Field Research at the International School Consultancy (ISC) who is based in The Netherlands, will present an update on the global international schools market, including a forecast of where ISC predicts the international schools market will be within five and ten years.



Susan is a former classroom teacher and administrator, has served on numerous accreditation team committees, served as External Relations and Admissions Director for the American International School of Rotterdam, managed hundreds of school accounts for both Scholastic and Follett, and acquired an extensive range of skills pertinent to positions in education, marketing and sales. Susan joined The International School Consultancy in 2011.

## **Brian Marien**



Brian trained in medicine, gained a Masters in Health Psychology from Surrey University, and went on to train in cognitive and behavioural psychology at the Institute of Psychiatry, London. He worked as a specialist in the Academic Department of Psychological Medicine, St. Bartholomew's Hospital, where he was involved in clinical practice, research and education. Initially the main focus of his work was on the causes and

consequences of stress. He wrote his Master's' thesis on 'burnout'. Over the past ten years Brian has worked collaboratively with a team of highly experienced doctors, psychologists and executive coaches at the Positive Group, drawing on the latest advances in neuroscience, psychology and the medical sciences, to create a range of programmes specifically designed to improve psychological health, engagement and performance in the workplace.

Brian is the co founder and director of the Positive Group [www.positivegroup.org](http://www.positivegroup.org) a company dedicated to delivering evidence based techniques to improve the psychological wellbeing, resilience and performance of individuals and teams. Clients include Google,

Grant Thornton, Goldman Sachs, Shell, KPMG, IBM, Clifford Chance, Ernst and Young, Foreign Office, NHS Trusts, and the BBC.

Brian is a visiting lecturer on the MSc Programme for Human Resource Management, Organisational Behaviour at the Department of Organisational Psychology, School of Business, Birkbeck College and the MSc Oncology Course, Institute of Cancer Research, Birkbeck College, University of London. He is Medical Advisor on psychological health and wellbeing to NHS Sussex.

### **Lucie Mottier Lopez (French Presentations)**



Lucie Mottier Lopez est professeure ordinaire à la Faculté de Psychologie et des Sciences de l'éducation à l'Université de Genève. Ses recherches concernent l'évaluation et la régulation des apprentissages dans les systèmes d'enseignement. Elle est auteure de plusieurs articles, chapitres et livres sur l'évaluation en salle de classe (évaluation formative et sommative, jugement professionnel des enseignants, pratiques de modération sociale, évaluation collaborative). Elle dirige le groupe de recherche EReD (évaluation, régulation et différenciation des apprentissages - [www.unige.ch/fapse/ered/index.html](http://www.unige.ch/fapse/ered/index.html)) qui a mené des recherches collaboratives visant à produire des savoirs sur les pratiques d'évaluation des enseignants et à soutenir le développement professionnel de ces derniers.

Lucie Mottier Lopez is Full Professor in the Faculty of Psychology and Education Sciences at the University of Geneva, Switzerland. Her research concerns students' assessment and the regulation of learning in educational contexts. She is the author of numerous articles, chapters, and books on classroom assessment (formative and summative assessments, teacher's professional judgment in assessment, social moderation practices, collaborative assessment). She leads the research group EReD (assessment, regulation and differentiation of learning: [www.unige.ch/fapse/ered/index.html](http://www.unige.ch/fapse/ered/index.html)) that has developed collaborative research aimed at producing knowledge about teachers' assessment beliefs and practices and at enhancing teachers' professional development in assessment.

## Doris Perrodin



Spécialiste de l'éducation des enfants et des adolescents à haut potentiel, dipl. ECHA (European Council for High Ability)

Responsable de regroupement d'élèves HP pendant de nombreuses années

Coach d'études pour des élèves surdoués avec ou sans difficultés scolaires

Conseillère pour des projets d'accompagnement d'élèves HP dans différents établissements

Formatrice dans les Hautes Ecoles Pédagogiques en Suisse romande

Conférences et ateliers en Suisse et à l'étranger

Auteure: *Et si elle était surdouée ?* SZH/CSPPS, 2015

Co-Auteure avec O. Revol et R. Poulin : *100 idées pour accompagner les enfants à haut potentiel*, Editions Tom Pousse, 2015

Specialist in Gifted Education, dipl. ECHA (European Council for High Ability).  
Responsible for pull-out-programs for gifted students. Coach for gifted and talented students with or without learning difficulties.  
Counselor for gifted programs in various schools

## Etienne Pionnier

58 ans – Professeur de Biologie et de chimie



Chercheur en galénique : Ancien directeur adjoint chez Permatec AG (Bales CH) ; société spécialisée dans le développement des technologies pharmaceutiques.

Enseignant depuis 18 ans en Biologie et Chimie dans différentes filières : baccalauréat français, Maturité suisse, Baccalauréat international IB.

Pratique des pédagogies participatives et de la classe inversée depuis 5 ans

Membre de l'association « Invertissons la classe »

## Will Richardson

A parent of two teen-agers, Will Richardson has spent the last dozen years developing an international reputation as a leading thinker and writer about the intersection of social online learning networks and education. He was one of a handful of original education bloggers ([willrichardson.com](http://willrichardson.com)) and his work has appeared in numerous journals, newspapers, and magazines such as *Ed Leadership*, *District Administration*, *Education Week*, *The New York Times* and *English Journal*. He is an outspoken advocate for change in schools and classrooms in the context of the diverse new learning opportunities that the Web and other technologies now offer, and has worked with educators in over 20 countries to understand the opportunities and challenges of learning in the modern world. In 2017, he was named one of 100 global "Changemakers in Education" by the Finnish site HundrED.



Will has authored six books, most recently *From Master Teacher to Master Learner* (2015, Solution Tree Press). In total, his books have sold over 150,000 copies worldwide.

A former public school educator of 22 years, Will is a co-founder of Modern Learner Media and co-publisher of [ModernLearners.com](http://ModernLearners.com) which is a site dedicated to helping educational leaders and policy makers develop new contexts for new conversations around education. Most recently, Will has started [Change.School](http://Change.School), which is an 8-week exploration for educational leaders into creating relevant, sustainable change in schools using a coaching and community environment.

Over the past 15 years, he has spoken to tens of thousands of educators in over a dozen countries about the merits of online learning networks for personal and professional growth.

Will lives in rural New Jersey with his wife Wendy and his children Tess and Tucke

## Oliver Rizzi Carlson



Since completing an MA in Peace Education at the University for Peace (UPEACE), Oliver has worked in this field with several organizations.

Former editor of the newsletter of the Global Campaign for Peace Education (GCPE), he is the representative at the UN for the United Network of Young Peacebuilders (UNOY Peacebuilders), and a Board member of the Global Alliance for Ministries and Infrastructures for Peace (GAMIP). In 2010, he was also part of the Youth Team that prepared the World Report from Civil Society at the End of the Decade for a Culture of Peace. His work at the international level, however, finds true meaning in the direct facilitation of various activities around peace

learning with youth as well as adults.

For the past several years, Oliver has led courses in peace education at a public high school in Geneva, using a variety of methodologies, among which Theater for Living developed by David Diamond (an evolution of Theater of the Oppressed of Augusto Boal) and Restorative Circles as formulated by Dominic Barter. Oliver is also a member of the committee for a Federal Office for Peace in Switzerland and the Swiss Peace Education Network, which has organized a series of conferences on Peace Education in Switzerland in recent years.

Oliver is also involved in other projects, mostly with youth and always around the culture of peace.

A third-culture kid who has travelled extensively, Oliver speaks English, Italian, French, German, Spanish, Portuguese, some Swiss German, and a little Arabic and Rumantsch.

## Corinne Roussel



Enseignante à l'Institut Florimont depuis 2012.

Professeur de Biologie.

Formation universitaire dans le domaine de la recherche fondamentale en Biologie Végétale à Paris.

Professeur dans l'enseignement supérieur « Bioanalyses et Contrôles ».

Co-fondatrice du Diplôme Universitaire « Pratiques de soins en Hydrothérapie ».

Enseignement dans le secondaire avec l'obtention du Certificat d'Aptitude au Professorat

de l'Enseignement du Second degré et une analyse réflexive continue motivée d'une part par la volonté de mettre en application des innovations pédagogiques et d'autre part par l'apparition de l'outil numérique à l'Ecole.

Expérimentation de la classe inversée depuis cinq ans .  
Membre de l'association « Invertissons la classe ».

## David Sander



David Sander est professeur de psychologie et directeur du Centre interfacultaire en sciences affectives (CISA) de l'Université de Genève. Après des études de mathématiques, de psychologie et de sciences cognitives à Paris et à Lyon, il a rejoint en 2002 la Section de psychologie de l'Université de Genève au sein de la Faculté de psychologie et des sciences de l'éducation. Il y est maintenant professeur ordinaire où il y dirige le Laboratory for the study of Emotion Elicitation and Expression (E3 Lab). En 2012, il est devenu directeur du Centre interfacultaire en sciences affectives (CISA), situé dans le Campus Biotech, à Genève. Ses recherches portent sur les mécanismes impliqués dans le déclenchement de l'émotion et sur la manière dont ces mécanismes modulent la réponse émotionnelle ainsi que l'attention, la mémoire et la prise de décision. Pour ses recherches, il a été le lauréat du Prix Latsis National 2013.

Prof. David Sander mainly investigates the brain and cognitive mechanisms involved in emotion. He studied mathematics and psychology at the University René Descartes (Paris, France), and received a PhD in Cognitive Sciences from the University Louis Lumière (Lyon, France). In 2002, he joined the Department of Psychology at the University of Geneva (Switzerland). He is now full professor in this Department where he directs the Laboratory for the study of Emotion Elicitation and Expression. In 2012, he has been appointed Director of the Centre Interfacultaire en Sciences Affectives, and of the National Center of Competence in Research (NCCR) in Affective Sciences, which is located at the Campus Biotech.

He is mainly interested in the brain and cognitive mechanisms involved in emotion elicitation, and how these mechanisms modulate attention, memory, and decision-making. He has published more than 100 articles and edited 6 books on these topics. For his work, he was awarded the 2013 National Latsis Prize.

## Karen Wilding



Karen Wilding is an independent primary mathematics consultant within the UK and internationally supporting schools in providing high-quality learning for every child. Having taught for over twenty years in the primary sector and led school improvement as an Early Years adviser and mathematics consultant, she brings a wealth of experiences, knowledge and passion to her role.

Karen's training focuses upon the need for sustained and continuous development in teacher pedagogy and subject knowledge with her sessions regularly described as 'inspirational, thought-provoking and

refreshing'.

Recent opportunities to visit and learn from two of the highest performing jurisdictions in Japan (Lesson Study) and Northern Italy (Reggio Emilia '100 Languages') has further fuelled her quest to make the most effective research and practice available to all educators.

# SGIS Professional Development Information

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.

Go to: [www.sgischools.com](http://www.sgischools.com)

After clicking on 'Professional Development Groups', you will find the information and forms on the right of the page.

**Finally.....SAVE THE DATE**

**SGIS Annual Conference 2019!**

The 2019 SGIS Conference will be held on March 1<sup>st</sup> and 2<sup>nd</sup> at the International School of Basel