



SGIS Conference March 20-21st, 2020

'20-20 Vision: A focus on the changing face of education'

SOMETHING FOR EVERYONE!

WELL-BEING IN SCHOOLS...

The 2020 SGIS Conference, at the **Institut Florimont** promises to offer something for everyone.

As part of a mini-series, taking a closer look at 'who' is saying 'what', our **third flyer** shares the headlines for those who teach in our international schools in Switzerland and beyond.



Karen Ardley



Michael Thompson



Jean-Marc Dewaele



Jenny Ebermann



Fred Genesee

KAREN ARDLEY is a highly successful and inspirational leadership consultant and facilitator specializing in all aspects of leadership, focusing on change and improvement.

Friday Sessions:

- ***Session i: Creating a Collaborative Culture***

In this workshop participants will consider the case for collaboration and explore practical ways of developing a culture of supportive teamwork.

- ***Session ii: Leading for Professional Learning***

This workshop will look at ways to provide professional learning in schools to ensure that all teachers have the opportunity to learn, develop and improve their classroom performance.

- ***Session iii: Wellbeing and Happiness***

Researchers have found significant evidence that studying happiness makes us happier. This session considers the factors which determine how happy we are and how we can make a positive difference to our wellbeing.

Saturday Sessions:

- ***Session i: Developing a Good Work-Life Balance***

This workshop will consider how we can maintain a healthy balance between our work and the rest of our life. It also explores strategies which aim to create this balance.

- ***Session ii: Embedding a Coaching Culture***

Research shows coaching to be a highly effective leadership style. Karen's final workshop explores how schools can ensure their staff develop the coaching skills required to impact positively on the culture.

MICHAEL THOMPSON is a consultant, author and psychologist specializing in children and families, particularly the social and emotional needs of boys.

Friday Sessions:

- ***Keynote: Best Friends/Worst Enemies: Friendship Development, Popularity and Social Cruelty in Childhood***

In this Keynote, Dr. Thompson will draw on research to highlight the differences between friendship and popularity. He makes suggestions about the management of social problems in schools and makes the case that while all children yearn for popularity, it is friendship that helps children survive and thrive.

- ***Session i: Dealing with Difficult Parents***

For the most part parents are supportive, loving and concerned people who only want their child known and well-taught. However, sometimes they exhibit challenging behaviours, which can hinder a collaborative approach between school and home. In this session, Dr. Thompson gives practical suggestions for managing such obstructive parent behaviour.

- ***Session ii: Going Beyond Fear in the Parent-Teacher Relationship***

Better relationships between teachers and parents improve the education of children, because children thrive emotionally and are in less conflict when the adults in their lives agree about them. In this session, Dr. Thompson describes the seven fears on each side of the parent-teacher equation and gives suggestions from both views that will help improve their communication.

Saturday Sessions:

- ***Session i: Adolescence is Hard Work***

This workshop will provide a useful perspective on the developmental challenges which every adolescent must meet.

JEAN-MARC DEWAELE is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He is particularly interested in the interface between applied linguistics and psychology. He has published widely on multilingual emotions and is currently a member of the Executive Committee of the International Association of the Psychology of Language Learning. Please note that 3 of Professor Dewaele's sessions are in French and 1 session is in English

Friday Sessions:

- ***Session i: Communiquer ses émotions dans une langue étrangère: un défi sociopragmatique***

Rien n'est plus important que de communiquer ses émotions de façon exacte et appropriée, et de reconnaître celles des autres instantanément. C'est pourtant nettement plus difficile dans une langue étrangère à cause de lacunes lexicales, sémantiques, sociopragmatiques, socioculturelles, prosodiques et non-verbales (Dewaele, 2013, Dewaele & Salomidou, 2017). L'acculturation émotionnelle dans une nouvelle langue et culture nécessite du temps et de l'expérience. Les infractions sociopragmatiques socioculturelles dans la communication des émotions en langue étrangère peuvent avoir des conséquences sociales réelles (Dewaele, 2017).

Saturday Sessions:

- ***Session i: Les émotions des apprenants dans la salle de classe***

Les émotions d'apprenants de langue étrangères fluctuent constamment et représentent le moteur qui maintient la motivation et l'engagement des apprenants (Berdal-Masuy & Pairon, 2019 ; Dewaele & MacIntyre, 2014 ; Dewaele et al., 2018). Elles sont déterminées autant par les caractéristiques de l'apprenant que par d'autres acteurs (apprenants et professeur) et par le contexte socio-politique plus large (Dewaele, Magdalena Franco & Saito, 2019).

- ***Session ii: Les émotions des professeurs dans la salle de classe***

Les émotions du professeur jouent un rôle central dans le climat de la salle de classe (Gkonou, Dewaele & King, à paraître). Le professeur doit gérer ses propres émotions et reconnaître celles de ses apprenants, ce qui exige de l'intelligence émotionnelle et peut représenter un travail émotionnel épuisant. Le bon professeur joue le rôle de chef d'orchestre, discret et compétent, capable d'encourager les apprenants à entreprendre une expérimentation linguistique et identitaire dans une ambiance positive (Dewaele, Gkonou, & Mercer, 2018).

- ***Session iii: Why the native speaker ideology is damaging foreign language learners and teachers***

The dichotomy between native (NS) and non-native speakers (NNS) is superficially about language use but reflects a discriminatory ideology in which NS are turned into mythical models and NNS are perceived as eternally 'not-quite-good-enough' speakers. The problem is particularly acute in English Foreign Language (EFL) teaching, where 'native-speakerism' is deeply rooted (Holliday, 2015). It causes a huge amount of anxiety among FL learners and teachers and lowers their willingness to use or even learn the FL.

I suggest the use a neutral dichotomy, that of 'L1 users' versus 'LX users' where 'LX' refers to any language acquired after the age of three, to reflect a more inclusive perspective on FL use (Dewaele, 2018). Because proficiency is not part of the definition, both L1 and LX users may have minimal to maximal proficiency in the language in various discourse domains, and in various language skills. Crucially, all are legitimate users of these languages.

JENNY EBERMANN is an international innovative and visionary Senior Leader and Personal Development Professional. As a Board Member of the European Association for Mindfulness Based Approaches (www.eamba.net), as well as active Member of the Swiss MBSR Association (www.mbsr-verband.ch), Jenny is passionate about

mindfulness, communications and leadership in international and local settings. Holding a CAS as well as a Diploma in Coaching and having additional certifications in intercultural communications, leadership, training and mediation, Jenny enjoys working with systemic, mindfulness-based methods. Jenny's workshops are in French and also in English.

Friday Sessions:

- ***Session i: Mindfulness in Education (General)***

What is mindfulness all about and how is it implemented in schools (internationally) with what kind of an impact? This presentation will highlight both theory and some research in the field of mindfulness for adults and children.

- ***Session ii: Practical Mindfulness Session for Adults***

In this workshop we will be practicing mindfulness by taking up one or two practices and tools which can be replicated at home and in the workplace.

- ***Session iii: Atelier pratique en communication consciente***

Pourquoi la pleine conscience est-elle tellement importante en ce qui concerne le leadership/la gestion et en tant que telle au sein de la communication ? Après un court aperçu théorique, nous allons travailler d'une manière très pratique afin de pouvoir ressentir nous-mêmes qu'est-ce que cela veut dire pour nos vies quotidiennes en tant qu'employé(e) au sein d'une structure éducative.

Saturday Sessions:

- ***Session i: L'Intelligence Émotionnelle (part 1)***

En utilisant un outil d'auto-évaluation pour l'intelligence émotionnelle, une réflexion et discussion va être menée à bien. Quelles sont les zones de confort typiques, qu'est-ce que je peux améliorer, apprendre et comment ? Les participant(e)s prendront avec eux/elles des outils pratiques à mettre en œuvre.

- ***Session ii: La Pleine Conscience en Classe***

Quelles sont les curriculums qui existent et qu'est-ce qui se fait présentement dans les écoles et pour les enfants ? Des exemples concrets aideront à démontrer l'impact que ceci a sur les compétences des enfants ainsi que sur leur apprentissage.

- ***Session iii: L'Intelligence Émotionnelle (part 2)***

Le concept de l'intelligence émotionnelle et de son importance pour le leadership/la gestion sera brièvement expliqué. Le discours portera sur les neurones miroirs et leur capacité d'impacter notre état d'esprit et nos corps. La pleine conscience en tant que clé intéressante sur le chemin de la conscience de soi sera soulevée et l'importance de ces concepts pour enseignant(e)s/dirigeants/dirigeantes discutée.

FRED GENESEE is Professor Emeritus in the Psychology Department at McGill University. He has conducted extensive research on bilingual and immersion education. His interest in second language learning, teaching and assessment has produced 16 books on bilingualism.

Friday Sessions:

- ***Session i: At-risk students learning through another language (repeated on Saturday)***

Professor Genesee's first session will examine children's capacities for dual language learning. It will also review research focusing on at-risk students who are learning through an additional language.

- ***Session ii: Teaching students who are learning through an additional language: Language pedagogical considerations***

In this second session, Professor Genesee will discuss five key areas regarding how students learn through an additional language at school.

Saturday Sessions:

Keynote: Linking the lab and the classroom: important research findings about language teaching and learning in school

This keynote will review major findings from second language learning research and highlight its relevance to the academic success of dual language students. Professor Genesee will also highlight the capacity of children with developmental disorders to learn and learn through two languages, the advantages of multilingualism, the importance of supporting the home language of dual language students, and evidence-based best practices for working with dual language students.

- ***Session i: At-risk students learning through another language (also scheduled on Friday)***

COMING SOON... THE NEXT FLYER WILL FOCUS ON TEACHER PRESENTERS AND THEIR 'PEER-TO-PEER' SESSIONS!