



## SGIS Annual Conference, March 2020

**Friday March 20<sup>th</sup>, 2020**

**Morning Session: 10.40-11:25**

**English Sessions**

**French Sessions**

**Florimont Showcase**

Martin Goff Aiglon College	Leadership for consensus; how students can work together	My aim would be to show how Model United Nations can be a valuable part of school life, showing what skills students can develop while participating in the activity. This is an activity which is increasing in popularity in Europe every year and given the state of world politics can provide a useful life lesson for students. The activity adapts itself to the crises and issues of the day in the world around us.
Jennifer Pasternak, Briony Jobson, Karen Poulsen International School of Geneva (Ecolint)	Exploring student agency - a new approach to collaboration, teaching and learning.	Inspired by the new enhanced PYP our team decided to try something completely new and exciting to explore student agency. Teachers and students across year levels challenged the way we traditionally approach a unit of inquiry. We will share the journey of how we came together as a team of early years teachers to adopt the mindset of curious researchers to improve both our classroom observation practices, pedagogical documentation skills and collaborative methods.
Nora Kettleborough Le Regent College	The changing face of the climate: teachers must act too	Climate change is the most urgent challenge that faces humanity, and it will have a significant impact on our students' futures. As teachers, we have a duty to ensure that they are informed and feel empowered to take action on both local and global scales, to become leaders in the fight for change. This workshop will consider how teachers, regardless of subject specialism, can help them to do this both inside and outside the classroom.
April Remfrey Educational Consultant	Create a smooth school transition	The narrative of a student with special needs is often lost when moving from one school to another. In this workshop, we will explore strategies for collecting the most

	for students with special needs	important information necessary to get at the heart of a student's educational and social-emotional needs. Come ready to discuss!
Eliana Marcenaro Institut Le Rosey	Launching collaborative networks: stories from the field	After 3 years of organising collaborative networks at our school I have experiences to share regarding setting up the format, running a CN, plus reflections on what works and what doesn't. CNs are a great PD option for any school because it brings together like-minded educators exploring together a topic of interest. With more than 40 different CNs launched to date, I have both quantitative and qualitative data to share...
Denise Hoppe & Kristina Hertzog International School Basel	Connecting the dots: leading and learning together	Leadership in schools often takes place laterally through teams, cross-school networks and Professional Learning Communities. Supported by the intentional use of technology, doors are opened for the four Cs of Communication, Collaboration, Creativity and Critical Thinking. This workshop shares the experience of one grade level team as they collaborated, co-taught and transformed the learning environment for all, maximising the professional, social and technological capital of the school and enhancing collective efficacy for learning and growth.
Alice Simpson International School of Schaffhausen	Current psychological research on the benefits of student agency.	Student agency is not a new concept but with the IB and Enhanced PYP placing such emphasis on the provision of more deliberate autonomy, it is becoming ever more prominent in educational discourse. As we strive to enable voice, choice and ownership in our classrooms, this workshop will share current research findings and resources to support teachers in enriching agentic engagement and, therefore, develop students' skills and leadership to equip them for participation in society.
Emily Brown Geneva English School	Let's play together!	Learning through Play is at the core of Early Years teaching. The aim of the workshop is to answer the question, 'How do you provide effective continuous provision alongside ensuring engagement in learning and personal and academic development?'
Kevin Jennings Leysin American School	Ascending cognition	Ascending cognition uses Bloom's Taxonomy to create a unit outline which methodically guides students from SIMPLE TO COMPLEX tasks and activities. We use leadership as a major point of emphasis in order to encourage students to be curious, independent, ambitious, and responsible citizens of the world. In addition to promoting leadership, Ascending Cognition helps teachers create unit plans that practice the skills necessary for their subject.
Julian Edwards and Janice Boucher	Developing an adaptable	If the face of education is changing, what about the face of leadership in schools? How do we evolve to be agile communities that adjust teaching and learning whilst ensuring

Inter-Community School	learning community through distributive leadership	that change has a direct impact on student learning? This interactive session shared our experience of co-constructing an approach to distributed leadership that began with a dissatisfaction with existing structures and co-constructed ways that leadership as a process might advance student learning.
Karen Taylor International School of Geneva (Ecolint) and Sean Power Institut Florimont  (Simultaneous English/French)	Teaching and learning for the global citizen	<p>The body of literature focusing on intercultural understanding and global citizenship has risen exponentially in recent years. The dynamics of the global economy, global mobility, and the challenges posed by cultural, political and environmental change together ensure that this is an important element in education be it within an international context or a national system. However, in order to effectively promote GCE, a one-size-fits-all approach is not likely to be effective; the nature of individual schools and their specific context must be taken into consideration.</p> <p>The concept of “global citizen” is equally compelling and problematic. Citizenship implies a sense of belonging to a community that entails both rights and responsibilities. If we draw from an Aristotelian stance then the wellbeing of the political community is dependent on the virtuous actions of its members. Yet, how do we define citizenship as a concept that is disentangled from the nation state? In today’s context, how might we nurture in learners the capacity to act in ways that will ensure the rights of others (global) while respecting equally the specific, localized concept of identity (local)?</p>
Ruth Pasquier (Rios-Morales) Champittet College  (Simultaneous English/French)	Design thinking techniques for creativity & innovation	<p>Design thinking is an effective method for fostering students’ creative skills. Creative thinking is a process in which students are given the know-how, tools and strategies to be creative.</p> <p>Creativity it isn’t directly related to either intelligence or academic ability, but rather to fostering methods and motivation. Creativity doesn’t belong to geniuses alone, but it is an inherent feature of human nature.</p>
Matthew Roberts Champittet College  (Simultaneous English/French)	21st Century skills at the global-local nexus of Swiss international	<p>With the growth of international education into local markets, international curricula increasingly interact, and compete, with national curricula. The resulting interdependencies and their effects on skills development in local and international students has received little focus in the academic literature.</p> <p>This session shares the outcomes of a Master's dissertation in International Education</p>

	education	which examined 21st Century skills development within the IB and Swiss Maturity curricula at Collège Champittet - a bilingual Swiss private school in Lausanne. The implications of the research for teaching and learning in schools offering multiple curricula form the focus of the discussion.
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### Florimont Showcase

Art Workshop		Learn how to print a sheet of paper in the old way using a press? (max 12 people) (comment imprimer un feuillet à l'ancienne et en utilisant une presse? (12 personnes))
STEM Workshop Atelier STEM		how to make a keychain with a laser printer? (12 people) comment fabriquer son porte-clé avec une imprimante laser? (12 personnes)



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**Friday March 20<sup>th</sup>, 2020**

**Afternoon session: 13.40-14.25**

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<p>Scott Hall, Gail Metcalf International School of Basel</p>	<p>Making reflection and feedback meaningful: why are we doing what we do?</p>	<p>Certain educational tasks can be sources of tension unless we ensure they have meaning. By sharing strategies which incorporate technology and best practice, this session intends to give purpose and relevance specifically to the tasks of feedback and reflection. Participants will examine their practice and leave with ideas about making reflection and feedback.</p>
<p>Andrew Bumgarner Inter-Community School</p>	<p>Embracing extraordinary students through individualised programme implementation: one schools journey</p>	<p>Join us as we explore one international school's journey to instating an intensive needs programme for students requiring individualised support in order to pursue their passion. This workshop will showcase how to design and facilitate a programme from the initial brainstorming conversations to its opening day and beyond. The workshop will showcase the support and guidance the Next Frontier Inclusion (NFI) provided to made the implementation of this programme possible.</p>

Janice Boucher, Rachel Suery Inter-Community School	A solution focused coaching approach within a positive learning environment.	Current research has emphasised the importance of mental health and well-being in our children and young people. There is the growing need for students to develop resilience and acquire the necessary skills to engage in the world around them. Solution focused coaching within a positive learning environment provides students with the skills and strategies to improve well-being; build social and emotional intelligence; promote resilience; and develop a growth mindset whilst acquiring self-management skills.
Robert Barnett Visiting Scholar	Three transformative strategies for student-centered classroom instruction	The old one-size-fits-all, lecture-based style of instruction needs replacement. We know that different learners have different needs, and that the power of modern technology makes it possible to differentiate instruction more effectively. But how?  This workshop offers all educators three simple, concrete, transformative strategies which they can use to create classrooms that work for each and every student. I will demonstrate how, by (1) replacing lectures with my own instructional videos, (2) allowing students to pace themselves, and (3) prioritizing true mastery over mere completion, I've reimagined my own classroom to help all students truly learn... and show participants exactly how they can do the same.
Alice Billingham Le Regent College	Information Technology to enhance learning in Early Years	As an Apple Distinguished School, we aim to embed effective use of technology throughout the school, however the use of tablets or computers in the Early Years is a controversial topic due to concerns about screen time. However, in the changing world is there a way to use technology to enhance the learning of young learners, both inside and outside the classroom.
Sonya Maechler-Dent Tandem International Multilingual School	Translanguaging: a school's philosophy and/or a dynamic classroom practise?	The methodology of translanguaging is well documented and researched, however, it is rarely strategically implemented across schools and lessons.
Stephi Elsener Obersee Bilingual School	Building balanced beings	Through the lens of the alphabet (e.g. B is for Brain Breaths), Mindfulness coupled with sign language for inclusion, becomes the voice of understanding and balance (i.e. Emotional Intelligence) for language learners in the Early Years.
Sally Livesey	Developing	Mathematics in the Early Years is an area that is ever evolving with new approaches

Geneva English School	mathematics in the Early Years discussion forum	and ideas working towards providing quality early years provision. This workshop will be an open forum to share good practice, successes and challenges between attendees in order to support the teaching of mathematics in Early Years settings.
Elaine Tomlinson	Arabella Quink - Unlocking your inner poet	This session aims to look at different ways in which to stimulate expression through poetry with primary age children (or any age above!). It will cover the aspects of rhythm and rhyme and making poems scan and how to express emotions and observations in a variety of different forms.
Glene Ribeiro Le Regent College  (Simultaneous English/French)	Plurilingualism - bridging languages	To keep up with the demand of globalisation, promoting a positive attitude towards plurilingualism is necessary. Having one single global language is positive, though creates barriers in an era of cultural diversity. Why not two or three global languages? Multicompetences and pluralistic approaches to languages and cultures are sound to help soften the boundaries between languages in a classroom context. How can we promote this pluralistic approach? FREPA/CARAP are examples of how this can be done through a didactic approach.

### Florimont Showcase

STEM Workshop		how to make a keychain with a laser printer? (12 people)
Atelier STEM		comment fabriquer son porte-clé avec une imprimante laser? (12 personnes)
Music Workshop		how to learn to play the guitar like Jimi Hendrix? (20 people)
Atelier Musique		comment apprendre à jouer de la guitare comme Jimi Hendrix? (20 personnes)
Fencing Workshop		how to prepare for your next duel like an D'Artagnan? (16 people)
Atelier Escrime		comment se préparer à son prochain duel tel un d'Artagnan? (16 personnes)