



Research and Evidence-Based Practice



**The SGIS Annual Conference 2024
hosted by the International School of Lausanne
8 and 9 March**



Welcome by the SGIS Chair, Lucy Gowdie



I warmly welcome the SGIS Community to our Annual Conference. This year, we have centred the concepts and ideas presented on research and evidence-based practice. We have done so because the sheer pace of change in education, the unrelenting pressure that exists on schools to adapt and to pivot to the newest fad, or best programme, requires some mediation, some moments of deep discussion.

In a world where misinformation drives perceptions of reality and skews for many of our young people not only their sense of self, but their search for purpose, we owe it to them to focus our pedagogy on fact; to be informed practitioners who shape them into young people of courage and of conviction.

I take this opportunity to thank Frazer Cairns, former Chair of SGIS, who evokes in those he meets an innate understanding of the vocation of education – of the service that we strive to provide for our students, so that they may be positive and purposeful people in their lives. He has led SGIS with humility and with a genuine belief in the necessity and the power of professional connections made across Switzerland, and we are indebted for his service.

I extend further my sincere gratitude to the Board of SGIS for the time they give in the service of the organisation, and on this occasion, in particular to our Vice Chair Ruth Norris, and our Board Secretary Jackie Chan-Kam, for their tireless efforts in bringing this conference to fruition.

It is my sincere hope that the days ahead fill you with ideas, with innovations and with information that you can use to continue the work that you do, the most important work of all: teaching.

Welcome by the Director of the International School Lausanne, Dr Frazer Cairns



Calls for greater individualisation of learning, the recognition of the crucial role of social and emotional skills in academic success, growing advocacy for inclusive education that accommodates diverse learning needs and promotes equity in the classroom, the unfulfilled promise of blended learning, the growing emphasis on developing global competence among students for an increasingly interconnected world, the evolution of assessment practices towards a more formative and student-centered approach, and research on teacher professional development, all contribute to education being a dynamic landscape.

In such a complex and sometimes contradictory environment, teachers and administrators are looking to bridge the gap between theory and practice, to ensure that our classrooms are vibrant hubs of learning, innovation, and growth. The objective of this conference is to foster a collaborative environment where educators can engage with the latest research findings, share their experiences, and collectively help to shape the future of evidence-informed teaching.

Our speakers, drawn from the forefront of educational research and practice, will share insights, challenges, and success stories, creating a rich tapestry of knowledge that will inspire and inform. Topics range from understanding the neurological underpinnings of effective teaching strategies to developing approaches to help every child to get the most from every lesson. Hopefully you will go away invigorated and, more importantly, with the tools to change something for the better in your lessons on Monday morning.



Programme – Day 1

Friday 8 March

- 08.30 – 09.00** **Registration**
- 09.00 – 09.15** **Opening ceremony**
- 09.15 – 10.15** **Keynote session: Peps Mccrea**
The Science of Motivation
- 10.15 – 10.35** **Refreshments and visit exhibitors**
- 10.40 – 11.40** **Gary Aubin**
High Quality Teaching and SEND: What the Evidence Suggests.
(Repeated Saturday)
-
- Anne van Dam**
Nurturing Curious Minds: Conceptual Learning and Theory Building in Early Years Classrooms
-
- Eowyn Crisfield**
Understanding your multilingual learners: Challenges and opportunities
-
- Pritesh Raichura**
100% Attention: the bedrock of excellent teaching
-
- Andrew Peterson**
What is character education and why does it matter?
-
- Kym Scott**
Language boosting interactions - what research tells us
-
- Josh Goodrich**
The Science of Instructional Coaching
- 11.40 – 12.40** **Gary Aubin**
Adaptive teaching: The New Differentiation?
(Repeated on Saturday)
-
- Anne van Dam**
Capturing Maps of Meaning: Documenting Learning in Early Years Education
(Repeated on Saturday)
-
- Eowyn Crisfield**
Multilingual learners, multilingual classrooms
-
- TJ Power**
The DOSE Effect Transforming schools through cutting edge neuroscience.
-
- Peps Mccrea**
The Science of Memory
-
- Kym Scott**
The Power of Play - an evidence based approach to young children's learning
-
- Josh Goodrich**
Responsive Coaching

12.45 – 13.45

Lunch and networking

13.50 – 14.50

Kym Scott

What matters mathematically for young children

-

Liliane Bodenmann

Learn in a language or learning a language? Embedding skills in a bilingual English-French section

-

Jeremy Lloyd

The Importance of Unlearning In the Design of Professional Development

-

Aimee Moore

How UDL Can Serve as a Pathway to Equitable Learning Outcomes

-

Gail Matheson & Allison Jacobson

Evidence-Based Literacy Development: Everyone Has a Part with Reader's Theatre

-

Rosangela Robles

Dyscalculia: Recognising Indicators, Math Anxiety and strategies to support students

-

Maia Bristol

Environmental Education: Empowering students to be the change-makers we need for the future

-

Sandrine Graham & Michelle Phillips

An effective Dual Language Programme at International School Basel

-

Valerie Besanceney

Introduction to Embedding Positive Transitions - Care in Your School Community

-

Leadership meeting: Claire Drury

Authentic, secure base leadership

14.55 – 15.30

Afternoon break – visit exhibitors.

15.35 – 16.35

Remy Lamon

How to use data to impact student learning

-

Frazer Cairns

Sustainability Materiality Assessment - planning for maximum impact

-

Eowyn Crisfield

Developing bilingual programmes: research to practise

-

Andrew Peterson

A caught, taught, sought approach to character education

-

Liam Printer

Building motivation through co-created storytelling

-

Josh Goodrich

Towards Professional Equity for Teachers

16.40 – 17.40

Catriona Olsen / Inspired

Pedagogy in online education

-

Anne van Dam

A Complex Interplay: The Relationship Between Play and Inquiry

Carolina Kuepperer-Tetzel

Research-Informed Strategies for Teaching and Learning

-

Pritesh Raichura

Three Phases of Questioning: a coherent questioning model

-

Josh Goodrich

The Science of Instructional Coaching

(Repeat session)

17.45 – 18.45 **Apero**

Programme – Day 2

Saturday 9 March

- 08.30 – 09.00** **Welcome refreshments and visit exhibitors**
- 09.00 – 10.00** **Keynote: Harry Fletcher-Wood**
Habits of Success: Helping students succeed – step by step
- 10.05 – 11.05** **Gary Aubin**
High Quality Teaching and SEND: What the Evidence Suggests.
(Repeat session)
-
Eowyn Christfield
Beyond a 'programme': Extending EAL as a whole-school practice
-
Ann van Dam
Embracing Uncertainty: Fostering Wonder, Surprise, and Curiosity in Learning
-
Pritesh Raichura
100% Attention: the bedrock of excellent teaching
-
Andrew Peterson
Character education – staff and leadership
-
Carolina Kuepperer-Tetzel
The Effects of Seductive Details on Learning
- 11.05 – 11.30** **Refreshments and visit exhibitors**
- 11.35 – 12.35** **Gary Aubin**
Adaptive teaching: The New Differentiation?
(Repeat session)
-
Eowyn Christfield
Understanding your multilingual learners: Challenges and opportunities
-
Ann van Dam
Nurturing Curious Minds: Conceptual Learning and Theory Building in Early Years Classrooms
(Repeat session)
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Harry Fletcher-Wood
Teacher habits of success: what are they, and how can we pursue them?
-
Andrew Peterson
Developing and extending character education provision: Next steps and key resources
-
Carolina Kuepperer-Tetzel
Myth Busting: The Evidence behind the Idea of Learning Styles
-
Helen Morgan
Metacognition: A Game Plan for Learning
- 12.40 – 13.40** **Lunch - visit exhibitors**

13.45 – 14.45

TJ Power

ADHD and Improving Student Attention Spans

-

Eowyn Christfield

Multilingual learners, multilingual classrooms

-

Ann van Dam

Capturing Maps of Meaning: Documenting Learning in Early Years Education

(Repeated session)

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Pritesh Raichura

Three Phases of Questioning: a coherent questioning model

-

Ji Han

The Evolution of International School Accreditation: CIS Pathway 2 Accreditation Protocol

-

Carolina Kuepperer-Tetzel

Becoming a Critical Consumer and User of the Science of Learning

14.50 – 15.50

Round table discussion: The future of pedagogy

15.50

Annual Conference finishes

Speaker biographies and session details

Gary Aubin



Gary Aubin works as the Education Endowment Foundation's Associate for SEND (special educational needs and disabilities). He is the author of *The Lone SENDCO*, a handbook of 300 questions and answers for busy SEND Co-ordinators. Alongside his own consultancy work with SENDMattersUK, which he founded, he has spoken to thousands of school leaders about the evidence base behind high-quality teaching for pupils with SEND. Gary also manages and supports a network of multi-academy trust (MAT) SEND Leads for Whole Education, having recently led SEND provision across a MAT for a number of years. He is a secondary teacher and former primary and secondary SENDCO. He authors the SENDMattersUK blog and has his second book coming out in Autumn 2024.

Session 1: High Quality Teaching and SEND: What the Evidence Suggests.

This session will examine and discuss common approaches to meeting the needs of pupils with SEND, and the inherent dangers within these approaches. We will then look at the Education Endowment Fund's guidance report on teaching SEND pupils in mainstream schools and focus on its recommendation of five high-quality teaching approaches that might best support pupils with SEND to make better academic progress. We will then look at practical examples of what this can look like in classrooms.

Session 2: Adaptive Teaching – The New Differentiation?

This session will explore a promising approach to teaching and SEND that is gaining currency in mainstream education in England: adaptive teaching. We will start with an introduction to the concept of 'adaptive teaching' as an approach and explore what 'adaptive teaching' looks like as a learning sequence. The session will include an opportunity for teachers to unpick what 'adaptive teaching' might look like within their own subject, phase and context.

Eowyn Crisfield



Dr. Eowyn Crisfield is a Canadian-educated specialist in languages across the curriculum (LAC), including EAL/ELL, home languages, bilingual and immersion education, super-diverse schools and translanguaging. Her focus is on equal access to learning and language development for all students, and on appropriate and effective professional development for teachers working with language learners.

She is author of the recent book *'Bilingual Families: A practical language planning guide (2021)* and co-author of *'Linguistic and Cultural Innovation in Schools: The Languages Challenge'* (2018, with Jane Spiro).

She is also a Senior Lecturer in English Language and TESOL at Oxford Brookes University.

Session 1: Understanding your multilingual learners: Challenges and opportunities

Languages are at the heart of international education. International-mindedness and global citizenship, two key areas of focus in international schools, are both closely linked to language learning and teaching as pathways to better understanding and communicating across groups. The myriad intricacies of educating multilingual students in international and national contexts means that each school is unique in profile and complexity in terms of language. Despite the central nature of languages in international schools, they are often considered as separate and unconnected provisions. Strong leadership knowledge about languages in schools, relating to theory and to practice is key in developing strong whole-school approaches to languages. This session is designed to provide critical knowledge for supporting language learners and language development in school, including a strong theoretical base on language development in schools as well as practical knowledge about the challenges language learner students face.

Session 2: Multilingual learners, multilingual classrooms

International schools are, by their nature, multilingual environments. Despite this, they function in many ways as a monolingual habitus (Gogolin, 1997). The natural multilingualism of many of the students is suppressed by the monolingual curriculum and the push towards proficiency in English. Languages are not used in isolation in the real world, and need not be used in isolation in classrooms and schools. Multilingual pedagogy, often called translanguaging, is the practice of engaging languages in a dynamic way, to support content learning, cognitive development and language growth in multilingual classes. In diverse and super-diverse international schools, multilingual pedagogies are the

pathway to linguistically inclusive approaches. Developing and implementing an effective translanguaging approach requires both knowledge and practical planning and reflection, and this seminar introduces the theory and research base, and provides concrete methods for planning for use in classrooms and schools.

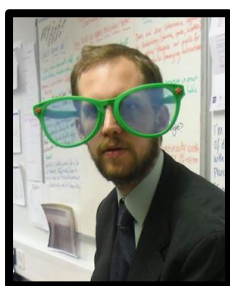
Session 3: Developing bilingual programmes: research to practice

Developing a bilingual programme is a longitudinal journey that commences with a mission and vision, and does not have a fixed end point. It involves many stakeholders (parents, leadership, teachers, students) who may change in profile or focus over time, which can impact the on-going success of the programme. It also involves many push and pull factors, such as language status, resourcing, testing, etc. that will impact the process and product. This seminar provides an overview of the research on bilingual education models, and a framework to apply to the development of new programmes, or to review and improve current bilingual/dual-language programmes.

Session 4: Beyond a 'programme': Extending EAL as a whole-school practice

Language learning and content learning cannot be separated out in any meaningful way. All content has language as an integral part of the learning, whether it is necessary to develop new vocabulary for understanding a topic, or new structures in order to talk or write about a topic. When we say 'Every teacher is a language teacher' we are expecting every teacher to have the knowledge to identify and plan for appropriate language development in their class/subject areas. Few teachers have been given the opportunity to learn how language works in the curriculum, and to actively plan for the improvement of English across all subject areas. This seminar introduces a framework for a language-integrated curriculum model, which allows schools to meet the needs of all their language learner students, as well as students with other specific learning needs related to language and processing.

Harry Fletcher-Wood



Harry has been a teacher, researcher and teacher-educator, and has worked in England, Japan, India and Sweden. He now leads Teacher Tapp's School surveys Teacher Tapp's School Surveys helping school leaders understand their staff, parents and pupils better, and is director of training for Steplab helping schools use instructional coaching to improve teaching. His latest book is *Habits of Success: Getting every student learning*, his blog is improvingteaching.co.uk, and he is on Twitter @hfletcherwood

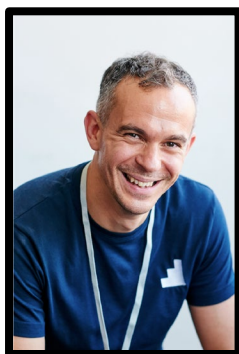
Keynote: Habits of Success: Helping students succeed - step by step

This session will look at the secrets of habit formation: when and how do students form habits - good and bad? We'll use this to look at ways you can help students form better habits, and get everyone learning. We'll examine the evidence from behavioural science, and the practical implications you can use straight away.

Session 2: Teacher habits of success: what are they, and how can we pursue them?

What - if anything - should teachers try to do every lesson? This session will draw on Responsive Teaching to look at the lesson actions which make the biggest difference to learning. We'll look at small tweaks teachers can make to their existing practice to make teaching easier and more impactful. And we'll consider how to make those changes stick.

Josh Goodrich



Josh Goodrich is a former English teacher, school leader and Multi academy trust leader of Teaching and Learning. A lifetime obsession with effective PD and teacher coaching led him to start Steplab, an organisation that supports schools to lead PD that really works, powered by Instructional Coaching. Josh is currently the CEO of Steplab.

Session 1: The Science of Instructional Coaching

We often hear the term 'Instructional Coaching'. But, what does it really mean? What is the evidence behind it? Why should we care about it?

This session covers what the evidence tells us about what instructional coaching is and how we should do it. We will begin with a discussion of why it's so difficult to improve as a teacher, and why most methods of PD fail to help us get better in the classroom. We'll contrast that with a simple, clear Instructional Coaching model. We'll next look at this model in detail, examining the evidence for why it's so effective. We'll end with some challenges for developing a really effective Instructional Coaching approach in our schools.

This session is designed for those who are relatively new to the world of Instructional Coaching.

Session 2: Responsive Coaching

While lots of people talk about coaching, there's no general consensus about what this means, or what it is that a coach should do. In fact, in the world of Instructional Coaching, there seem to be two separate models. The first talks about a directive approach to teacher development where the coach is in charge of the direction. The second shares a facilitative approach where teachers are in the driving seat.

This session will argue that neither approach can possibly be right. We'll look into what we mean when we talk about instructional coaching and make an argument that great coaching should be responsive, adapting to match the mental models of teachers. We'll end with a clear outline of how a truly responsive coaching approach works.

This session is designed for those who are familiar with Instructional Coaching and want to push their knowledge on further.

Session 3: Towards Professional Equity for Teachers

Teacher effectiveness is one of the most influential factors in great student outcomes. Yet all too often, developing great teaching is left to chance. Do we accept that developing teacher expertise is down to the luck of getting a job in a great school? Do students have a right to a great teacher or is this simply a matter of luck?

In this talk, I'll discuss the conditions that need to be in place to ensure 'professional equity': the systems and structures to remove luck and chance from teacher development. I'll argue that for teachers to thrive, the optimal balance of four change catalysts – insights, goals, steps and habits – must be in place. I'll cover the school professional development structures that should be in place to allow for optimal teacher development.

This session is designed for school leaders, Teaching and Learning leads and all those interested in high quality professional development.

Carolina Kuepperer-Tetzel



Dr Carolina Kuepper-Tetzel is a teaching-focused Associate Professor at the School of Psychology and Neuroscience at the University of Glasgow. She obtained her PhD. in Cognitive Psychology from the University of Mannheim and pursued postdoc positions at York University in Toronto and the Center for Integrative Research in Cognition, Learning, and Education (CIRCLE) at Washington University in St. Louis. She was a Lecturer in Psychology at the University of Dundee for four years before joining the University of Glasgow in 2020. She is an expert in applying findings from Cognitive Psychology to education and an enthusiastic science communicator. She leads the interdisciplinary [TILE Network](#) that connects educational sectors through a speaker series and is a member of the [Learning Scientists](#). Carolina is frequently invited to give continuing professional development workshops and keynotes on learning and teaching worldwide. She is passionate about teaching and aims at providing her students with the best learning experience possible. You can follow her work on Twitter [@pimpmymemory](#) or [LinkedIn](#).

Session 1: Research-Informed Strategies for Teaching and Learning

In this talk, I will present an overview of the most successful teaching strategies that resulted from years of rigorous research in cognitive psychology – a research area that investigates how humans remember information and why some strategies are better than others to maintain information in the long term. I will highlight the most important research findings alongside hands-on practical tips. The audience is encouraged to think of ways to apply these strategies right away to their teaching routine with minor tweaking only.

Session 2: The Effects of Seductive Details on Learning

One common approach to make topics more interesting to students is to add entertaining, but irrelevant information during teaching. This could be in the form of adding funny anecdotes or engaging pictures. The effects of adding such seductive details during instruction has been intensively researched in cognitive psychology – painting a rather negative picture of them. I will discuss important learner and context variables that moderate the effect and that should be taken into consideration before adding seductive details. This talk will conclude with practical recommendations for teaching practice.

Session 3: Myth Busting: The Evidence behind the Idea of Learning Styles

The learning styles idea is one of the most popular ideas that are still being promoted in schools; even though supporting scientific evidence for it is lacking. In this talk, I will provide an overview of the learning styles idea, explain its popularity, and close with alternative, better approaches to address valid individual differences in student learning

Session 4: Becoming a Critical Consumer and User of the Science of Learning

Teachers often encounter large volumes of research findings from the science of learning or other relevant fields. It can be challenging to navigate and keep up to date with new discoveries. Additionally, it is not always obvious how research findings may map onto classroom practice. Becoming a critical consumer and user of the science of learning can support making strategic and sensible decisions regarding one's teaching practice. This talk outlines how to achieve this by giving an overview on research methods.

Remy Lamon



After a career as a Middle Years Programme and Diploma Programme teacher in various countries (Switzerland, China, United Kingdom), as well as a member of school leadership teams and as an author of educational books, Rémy is now working as Senior IB World Schools Manager. This department was established in 2017 to support authorized schools in delivering quality education. The two main roles of the department are to be the voice of schools within the IB to advocate for their needs and to evaluate schools in a supportive manner to create opportunities for each school to grow. Rémy is there to support schools in their development and implementation of their IB programmes.

Session 1: How to use data to impact student learning

Data collection and analysis are key elements of programme development planning. They are an essential means of having an impact on student learning. Through data collection, schools can gain valuable insights into the implementation of their programmes, identify areas for improvement and plan for future development and growth. In this session, participants will reflect on how data can enable the whole school community to make evidence-based decisions to have a positive impact on student learning outcomes.

Peps Mccrea



Peps Mccrea is an award-winning teacher educator, designer and author. He is Dean of Learning Design at Ambition Institute, Director at Steplab, and author of the ultraconcise High Impact Teaching series. Peps has three Masters degrees, and Fellowships from the Young Academy and University of Brighton.

Keynote: The Science of Motivation

What is motivation for learning? How does it work? How can we influence it in the classroom? This session will offer a framework of 5 big ideas from the evidence on motivation plus 5 key strategies we can use to boost attention and effort in the classroom.

Session 1: The Science of Memory

How does learning work? How is memory involved? What can we do to maximise learning in the classroom? This session will provide an overview of the big ideas that spill out of the evidence around memory and how we can leverage them to boost learning in the classroom.

Helen Morgan



Helen Morgan is Head of International Consultancy at ECIS. Helen has worked extensively as an independent Educational Consultant with a range of UK and International schools and organisations. These include Cambridge International where Helen was a Lead Training Consultant and High Performance Learning where she successfully established the Fellowship of World Class Schools. Helen is also an accredited Senior Practitioner Coach with the European Coaching and Mentoring Council, empowering executive leaders in schools to drive improvement. She has a Master's degree in education and holds the National Professional Qualification for Headship.

Session: Metacognition: A Game Plan for Learning

Metacognition or 'thinking about thinking' can support students to take control of their learning. Metacognitive students are knowledgeable about themselves as learners; they know the right strategies to use and how to apply them to achieve their goals. In short, they have a game plan for learning that they implement, adapt and reflect upon.

In this session, participants will explore why metacognition is important and begin to unpack the key components of effective metacognition. By the end of this workshop, participants will be able to translate theory into practice and have practical toolkit of strategies to get to grips with metacognition.

Catriona Olsen



Catriona Olsen serves as the Executive Headteacher at King's InterHigh, a British curriculum and IB Diploma online school and a part of Inspired Education Group. With a background in Computer Science, Catriona has developed a robust career in education, holding various significant positions across the globe.

Her journey has taken her from Edinburgh to London and onto South Africa, where she was the Deputy Head of Academics and later the College Head at Reddam House Durbanville, also part of the Inspired Education group of schools.

Prior to her current role, she was the Head of Senior School at King's InterHigh, where she played a pivotal role in shaping the school's direction and educational ethos. King's InterHigh delivers virtual educational experiences to students, fostering a sense of belonging and respect for one another as well as providing the skills to solve real world problems through a love of lifelong learning.

Session 1: Pedagogy in online education

Effective online pedagogy requires teachers to not only be subject matter experts but also skilled in digital communication and familiar with the technological tools that facilitate online learning. The goal is to create a learning experience that is both engaging and effective, leading to meaningful outcomes for students. In this session, we will explore how King's InterHigh facilitates effective learning online by adapting traditional teaching strategies to the online context and by leveraging technology to support and enhance the educational process.

Andrew Peterson



Andrew Peterson is Professor of Character and Citizenship Education and is the Deputy Director of the Jubilee Centre for Character and Virtues. Andrew is also Head of Department for Education and Social Justice in the School of Education and Editor of the British Journal of Educational Studies. He has worked extensively with schools in England and internationally to develop character education. His research concentrates on the connections between character and citizenship education, particularly on the nature of civic virtues and their education in schools.

He has written widely in this area, combining theoretical and empirical research to examine how schools cultivate informed, active, and morally responsible citizenship. His work has been published in leading academic journals, in numerous books (most recently, *Civility and Democratic Education*) and he has edited several major collections on citizenship and civic education. Andrew has received grants from a range of funders, including the Australian Research Council and Leverhulme Trust, and he currently co-leads the Global Innovations in Character Development Platform initiative with Tom Harrison, funded by the Templeton World Charity Foundation. Andrew previously was a teacher of history, politics and economics.

Session 1: What is character education and why does it matter?

This session will introduce colleagues to the idea of character education (including key definitions) and the importance of character education for pupils, schools, communities and wider society. The session will introduce the Building Blocks of Character, as well as a ‘sought, taught and caught’ approach to character education. The session will highlight real, practical examples of how different schools approach character education, and will also ask colleagues to reflect on the approaches to character education taken by their own school(s).

Session 2: A caught, taught, sought approach to character education

This session will concentrate on how character education can be, and is, embedded within schools through a caught, taught and sought approach which builds a language of character within the school. The session will draw on leading research and practice on what works in character education to exemplify how character can be formed through the mission, ethos, culture and curriculum of schools and how schools can support pupils to seek their own character development. Practical examples from a range of schools will be included throughout the session.

Session 3: Character education – staff and leadership

This session will explore staff development and effective leadership for character education in schools. Drawing on several leading models of leadership for character and on practical examples from schools, the session will consider staff as role models for character, change management and achieving whole-school buy-in.

Session 4: Developing and extending character education provision: Next steps and key resources

Drawing together and building on the themes of the first three sessions, this fourth session will focus on developing a strategic plan for character education in schools, as well as for evaluating provision. The session will provide colleagues with core advice from school leaders that have embedded character education in their schools, as well as highlighting a range of practical examples, next steps and useful resources to support colleagues to develop their understanding and practice of character education beyond these four sessions.

TJ Power



Tj Power is a neuroscientist, international speaker, and the co-founder of Neurify, a prominent organisation at the forefront of the mental health sector. Neurify specialises in providing accessible and scientifically-backed teachings to enhance the optimisation of human’s mental health.

Having commenced his career as a psychology lecturer at the University of Exeter, Tj recognised a significant gap in the available mental health support within educational institutions and corporate environments. With a mission to empower individuals and equip them with the necessary tools for positive change, Tj has delivered over 300 keynotes across the United Kingdom and on the international stage. Tj has gained significant

recognition for his approach to mental health, particularly in the face of the challenges posed by our modern, digitally driven lives. Notably, he has achieved remarkable success in implementing his strategies within companies such as Coca Cola and the National Health Service (NHS), dismantling the barriers between our lifestyles and the well-being of our minds.

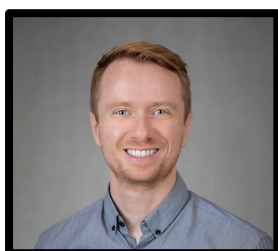
Session 1: The DOSE Effect | Transforming schools through cutting edge neuroscience

Embark on a transformative journey with the groundbreaking DOSE mental health model, proven to empower students, educators, and parents globally. Dive into an engaging and interactive session that will build your understanding of Dopamine, Oxytocin, Serotonin, and Endorphins and equip you with practical tools to revolutionise mental health within your school community.

Session 2: ADHD and Improving Student Attention Spans

Experience an engaging exploration into the causes of diminishing attention spans and discover how optimising student's dopamine will enhance their focus, mental health and academic success.

Liam Printer



Dr Liam Printer is a teacher, author, researcher and the host of [The Motivated Classroom](#) podcast. His podcast has had over 320,000 listens to date and was listed among the top 5% most downloaded of all podcasts globally and across all sectors in 2022. His work has centred on how autonomy, competence, and relatedness—the three basic psychological needs of self-determination theory (SDT)—have consistently been shown to underlie learners' intrinsic motivation, engagement, and persistence in language learning. His research has been published in a number of peer reviewed journals and he has been invited to present as the Keynote speaker at several international education conferences.

Session 1: Building motivation through co-created storytelling

This interactive workshop provides attendees with an overview of the research and practical applications of the Teaching Proficiency through Reading and Storytelling (TPRS) approach for language acquisition. Dr. Printer will present the findings from his research in the international school context on how co-created stories in the languages classroom build enthusiastic engagement among language learners, leading to heightened intrinsic motivation for both the teacher and their students. Participants will leave this session with an understanding of Self-Determination Theory of intrinsic motivation and how to apply it to the teaching of languages through co-created storytelling in the classroom.

Pritesh Raichura



Pritesh Raichura is the Assistant Principal in charge of Teaching & Learning at Ark Soane Academy, a new and growing comprehensive secondary school in London. Pritesh has held the position as Head of Science for the last 5 years.

At his previous school, which is also in London and has a comprehensive intake too, his department had some of the best results in the country.

Pritesh blogs at BunsenBlue.wordpress.com. He tweets from @Mr_Raichura.

Session 1: 100% Attention: the bedrock of excellent teaching

No matter how excellent your explanations are, if every single pupil in your classroom is not paying attention 100% of the time, your teaching will not land. In this session we explore both whole school strategies and strategies individual teachers can use to secure the full attention of all of their classes.

Session 2: Three Phases of Questioning: a coherent questioning model

Questioning is a hallmark of any lesson involving direct instruction. In this session, I provide a clear framework for a very concrete questioning strategy that teachers can use that foster deep understanding and fluency to build up in a very short time.

Kym Scott



Kym Scott is an early childhood consultant with 30 years' experience of working with children, teachers and leaders. She provides consultancy, training, workshops and keynote speeches across the UK and overseas on a number of subjects connected with early years education and beyond.

Her extensive work with international schools means that she has developed a strong understanding of this unique sector and has provided in-school training, for leaders, teachers and support staff across the globe.

She is an Affiliate Member of FOBISIA. and also runs her own online learning platform The Place to Learn, where whole teams can access her training videos to work through individually or as a team.

Session 1: Language boosting interactions - what research tells us

During this workshop delegates will hear recent research findings about the most impactful way to support children's developing vocabulary, explore the key elements that lead to high quality interactions which genuinely extend children's thinking, language and learning, and differentiate between interactions that boost children's language and learning and those that are less impactful.

Session 2: The Power of Play - an evidence-based approach to young children's learning

During this workshop delegates will explore how play can make learning more memorable and the science behind this, the difference between free play and playful learning, why both matter and what they look like in practice, and how to resource for challenging play.

Session 3: What matters mathematically for young children?

During this session delegates will explore what research tells us matter most in terms of children's early mathematical learning, view resourcing ideas for supporting children to explore their developing mathematical knowledge through play, and consider the adult role in extending mathematical learning in play.

Anne van Dam



Anne van Dam is an educator and educational consultant with a passion for play as children's active, complex, vivacious meaning making process. She views documentation as a way to grow as educators as they examine threads, ideas and connections underpinning these investigations.

Anne has worked as a teacher, curriculum coordinator, head of school and vice-principal at (international) schools in China, Singapore, Switzerland and The Netherlands. Anne was the Assistant Principal at the International School of Zug and Luzern, where she supported the development of a new vision for learning in the early years, placing a strong emphasis on relationships, play, learning spaces and documenting learning.

Anne moved to the Netherlands in 2015. This has given her the opportunity to collaborate with the PYP development team at the IB regional office in The Hague. She has worked on the IB PYP review focusing on learner agency, early years, inquiry and several aspects of 'the learning community'. Anne also collaborates with schools as an independent educational since 2015. Her aim is to support educators to develop a shared pedagogy based in honouring young children as amazing learners.

Session 1: Nurturing Curious Minds: Conceptual Learning and Theory Building in Early Years Classrooms

An engaging workshop designed exclusively for early years educators who are committed to fostering a love for learning in young children. In this workshop, we will explore the world of conceptual learning and how young children develop theories through play.

Young children are natural explorers, constantly seeking to make sense of the world around them. Through play they engage in profound learning experiences that go beyond simple 'interests.' In this workshop, we will delve into the idea that children are innate meaning makers, and we will discover how to harness their curiosity to facilitate deep and meaningful learning.

Session 2: Capturing Maps of Meaning: Documenting Learning in Early Years Education

Discover the art and science of documenting learning in the early years with our workshop designed exclusively for early childhood educators. In this hands-on and interactive workshop, we will explore the power of documentation as a tool for effective planning and meaningful engagement with young learners.

Documentation is not just about recording progress with regards to curriculum outcomes; it is a powerful means of uncovering children's learning journeys. Effective planning begins with collaborative interpretations. Discover how to look beyond the surface of children's play and conversations to identify the big ideas driving their curiosity and exploration.

Session 3: A Complex Interplay: The Relationship Between Play and Inquiry

This workshop will facilitate educators with connecting with multiple theories and practices, fostering a shared comprehension of the interplay between play and inquiry. Within these two constructs, we will delve into various aspects related to the teacher's role. This workshop will encourage educators to contemplate decisions about time, learning spaces and materials that spark curiosity and playfulness, degrees of choice, degrees of open-endedness of the learning engagements, what to document, and interactions that evoke play and inquiry.

Session 4: Embracing Uncertainty: Fostering Wonder, Surprise, and Curiosity in Learning

Join us for a thought-provoking workshop that explores the transformative power of wonder, surprise, and uncertainty in the learning process. In this engaging session, we will delve into the profound effects of uncertainty and curiosity on student motivation, enjoyment and overall learning outcomes.

Learn how young children naturally gravitate towards, or actively create, just the right amount of uncertainty when engaged in playful learning experiences. Together we will explore the implications of this research for the way we plan for and set up learning spaces and materials.

Frazer Cairns



Frazer Cairns joined the International School of Lausanne as its Director in 2017. With a background in management consultancy and journalism, he has worked as a science teacher and as a school leader in the UK, Indonesia, Switzerland, and Singapore. Frazer holds masters and doctorate degrees in education, his research focusing on the place of bilingualism in international education, and an MBA from Warwick Business School. Frazer is also a member of the Board of the Swiss Group of International Schools (SGIS)

Session 1: Sustainability Materiality Assessment - how to plan for maximum impact

Organisations and schools around the world are thinking about how best to approach sustainability in a sense that encompasses environmental, social, and economic sustainability. A 'materiality assessment' is a process that can help a school understand both what matters to its stakeholders, and what will actually make a difference. Done well it can enable the efficient allocation of the resources needed and provide insights for shaping future strategy.

This session will take you through a five-step assessment process, show you some of the challenges, and introduce some of its strategic implications.

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