



#IBHAGUE17



# **IB Global Conference 2017**

## **Conférence mondiale de l'IB 2017**

### **Conferencia global del IB de 2017**

**The Hague • 26 to 28 October**  
**La Haye • du 26 au 28 octobre**  
**La Haya • del 26 al 28 de octubre**



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# The International Baccalaureate mission statement

## Education for a better world

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# Déclaration de mission du Baccalauréat International

## L'éducation pour bâtir un monde meilleur

Le Baccalauréat International a pour but de développer chez les jeunes la curiosité intellectuelle, les connaissances et la sensibilité nécessaires pour contribuer à bâtir un monde meilleur et plus paisible, dans un esprit d'entente mutuelle et de respect interculturel.

À cette fin, l'organisation collabore avec des établissements scolaires, des gouvernements et des organisations internationales pour mettre au point des programmes d'éducation internationale stimulants et des méthodes d'évaluation rigoureuses.

Ces programmes encouragent les élèves de tout pays à apprendre activement tout au long de leur vie, à être empreints de compassion, et à comprendre que les autres, en étant différents, puissent aussi être dans le vrai.

# Declaración de principios del Bachillerato Internacional

## Una educación para un mundo mejor

El Bachillerato Internacional tiene como meta formar jóvenes solidarios, informados y ávidos de conocimiento, capaces de contribuir a crear un mundo mejor y más pacífico, en el marco del entendimiento mutuo y el respeto intercultural.

En pos de este objetivo, la organización colabora con establecimientos escolares, Gobiernos y organizaciones internacionales para crear y desarrollar programas de educación internacional exigentes y métodos de evaluación rigurosos.

Estos programas alientan a alumnos del mundo entero a adoptar una actitud activa de aprendizaje durante toda su vida, a ser compasivos y a entender que otras personas, con sus diferencias, también pueden estar en lo cierto.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



## The IB Global Conference 2017 offers a broad variety of sessions:

- Pre-conference sessions
- Plenary sessions
- Presentation sessions
- Focus groups
- Expo sessions from our sponsors, exhibitors and supporters

The conference programme booklet contains different types of information in one or more of the official working languages: **English, French and Spanish**.

All plenary sessions are conducted in **English**. Live **French** and **Spanish** translations are available () . Please obtain a headset at the entrance of the room for live translations.


All other sessions can be conducted in **English, French or Spanish**. Translations for these sessions are not provided, due to the high level of interactivity. The session description in this conference programme booklet reflects the language of the presentation.

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## Contenu de la conférence mondiale de l'IB 2017

- Sessions de pré-conférence
- Séances plénières
- Sessions de présentations
- Groupes de discussion
- Sessions tenues par les commanditaires, exposants et contributeurs de l'IB

Le programme de la conférence fournit différents types d'informations rédigées dans une ou plusieurs langues de travail officielles de l'IB, à savoir **l'anglais, le français et l'espagnol**.

Toutes les séances plénières se dérouleront en **anglais**. Un service d'interprétation simultanée sera proposé en **français** et en **espagnol** () . Les participants pourront se procurer des écouteurs à l'entrée de la salle.


Les autres sessions se tiendront en **anglais, en français ou en espagnol**. En raison du niveau élevé d'interactivité de ces sessions, il ne sera pas possible de proposer un service d'interprétation. La langue de chaque intervention est précisée dans les descriptions des sessions fournies dans le programme de la conférence.

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## Contenidos de la conferencia global del IB de 2017:
















- Sesiones previas a la conferencia
- Sesiones plenarias
- Sesiones de presentación
- Grupos de discusión
- Presentaciones de nuestros patrocinadores, expositores y entidades colaboradoras

El programa de la conferencia ofrece distintos tipos de información en una o varias de las lenguas de trabajo oficiales del IB: **español, francés e inglés**.

Todas las sesiones plenarias se celebrarán en **inglés** y contarán con interpretación simultánea al **español y francés** () . Para escuchar la interpretación a estas lenguas, obtenga unos auriculares en la entrada de la sala.

Todas las demás sesiones serán en **español, francés o inglés** y, dado su alto nivel de interactividad, no contarán con servicio de interpretación. La descripción de cada sesión que encontrará en este programa de la conferencia refleja la lengua en que se desarrollará la sesión.



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**Colour Coding Key**

 Thursday

 Friday

 Saturday

Registration, Breaks, Events

Focus Groups/Expo Sessions/Association Meetings



**Username: IBHAGUE17**  
**Password: IBcommunity**



*Welcome!*

**Siva Kumari**

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**EN** I am delighted to welcome you to the 2017 International Baccalaureate (IB) Global Conference in The Hague, The Netherlands.

The theme “Inspiring Communities” highlights how IB schools inspire and are inspired, through educational research, building collaborative networks, focusing on leadership, diversity, higher education partnerships, and innovation. And, equally importantly, putting a spotlight on the value that the IB and I place on the role of educators in developing young people to create a better world.

“Inspiring Communities” is a phrase reflective of the IB communities that I visited around the world in the first six months of the year. From South Africa to Jordan, from Hong Kong to Japan, from Australia to Dubai and to Sweden, I met with heads of schools, IB coordinators, teachers, students and educational authorities to listen to their needs so that I can be better guided in my efforts in the IB, and bring to life our three-pronged strategy: (1) community, (2) innovation and (3) services to schools.

I remain inspired by all that you do as a community, as you implement with integrity the rigorous and holistic programmes of the IB. Collectively let us remain steadfast in moulding young human potential into people who create a better world for each other, and for all of us. There is no higher calling than education and I thank you for your efforts in doing that hard work every day, in every IB classroom, all around this world.

I hope you have a memorable conference experience, by connecting with old friends, meeting new friends and learning more from each other.

I look forward to meeting you during my travels and hope to see you at our 2018 conferences to celebrate our IB’s 50th anniversary.

Warm regards,

Dr Siva Kumari  
IB Director General



*Bienvenue !*

**Siva Kumari**

**FR** C'est avec plaisir que je vous accueille à la conférence mondiale de l'IB de 2017 à La Haye aux Pays-Bas.

Le thème de la conférence « Communautés, sources d'inspiration » souligne l'influence des communautés scolaires de l'IB en matière de recherche pédagogique, de réseaux de coopération, de direction, de diversité, de partenariats d'enseignement supérieur et d'innovation, et ce qui les inspire dans ces domaines. Par ailleurs, elle met en lumière la valeur que l'IB et moi-même accordons au rôle des professionnels de l'éducation dans l'épanouissement des jeunes pour bâtir un monde meilleur.

« Communautés, sources d'inspiration » fait référence aux communautés de l'IB auxquelles j'ai rendu visite dans le monde entier au cours des six premiers mois de l'année. De l'Afrique du Sud à la Jordanie, de Hong Kong au Japon, de l'Australie à Dubai et à la Suède, j'ai rencontré des chefs d'établissement, des coordonnateurs, des enseignants, des élèves et des autorités éducatives pour être à l'écoute de leurs besoins. Leurs commentaires m'aident à concrétiser les trois niveaux de la stratégie de l'IB : (1) communauté, (2) innovation et (3) services aux établissements scolaires.

Le travail que vous réalisez en tant que communauté pour mettre en œuvre les programmes rigoureux et globaux de l'IB avec intégrité demeurent pour moi une source d'inspiration. Continuons de manière collective et déterminée à façonner les jeunes pour qu'ils deviennent les bâtisseurs d'un monde meilleur pour nous tous. Il n'existe aucune vocation plus noble que l'éducation. Je vous remercie de votre dévouement à ce travail chaque jour, dans chaque classe de l'IB, à travers le monde.

J'espère que vous ferez l'expérience de moments inoubliables durant la conférence, notamment en retrouvant d'anciens amis, en nouant de nouvelles amitiés et en apprenant les uns des autres.

J'espère pouvoir vous rencontrer au cours de mes voyages et de vous voir à l'une de nos conférences en 2018 pour célébrer le 50<sup>e</sup> anniversaire de l'IB.

Salutations distinguées,

Siva Kumari  
Directrice générale de l'IB



## Bienvenidos Siva Kumari

**ES** Es un placer darles la bienvenida a la Conferencia global del IB de 2017, que tendrá lugar en La Haya (Países Bajos).

El tema de la conferencia, “Comunidades que inspiran”, hace referencia a cómo los Colegios del Mundo del IB inspiran y reciben inspiración a través de la investigación educativa, la creación de redes de colaboración, el énfasis en el liderazgo, la diversidad, las asociaciones con instituciones de educación superior y la innovación. Se trata igualmente de poner de relieve el valor que tanto yo como el IB otorgamos a la función de los educadores en la formación de jóvenes para crear un mundo mejor.

La expresión “Comunidades que inspiran” representa bien a las comunidades del IB que he visitado en todo el mundo durante los primeros seis meses de este año. He estado en Sudáfrica y Jordania, en Hong Kong y Japón, en Australia, Dubái y Suecia, y me he reunido con directores de colegios, coordinadores de programas del IB, docentes, alumnos y autoridades educativas para saber cuáles son sus necesidades. Esto me permite orientar mejor mis esfuerzos en el IB y llevar a la práctica nuestra estrategia de triple enfoque: 1. Comunidad; 2. Innovación; y 3. Servicios a los colegios.

La encomiable labor que todos ustedes realizan como comunidad, a medida que implementan con integridad los rigurosos y holísticos programas del IB, sigue siendo para mí una fuente de inspiración. Sigamos perseverando juntos en la labor de ayudar a niños y jóvenes a aprovechar su potencial para convertirse en personas que creen un mundo mejor para todos. No hay vocación más digna que la educación, y les doy las gracias por el esfuerzo que dedican a esta difícil tarea todos los días, en cada aula de cada rincón del mundo del IB.

Confío en que tendrán una experiencia memorable en la conferencia, donde podrán encontrarse con viejos amigos, hacer otros nuevos y disfrutar de un aprendizaje recíproco.

Espero verles durante mis viajes y que nos encontremos en las conferencias del IB de 2018, en las que celebraremos el 50 aniversario de nuestra organización.

Saludos cordiales,

Siva Kumari  
Directora general del IB



# Use the 2017 IB Global Conference, The Hague app!

Download the Conference App on your mobile now.

## Three ways to download the app:

1. Simply scan the QR Code with a QR reader
2. Enter the following URL in your smartphone's browser:  
<https://crowd.cc/s/1470w>
3. Use web version of the app on your laptop or Blackberry:  
<https://crowd.cc/ibhague17>

## What can you do with this app?

- Find information on sessions, speakers, sponsors and more
- Tailor your Conference programme based on your preferences
- Engage real-time with speakers and other delegates using the interactive functionalities



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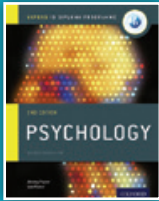
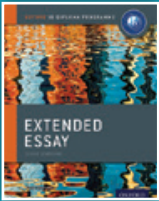
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IB Global Conference  
Conférence mondiale de l'IB  
Conferencia global del IB

# Immerse learners in the IB approach

## DP



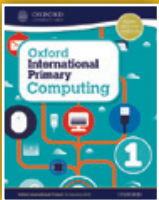
- Trust our expert authors to provide the most accurate syllabus match
- Develop the interdisciplinary skills and analytical thinking central to long-term achievement

## MYP



- Fully deliver the MYP approach via support for *all* aspects of the framework
- Strengthen subject knowledge with an awareness of wider contexts and connections

## PYP



- Cultivate the critical thinking and problem-solving skills that deepen understanding
- Nurture internationally-minded, reflective learners who inquire and collaborate



In The Netherlands, there are over 1,000 windmills that have been standing since 1850.

# Experience learning moments outside of the classroom

Find out how we're supporting IB schools to deliver the Diploma Programme by bringing traditional learning methods into the 21st century:  
[www.pamojaeducation.com](http://www.pamojaeducation.com)

**Registration pre-conference, sponsors & exhibitors**

08:00 – 10:00

**Pre-conference sessions**

10:30 - 12:00

**Lunch & exhibition**

12:00 – 13:00

**Pre-conference sessions**

13:00 – 14:30

**Coffee break & exhibition**

14:30 – 15:00

**Pre-conference sessions**

15:00 – 16:00

**Registration main conference**

13:00 – 20:00

**Opening plenary: Daniel Goleman (via live-stream)**

Moderated by Mette Miriam Rakel Böll

17:00 – 19:00

**Welcome reception**

19:00 – 20:30

**Colour Coding Key**

Thursday



Friday



Saturday

Registration, Breaks, Events

Focus Groups/Expo Sessions/Association Meetings

**Conference registration**

07:30 – 08:45

**Plenary: Tony Wagner**

08:45 – 10:00

**Presentation sessions 1**

10:15 – 11:15

**Coffee break & exhibition**

11:15 – 11:45

**Presentation sessions 2**

11:45 – 12:45

**Lunch & exhibition**

12:45 – 14:30

**Expo sessions—Focus groups**

13:00 – 14:00

**Presentation sessions 3**

14:30 – 15:30

**Coffee break & exhibition**

15:30 – 16:00

**Plenary: Patrick Awuah**

16:00 – 17:00

**Association meetings**

17:00 – 18:00

**Transportation to conference evening venue (Provided by the IB)**

18:00 – 19:00

**Conference dinner and entertainment**

19:00 – 23:30





**Plenary: Mary Helen Immordino-Yang**

08:45 - 10:00



**Presentation sessions 4**

10:15 - 11:15



**Coffee break & exhibition**

11:15 - 11:45



**Presentation sessions 5**

11:45 - 12:45



**Lunch & exhibition**

12:45 - 14:30



**Expo sessions—Focus groups**

13:00 -14:00



**Presentation sessions 6**

14:30 - 15:30



**Coffee break & exhibition**

15:30 - 16:00



**Closing plenary: Ewan McIntosh**

16:00 - 17:30

**Colour Coding Key**



Thursday



Friday



Saturday

Registration, Breaks, Events

Focus Groups/Expo Sessions/Association Meetings

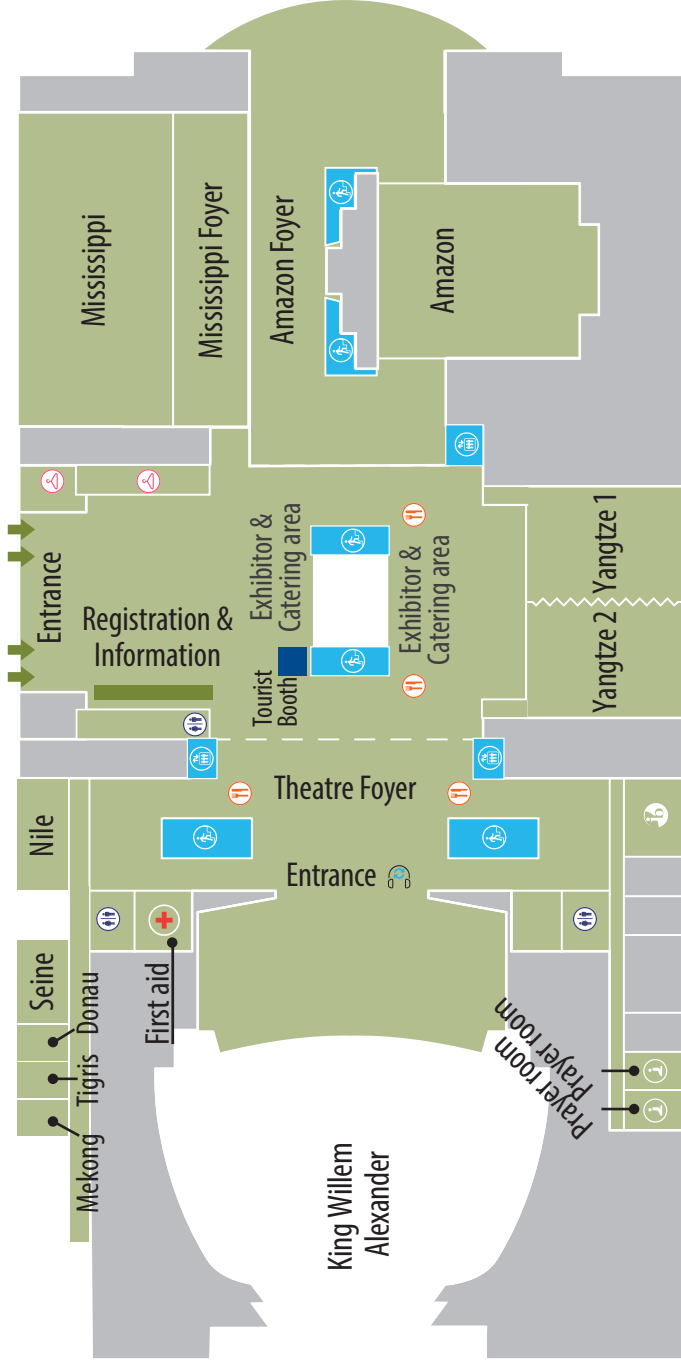


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VENUE MAP

Level 1 Rivers



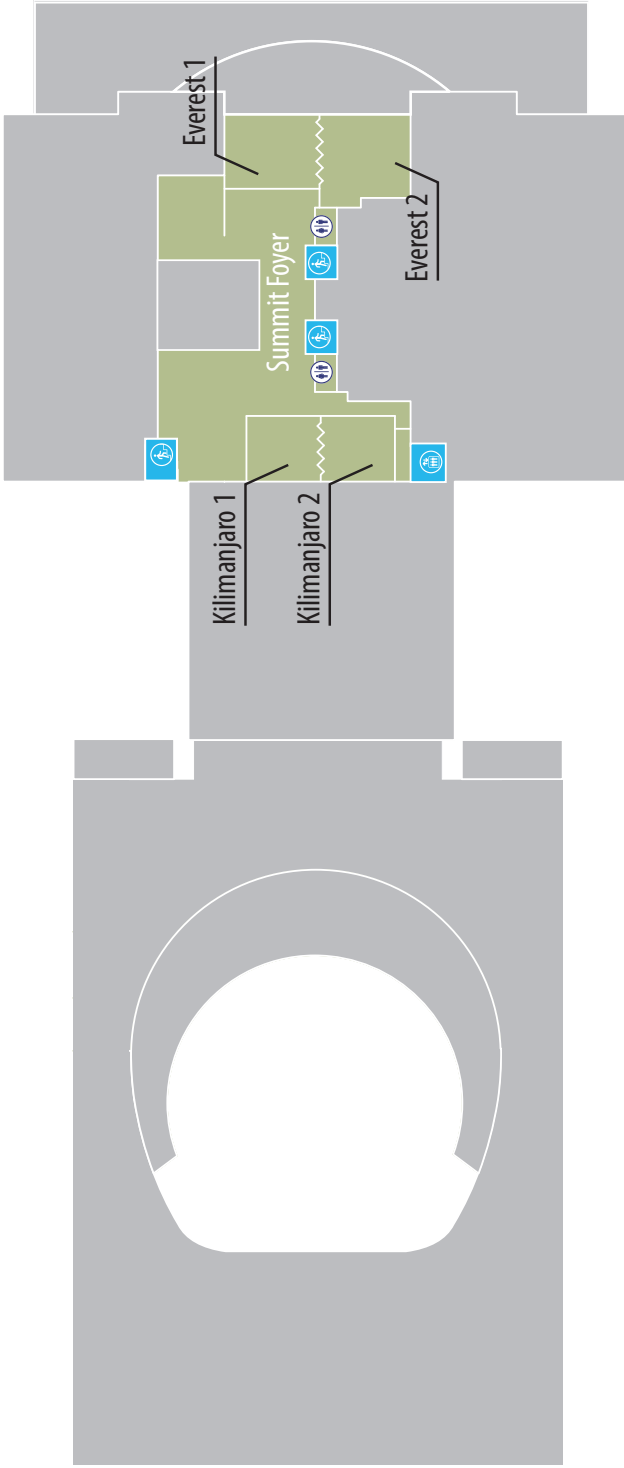



# VENUE MAP

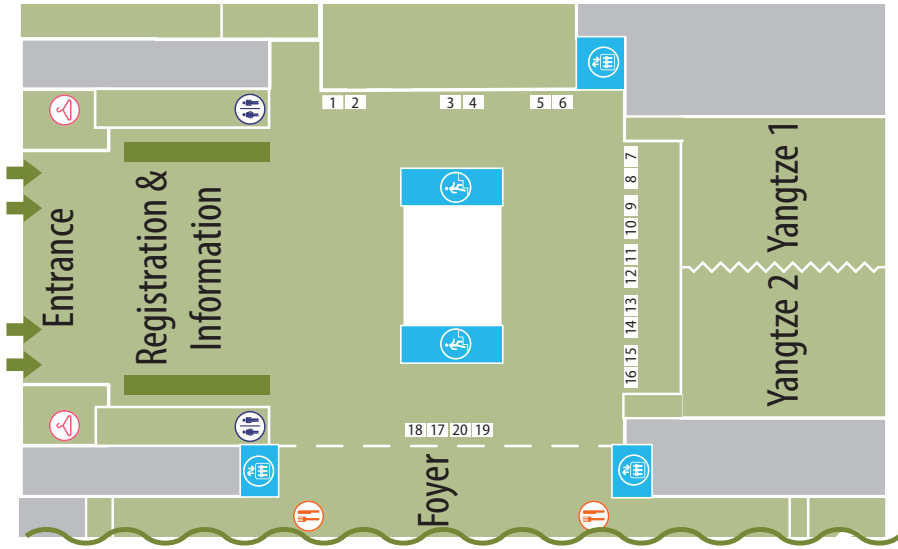
## Level 0 Continents





	Cloakroom		First Aid P-1		Escalator		Catering
	Toilets		Prayer room		Elevator		Not in use



## Project Zero Programs

at the Harvard Graduate School of Education for IB Category 3 PD

### How do you create classroom cultures that support students' development as thinkers and learners?

Explore thinking, understanding, and creativity through six **online**, practice-based, 13-week courses for small teams of educators, or a week-long transformational experience **on campus** with Project Zero Classroom.

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Contact us:

[ppe@gse.harvard.edu](mailto:ppe@gse.harvard.edu)

or 800-545-1849



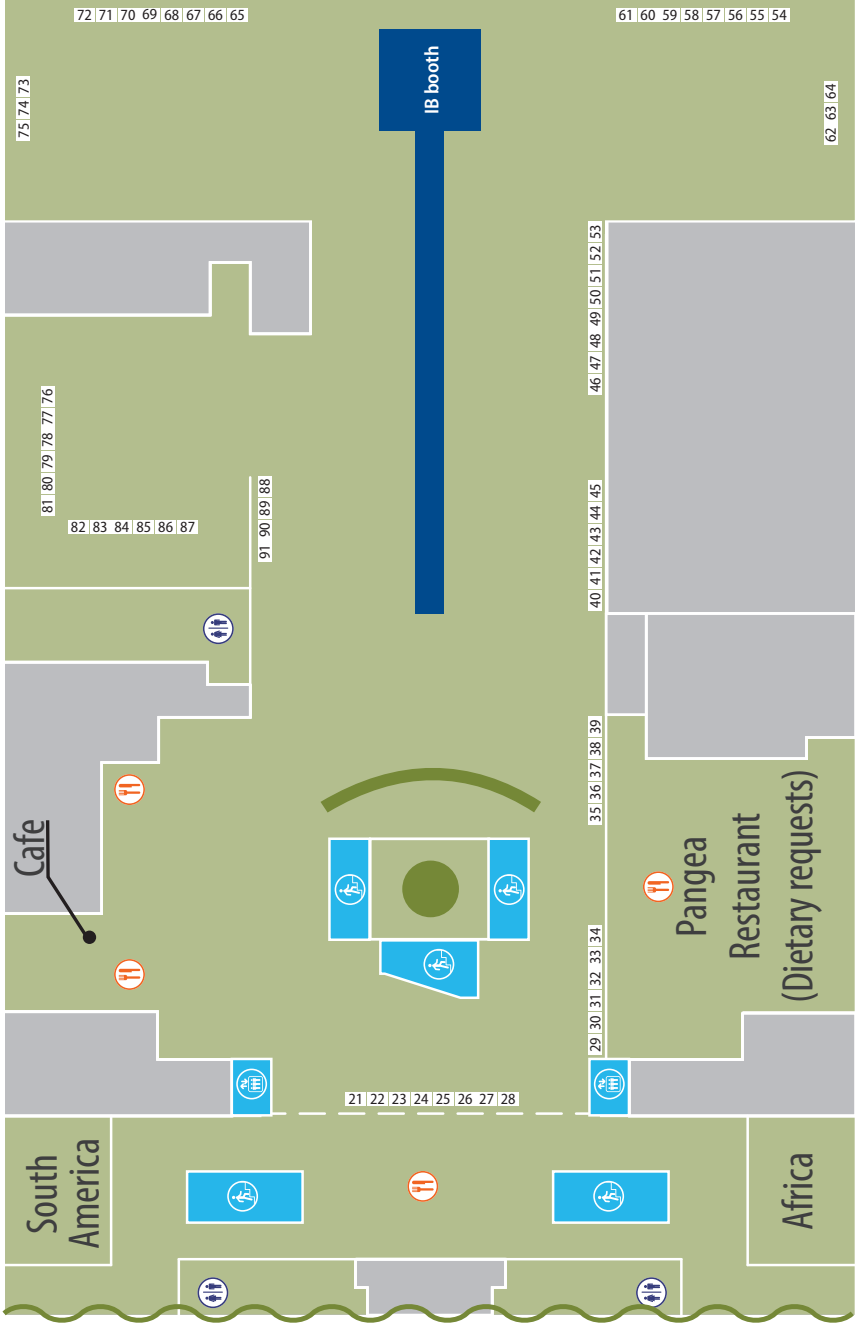
Professional  
Education



PROJECT ZERO



# Sponsors & Exhibitors (Level 0 Continents)





The Conference evening is taking place at the Louwman Museum in The Hague  
Leidsestraatweg 57, 2594 BB Den Haag



### A Conference evening steeped in history

The Louwman Museum is home to the world's oldest private collection of motor cars, compiled by two generations of the Louwman family. The museum comprises over 230 antique and classic motor cars. The Museum and its classic car collection will serve as a fabulous backdrop to a great IB Global Conference evening.

19.00 – 23.30      *Conference evening with buffet, drinks, music and entertainment  
(dress code: smart casual)*

*Bus transportation will be provided to and from the Louwman Museum evening venue and the World Forum Conference venue.*



## La soirée de la conférence aura lieu au musée Louwman, à La Haye



Leidsestraatweg 57, 2594 BB Den Haag

### Une soirée de conférence imprégnée d'histoire

Le musée Louwman accueille la plus ancienne collection privée d'automobiles au monde, qui a été réunie par deux générations de la famille Louwman. Plus de 230 automobiles anciennes et de collection y sont exposées. Le musée et sa collection d'automobiles anciennes constitueront une magnifique toile de fond pour la soirée de la conférence mondiale de l'IB.

*De 19 h à 23 h30: soirée de conférence avec buffet, boissons, musique et divertissement  
(code vestimentaire : chic et décontracté)*

*L'aller-retour en bus sera organisé entre le World Forum, où se tient la conférence, et le musée Louwman, où se tiendra la soirée.*

.....

## La velada de la conferencia se celebrará en el Museo Louwman de La Haya



Leidsestraatweg 57, 2594 BB, La Haya

### Una velada llena de historia

El Museo Louwman alberga la colección privada de automóviles más antigua del mundo, reunida por dos generaciones de la familia Louwman. La muestra comprende más de 230 automóviles antiguos y clásicos. El museo y su colección de automóviles clásicos ofrecerán un fantástico escenario para una magnífica velada en el marco de la Conferencia global del IB.

*19.00-23.30 Velada de la conferencia. Incluye bufé, bebidas, música y espectáculos.  
Etiqueta: elegante informal.*

*Se ofrecerá un servicio de traslado en autobús de ida y vuelta entre el Museo Louwman y el centro de congresos World Forum, lugar de la conferencia.*



## IB bus transport for the conference evening

Friday 27 October

### **PICK UP:** World Forum to Louwman Museum

First bus leaves at 18:00

Buses leave in intervals of 10 to 15 minutes

Last bus leaves at 19:00

### **RETURN:** Louwman Museum to World Forum

First bus leaves at 21:30

Buses leave in intervals of 10 to 15 minutes

Last bus leaves at 23:30

## Venue addresses

World Forum  
Churchillplein 10, The Hague



Louwman Museum  
Leidsestraatweg 57, The Hague



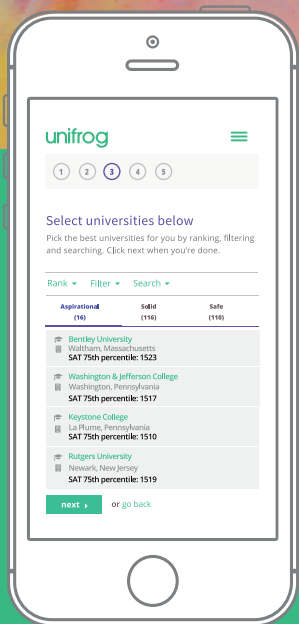
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- Stakeholder communication

“ Assessment tools such as *CAT4* and *PASS* can be valuable allies in the delivery of quality IB learning to students. Highly complementary to a variety of elements of the programmes. ”

Gillian Ashworth  
Education Consultant, IB Educator, and  
Principal of Edubridge International School

gl-education.com

Join our  
Expo workshops –  
1pm on Friday &  
Saturday





Daniel Goleman, Ph.D.

Opening Plenary: Thursday 17:00 – 19:00

**EN** Daniel Goleman is a psychologist and science journalist best-known for his 1995 book *Emotional Intelligence*, which became a global best-seller. That book argued for educating children’s emotional and social abilities along with academics. Toward that end he was a co-founder of the Collaborative for Academic, Social and Emotional Learning, initially at the Yale Child Studies Center and subsequently based at the University of Illinois. His recent book, *The Triple Focus in Education* (MoreThanSound Publications) with MIT’s Peter Senge, proposes that the next step in social-emotional learning add three levels: cultivation of attention and contemplative skills; empathy and compassion; and systems learning. His latest book, *A Force for Good: The Dalai Lama’s Vision for Our World*, puts an education that values compassion at the heart of the changes humanity needs in order to meet coming global challenges.

## Overview

### Teaching compassionate systems: The need and the science

Systems learning allows students to understand complexities like economics, the environment, and organizations, and to analyze how to impact them. A

compassionate attitude adds the motivation to impact systems for the better. A working example of compassionate systems thinking applies this outlook to the environment. Examples of classrooms where systems learning and concern for others are being taught speaks to the pedagogy. Finally, new scientific findings speak to how sustained mental exercises impact compassion.

.....

**FR** Psychologue et journaliste scientifique, Daniel Goleman est surtout connu pour son ouvrage *L’intelligence émotionnelle*, paru en 1995, qui est un best-seller international. Ce livre fait valoir la nécessité de développer les compétences émotionnelles et sociales des enfants en plus de leurs compétences scolaires. À cette fin, il a cofondé l’organisation Collaborative for Academic, Social and Emotional Learning, qui siégeait initialement au Yale Child Studies Center avant de s’installer dans les locaux de l’Université de l’Illinois. Dans un récent ouvrage, *The Triple Focus: A New Approach to Education* (MoreThanSound Publications) coécrit avec Peter Senge du MIT, il propose d’ajouter trois niveaux supplémentaires à l’apprentissage social et affectif : le développement des compétences d’attention et de contemplation, l’empathie et la compassion ainsi que l’apprentissage des systèmes. Dans



son tout dernier livre, *A Force for Good: The Dalai Lama's Vision for Our World*, il place une éducation qui met en avant la compassion au cœur des changements dont l'humanité a besoin pour faire face aux défis mondiaux qui se profilent à l'horizon.

## Présentation

# Enseigner les systèmes compassionnels : nécessité et aspects scientifiques

Grâce à l'apprentissage des systèmes, les élèves peuvent comprendre des concepts complexes comme l'économie, l'environnement et les organisations, et analyser de quelles manières ils peuvent les influencer. Une attitude compassionnelle se caractérise par une volonté supplémentaire d'influencer les systèmes de manière positive. Un exemple réussi de réflexion liée aux systèmes compassionnels montre l'application de cette perspective à l'environnement immédiat. Les salles de classe où l'apprentissage des systèmes et la sollicitude à l'égard des autres sont enseignés illustrent bien cette pédagogie. Enfin, de nouvelles recherches scientifiques révèlent que des exercices mentaux réguliers influencent la compassion.

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**ES** Daniel Goleman es un psicólogo y periodista científico conocido sobre todo por su libro *Inteligencia emocional* publicado en 1995, que se convirtió en un superventas mundial. En el libro se aboga por educar la capacidad emocional y social de los niños además de enseñar el contenido académico. Con ese fin, cofundó el Collaborative for Academic, Social and Emotional Learning, en un

principio en el Yale Child Studies Center y, posteriormente, en la Universidad de Illinois. Su reciente libro, *Triple focus: un nuevo acercamiento a la educación* (Ediciones B), en el que ha trabajado junto a Peter Senge del MIT, propone que el siguiente paso del aprendizaje socioemocional consista en añadir tres niveles: el cultivo de las habilidades de atención y contemplativas; la empatía y la compasión; y el aprendizaje de sistemas. Su último libro, *La fuerza de la compasión: la enseñanza del Dalai Lama para nuestro mundo*, sitúa la educación que valora la compasión en el centro de los cambios que necesita la humanidad para abordar los próximos desafíos mundiales.

## Descripción general

# La necesidad de enseñar sobre sistemas fundamentados en la compasión y sus aspectos científicos

Aprender sobre los sistemas permite a los alumnos comprender conceptos complejos, como la economía, el medio ambiente y las organizaciones, y analizar las formas de influir en ellos. Una actitud compasiva aporta motivación para influir en los sistemas con el fin de mejorarlos. Un ejemplo práctico de pensamiento relacionado con los sistemas fundamentados en la compasión es la aplicación de esa perspectiva al entorno. Los ejemplos de aulas en las cuales se enseña a aprender sobre los sistemas y a mostrar interés por otros se relacionan con la pedagogía. Por último, las conclusiones de nuevos estudios científicos indican cómo influyen en la compasión los ejercicios mentales constantes.



## Tony Wagner

Plenary: Friday 08:45 – 10:00

**EN** Tony Wagner currently serves as an Expert In Residence at Harvard University's new Innovation Lab and as a Senior Research Fellow at the Learning Policy Institute, founded by Linda Darling-Hammond in 2015. Prior to these appointments, Tony was the first Innovation Education Fellow at the Technology & Entrepreneurship Center at Harvard, and the founder and co-director of the Change Leadership Group at the Harvard Graduate School of Education for more than a decade. His previous work experience includes twelve years as a high school teacher, K-8 principal, university professor in teacher education, and founding executive director of Educators for Social Responsibility.

Tony is a frequent speaker at national and international conferences and a widely published author. His work includes numerous articles and six books. Tony's latest, *Most Likely To Succeed: Preparing Our Kids for The Innovation Era*, co-authored by Ted Dintersmith, was just published by Scribner. *Creating Innovators: The Making of Young People Who Will Change The World*, was published by Scribner in 2012 to rave reviews and has been translated into 12 languages. His 2008 book, *The Global Achievement Gap* continues to be an international best seller, with a Second Edition recently released.

Tony recently served as the Strategic Education Advisor for a major new education documentary, *Most Likely to Succeed*, which had its world premiere at the 2015

Sundance Film Festival. He also collaborated with noted filmmaker Robert Compton to create a 60 minute documentary, *The Finland Phenomenon: Inside The World's Most Surprising School System* in 2010. Tony earned an M.A.T. and an Ed.D. at the Harvard University Graduate School of Education.

### Overview

## Creating innovators: The making of young people who will change the world

When information is ubiquitous and free, and when basic education is available to billions of people worldwide, only one set of skills can ensure this generation's economic future: the capacity for innovation. The skills and dispositions for innovation are equally important for active and informed citizenship. What must parents, teachers, mentors, and employers do to develop the capacities of many more young people to be the innovators that they want to be—and that we need them to become? What do the best schools and colleges do to teach the skills of innovation? In a talk based on his most recent books, *Creating Innovators: The Making of Young People Who Will Change The World*, and *Most Likely To Succeed*, Tony Wagner addresses questions vital to the future.



Tony Wagner est actuellement expert en résidence au sein du nouvel Innovation Lab de l'Université Harvard. Il est également agrégé supérieur de recherche au Learning Policy Institute, fondé par Linda Darling Hammond en 2015. Auparavant, M. Wagner a été le tout premier agrégé en innovation pédagogique au Technology and Entrepreneurship Center at Harvard. Il a aussi fondé le Change Leadership Group de la Harvard Graduate School of Education, qu'il a codirigé pendant plus de dix ans. Par le passé, M. Wagner a travaillé pendant douze ans en tant qu'enseignant du secondaire, directeur de section de la maternelle au premier cycle secondaire, professeur d'université en formation des enseignants et directeur exécutif fondateur de l'organisation Educators for Social Responsibility.

Tony Wagner intervient fréquemment dans le cadre de conférences nationales et internationales et est l'auteur de nombreuses publications. Il a notamment rédigé six ouvrages ainsi qu'un grand nombre d'articles. Son dernier ouvrage, intitulé *Most Likely To Succeed: Preparing Our Kids for The Innovation Era*, rédigé en collaboration avec Ted Dintersmith, vient d'être publié chez Scribner. Son livre *Creating Innovators: The Making of Young People Who Will Change The World*, a été publié chez Scribner en 2012. Il a reçu d'excellentes critiques et a été traduit en 12 langues. Un autre de ses ouvrages, *The Global Achievement Gap*, publié en 2008, est toujours un best-seller international et vient de faire l'objet d'une deuxième édition.

Tony Wagner a récemment exercé le rôle de conseiller stratégique en éducation dans le cadre d'un nouveau documentaire majeur consacré à l'éducation, intitulé *Most likely to succeed*, qui a été présenté en première mondiale à l'occasion du Sundance Film Festival en 2015. Il a également collaboré avec le célèbre

réalisateur Robert Compton dans le cadre de la réalisation d'un documentaire de 60 minutes, *The Finland Phenomenon: Inside The World's Most Surprising School System*, en 2010. Tony Wagner est titulaire d'une maîtrise en éducation et d'un doctorat qu'il a obtenus à la Harvard University Graduate School of Education.

## Présentation

# Créer des innovateurs : former les jeunes qui changeront le monde de demain

De nos jours, l'information est omniprésente et disponible gratuitement, et des milliards d'individus ont accès à une éducation de base à travers le monde. Dans un tel contexte, seul un ensemble de compétences peut garantir l'avenir économique de cette génération : la capacité d'innover. Les compétences et les qualités en matière d'innovation sont tout aussi importantes pour former des citoyens actifs et avisés. Que doivent faire les parents, les enseignants, les mentors et les employeurs pour développer les capacités d'un nombre croissant de jeunes afin qu'ils deviennent les innovateurs qu'ils aspirent à être et dont nous avons besoin ? Que font les meilleurs établissements d'enseignement secondaire et d'enseignement supérieur pour enseigner les compétences en matière d'innovation ? Dans le cadre de sa présentation fondée sur ses derniers ouvrages, respectivement intitulés *Creating Innovators: The Making of Young People Who Will Change The World* et *Most Likely To Succeed: Preparing Our Kids for The Innovation Era*, Tony Wagner traite de questions qui revêtent une importance cruciale pour l'avenir.

**ES** Tony Wagner es experto en residencia en el nuevo Laboratorio de innovación de la Universidad de Harvard e investigador superior en el Learning Policy Institute, fundado por Linda Darling-Hammond en 2015. Anteriormente, fue el primer *Innovation Fellow* de Educación en el Technology & Entrepreneurship Center at Harvard, y fundador y codirector del Change Leadership Group en la Escuela Superior de Educación de la Universidad de Harvard durante más de una década. Su experiencia laboral previa incluye 12 años como profesor de secundaria, director de primaria y del primer ciclo de secundaria, profesor universitario de capacitación docente y director ejecutivo fundador de Educators for Social Responsibility.

Es un orador frecuente en conferencias nacionales e internacionales, y un autor prolífico. Su trabajo incluye múltiples artículos y seis libros. La editorial Scribner publicó su último libro, *Most Likely To Succeed: Preparing Our Kids for The Innovation Era*, escrito conjuntamente con Ted Dintersmith. En 2012, esa misma editorial publicó la versión original inglesa de *Creando innovadores: la formación de los jóvenes que cambiarán el mundo*, que ha recibido críticas muy favorables y se ha traducido a 12 lenguas. Su libro de 2008, *The Global Achievement Gap*, del que se acaba de publicar una segunda edición, sigue siendo un superventas mundial.

Recientemente ha ejercido de asesor estratégico en educación en un nuevo e importante documental sobre educación titulado *Most Likely to Succeed*, que se estrenó mundialmente en el Festival de Cine de Sundance en 2015. Por otra parte, colaboró con el notable cineasta Robert Compton para crear el documental de 60 minutos *The Finland Phenomenon: Inside*

*The World's Most Surprising School System* en 2010. Tony Wagner obtuvo un máster en Enseñanza y un doctorado en Educación en la Escuela Superior de Educación de la Universidad de Harvard.

### Descripción general

## Creando innovadores: la formación de los jóvenes que cambiarán el mundo

Cuando la información es ubicua y libre, y cuando la educación básica está disponible para millones de personas de todo el mundo, solo un conjunto de habilidades puede garantizar el futuro económico de esta generación: la capacidad de innovación. Las habilidades y las disposiciones para la innovación son de igual importancia para una ciudadanía activa e informada. ¿Qué deben hacer los padres, los docentes, los mentores y los empleadores para desarrollar las capacidades de muchos más jóvenes de manera que sean los innovadores que desean ser (y que necesitamos que sean)? ¿Qué hacen los mejores colegios y universidades para enseñar las habilidades de innovación? En una charla sobre sus libros más recientes, *Creando innovadores: la formación de los jóvenes que cambiarán el mundo* y *Most Likely To Succeed*, Tony Wagner aborda cuestiones fundamentales para el futuro.



## Patrick Awuah

Plenary: Friday 16:00 –17:00

**EN** Patrick Awuah is the founder and president of Ashesi University, a private, not-for-profit institution that has quickly gained a reputation as one of Ghana's finest institutions of higher learning. Patrick left Ghana in 1985 when Swarthmore accepted him on a near-full scholarship. In 2001, after living in America for almost two decades, Patrick Awuah returned to Ghana.

Before founding Ashesi University, Patrick worked as a Program Manager for Microsoft where, among other things, he spearheaded the development of dial-up internet working technologies and gained a reputation for bringing difficult projects to completion.

He holds bachelor degrees in Engineering and Economics from Swarthmore College; an MBA from UC Berkeley's Haas School of Business; and honorary doctorates from Swarthmore College and Babson College.

In recognition of his service to Ghana, Patrick was awarded Membership of the Order of the Volta by His Excellency, President J.A. Kufuor in July 2007. The Order of the Volta is one of Ghana's highest awards, given to individuals who exemplify the ideal of service to the country.

He has won many prestigious international awards including the MacArthur Fellowship and the McNulty Prize. In 2015, Patrick

was named one of the 50 greatest leaders in the world by Fortune Magazine. He has also twice been recognized by a PricewaterhouseCoopers survey of Ghanaian CEOs as one of the ten most respected CEOs in Ghana. In December 2015, Patrick was recognized by Africa Leadership Initiative — West Africa (ALIWA) as a "Genius Fellow" an honour reserved for only 20 people around the world.

He is a Fellow of the Africa Leadership Initiative of the Aspen Global Leadership Network; a member of the Council on Foreign Relations; and a member of the Tau Beta Pi honor society for excellence in engineering.

### Overview

## Educating leaders in Africa

The question of transformation in Africa is a question of leadership. The problems confronting Africa can only be solved by enlightened and ethical Africans; and the way we educate our people has a lot to do with forming such leaders.

I will share my leadership journey after leaving high tech in the US to return to Ghana to help with Higher Education specifically to

educate ethical and entrepreneurial leaders who will cause a renaissance in Africa. Ashesi University College, seeks to enlighten youngsters and develop the skills necessary to make an impact in the life of others and future generation by engaging in the solution

of key issues on our continent. Whilst we can learn from other examples around the world, the challenges faced in Africa are unique and understanding that reality has helped us design an educational experience that is meaningful and relevant to our students.

**FR** Patrick Awuah est fondateur et président de l'Université Ashesi, une institution privée à but non lucratif qui s'est rapidement hissée au rang des institutions d'enseignement universitaire les plus réputées du Ghana. M. Awuah a quitté le Ghana en 1985 lorsqu'il s'est vu proposer une bourse d'études partielle par le Swarthmore College. En 2001, il est retourné vivre au Ghana après avoir passé presque 20 ans aux États-Unis.

Avant de fonder l'Université Ashesi, Patrick Awuah a travaillé en tant que gestionnaire de programme chez Microsoft où il a, entre autres, piloté le développement des technologies de travail fonctionnant via Internet commuté et s'est démarqué par sa capacité à mener à bien des projets complexes.

Il est titulaire de diplômes universitaires de premier cycle en ingénierie et en économie obtenus au Swarthmore College, d'un MBA décerné par la Haas School of Business de l'Université de Californie à Berkeley ainsi que de doctorats honorifiques délivrés par le Swarthmore College et le Babson College.

En reconnaissance des services rendus au Ghana, M. Awuah s'est vu décerner le titre de membre de l'Ordre de la Volta par Son Excellence le Président J. A. Kufuor en juillet 2007. L'Ordre de la Volta est l'une des plus hautes distinctions au Ghana, accordée aux personnalités qui incarnent l'idéal du service rendu à la nation.

M. Awuah a reçu de nombreuses récompenses internationales, notamment la bourse MacArthur et le prix McNulty. En 2015, il a

figuré au classement des 50 plus grands dirigeants mondiaux établi par le magazine *Fortune*. Il a également été cité à deux reprises comme l'un des dix PDG les plus respectés du Ghana dans une enquête de PricewaterhouseCoopers consacrée aux présidents-directeurs généraux ghanéens. En décembre 2015, M. Awuah a été nommé « Genius Fellow » par l'Africa Leadership Initiative – West Africa (ALIWA), un titre décerné à seulement 20 personnes dans le monde.

Il est membre de l'Africa Leadership Initiative de l'Aspen Global Leadership Network, du Conseil des relations étrangères ghanéen et de la Tau Beta Pi, une société honorifique vouée à l'excellence en ingénierie.

## Présentation

# Former des dirigeants en Afrique

La question de la transformation en Afrique est une question de direction. Seuls des Africains éclairés et respectueux de l'éthique peuvent résoudre les problèmes qu'affronte l'Afrique. La façon dont nous éduquons nos citoyens est étroitement liée à la façon dont nous formons de tels dirigeants.

Je partagerai avec vous mon parcours d'exploration de la direction : j'ai quitté la haute technologie aux États-Unis pour retourner au Ghana afin de contribuer à l'enseignement supérieur, en particulier l'éducation de dirigeants dynamiques et

soucieux de l'éthique, qui amorceront une renaissance en Afrique.

L'Ashesi University College cherche à éclairer les jeunes et à leur permettre de développer les compétences nécessaires pour influencer la vie des autres et des générations à venir en s'intéressant aux solutions des principaux

problèmes de notre continent. Même si elle peut s'inspirer d'autres exemples dans le monde, l'Afrique affronte des défis qui lui sont uniques. La compréhension de cette réalité nous a aidés à concevoir une expérience éducative significative et pertinente pour nos élèves.

**ES** Patrick Awuah es el fundador y presidente de la Universidad Ashesi, un centro privado sin fines de lucro que ha adquirido rápidamente una gran reputación como una de las mejores instituciones de educación superior de Ghana. Cuando en 1985 Swarthmore le concedió una beca que le cubría casi todos los gastos, Patrick dejó Ghana. En 2001, después de haber vivido en Estados Unidos durante casi dos décadas, regresó a Ghana.

Antes de fundar la Universidad Ashesi, trabajó como administrador de programas para Microsoft, donde, entre otras funciones, encabezó el desarrollo de tecnologías de trabajo en Internet por línea telefónica y se ganó la reputación de completar proyectos difíciles.

Cuenta con licenciaturas en Ingeniería y Economía del Swarthmore College, un máster en Administración y Dirección de Empresas de la Escuela Haas de Negocios de la Universidad de Berkeley y doctorados honorarios del Swarthmore College y del Babson College.

En reconocimiento de su servicio a Ghana, Su Excelencia, el presidente J. A. Kufuor, le concedió la adhesión a la Orden del Volta en julio de 2007. La Orden del Volta es uno de los galardones más importantes de Ghana que se otorga a ciudadanos que ejemplifican el ideal de servicio al país.

Patrick Awuah ha ganado muchos premios internacionales de prestigio, como la Beca MacArthur y el Premio McNulty. En 2015, la revista *Fortune* lo nombró uno de los 50 líderes más importantes del mundo. Además, una encuesta sobre directores ejecutivos ghaneses realizada por PricewaterhouseCoopers le ha reconocido en dos ocasiones como uno de los diez directores ejecutivos más respetados del país. En diciembre de 2015, la Africa Leadership Initiative — West Africa (ALIWA) le reconoció como "Genio", un honor reservado a tan solo 20 personas en todo el mundo.

Es miembro de la Africa Leadership Initiative de la Aspen Global Leadership Network, miembro del Council on Foreign Relations y miembro de la Sociedad de Honor de Estudiantes de Ingeniería de Tau Beta Pi.

### Descripción general

## La educación de líderes en África

La transformación de África es una cuestión de liderazgo. Los problemas que afronta África solo pueden resolverlos africanos bien preparados y con sólidos principios éticos, y la manera en que educamos a nuestro pueblo tiene mucho que ver con la formación de estos líderes.

En esta sesión hablaré de la trayectoria que seguí tras abandonar el sector de la alta tecnología en Estados Unidos para volver a Ghana y contribuir en su sistema de educación superior, concretamente, en la formación de líderes emprendedores y con ética que den lugar al renacimiento de África.

La Universidad Ashesi tiene por objetivo cultivar en los jóvenes la inteligencia y las destrezas necesarias para ejercer una

influencia positiva en la vida de otras personas, así como de generaciones futuras, mediante la resolución de problemas importantes que afectan a nuestro continente. Si bien podemos aprender de ejemplos de otras partes del mundo, los retos de África son muy específicos. Entender esta realidad nos ha permitido diseñar una experiencia educativa valiosa y pertinente para nuestros alumnos.

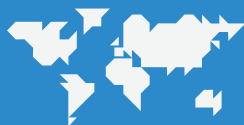
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## Mary Helen Immordino-Yang

Plenary: Saturday 08:45 –10:00

**EN** A social-affective neuroscientist and human development psychologist, Mary Helen Immordino-Yang studies social-emotion and self-awareness across cultures, connections to cognition, resilience and moral development, and implications for schools. She is Associate Professor of Education, Psychology and Neuroscience at the University of Southern California. A former public junior-high-school science teacher, she earned her doctorate at Harvard University. She serving on the U.S. National Academies of Sciences committee writing *How People Learn II*, and is a distinguished scientist on the Aspen Institute's National Commission on Social, Emotional and Academic Development. She has received numerous awards for her research and impact on society. The inaugural recipient of the International Mind, Brain and Education Society award for Transforming Education through Neuroscience, she was elected 2016-2018 IMBES president. Her 2015 book, *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*, is available from W.W.Norton publishers (author proceeds are donated to support education).

### Overview

## Embodied brains, social minds, cultural meaning: Why emotions are fundamental to learning

Social emotions like admiration and compassion shape how we think and act, who we become, and how we experience our own lives. Studies of these emotions' neurobiological underpinnings also reveal important insights about the nature of deep learning and how social experience shapes intellectual development. Mary Helen Immordino-Yang will present her research on the neurobiology and psychology of emotional feelings, including their deep visceral roots in the feeling and regulation of the body and consciousness, their propensity to heighten one's own subjective sense of self-awareness and purpose, and their connections to memory, cultural learning and the development of interests and expertise. Her studies underscore the fundamental interdependence of emotion and cognition, and the necessity of understanding students' humanity to optimally support their academic excellence and productive citizenship.



Spécialiste des neurosciences socio-affectives et psychologue du développement humain, Mary Helen Immordino-Yang étudie les émotions sociales et la conscience de soi à travers les cultures, les liens avec la cognition, la résilience et le développement moral, ainsi que leurs implications pour les établissements scolaires. Elle est professeure agrégée en éducation, psychologie et neurosciences à l'Université de Californie du Sud. Titulaire d'un doctorat de l'Université Harvard, elle a commencé sa carrière en tant qu'enseignante de sciences dans un établissement public de premier cycle secondaire. Mme Immordino-Yang est membre du comité de rédaction de l'étude *How People Learn II* de l'Académie nationale des sciences américaine. Cette scientifique émérite est également membre de la National Commission on Social, Emotional and Academic Development de l'Institut Aspen. Elle a reçu de nombreuses récompenses pour ses recherches et la contribution qu'elle a apportée à la société. Première lauréate du prix « Transforming Education through Neuroscience » décerné par l'International Mind, Brain and Education Society (IMBES), elle a présidé l'IMBES de 2016 à 2018. Son ouvrage paru en 2015, *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*, est publié aux éditions W. W. Norton (les bénéfices des ventes réalisées par l'auteure sont reversés pour soutenir l'enseignement).

## Présentation

# Cerveaux incarnés, esprits sociaux, signification culturelle : pourquoi les émotions sont fondamentales pour l'apprentissage

Les émotions sociales comme l'admiration et la compassion façonnent notre façon de penser et d'agir, la personne que nous devenons ainsi que notre expérience de vie. Les études consacrées aux fondements neurobiologiques de ces émotions révèlent également d'importantes perspectives sur la nature de l'apprentissage en profondeur et sur la manière dont l'expérience sociale forge le développement intellectuel.

Mary Helen Immordino-Yang présentera ses recherches en neurobiologie et en psychologie des sentiments émotionnels, y compris leurs racines fondamentalement ancrées dans l'affect et la régulation du corps et de la conscience, leur propension à augmenter la perception subjective de la conscience de soi et du but chez l'individu, ainsi que leurs liens avec la mémoire, l'apprentissage culturel et le développement des centres d'intérêt et de l'expertise. Ses recherches mettent en exergue l'interdépendance fondamentale des émotions et de la cognition, de même que la nécessité de comprendre l'humanité des élèves pour soutenir de manière optimale leur excellence sur le plan scolaire et leur productivité du point de vue de la citoyenneté.

**ES** Mary Helen Immordino-Yang es neurocientífica y psicóloga especializada en desarrollo humano. Estudia la emoción social y la conciencia de uno mismo en diferentes culturas, las relaciones con la cognición, la resiliencia y el desarrollo moral, además de las implicaciones para los colegios. Es profesora adjunta de Educación, Psicología y Neurociencia en la Universidad del Sur de California. Previamente, fue profesora de Ciencias en un colegio público de secundaria y obtuvo su doctorado en la Universidad de Harvard. Participa en el comité de la Academia Nacional de Ciencias de Estados Unidos escribiendo *How People Learn II*, y es una científica destacada en la Comisión Nacional de Desarrollo Social, Emocional y Académico del Instituto Aspen. Ha recibido numerosos premios por sus investigaciones y su profunda influencia en la sociedad. Fue la primera receptora del premio de la International Mind, Brain and Education Society (IMBES) por transformar la educación mediante la neurociencia y ha sido elegida presidenta de IMBES para el período entre 2016 y 2018. Su libro *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience* fue publicado en 2015 por la editorial W. W. Norton (los ingresos de la autora se donan para ayudar a la educación).

### Descripción general

## Cerebros encarnados, mentes sociales, significado cultural: por qué las emociones son fundamentales para el aprendizaje

Las emociones sociales, como la admiración y la compasión, conforman nuestro modo de pensar y actuar, en quiénes nos convertimos y cómo experimentamos nuestras vidas. Los estudios de estos fundamentos neurobiológicos de las emociones revelan también importantes conocimientos sobre la naturaleza del aprendizaje profundo y cómo la experiencia social configura el desarrollo intelectual. Mary Helen Immordino-Yang expondrá sus investigaciones sobre la neurobiología y la psicología de las emociones, por ejemplo, sus profundas raíces viscerales en la sensación y la regulación del cuerpo y la conciencia; su propensión a intensificar el sentido subjetivo de conciencia de uno mismo y de finalidad, y sus relaciones con la memoria, el aprendizaje cultural y el desarrollo de intereses y competencias. Sus estudios destacan la interdependencia fundamental de la emoción y la cognición, así como la necesidad de comprender la humanidad de los alumnos con vistas a fomentar de manera óptima su excelencia académica y ciudadanía productiva.



## Ewan McIntosh

Closing Plenary: Saturday 16:00 – 17:30

**EN** Leading projects around the world for clients in education and industry, Ewan is the passionate and energising tour de force behind NoTosh. A highly regarded keynote speaker at events around the world, he's also the author of *How To Come Up With Great Ideas and Actually Make Them Happen* and regularly writes about learning on his blog [edu.blogs.com](http://edu.blogs.com). NoTosh is a global consultancy with a passion for learning and a conviction that innovation and creativity can change the way people think, the way they learn and the way they work – as individuals, teams, organisations and communities. "As a French and German high school teacher in Scotland back in the 1990s, I wanted to find new ways to help students engage with my subjects – I felt strongly that technology was both critical to this and underused in the classroom, so my classes were among the first in Europe to podcast and blog as part of their daily learning. From here, it was a reasonably logical step to become National Advisor on Learning and Technology Futures for the Scottish Government ... although joining Channel 4 as their Digital Commissioner in 2008 was a step in a different direction. But it was at Channel 4, that I became fascinated by the strategies and tactics that my creative colleagues were using to create imaginative and truly engaging digital services for young people. Could I take this insight and make it work in an education setting? Yes, I reckoned I could... and that's how NoTosh came about."

### Overview

## Stimulating students to change the world

The world is screaming out for young people who can do more than just follow the rules. Following the rules is not enough any more to create the products and services that people need, or to find and resolve the planet's greatest challenges.

And yet, so much of our schools' values and systems present a challenge of their own: they are all about rule-following, and doing 'well' against pre-set criteria.

What if school wasn't about meeting the criteria, but exceeding them. What if school wasn't about following all the rules, but helping students learn when they should really go about breaking them? Sharing insights from his work with some of the world most innovative engineering and creative firms, and first-rate schools, Ewan McIntosh will show how school can be less about preparing students for an unpredictable world, and more about putting them at the centre of changing it.

**FR** Officiant en tant que chargé de projets auprès de clients internationaux issus du monde de l'éducation et de l'industrie, Ewan McIntosh est l'élan passionné et enthousiaste qui a donné vie à NoTosh. Conférencier de renom intervenant dans des événements organisés à travers le monde, il est également l'auteur de l'ouvrage *How To Come Up With Great Ideas and Actually Make Them Happen* et écrit régulièrement des articles consacrés à l'enseignement sur son blog [edu.blogs.com](http://edu.blogs.com). NoTosh est une société de conseil internationale qui repose sur une passion pour l'apprentissage et sur la conviction selon laquelle l'innovation et la créativité peuvent changer la façon de penser des individus, mais également leur manière d'apprendre et de travailler, à titre individuel mais aussi au sein d'équipes, d'organisations et de communautés. « Dans les années 1990, à l'époque où j'enseignais le français et l'allemand au sein d'un établissement d'enseignement secondaire en Écosse, je recherchais de nouvelles façons d'aider les élèves à s'intéresser à mes matières. J'étais convaincu que la technologie revêtait une importance capitale dans cette démarche mais aussi qu'elle n'était pas suffisamment exploitée en classe. Mes élèves ont donc été parmi les premiers d'Europe à utiliser les balados et les blogs dans le cadre de leur apprentissage quotidien. C'est donc tout à fait logiquement que je suis devenu conseiller national sur l'apprentissage et les nouvelles technologies auprès du gouvernement écossais, même si le poste de commissaire chargé de la stratégie numérique auquel j'ai été nommé à Channel 4 en 2008 m'a mené dans une direction différente. Et pourtant, c'est à Channel 4 que je me suis découvert une passion pour les stratégies et les tactiques mises en œuvre par mes collègues créatifs

pour créer des services numériques ingénieux et réellement intéressants pour les jeunes. Pouvais-je exploiter cette nouvelle perspective et la transposer dans un environnement éducatif ? Oui, j'ai pensé que c'était possible... et c'est ainsi que NoTosh a vu le jour. »

## Présentation

# Le rôle essentiel de l'école pour changer le monde

Le monde a besoin de jeunes qui ne se contenteront pas de suivre les règles. En effet, cela ne suffit plus pour créer les produits et les services qui nous sont nécessaires, ou pour identifier et affronter les plus grands défis auxquels notre planète doit faire face. Et pourtant, la plupart des valeurs et des systèmes adoptés dans nos établissements présentent eux-mêmes des obstacles. Il y est demandé aux élèves de suivre des règles et de satisfaire à des critères prédéfinis. Et s'il était question non pas de remplir les critères, mais de les dépasser ? Et si l'école avait pour rôle d'aider les élèves à comprendre quand briser les règles au lieu de les suivre aveuglément ? Ewan McIntosh partagera les résultats du travail qu'il a réalisé avec des entreprises innovatrices spécialisées dans la création et dans l'ingénierie ainsi que des établissements scolaires de premier choix. Il montrera comment l'école ne doit pas se contenter de préparer les élèves à un monde imprévisible, mais doit les placer au cœur des changements.

**ES** Ewan McIntosh dirige proyectos en todo el mundo para clientes de los sectores de la educación y la industria. Es la apasionada y energizante fuerza motriz detrás de NoTosh. Muy valorado como orador destacado en actos celebrados por todo el mundo, es también el autor de *Pensamiento de diseño en la escuela: cómo lograr que surjan nuevas ideas y hacerlas realidad* y suele escribir sobre el aprendizaje en su blog [edu.blogs.com](http://edu.blogs.com). NoTosh es una asesoría mundial apasionada por el aprendizaje y convencida de que la innovación y la creatividad pueden cambiar el modo de pensar, aprender y trabajar de las personas, ya sea como individuos, equipos, organizaciones y comunidades. “Cuando en los años 90 fui profesor de Francés y Alemán en secundaria en Escocia, quería hallar nuevas maneras de ayudar a los alumnos a participar en mis asignaturas. Estaba convencido de que la tecnología era fundamental para conseguirlo y que no se utilizaba lo suficiente en el aula. Por eso mis clases se encontraban entre las primeras de Europa que utilizaban los podcast y los blogs como parte del aprendizaje diario. A partir de ahí, fue una evolución lógica que me convirtiera en asesor nacional sobre el futuro del aprendizaje y la tecnología para el Gobierno de Escocia... aunque incorporarme a Channel 4 como comisionado digital en 2008 supuso un paso en otra dirección. Sin embargo, fue en Channel 4 donde empezó mi fascinación por las estrategias y las tácticas que utilizaban mis compañeros creativos para concebir servicios digitales imaginativos y verdaderamente atractivos para los jóvenes. ¿Podía hacerme con esos conocimientos y ponerlos en práctica en un entorno educativo? Sí, creía que podía... y así es como surgió NoTosh”.

## Descripción general

# El papel esencial del colegio para cambiar el mundo

El mundo necesita desesperadamente de jóvenes que hagan algo más que seguir las reglas. Acatar normas ya no basta para crear los productos y servicios que necesita la gente, ni para identificar y resolver los grandes retos a los que se enfrenta el planeta. Sin embargo, muchos de los valores y sistemas escolares son en sí mismos un reto, ya que se basan en el cumplimiento de las reglas y en lograr el éxito según criterios preestablecidos. ¿Qué ocurriría si en el colegio no se enseñara a cumplir con los criterios, sino a sobrepasarlos? ¿Qué ocurriría si en el colegio, en lugar de enseñar a cumplir las reglas, se ayudara a los alumnos a saber cuándo hay que romperlas? Ewan McIntosh compartirá los conocimientos que ha adquirido durante su trabajo con varios colegios de primer nivel y algunas de las compañías creativas y de ingeniería más innovadoras del mundo, a fin de mostrar cómo los colegios pueden centrarse menos en preparar a los alumnos para un mundo impredecible, y más en ponerlos en el centro del cambio.

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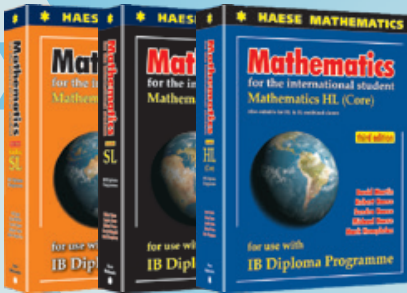
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## PRESENTATION SESSION STRANDS

Presentation sessions are categorized by strands. These strands are created to provide guidance and to focus interests. They make it easier for participants to find areas of meaningful participation within the conference programme. The strands are categorized as followed:

Action, research and change

Assessment for learning

Creativity, social and emotional learning

Curriculum planning implementation in IB programmes

Global challenges relevant to education

Innovation technology and new spaces for learning

International mindedness

Leadership in professional learning communities

Literacy, language across global contexts

Teaching and learning in IB programmes

## THÈMES DES SESSIONS DE PRÉSENTATIONS

Les sessions de présentations sont organisées par thèmes. Ces thèmes ont été créés pour orienter les participants et regrouper les centres d'intérêt. Ils aident les participants à identifier les domaines susceptibles de les intéresser dans le programme de la conférence. Les thèmes de la conférence sont les suivants :

Action, recherche, changement

L'évaluation au service de l'apprentissage

Créativité, apprentissage social et apprentissage émotionnel

Mise en œuvre de la planification des programmes d'études de l'IB

Défis mondiaux liés à l'éducation

Innovation, technologie et nouveaux espaces d'apprentissage

Sensibilité internationale

Esprit d'initiative dans les communautés professionnelles d'apprentissage

Littératie, langue dans des contextes mondiaux

Enseignement et apprentissage dans les programmes de l'IB

## ÁREAS TEMÁTICAS DE LAS SESIONES DE PRESENTACIÓN

Las sesiones de presentación se categorizan por áreas temáticas. Estas áreas temáticas se han creado para brindar orientación y especificar diversos intereses. Esto facilita a los participantes encontrar áreas de su interés en el programa de la conferencia. Las áreas temáticas son las siguientes:

Acción, investigación y cambio

Evaluación para el aprendizaje

Creatividad, y aprendizaje social y emocional

Planificación e implementación curriculares en los programas del IB

Desafíos globales que afectan a la educación

Innovación, tecnología y nuevos espacios para el aprendizaje

Mentalidad internacional

Liderazgo en las comunidades profesionales de aprendizaje

Alfabetización, lengua y lenguaje en contextos globales

Enseñanza y aprendizaje en los programas del IB



# Pre-conference Sessions

Thursday 26 October

The global pre-conference will focus on key topics related to IB programmes, leadership, creativity, integrity and educational research to ignite the engagement potential and knowledge development throughout the Conference. Participants who have subscribed for the pre-conference can attend their selected full-day sessions. All pre-conference sessions will take place at the World Forum in The Hague.

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## P1: The role of a mentor in leadership development

ROOM  
OCEANIA FOYER

**Presenter:**  
**Dr Glenn Odland**

.....

## P2: Great schools do things differently: School differentiation for busy school leaders

ROOM  
YANGTZE 1-2

**Presenter:**  
**James McDonald**

.....

## P3: Compassionate systems: A framework for international mindedness and effective action in a complex world

ROOM  
OCEANIA

**Presenter:**  
**Mette Miriam Böll**

.....

## P4: Fad vs. Fact: Research literacy for educators

ROOM  
AFRICA

**Presenters:**  
**Sarah Manlove, Edlyn Chao and Heike Schröder**



**P5: Introducing the IB Career-related Programme:  
Exciting ways in which to implement and develop the CP**

ROOM  
SOUTH AMERICA

**Presenters:**

**Dominic Robeau, Chantell Wyten, Jon Halligan,  
Alan Wrafter and Peter Fidczuk**

**P6: Utilizing learning communities to support  
the authorization process**

ROOM  
ANTARTICA

**Presenters:**

**Roseline Muchiri, and Fiona Clark**

**P7.1: IB school evaluation as a whole school community  
improvement experience**

ROOM  
NORTH AMERICA

**Presenters:**

**Alan Wrafter, Margaret Harris and Kevin House**

**P7.2: IB school evaluation as a whole school community  
improvement experience**

ROOM  
CENTRAL AMERICA

**Presenters:**

**Katrin Fox, Antonio Muñoz, and Fidelis Nthenge**

**P8: Transdisciplinarity in the PYP**

ROOM  
EUROPE 1 & 2

**Presenters:**

**Nicole Bien, Sarah Brown, Laura Griffin,  
Terri Walker and Nikki Welsh**

**P9: Making sense of international mindedness —  
A portraiture approach**

ROOM  
ASIA

**Presenter:**

**Veronica Boix Mansilla**



## Presentation sessions 1

Friday 27 October, 10:15–11:15

### Meeting the access needs of additional language learners in teaching and assessment: New way forward in the IB inclusion policy

Celina Garza, IB  
Paula Wilcock, IB

Room: Oceania Foyer

MYP DP CP

For the first time, the IB has revised its assessment access policy to include additional language learners (candidates whose language of instruction and assessment is not their first/ best language). Access requirements for additional language learners in IB assessments will now be considered under this new policy. This session will articulate the new policy, the criteria for eligibility and the best classroom teaching practices that would lead to effective inclusion for these learners.

### Establishing an innovative Peer Mentoring Programme

Chris Burch, Gems World Academy—Dubai

Room: Africa

PYP MYP DP

Creativity, social and emotional learning

A Peer Mentor Programme (PMP) is essential in developing student wellbeing. Student leaders in the programme develop socially and mentally into accomplished mentors,

assisting younger students with relationship development and academic assistance, whilst also increasing self-esteem and friendships. An effective PMP will see an increase in positive behaviour, develop a sense of community and an improvement in attainment and progress. Students are taught skills in conflict resolution, delivery of personal social and cultural lessons and intervention strategies.

### Looking forward to new CIS/ IB synchronized evaluation

Chris Durbin, Council of International Schools  
Fidelis Nthenge, IB

Room: Oceania

LEADERSHIP

Leadership in professional learning communities

The Council of International Schools (CIS) and the IB have been working together to align school evaluation visits for IB World Schools that are accredited by the CIS or any other agency represented by the CIS under the new protocol. The session is recommended for heads, academic directors or coordinators who would be managing such an extensive evaluation in a school. This session will look forward to how such schools can synchronize evaluations not only practically, but also use these different “lenses” to enhance pedagogical leadership, teaching and learning in the school.



## MYP eAssessment — The how

Dina Katafago, Amman Baccalaureate School

Iman Awwad, Amman Baccalaureate School

Room: Yangtze 1

MYP

### Assessment for learning

This session will look at how to implement the MYP eAssessment and integrate digital assessment into learning. Specifics will be discussed in light of experience and anecdotal evidence: 1. How to prepare students, teachers, staff and parents and create a common understanding and goal; 2. How to prepare for the logistics of implementation; 3. How to integrate digital assessment into teaching and learning across subject areas; 4. How to ensure preparation for the interdisciplinary eAssessment examination; 5. How to familiarize yourself with the knowledge of the process and content of digital assessment.

## Developing a learning mindset by using reflection and digital, student driven learning journals

Gail Metcalf, International School Basel

Scott Hall, International School Basel

Lucilla Papa, International School Basel

Room: Central America

PYP MYP DP CP

### Teaching and learning in IB programmes

We would like to inspire others by sharing how we are using reflection to develop a learning mindset among our school community. The use of thinking routines which scaffold and enhance reflection can increase a student's involvement and ownership of learning. A student led digital learning journal gives the student the opportunity to discuss what they have learnt and what the next possible steps for learning are. The learning journal communicates student reflections with both the teacher and parents. This means that all the interested parties, student, teacher and parents, are involved and informed about an individual student's learning journey.

## Preparing students for the circular economy

Harrison Wavell, Ellen MacArthur Foundation

Warren George, IB

Joel Adams, IB

Room: Europe

MYP DP CP

### Global challenges relevant to education

Innovations in technology, business and design are evolving the linear, "take, make, dispose" economy into an economy that is circular and therefore regenerative and restorative by design. The MYP, DP and CP hold great opportunities for real-world, multidisciplinary project-based learning in which students explore the interconnections between economics, society and environment. Discussing examples of the Ellen MacArthur Foundation's work with IB World Schools and curriculum developers, this workshop, with the support of IB's Head of Professional Development, looks at next steps for preparing teachers to use the circular economy as a context for learning.

## Student agency: Initiative, ownership and purpose

Jon Davidson, Gardens Elementary School, KAUST

Andrew Vasily, Gardens Elementary School, KAUST

Room: North America

PYP

### Creativity, social and emotional learning

IB students should possess the tools necessary to become active, compassionate, lifelong learners. Through valuing agency, we nurture learners who take ownership over their own learning journey. In this session, we aim to explore: 1. ways to utilise student voice in order to co-construct learning; 2. strategies that use feedback to determine the next steps in learning; 3. how teachers can gather data related to student voice in order to drive their own professional inquiries. Participants are asked to bring a device that can read QR codes. A set of headphones or earbuds is also essential.

## Inspiring communities across borders: How to build school partnerships

Jonathan Cooper, The Red Maids' School  
Hadrian Briggs, Royal High School Bath (GDST)

Room: Asia

PYP MYP DP CP

### International Mindedness

Partnering your school with a remote Cambodian village has a profound effect on all involved. Since 2010, Red Maids' School and RHS Bath work in partnership with United World Schools supporting their work empowering the unreached peoples of Ratanakiri. Hear how the project has an extraordinary impact on students: funding village schools; integrating cultural learning throughout the curriculum; and long-term volunteering commitment. We will share our experiences towards more internationally-minded schools and offer you a instantly transferable model to truly inspire your community.

## A walk through mathematics

EN

## Un paseo por las matemáticas

ES

Juan José Ramírez González, SEK Alborán  
International Schools

Room: Kilimanjaro

PYP MYP DP

### Innovation, Technology and new spaces for learning

EN As the Spanish poet Machado wrote, education is a walk we start at the same moment we are born. Walk-through mathematics is not merely a project, it also consists in a learning and teaching experience which has become the backbone of the subject at the secondary school at SEK Alboran International School. This project is based on giving an outlook on mathematics closer to our students' everyday life, looking for connections between contents and different aspects of our environment, through the use of the new technologies. The results of the activities imply a reflection from the students, where they analyse what they learnt and propose ways to improve.

ES Siguiendo los versos del poeta español Antonio Machado, la educación es un camino en el que ponemos el pie en el mismo momento en que nacemos. "Un paseo por las matemáticas" no es solo un proyecto: también constituye una experiencia de enseñanza y aprendizaje que se ha convertido en el eje de la asignatura en las clases de secundaria del Colegio Internacional SEK Alborán. El proyecto tiene como fin ofrecer una perspectiva de las matemáticas más cercana a la vida cotidiana de nuestros alumnos; para ello, busca relacionar los contenidos con diversos aspectos del entorno mediante el empleo de nuevas tecnologías. El resultado de estas actividades es una serie de reflexiones de los alumnos en las que analizan lo que aprendieron y proponen alternativas de mejora.

## Personas and user centred design

Matt Shaw, IB

Room: Everest 1 PYP MYP DP CP LEADERSHIP

Personas are a frequently used technique to help design digital products and services. At the IB we used them to help design our public website and we refer back to them whenever we create content. During this session, attendees will learn how personas can be used in practice and will have a chance to create some of their own. This session is relevant to anyone creating a website or service for their school or institution.

## MYP mathematics — a global perspective

Nathan Hoon, National Foundation for Educational Research

Room: Yangtze 2

MYP

As part of the MYP mathematics review, the IB commissioned NFER to evaluate the current MYP Mathematics Skills Framework. This has provided many detailed insights into priorities for middle years mathematics learning to support the needs of current and future learners around the world. Nathan will present key learning priorities and support practitioners





to reflect on their own school curriculum, both for the development of mathematics and within the wider philosophies of the IB's ATL. Practitioners will also be encouraged to share their 'best practice' to develop the teaching and learning of mathematics.

### Embedding "making" into learning environments

Nicola Holloway, Munich International School  
Armin Martin, Munich International School

Room: Antarctica

PYP

Innovation, Technology and new spaces for learning

Munich International School has been on a journey to change learning spaces and teaching practice to embody our mission "Nurture, Challenge, Inspire". Through empowering teacher leadership, we have developed a maker community, changed indoor and outdoor learning spaces and shifted the inquiry mindset. This session seeks to share the impact of these changes on student learning, creativity and motivation. We will share the experience of developing maker spaces and changing classroom design. We will explore how these changes have impacted thinking and learning and look at the changing roles of teachers and learners.

### PYP review and update

Nicole Bien, IB

Room: Mississippi

PYP

Please join the PYP development team to hear about enhancements of the PYP. Participants will have an opportunity to preview and provide input on enhancements such as the digital experience and provide input for the digital experience and teaching resources to support implementation of the PYP. Come share your ideas on how to make learning better for students and the programme easier for teachers to implement.

### DP academic update

Oksana Jajecznyk, IB  
Kelvin Williams, IB

Room: Amazon

DP

This session will review changes to DP subjects that are taking effect for first teaching in 2017, and preview changes that will take effect for first teaching in 2018 and 2019. Ongoing research activities in curriculum development will also be discussed with an emphasis on those that will inform the design of refinements to the programme over the next few years.

### The power of public art!

Vanessa Vanek, International School of Tanganyika

Room: South America

PYP

MYP

Teaching and learning in IB programmes

Murals are one way to illustrate abstract ideas that can be created for a community: to inspire; to create introspection; and to identify the values of a community. The IB learner profile attributes we look to develop in our students could sometimes be seen as abstract concepts by our students. Taking an abstract idea and making it visually understandable to students is important. In this session, I will share creative idea generating methods to help students think deeply about the IB learner profile attributes. The outcome of these ideation exercises could be for a mural or for a creative project that is appropriate to other subject areas.

### Heads of IB Associations presentation

Adrian Kearney, IB  
Jon Halligan, IB

Room: Everest 2

LEADERSHIP

This session is designed for all Heads of IB Associations, and will focus on the role of the newly created IB World Schools department, including the department's aims and objectives and explore ideas as to how IBWS and regional IB Associations can collaborate.



## Presentation sessions 2

Friday 27 October, 11:45–12:45

### Owning your own learning

Dinis Costa, Halcyon London International School  
Kerry Jenkins, Halcyon London International School  
Room: Everest 1

MYP

#### Assessment for learning

You often hear that the student is at centre of learning, but to what extent are students in the driver's seat? How do we, as educators, really empower students to have full ownership of their own learning, assessment and progress? At our school, we initiated a new approach to assessment for learning whilst delivering a physics and physical health education interdisciplinary unit. Students were asked to design a model to highlight the physical elements of a chosen gymnastics element and apply them to improve their own performance. The culminating project required students to communicate through reflection how they synthesized their learning for both disciplines.

### Paradigm shift: Empowering an inquiry-led PLC

Emily Rankin, The English College in Prague  
Stephen Hudson, The English College in Prague  
Room: Kilimanjaro

PYP MYP DP CP LEADERSHIP

#### Leadership in professional learning communities

The English College in Prague is one year into a four-year strategy that has shifted its focus from top-down training and observation, to

an emphasis on staff-led inquiry in teaching and learning practice and professional development. This has been done gradually with a commitment to longevity, time allotment and follow-through, as the school has had a succession of headmasters and a number of varied initiatives in the past. Whilst the college is still adjusting and evolving its mechanisms, it is ready to share its research, months-long planning journey and what this inquiry-centered shift has meant for its professional learning community (PLC).

### The power of authentic service learning

Esme De Jager, Westwood International School  
Room: Antarctica

PYP

#### Action, Research and Change

In my presentation, I will use an example of an exhibition topic: "Health and wellness for underprivileged children" illustrating how a unit of inquiry led to student-driven action; forming a Red Cross club, teacher workshops in a refugee camp and annual health check-ups for more than 300 underprivileged students and families. Our students felt that health should not be a privilege and allowed the patients to feel empowered by providing them with the opportunity to speak to various health care professionals. This was a true example about one action led to inspiring an entire community's involvement in a greater cause.

## Engaging students with scientists in real time: Bringing the scientific world into the classroom

Jennifer Baldacci, International School Basel

Room: Europe

PYP MYP DP LEADERSHIP

Innovation, Technology and new spaces for learning

How can you inspire your students? Interest in current scientific investigations and reinvigorate the science curriculum throughout your school? This presentation will focus on my recent three-week Arctic research expedition with PolarTREC as a science teacher, and how this has impacted student motivation and learning. You will learn how you and your students can have a direct connection to polar scientists in the field in real time, allowing students to discover how scientists get answers to their research questions and work in different conditions. IB programmes encourage us to bring the outside world into our classrooms and this is a great example of how this can happen, deepening students' scientific understanding. With so much still to be discovered, this will help you inspire future scientists.

## Shaping the future of programme resource delivery — introducing “the new OCC”

Joep Baars, IB

Jenny Gillett, IB

Room: Oceania Foyer

LEADERSHIP

During this session, we will deliver inside information about the new Programme Resource Centre and an inside scoop on finding a solution to the question: “How do we support our users to find the information they are looking for but also the information that they don't know they need?”. The session will provide the audience with the tools about our platform that will allow the heads of school and IB coordinators to adequately inform and instruct their school teams how to effectively use the Programme Resource Centre. Finally, we would like the audience to participate in prioritizing the future functionalities.

## Recycling learning tools in the classroom

EN

## Reciclaje de herramientas de aprendizaje en el aula

ES

Lee Ann Bussolari, SEK-Alborán International School

Room: Africa

PYP



Innovation, Technology and new spaces for learning

EN Preserving our planet through recycling is one step. But what if recycled materials could be used as learning tools in the classroom? When children create their own materials, they become emotionally linked to their learning. The materials become personalized, on both an individual and collective level, adapted to the context at hand. Students have more motivation to learn and the simple action of creating with classmates foment collaboration in the classroom. Building and construction sets, memory games, literacy and maths can all be approached using recycled materials created by our students.

ES Proteger nuestro planeta mediante el reciclaje es un paso. Pero ¿qué ocurriría si pudiéramos utilizar materiales reciclados como herramientas de aprendizaje en el aula? Cuando los alumnos crean sus propios materiales didácticos, establecen un vínculo emocional con lo que aprenden. Dichos materiales adquieren un carácter personalizado, tanto en el plano individual como en el colectivo, y se adaptan al contexto en cuestión. Los alumnos se sienten más motivados para aprender y la simple acción de crear esos materiales con sus compañeros fomenta la colaboración en el aula. Mediante el uso de materiales reciclados, nuestros alumnos pueden crear juegos de construcción y juegos para ejercitar la memoria, así como realizar actividades relacionadas con la lectura, la escritura y las matemáticas.

## DP/CP examination session review and upcoming developments

Matt Glanville, IB

Sue Wilkinson, IB

Room: Mississippi

DP CP

This session will reflect on successes and challenges that were faced as well as the user

experience of schools and students during recent DP/CP assessment sessions. IB Assessment's vision for the future is explored through the development of on-screen examinations, as well as its plans for the short and medium term as it pursues continuous improvement of the services it offers IB World Schools.

### Concurrency of commitment; balancing sport & education

Michael Cary, World Academy of Sport  
Anne Louise Williams, World Academy of Sport

Room: Asia

DP CP

#### Global challenges relevant to education

This session will allow participants to discuss and reflect on their own strategies that schools can apply to better service the needs of individual students, particularly those who demonstrate gifted and talented attributes. In addition to specialist support such as career guidance and flexibility around academic interventions the school has to create structures that support the emotional, social and practical needs of such students. This presentation will also present the findings of a pilot project between the IB and the World Academy of Sport (WAOs) in 2015. This pilot looked at ways schools, the IB and the sport sector through the WAOs can better support high-performing student athletes.

### Wellbeing for IB students, by IB students

Morag Makey, Independent

Room: Oceania

DP

#### Creativity, social and emotional learning

Student wellbeing is increasingly becoming a key area of focus in the DP, as we seek to explore student workload and capacity and strategies for stress and anxiety management. In order to deliver a meaningful and valuable wellbeing programme for DP students, we asked our own students to help develop and deliver it as part of their CAS programme. This session will describe the process, programme and outcomes and provide participants with some practical strategies to take back to their

own schools, to either implement a student-led programme or simply to promote and support student wellbeing.

### In the pursuit of international-mindedness—a case study

Natasha Haque, Dar es Salaam International Academy

Shwetangna Chakrabarty, Dar es Salaam International Academy

Room: North America

PYP MYP DP CP

#### International Mindedness

An IB education has always welcomed a plurality of viewpoints. This workshop explores the journey of our school in promoting authentic curriculum creation in the African context, as well as promoting access of an IB education to students and teachers from the host country. This workshop will share the insights we have learnt by building a curriculum based on non-western traditions, for which resources are hard to find and yet addresses a very real global need. The workshop will facilitate a learning network for resources to be shared widely. "True cultural sensitivity is something far more rigorous, and even intellectual..." (Aga Khan 2008).

### Hiring ONLY native speakers: The future for IB World Schools?

Peter Sagun, The International School of Almhult

Room: Central America

PYP MYP

#### Leadership in professional learning communities

This presentation will explore a phenomenon, as part of my postgraduate study which investigates the reasons why IB World Schools prefer hiring native English speakers as lead classroom teachers, despite recent claims that both may not have any significant difference at all for learners. This session will also dissect how the IB's mission statement translate into IB World Schools' hiring protocols as we look into different sample adverts to further investigate the phenomenon.



## Erasmus+ funding and international-mindedness

Rebecca Haran, The Abbey School

Room: Yangtze 2 **PYP** **MYP** **DP** **CP** **LEADERSHIP**

### International Mindedness

The aim of this session is to look at Erasmus+ funding from the European Commission which supports staff training and staff and pupil exchanges between European schools. The funding for such links can open up new professional development opportunities, experiential learning and the sharing of best practice. With the right focus all three benefits can be harnessed to develop international-mindedness within your IB programme. This workshop will focus on the application process, including finding partner schools and training opportunities, as well as implementing successful projects.

## Collaboration: Messy, ugly and totally worth it

Renee Kennedy, Tashkent International School

Seren Davis, Tashkent International School

Room: South America

**PYP** **MYP** **DP** **CP** **LEADERSHIP**

### Leadership in professional learning communities

Does collaboration tie knots in your stomach? Do you ever feel that you could be more productive on your own? Join this interactive session to move beyond the messy and ugly side of collaboration towards approaches that enhance the benefits of working together—both for student learning and creative school communities. You will leave with several tried and tested strategies that can be applied in classrooms, departments and leadership settings to inspire community through collaboration.

## Becoming an IB World School: Moving through the authorization process

Fiona Clark, IB

Roseline Muchiri, IB

Room: Yangtze 1 **PYP** **MYP** **DP** **CP** **LEADERSHIP**

Seeking authorization to become an IB World School is a rewarding-and at times-challenging journey. Moving through candidacy and

implementing an IB education requires schools to review their current curriculum-resources, policies-structures and systems in light of the IB programme being implemented. Through participating in this session participants will understand the entire authorization process including the programme-specific requirements. This session will also provide participants with the opportunity to ask questions and gain clarity about how to make the journey to becoming an IB World School meaningful, realistic and rewarding.

## IB and its strategy

Siva Kumari, IB

Room: Amazon

**LEADERSHIP**

Please join Siva Kumari, Director General, for a collaborative discussion of the organization's strategy as the IB approaches its 50th anniversary. Where are we headed as an organization and a community? How do we get there? This session will allow the Director General to share her perspective while actively seeking the input of session participants.

## Global citizenship in the age of uncertainty: promoting creativity, collaboration and compassion

Ian Smith, Ecolint International School Geneva

Room: Everest 2

**DP**

StartUpSomethingThatMatters: an approach to preparing youngsters for global citizenship by promoting enterprise learning and a socially entrepreneurial mindset: (i) to equip learners 'to innovate as technologists, think as entrepreneurs and act as social change agents' (WEF, Future of Jobs 2016); (ii) to embed the SDGs in the curriculum, through translation and localization, with the objective of encouraging students to grasp complexity for problem-solving and work collaboratively to address inequality, sustainability & development from ethical and internationalist perspectives.



Friday 27 October, 13:00–14:00

## Expo Sessions Focus Groups

### PYP digital experience

Terri Walker, International Baccalaureate  
Nikki Welsh, International Baccalaureate  
Roseline Muchiri, International Baccalaureate  
Nida Siddiqui-Van Leersum, International Baccalaureate

Room: Africa

PYP

The PYP team invites experienced coordinators to share their feedback on the Coordinator's Handbook: a. how it has met your needs, b. recommendations you have for improvement, c. suggestions for additional resources and materials.

### Programme standards and practices

Pilar Quezzaire, International Baccalaureate

Room: Antarctica

PYP MYP DP CP

A session to introduce the new structure and content of programme standards and practices. Participants will engage with a variety of content related to school verification and the display of standards and practices. Participants can expect to provide feedback on a variety of resources, including some digital content.

### Why preventing plagiarism is good for your students and a win for parents

Jason Gibson, Turnitin

Room: Asia

MYP DP

We believe that instilling values of academic integrity in MYP/DP students can play a large part in creating the original thinkers of

tomorrow. This session will demonstrate the role Turnitin's partnerships with educators play in creating original content and the impact we can have on outcomes at your institution. We'll outline the Turnitin approach and how it benefits not only students, but can also create greater buy-in from parents too. Our presentation and "voice of our customer" installation will deliver insights from our global Turnitin community of over 10,000 HE institutions on how to prepare your students for their next steps.

### Improve learning outcomes with engaging and immersive STEM experiences powered by HP

Michael Donck, HP Inc.

Room: Amazon

PYP MYP DP CP

In this session, we will discuss how immersive computing can help educators prepare students for next-gen careers and elevate instructional techniques by engaging with immersive blended reality and STEAM experiences. We will share real-life use cases, based on Sprout Pro by HP – a unique all-in-one computing and 3D scanning learning station, that improves student engagement and offers highly differentiated and personalised learning possibilities.



## From vision to action: How to achieve the change in education. Key innovative elements and practices that translate vision into strategic objectives and measurable results

Stylianos Christakos, SoFIA Education Experts

Room: Yangtze 2

PYP MYP DP CP

The session will present useful information and tips, for: 1. School improvement through a two-day collaborative workshop assessment; 2. Inspire, motivate and support teachers' personal development through sharing best practices; 3. Implement the most demanding 21st century change in schools, a holistic 1:1 learning and teaching methodology; 4. Design and develop student personalized career management; 5. Prepare global students and global opportunities through a well-designed education hub; 6. Embed 21st century competences through a scholarships programme.

## Islamic Studies in the MYP: Compatible or incompatible?

Yasser Ibrahim, Qatar Foundation

Mohammed Gamal, Qatar Foundation

Room: North America

MYP

Recently, many IB World Schools in the Middle East have been authorised; in those countries, Islamic studies is a compulsory subject in all international schools. This session will reflect deeply on the experience of teaching Islamic studies in the IB World Schools at Qatar Foundation and will articulate the pedagogical and curricular implications that could arise from incorporating Islamic studies into the MYP. Additionally, the presentation will provide guidance on how teachers and pedagogical leaders in The Middle East can overcome the challenges of implementing national curricula such as Islamic studies in the IB World Schools.

## Taking action in the Makerspace

Rosa M<sup>a</sup> Campos, International School SEK El Castillo  
Tunde Szladovics, International School SEK El Castillo

Room: Central America

PYP

During our session, we will explain and show examples on how to put meaningful activities and creativity into practice in the Makerspace.

With our experience and ideas, we would like to encourage everyone to implement “making” into the curriculum and emphasise “taking action” as part of the inquiry cycle.

## Ideas for teaching and learning about fake news: Evaluating sources in a ‘post-truth’ world

Leigh Anna Moore-Jones, The New York Times

Room: South America

PYP MYP DP CP

In response to growing interest from the global IB community, this session is a tutorial on The New York Times schoolwide programs. NYTimes.com provides a global perspective on world affairs with continuously updated content in text, multimedia, and interactive graphics. Adding global reporting from The New York Times to your curriculum makes it fresher and more relevant for students and sparks a new way of learning. Our education programs develop students' competencies and skills while expanding their understanding of how the world works. Digital access is easy to implement and affordable.

## Would you like OSC to deliver revision in your school?

Joyce Halsey, Oxford Study Courses

Room: Kilimanjaro 1 & 2

PYP MYP DP CP

OSC works with an increasing number of IB World Schools to deliver bespoke revision solutions for their students. Our teachers work in great IB schools in term time and have many years of experience in delivering OSC's revision during holidays and weekends. As well as their expertise in revision and examining, they offer students a fresh voice and schools an additional resource at just the right time to help improve outcomes. Come and join in a discussion and find out how your school can benefit from working with OSC.

## Flipping the classroom from concept to reality

Karin Bjerde, Kognity

Room: Everest 2

PYP MYP DP CP

For the past decades, technology has been seen by most as a hindrance in education, as

many tech solutions have tried to disrupt the educational ecosystem. We believe the opposite - correctly designed technology can instead enhance education by driving results, creating more independent learners, and cementing the role of the teacher as the school's ultimate resource by allowing them to focus on teaching, not admin. This session will focus on the "flipped classroom" methodology as an example. We will discuss not only what this methodology is, but also how using technology such as intelligent, digital textbooks can bring this popular yet challenging approach into the reality of classrooms. This aims to serve as an example of how technology can enhance, rather than hinder, the learning experience of both your teachers and students!

### Heads of IB Associations — Focus Group

Adrian Kearney, International Baccalaureate  
Jon Halligan, International Baccalaureate

Room: Europe 1 & 2

This session is designed as a follow up to the Heads of IB Associations presentation, to allow further exploration and questions.

### Authorization is coming! Is your library ready?

Bushra Ghannam, Follett

Room: Oceania Foyer



How can you know if your library is ready for authorization? Does your school's library space and resources reflect the IB guidelines for a "library as a hub of learning"? Is your librarian aware of the role assigned to IB librarians? This session will showcase the services and resources, both print and digital, Follett offers to prepare school libraries for the IB verification visit, as well as enable the library to be a commendation of the school. It will outline the many resources, services and software which support the IB general framework and the specific requirements for each of the IB programmes. In addition, tips will be shared on how we, at Follett, can greatly help you transform your school library to become an IB learning hub before, during, and after the IB verification visit.

### Redefining success: What matters more—performance or learning?

Edward Lawless, Pamoja

Room: Yangtze 1



Are academic performance and student learning at odds in your school? Schools around the world are under pressure to achieve good academic outcomes, and are becoming increasingly accountable to a conservative constituency of parents, educators, governors and systems who can be resistant to change, for the sake of "success". To what degree do such conditions force schools and teachers to play it safe and default to traditional teaching practices in pursuit of student outcomes, rather than implement innovative approaches in the interest of student learning? Can schools transcend outdated practices that focus solely upon developing students' capacity as examination candidates? Can teachers step back and create educational space that empowers students to develop as independent learners without putting their examination performance at risk?

### Assessment data: The missing piece of the jigsaw in personalisation and differentiation in the IB classroom

James Neill, GL Education

Room: Everest 1



This session is aimed at schools that are looking for relevant and robust data to inform differentiation strategies and uncover students' real attitudes to school and themselves as learners. The discussion will draw on case study material from international schools to explain how innovative schools are triangulating their data from multiple sources to identify and support specific needs of learners. We will explain how innovative schools are evaluating and combining data from multiple sources to identify specific students, or groups, who require additional support.



THE

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## Presentation sessions 3

Friday 27 October, 14:30–15:30



### **IBWS department: serving and supporting authorized schools**

Adrian Kearney, IB

Room: Yangtze 2

**LEADERSHIP**

Join Adrian Kearney, Director IB World Schools (IBWS), for an interactive session where he will share the background, purpose and goals of the new IBWS department and how we want to better serve authorized schools and take questions and feedback from the audience with plenty of opportunity for questions and discussion.

### **Recognising and developing global citizenship in schools**

Chris Durbin, Council of International Schools  
Jennifer Liptrot, Sotogrande International School

Room: Europe

**LEADERSHIP**

**International Mindedness**

Participants will have the opportunity to learn more about an exciting project-based learning programme that has evolved as a result of research and school visits conducted by the Council of International Schools (CIS) across the world. Using a mixture of case studies, video reports and interactive small group discussions, the presentation will focus on how to engage the entire school community in activities which

explore the knowledge, values and skills which are integral to the growth of intercultural competence, demonstrating why all good schools should have a shared understanding of global citizenship.

### **Melting the international-mindedness challenges in Gulf area**

Dalal Ali Ahmed, Qatar Foundation  
Lama El Kalash, Qatar Academy Al Khor

Room: Asia

**EN** **AR**

**PYP** **MYP** **DP**

**International Mindedness**

The session will show why schools in the Gulf region are moving toward implementing the IB curriculum. Cultural sensitivity has been an important challenge facing schools. In order to remove cultural differences and push thinking from local to global, schools believe that the implementation of the IB learner profile in schools will help in overcoming this challenge. Moreover, the session will show how the integration of national subjects into IB programmes through transdisciplinary teaching can empower students to be international citizens and will make IB World Schools a great platform for intercultural dialogue in the Arab world to develop international-mindedness.



## Music and mathematics

### Musique et mathématiques

Francesco Banchini, La Côte International School

Lynda Thompson, La Côte International School

Room: Oceania

EN

FR

MYP

#### Teaching and learning in IB programmes

Throughout history human beings have created and explored patterns, which have resulted in a wealth of cultural traditions and led to important innovations. This session focuses on using mathematics and music to ignite curiosity within our learners. We will introduce practical activities and how they can be applied to the curriculum, using the concept of patterns to explore this area and draw on a range of different cultural traditions to illustrate how students can make meaningful use of skills developed within these two disciplines.

À travers l'histoire, l'humain a créé et découvert des modèles qui ont engendré d'innombrables traditions culturelles et innovations majeures. Au cours de cette session, nous verrons comment utiliser les mathématiques et la musique pour susciter la curiosité de nos apprenants. Nous y présenterons des activités pratiques et expliquerons comment les appliquer au programme d'études. Nous utiliserons le concept des modèles pour explorer ce domaine et puiserons dans un éventail de traditions culturelles afin d'illustrer la façon dont les élèves peuvent faire une utilisation judicieuse des compétences qu'ils ont développées dans ces deux disciplines.

### The POI — an alternative to the two-cycle model

Gareth Jacobson, International School Moshi

Room: Everest 2

PYP

#### Curriculum planning implementation in IB programmes

For schools offering split grade classes, a two-cycle programme of inquiry (POI) is often seen as the solution to avoid the repetition of units. However, this solution can create issues with “curriculum drift” leading to important areas

of learning being missed by our students. In this session, you will learn about an alternative to a two cycle POI. By framing a central idea around two alternating sets of lines of inquiry, teachers and students can revisit a unit each year through a different lens. The result creates more focused opportunities for collaborative reflection, concept driven inquiry and the mapping and understanding of our curriculums.

### Introducing the IBs new community forum centre

Gert-Jan de Vlugt, IB

Room: Yangtze 1

PYP

MYP

DP

CP

LEADERSHIP

The IB is moving to a new online communities of practice platform, enabling peers to be able to communicate, coordinate and collaborate with each other. We are developing a modern online community platform for teachers, coordinators and heads with the modern features of social collaboration you are used to with other online communities. In order to best serve your needs, we need user feedback; we want to be sure that what we are developing meets the diverse needs. Having a focus group allows us to show the platform and directly engage with you to gather feedback. This will help us evaluate our product, prioritise new developments and fixes, and help build momentum. An online community is only as good as its active participants.

### Recognition overview & global learning at the tertiary level

Jon Halligan, IB

Peter Fidzuck, IB

Vedrana Pavletic, IB

Room: Oceania Foyer

LEADERSHIP

The session will present information on developments in recognition which are of interest to schools in the region. Firstly, we will review some 2016 university destinations data and outcomes of two comparability studies released in 2016: Equivalence of IB mathematics qualifications to five other qualifications, and alignment of IB language courses with the Common European Framework of Reference for Languages. Secondly, we'll discuss the role

of secondary and post-secondary education to prepare and foster global-learning and 21st century competencies in graduates. Finally, we will update delegates on the plans to inform universities about the revision of mathematics due for first teaching in September 2019.

### **Educational technologies in the PYP—an integrated approach**

Katierose Deos, Berlin International School  
Sarah Gilmore, Berlin International School  
Room: Everest 1

PYP

#### Teaching and learning in IB programmes

The PYP is a framework built with the learner at the centre, surrounded by a holistic approach to transdisciplinary learning. In this presentation, we will deepen your understanding of the role of ICT in the PYP, whilst helping you to develop your approach to practically applying the IB's philosophy of an integrated approach to educational technology to support and enhance transdisciplinary teaching and learning. We will share practical, real-world examples of our approach to curriculum and programme of inquiry development and implementation in the classroom.

### **Working together: Promoting the benefits of multilingualism**

Lorna Caputo, International School of Zug and Luzern  
Jacob Martin, International School of Zug and Luzern  
Room: Kilimanjaro

PYP MYP DP CP LEADERSHIP

#### Literacy, language across global contexts

The support of multilingualism is at the heart of the IB which insists that schools provide opportunities to both learn new languages, and maintain the development of first languages. However, whilst the value of multilingualism at a cultural and social level is understood by educators, the cognitive and academic benefits of continued first language development tend to be less emphasised. This presentation provides an overview of the linguistic research pertinent to our students and offers a pragmatic model for supporting language growth, in turn nurturing a collective understanding of multilingualism.

### **Done by students vs. run by students: A CAS study at ASOY**

Madeline Leno, American School of Yaounde  
Nefertiti Metuge, American School of Yaounde  
Room: Africa

DP

#### Global challenges relevant to education

A traditional extra-curricular programme consists of teachers generating a list of opportunities from which students can select. However, this format ignores student input. At the American School of Yaoundé (ASOY), we interviewed our cohort a year before they began the DP to learn their interests. We then travelled around Yaoundé with our students and forged partnerships with local organizations. Our students collaborated with the leaders of these groups in order to understand their needs. With this information, students designed their own projects that truly met the needs of local organizations. This session will show how you too can develop a truly meaningful CAS project.

### **Extended essays — an inspiring experience for students**

Mallory Goetz, American School of Barcelona  
Room: North America

DP

#### Teaching and learning in IB programmes

How do we transform the extended essay (EE) from feeling like a just requirement or a tick box exercise for students into an inspiring, creative, and passion-driven experience? This session will discuss why a more passionate EE is good for students and ideas on how to inspire students during the EE process. Bring your own ideas with you - the session will include time for discussion and presentation of strategies from schools in attendance.



## Real world digital design: Student PR videos for industry

Marc Smith, International School of London in Surrey

Room: South America

MYP

### Global challenges relevant to education

MYP design students at the International School of London have produced real PR videos for a leading environmental charity and a local mosque. This session will show teachers how, with very few resources, the MYP design criteria can be used to create projects that have a value to the local and international community. Students also learn crucial digital media skills as well as learning to empathise with ethical and religious issues.

## How we ensure meaningful and reliable assessments

Matt Glanville, IB  
Paula Wilcock, IB

Room: Amazon

MYP DP CP

Demystifying assessment, this presentation will explain IB Assessment's vision for valid assessments and then explains how we ensure that marks and grades (not the same) are reliable and meaningful.

## MYP review and update

Robert Harrison, IB

Room: Mississippi

MYP

The MYP is moving ahead with the full implementation of its new curriculum framework, programme requirements and eAssessment model. Connect with other MYP teachers, coordinators and other school leaders to review what's happened recently, what's new, and which directions are under consideration, as first post-MYP: Next chapter curriculum reviews move from research into development.

## Raising voices in the classroom

Rohan Skene, Bavarian International School

Room: Antarctica

PYP MYP DP CP

### Teaching and learning in IB programmes

The benefits to learning of "student or pupil voice" initiatives, whilst beneficial, can often be overlooked or misunderstood by secondary schools. Based upon the experiences of running a student voice project in an international secondary school, this session will outline the benefits of incorporating student voice undertakings into the school culture and ways of overcoming some of the obstacles that schools may face. Key to this are ideas and strategies to help empower teachers to utilise student voices in their classrooms and a consideration of the impact that curricular designs such as MYP and IGCSE have on student voice endeavours.

## Integration of the IB and national curricula

Varduhi Grigoryan, SYP Gymnasium 1306  
Karina Sagoyan, SYP Gymnasium 1306

Room: Central America

LEADERSHIP

### Curriculum planning implementation in IB programmes

The main problem that most IB World Schools face is the need to have a national curriculum integrated with an IB programme. As a state school, we are obliged to have the national curriculum covered, thus, we had to think of a solution to meet both requirements. Having introduced the continuum of the IB programmes to the school (authorized for PYP, DP; candidate for MYP) we started developing new programmes for all age groups. We want to share our experience with all the schools facing a similar problem and introduce our understanding of how to make this integration go more smoothly.



Friday 27 October, 17:00–18:00

## Association Meetings

### **NIBS (Association of Norwegian IB World Schools) meeting**

Tor Øyvind, NIBS

Room: Africa

Meeting for IB World Schools in Norway.

### **AISA (Association of International Schools in Africa) meeting**

Graham Watts, AISA

Room: Antarctica

AISA invites all member schools attending the IB Global Conference to a special regional planning meeting. We will be discussing AISA's role in supporting professional learning for your IB programmes under the new cluster model.

### **AGIS (Association of German International Schools) meeting**

Timothy Kelley, AGIS

Room: Asia

Q&A round table.

### **INTESCO (Non-profit Partnership for providing assistance in International Schools development) meeting**

Mikhail Shneyder, INTESCO

Alexandr Kondakov, Moscow City University

Olga Zhvirblis, INTESCO

Room: North America

A presentation on a professional development experience within the Moscow: International School of Quality project, and a discussion about expectations for the future, including trainings for prospective members of the authorization and evaluation teams, workshop leaders, and IBEN members.

### **ACES (Association of Central European Schools) meeting**

Peter Murphy, ACES

Room: Central America

Open forum for educators working in the ACES region (Austria, Czech Republic, Hungary, Slovakia, Slovenia and Croatia) to discover more about the work of the Association. Educators working in countries that border this region are also invited to attend.

## IBSCA (IB Schools and Colleges Association) meeting

Robert Tibbott, IBSCA  
Peter Fidczuk, IBSCA

Room: South America

The new Chief Executive invites members of the Association to meet with him to hear of the Association's plans to support member schools and to receive feedback on the direction schools would like the Association to take. Peter will feedback on university developments.

## MEIBA (Middle East IB Association) meeting

HANA Malhas, MEIBA  
Ghada Dajani, MEIBA  
Mary Tadros, MEIBA

Room: Everest 2

Annual General Meeting and Country Representatives Meeting; to discuss the action plan for the coming two years, the

membership at MEIBA, the important role of the country associations.

## Turkish IB Schools Association Meeting

Jale Onur, Turkish IB Schools Association  
Mine Erim, Turkish IB Schools Association

Room: Everest 1

Meeting of the IB and Turkish IB schools' representatives to discuss issues pertaining to recent developments and future needs.

## ASIB (Association of Swedish IB Schools) meeting

Peter Larsson, ASIB  
Ann-Sofi Ericsson, ASIB  
Ruth Walton, ASIB  
Eva Fellin, ASIB  
Madeleine Mumford, ASIB

Room: Oceania

A meeting of the Swedish MEIBA, and the important role to discuss current issues.



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Oxford Study Courses is trusted by IB schools and teachers across the world to provide supplementary support for their students. Founded in 1990 by an IB teacher, OSC is still run by the founder's daughter with the same commitment to quality, and to the IB philosophy itself. The OSC team is passionate about promoting international and community-mindedness through education.



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# A BETTER WORLD THROUGH EDUCATION

In an exciting communications partnership, the International Baccalaureate and ITN Productions have produced a news and current affairs-style programme named 'A better world through education' hosted by British newsreader Natasha Kaplinsky.

The programme explores how an IB education impacts students, schools and communities across the world. The IB develops students' curiosity, self-motivation, confidence, and a flexibility for learning, alongside academic rigour and the ability to think across disciplines. 'A better world through education' brings to

life how the IB's holistic approach develops the whole child, while building international mindedness and the open-minded respect for other views which are more needed than ever in today's conflicted world.

The programme combines key interviews, stories and special reports from IB schools.

**LAUNCHING AT THE IB GLOBAL CONFERENCE ON THE 26<sup>TH</sup> OF OCTOBER AND PLAYING THROUGHOUT THE EVENT.**



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## Presentation sessions 4

Saturday 28 October, 10:15–11:15



### International-mindedness? What do we expect from headteachers?

Andrew Scott, Independent

Room: North America

PYP MYP DP CP LEADERSHIP

#### International Mindedness

The session will explore the relationship between educational leadership and the core concept of international-mindedness. This is an under-researched area of academic literature. The session will present participants with an outline of the academic literature on both international-mindedness and successful educational leadership. In addition, there will be an opportunity to discuss some of the issues that arise in smaller groups, and to feedback to all the participants.

### GamePlay: Video game theory in the drama classroom

Antony Nesling, The International Academy — Amman

Room: Antarctica

MYP DP

#### Innovation, Technology and new spaces for learning

This presentation will explore innovative approaches to applying video game design in drama activities. Findings are based on PhD research from the Institute of Education, University College London, with case studies from The International Academy - Amman, as

an extra-curricular activity, as well as within the MYP arts curriculum (Year 4 drama). Various approaches to implementing video game theory and design through drama will be discussed however, this presentation will focus on role-playing games (RPGs) and immersive, interactive theatres, as well as present a model for creating video game theatre outside your classroom, regardless of subject area.

### IB research update

Bradley Shrimpton, IB

Room: Mississippi PYP MYP DP CP LEADERSHIP

This annual update from the IB Research Department will report findings from programme research studies undertaken across the globe exploring the qualities and characteristics that distinguish IB World Schools and IB students.

### MYP assessment session review and upcoming developments

Eleonore Kromhout, IB

Paula Wilcock, IB

Room: Amazon

MYP

This session will explore the constructs that lie behind MYP on-screen examinations. We will also reflect on the successes, challenges and the user experience of schools and students during the first eAssessment sessions, short and medium-term plans for development of assessment and teacher support services are explored.



## How implementing the DP has changed our school community

Elke Heinicke, Berufliches Gymnasium, Heidelberg Privatschulzentrum

Room: Central America

DP

### Teaching and learning in IB programmes

When we started our journey towards authorization as an IB World School, different branches of our school had just moved into a newly built campus. The IB was the unifying thread connecting all our schools. We successfully achieved authorization and in this presentation, we will be sharing our experiences for schools that want to offer IB or have started candidacy. Learning from those in the room who are just one or two steps ahead can be very effective.

## IB education in Africa: A discussion on strategies for access and quality

Haif Bannayan (moderator), Queen Rania Teacher Academy

Patrick Awuah, Ashesi University College

Cyrille Nkonchou, Enko Capital Management LLP  
Melvin King, Oprah Winfrey Leadership Academy for Girls

Room: Yangtze 1

LEADERSHIP

Considered the world's most youthful continent, nearly 50% of Africans are under age 15. Access to quality education and investment in innovative practices in education are imperative to build an educated and skilled workforce. Private sector participation in education has supplemented public sector efforts to meet the teeming demand for educational access. Will offering international education from K-12 prepare students for institutions of higher learning and training, and produce graduates with the needed skills for the local labour market? This panel discussion will share and explore strategies being employed.

## Using systems thinking to enhance learning in the PYP

Jacob Martin, International School of Zug and Luzern

Karen Lynn, International School of Zug and Luzern  
Room: Everest 1

PYP

### Teaching and learning in IB programmes

The IB is currently involved in a collaborative project with the New England Complexity Systems Institute looking at the use of systems thinking routines in learning and teaching. Combining these routines with an understanding of the emerging discipline of complexity science and focusing these through the lens of the IB learner profile to create deeper and more conceptual understandings for students. This presentation will provide a brief introduction to the components of this project and then provide reflections on the use of these routines in a grade four unit of inquiry.

## Sharing the CIS Knowledge Base: Innovations and Trends

Jane Larsson, Council of International Schools

Dave Stanfield, Council of International Schools  
Alejandra Neyra, Council of International Schools

Room: Oceania Foyer

PYP MYP DP CP LEADERSHIP

### Action, Research and Change

Come and learn what the Council of International Schools (CIS) is learning! Our work evaluating and supporting 700+ high quality, diverse school communities around the world exposes us to innovative programmes and leading evidence-driven practice. This session will reveal important trends that can be used to develop realistic strategic goals and improve recruitment practices. Additional topics will include key findings from a study looking at the relationship between student cultures and learning preferences as well as important survey data exploring the indicators of child abuse developed by the International Task Force on Child Protection.

## Growing the mission

AEM Regional Development Team, IB

Room: Oceania

LEADERSHIP

This session is an opportunity to meet the AEM Regional Development team, and learn how they have grown the IB mission in the last year, and also what they are planning to do this year.

## Cultivating risk-taker qualities by engaging young adolescents with absurdist literature

Marzena Michalowska, Lord Roberts Elementary School

Room: Africa

MYP

### Teaching and learning in IB programmes

This workshop examines how the attribute of a risk-taker can be developed and promoted in young adolescents by engaging them with unconventional absurdist children literature belonging to the gothic tradition. It is a reflection on a successful class project completed by Year 1 MYP students who learned to take risks and become adventurous when interacting with literature that challenged their assumptions of the genre, seriousness of the subject and writing style, as well as the narrative point of view. At the end of the unit, students demonstrated significant willingness to engage with creative risk-taking, becoming interested in the improbable.

## The end of marking? Adaptive comparative judgement?

Matt Glanville, IB

Room: Everest 2

MYP DP CP

Adaptive comparative judgement offers an alternative to traditional marking which claims to be reliable and also more meaningful. Find out how it could work for IB's summative assessment, and also support formative learning in your classroom.

## Student reflections and non-cognitive skill improvement

Oliver Lemuel Chua, ACS Doha International School  
Deanna Milne, International School of Tanganyika

Room: Kilimanjaro

MYP DP

### Assessment for learning

The presentation will be on our action research that focuses on improving non-cognitive skills through assessment of reflections. It will also include ways of giving students feedback on the content on their reflections according to the developed rubric in an attempt to develop reflective skills, that can be carried over into subject areas. This is particularly valuable to DP core programmes, where reflection has been made an integral component. Additionally, in the MYP, it is one of the ATL clusters that must be tied to curriculum throughout the programme.

## Literature communities: Empowering and engaging readers

Paola López, American School of The Hague  
Kim Tyo-Dickerson, International School of Stavanger

Room: South America

MYP DP

### Literacy, language across global contexts

We offer strategies for building diverse communities of readers: practical methods that guide students to explore literature, increase content comprehension and engender meaningful discussion of complex literary texts in mixed-level classrooms in both language acquisition and literature classes. Formats may include: Library partnerships; Socratic seminars; Harkness discussions; reader's theatre and other similar community-building, discussion-focused structures. We'll also discuss the bigger questions: Why read in other languages? Why represent a variety of voices? How does reading outside dominant cultures empower students?



## Experimenting with digital and physical learning spaces

Shwetangna Chakrabarty, Dar es Salaam International Academy

Natasha Haque, Dar es Salaam International Academy

Room: Asia

MYP DP

Innovation, Technology and new spaces for learning

Technology is leading the way, by reinventing the classroom in the digital space. Simultaneously innovative ideas are reinventing the classroom's physical space. This session aims to discover how these new spaces for learning, with and without technology, interact. It also aims to highlight how skills can be learnt, assessed and taught with the help of experimenting with new classroom spaces. The presenters will share their experiences in working with, and successfully creating new learning spaces, whilst embracing the challenges in the African context.

## CAS: Ensuring the IB philosophy is authentic

Surama King, Tema International School

Room: Europe

DP

Creativity, social and emotional learning

The session outlines the CAS programme at Tema International School, demonstrating how students undertaking CAS can make the world a better place. It will also reinforce the important of CAS as one of the core elements of the DP. The session will also encourage cooperation between schools. "OUTSTANDING! I commend Tema International School on a CAS programme epitomizing the IB mission statement and philosophy, the learner profile and the CAS aims & objectives." Jane Hanna

## IB educator certificates: A panel discussion from the university and student perspective

Warren George, IB

Anthony Tait, IB

Room: Yangtze 2

LEADERSHIP

This interactive session will inform both universities and prospective students about how IB educator and leadership certificates can build capacity for teachers in IB World Schools, encourage best practice in teaching and learning and help internationalize university programmes. Learn how universities can become recognized to offer the certificates and how educators can continue their lifelong learning goals by enrolling in a recognized programme of study leading to one of the certificates.

## Presentation sessions 5

Saturday 28 October, 11:45–12:45



### Planning for professional learning

Analourdes Herrera, IB

Lucia Capasso, IB

Room: Mississippi **PYP** **MYP** **DP** **CP** **LEADERSHIP**

Ongoing professional learning has been identified as one of the key contributors to quality schools. “When we talk about Professional Development (PD) in relation to the IB, this means a commitment to be critical and self-reflective, dedicated to lifelong learning and continuous improvement. PD should be ongoing for all educators, irrespective of experience.” Some flexibility in PD requirements are being introduced for all programmes to support schools to meet staff needs. In this session, we will explore a range of models of PD that promote lifelong learning and build a community of IB educators. Participants will collaborate in designing a PD plan for their school by exploring core elements of IB PD, the new IB enhanced services and other opportunities which engage teachers in informal learning.

### In search of flow: Creating inspiring environments

Andy Coddington, Copenhagen International School

Room: Kilimanjaro

**PYP** **MYP** **DP** **CP**

#### Teaching and learning in IB programmes

In this session, participants will have the opportunity to consider how to create “flow” in the classroom. Participants will be asked to consider how fundamental attribution error might influence the class environment and, what we as educators, can do to ensure that the environment is one that supports student growth. To explore this idea, we will look at how different cultural forces can impact the learning community, specifically looking at ways in which teachers can use different types of inquiry to design learning opportunities for students as well as effectively assess student understanding using art reflection journals.



## CP programme update and success stories

Dominic Robeau, IB

Room: Europe

CP

This session will review global and regional data, curriculum changes, professional development updates and other recent developments in the CP.

## The international-mindedness journey: Reaching out and reaching in

Tristan Bunnell, Department of Education, University of Bath

Room: North America

PYP MYP DP CP LEADERSHIP

### International Mindedness

This session explores key research findings from a study of international-mindedness (IM) in nine IB World schools identified as being strongly engaged with IM, drawing on the voices of leaders, teachers, students and parents/ carers. This session will show how conceptions of IM converged on three philosophies: 1. IM is relational; it is about reaching out to others from diverse cultures 2. IM is intra-personal; reaching in to better understand ourselves with respect to different others 3. IM is a process or a journey. The session will share examples of promising practice and discuss some of the challenges for developing IM.

## Variations in the perceived workload of the DP

Ineke Nagel, VU Univeristy

Heike Schröder, IB

Room: Oceania Foyer

DP

This presentation will share results of the global launch of the research project "Student Workload and Wellbeing: A Three-Wave Panel Study" of the DP. At this point students have been surveyed twice: at the start and at the end of their first year in DP. In this presentation, we take up the question of how DP students perceive the workload of the programme and how these perceptions vary between schools (teacher and pastoral support), individual students (gender, subject choice, academic ability, parental background), and over time.

## Effective leadership for organisations that learn

James Costain, St George's The English International School

Room: Central America

LEADERSHIP

### Leadership in professional learning communities

We'll start with video clips to introduce the concept of a learning organisation, and explore how the model helps create thriving professional learning challenges. Participants will work together on practical approaches to establish the right conditions to foster a learning culture, and how to overcome obstacles along the way. The critical role of leaders, and the journey they are likely to face, will be discussed from the perspective of both the leaders themselves and those who are supporting them. Both personal experience and the literature supporting the approaches will be explored, and practical measures of progress will be introduced.

## PYP Exhibition and effective community action

Jane Medwell, University of Nottingham

Lucy Bailey, University of Nottingham, Malaysia

Room: Everest 2

PYP

### Teaching and learning in IB programmes

This presentation reports research into the impact of the PYP Exhibition on international-mindedness, critical thinking and learner profile attributes. Survey and case study data in five countries will be used to highlight the many strengths of the Exhibition as effective inquiry learning. Schools new to the IB programmes face challenges introducing the Exhibition; this presentation will explore how experienced schools overcome these through school-based training of teachers and mentors. The presentation will offer participants an opportunity to discuss effective PYP "action" in the community, using examples from the case study schools.

## IB core skills: A university's outreach perspective

Jess Heaney, University of Leeds

Room: Asia

DP

### Teaching and learning in IB programmes

The University of Leeds will share best practice by showcasing its extensive programme for developing the key skills required for the core elements of the DP and will provide examples of key teaching aids. This session will draw on the parallels between the interdisciplinary teaching of the DP and the University of Leeds' curriculum. The session aims to explore how philosophical and critical thinking has value both at university, and in all areas of life. Case studies from a range of IB World Schools across the UK will be used.

## The way forward: recruitment process for team leader, consultant and assessment roles

Juner Garcia, IB  
Anne Olde Loohuis, IB  
Camelia Kazemi, IB

Room: Yangtze 1

PYP MYP DP LEADERSHIP

Come along and learn how the Global IBEN team will approach the recruitment and development of IB Educators for examiners and advance IBEN roles from 2018 onwards. This is a great opportunity for the IBEN community to learn about Global IBEN's initiatives, key strategic ideas and how IBEN members can support and provide feedback to the IBEN team. At the end there will be a brief question and answer session.

## The Model of Personalized Career Management

Konstantinos Doukas, Doukas School

Room: Africa

PYP MYP DP CP

### Action, Research and Change

The Model of Personalized Career Management is a tailored process that helps IB students, from an early age, make decisions and choices in planning their future. It is an innovative way to combine both intuitive and cognitive

techniques through a bespoke counselling process that helps students understand themselves, explore career options, clarify and attain desired and realistic career goals. According to the IB objectives, the Model explores and evaluates students' skills, interests, talents and personality characteristics upon which students make appropriate career decisions as part of their education and personal growth.

## Creating a vibrant PLC with limited resources

Michael Hawkins, Duhok World School

Room: Everest 1 PYP MYP DP CP LEADERSHIP

### Leadership in professional learning communities

Creating and sustaining a professional learning community (PLC) is critical for the full implementation of an IB programme. This session explores the challenges we faced in creating a PLC in our school in Iraq and with very limited financial resources and in a culture resistant to collaboration. This session explores the strategies we put in place to transform our school culture from one of teachers working in isolation to one of teachers engaging in a vibrant PLC.

## The future state of assessment solutions for schools

Paula Wilcock, IB  
Matt Glanville, IB

Room: Amazon

MYP DP CP LEADERSHIP

This interactive session will explore the conceptual vision of assessment solutions that will produce an unrivalled assessment experience for schools and students. The presentation will identify and develop intuitive and innovative solutions with the IB community that will deliver a distinctive and authentic assessment experience for all our users.





## Developing confident young language learners in the PYP

Sarah Ford, Danube International School, Vienna

Room: Oceania

PYP

Literacy, language across global contexts

For many of our students English is not their first language, and many enter school with no common means to communicate in the classroom. Our school communities struggle with the complexities of encouraging mother-tongue development, building language proficiency in the language of instruction, developing confidence in communicating and the mechanics of learning to read and write. In this session, we will explore some practical ways to encourage multilingual confidence among young learners in the PYP. We will consider the importance of each aspect and look at examples of language learning in early years settings.

## La oratoria y el debate: el reto de hablar ante un público

Teófilo Nicolás Flores Ysaac, Colegio Internacional SEK Ciudadcampo

Room: South America

MYP

Creatividad, y aprendizaje social y emocional

**ES** La oratoria y el debate forman parte de Lengua y Literatura del PAI, y tienen particular importancia en lo que respecta a los criterios B, C y D. En cuanto a las habilidades de los enfoques del aprendizaje, fomenta las habilidades afectivas, así como de comunicación, colaboración y reflexión. A través de actividades tales como monólogos, discursos improvisados, actividades de simulación y debates académicos, los alumnos aprenden técnicas para controlar los nervios, dominar el lenguaje no verbal y transmitir el mensaje al público eficazmente mediante la palabra hablada. En una sesión práctica, los profesores que participen podrán ponerse en la piel de los alumnos que intervengan en un debate.

## MYP design for real: lean-start-up and social entrepreneurs

Tristessa Åberg, International School of the Stockholm Region

Room: Antarctica

MYP

Innovation, technology and new spaces for learning

The MYP “encourages students to make practical connections between their studies and the real world”, but how real can those connections be? Can students embark on a real-life challenge, setting up a social entrepreneurship, using lean start-up principles, while still covering the MYP design curriculum? What if students focused on the success of their entrepreneurship, not their final grade? From pillows for the homeless, to an alternative beauty magazine, this is a case study in risking real student-led learning so they experience not just a connection to the real world, but step out into it to really impact their communities.

## The irrefutable laws of leadership

Zeina Fayoumi, Al Hamraa Girls' School

Room: Yangtze 2

LEADERSHIP

Leadership in professional learning communities

Our world is changing, driven by new technologies, discoveries and inventions, empowered by an education system taking the world to new dimensions we haven't witnessed before. These rapid changes and the increased complexity of today's world present new challenges and put new demands on every element of our education system. As a school leader, you have the responsibility to be a mentor and an influencer; using the 21 Laws of Leadership you will be able to measure your personal growth in leadership abilities, and find the areas where you need to grow.



Saturday 28 October, 13:00–14:00

## Expo Sessions Focus Groups

### International-mindedness and ethical service learning

Emmanuelle Werner Gillioz, Friends International  
Rob Oliver, Stahili Foundation

Room: Africa **DP** **MYP**

Service learning and volunteering through CAS activities present valuable opportunities for students when they lead to mutually beneficial experiences for the volunteer, the charity, and local communities. However, volunteering may cause more harm than good if not well thought out. This focus group addresses critical questions on responsible volunteering.

### Professional learning — The Sharing Knowledge Project

Chris Gray, The International School of The Hague  
Tessa Van Schijndel, University Leiden - ICLON  
Wendy Lahy-Neary, The International School of The Hague

Room: Asia **PYP** **MYP** **DP** **CP**

Since January 2016, the International School of The Hague has been participating in “The Sharing Knowledge Project” that aims to investigate how teachers learn from each other. The session will involve sharing experiences of the project, as well as ideas and resources that can help support and facilitate professional learning.

### Programme Standards and Practices

Pilar Quezzaire, International Baccalaureate

Room: Antarctica

**PYP** **MYP** **DP** **CP**

A session to introduce the new structure and content of Programme Standards and Practices. Participants will engage with a variety of content related to school verification and the display of Standards and Practices. Participants can expect to provide feedback on a variety of resources, including some digital content.

### Working with the post-truth generation

Roz Trudgon, Oxford University Press

Room: Europe 1 & 2

**PYP** **MYP** **DP** **CP**

Did you know that in a recent CNN survey, over 40% of young people said that they thought they could tell the difference between fake news and real news, yet over 30% admitted to sharing news stories that they later found out to be fake? In a world where the truth is often stranger than fiction and often passes as truth, how can we, as educators, equip our students with the tools to detect the truth and discard the fiction?



## Future of ManageBac

Angelica Nierras, ManageBac

Room: Oceania Foyer

PYP MYP DP CP

Come hear about our latest updates and upcoming road map. In the past year, we've released brand-new integrations with Google, Turnitin, AssessPrep, iSAMS, and BridgeU, and have extended functionality on ManageBac to include more flexible unit planners and multi-lingual parent options. ManageBac today supports over 2,400 leading IB schools in 120 countries to better manage their IB programmes.

## Simplify and improve access to digital learning

Megan Uotila, Classlink

Room: Oceania

PYP MYP DP CP

As IB World Schools advance their use of digital learning resources, it is essential for teachers and students to have easy, fast, and reliable access. This session will explore how single sign-on makes lives easier for educators and better for students. See how OneClick gives access to connect everything with one simple login. Schools save time, money, and frustration both in the classroom and at home. We will use live demos and case studies with practical advice for all.

## Sapere Aude! Philia Project

Laia Pemán, Aula Escola Europea

Room: North America

PYP MYP DP

We began a project to improve the emotional intelligence skills of our students (self-awareness, self-regulation, motivation, empathy and social abilities). We would like to share what this project entails, how it is being carried out and how we respond to some of the difficulties inherent in its implementation and evaluation.

## Preparing the students of today for the world of tomorrow

Laura Heijink, Bridge-U Ltd

Room: Central America

PYP MYP DP CP

Students today face many challenges when it comes to preparing to leave secondary education, particularly those who want to build an international post-secondary life. Preparing students to take on these challenges is crucial work for university and careers advisers. Ms. Heijink will discuss how advisers can tackle the complex world of international university applications, how to help students discover their best fit universities, and the ways in which we can make use of machine learning and advanced technology to better prepare the students of today for the world of tomorrow.

## Supporting student learning in Math and Science classes

Laura Chervenak, ExploreLearning

Room: South America

PYP MYP DP CP

When students use online visualizations for learning, their conceptual understanding soars and Math and Science comes to life. Join us for this workshop designed to introduce participants to Gizmos, powerful interactive simulations, that provide opportunities for individual, group and direct instruction. Gizmos help students engage in collaborative discussion, develop the ability to reflect critically upon their own work and the work of others, make and test predictions, construct explanations and design solutions. Gizmos also allow for differentiated experiences which accommodate for the range of abilities and learning styles in a group.

## Implications of BREXIT on universities

Alistair Jarvis, Universities UK

Room: Amazon

PYP MYP DP CP

Alistair Jarvis is the Chief Executive of Universities UK, which is a membership body representing all UK universities. They work to support all UK

universities and represent them in government, to influence changes in government policy and ensure government ministers are aware of educational policy; in particular issues such as immigration policy and its impact on international education. Alistair is currently leading the organisation's work to address the implications of BREXIT on education. He's well respected in UK government and universities in the UK and has excellent links to Europe. He's a fantastic speaker and an important stakeholder for the IB.

### Promoting mathematical rigour in the PYP

Anika Sommer, Vienna International School

Room: Mississippi

PYP

This session will explore the ways in which we can approach mathematics teaching in a way that maintains subject integrity and promotes fluency while staying true to the tenets that underpin the PYP. High levels of fluency as well as conceptual understanding are both achievable goals.

### IB Print & Digital Educational Resources — what's next?

Gert-Jan de Vlugt, International Baccalaureate

Joep Baars, International Baccalaureate

Gunjan Singh, International Baccalaureate

Room: Yangtze 1

PYP MYP DP CP

Join the IB Publishing focus group session and share your opinion with us!

- Exam preparation resources and the next generation assessment products
- Classroom materials: What is the impact on the classroom experience when the IB print and digital content is used?
- What additional resources do teachers and students need to support their teaching experience and enhance learning opportunities?

### How to develop ATL-skills like critical thinking and essay writing? An introduction to argument mapping with Rationale

Timo ter Berg, Rationale

Daniel Toyne, Frankfurt International School

Room: Yangtze 2

PYP MYP DP CP

How to support students effectively in developing ATL-skills like structured, critical thinking and writing? We present Rationale, an evidence-based method to develop ATL skills. Rationale supports the development of deliberate, collaborative practice of reasoning, writing and communicating skills by argument mapping, a technique to visualize the underlying logic of argumentation and writing. Rationale has been developed to facilitate the implementation of this technique into teaching practice, letting students collaborate and show examples of its use in IB education. David Toyne (Frankfurt International School) will share how they work with Rationale in TOK and Y10 Critical Thinking.

### Read-Discuss-Read with Achieve3000

Kevin Baird, Achieve3000

Room: Kilimanjaro 1 & 2

PYP MYP DP CP

This session from Achieve3000 provides educators with the best practices in English language development and blended learning to accelerate students' literacy gains. Together with Dr. Fisher, Achieve3000 has developed a new instructional model called Read-Discuss-Read. Based on Dr. Fisher's book, Visible Learning for Literacy (co-written with Dr. John Hattie and Dr. Nancy Frey), Read-Discuss-Read helps educators incorporate the highest impact instructional practices: Classroom discussion and repeated reading of text. Learn how to implement this new model using Achieve3000 in IB classrooms!



## Assessment data: The missing piece of the jigsaw in personalisation and differentiation in the IB classroom

James Neill, GL Education

Room: Everest 1

PYP MYP DP CP

This session is aimed at schools that are looking for relevant and robust data to inform differentiation strategies and uncover students' real attitudes to school and themselves as learners. The discussion will draw on case study material from international schools to explain how innovative schools are triangulating their data from multiple sources to identify and support specific needs of learners. We will explain how innovative schools are evaluating and combining data from multiple sources to identify specific students, or groups, who require additional support.

## Three killer issues facing college counsellors and how to address them

Greg Brown, Unifrog

Nick Weir, Unifrog

Daniel Keller, Unifrog

Room: Everest 2

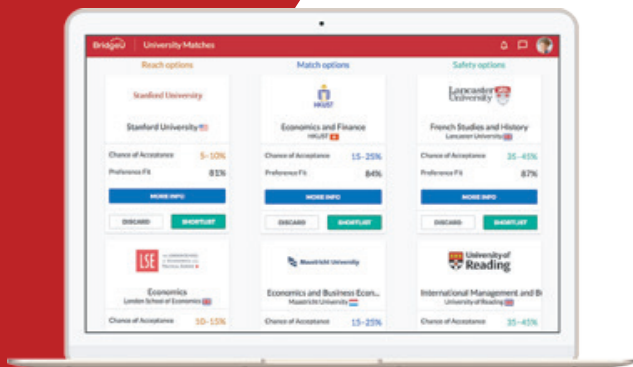
PYP MYP DP CP

Unifrog is facilitating this session, looking at the major obstacles and challenges facing students and staff involved in researching university options and making applications. The Unifrog online platform is used by over 1,000 schools worldwide to manage the application process to universities in the USA, UK and Europe. We look at key issues such as parental involvement, time management, and the challenge of juggling applications to multiple higher education systems before discussing how best to deal with them and how Unifrog helps. This session is your chance to explore the Unifrog platform and see how it is used effectively by schools to save time, improve communication with students and analyse admissions trends.

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## Presentation sessions 6

Saturday 28 October, 14:30–15:30



### Transforming communities: Delivering the IB in Africa

Adzo Ashie (moderator), IB  
Anna Marsden, International School of Moshi  
Catherine Ige, Ibadan International School  
Bamidele Akinbo, Enko La Gaiete  
Jonathon Marsh, Aga Khan Academies Unit  
Room: Oceania

LEADERSHIP

In 1977, the first IB World School opened in Africa. Since then the number of IB World Schools has grown in the region and all share the global mission of creating a better world through education. This panel discussion includes school heads and network senior managers from selected schools who will share their experiences of implementing the IB in their particular context, the impact an IB education has had in their communities and the successes as well as the challenges they face in implementing IB programmes. The discussion will also involve initiatives to promote professional development on the continent.

### The role of the school's academic honesty policy in building an academic integrity "ethos"

Celina Garza, IB  
Matt Glanville, IB  
Room: Everest 2

MYP DP CP

Building a culture of academic integrity goes beyond implementing an honesty policy. All parties involved in the education of IB learners

must support students throughout the learning process so they understand not only the technicalities of academic writing but also the merit of a genuine piece of work. Using the results of the IB's academic honesty survey and the audience's views, all participants will try to identify the best practices to promote academic honesty at their schools. Further discussions of teaching and administration strategies should offer the tools to support not only students, but all school community members, to grasp that being "principled" (as described in the IB learner profile) is fundamental to all IB programmes.

### Impactful professional and student learning — by design

Christopher Charleson, International School of London  
Nick Botting, International School of London Qatar  
Room: North America

LEADERSHIP

Leadership in professional learning communities

We start with four ideas: 1. Great teachers have huge impact on student learning 2. We achieve more by working together than on our own 3. Traditional approaches to professional development have little effect on staff and student learning 4. Traditional approaches to appraisal have little effect on staff learning and performance. Learning for Impact is a model that addresses the need for an impactful approach to professional learning. We will



explore each of the elements that combine to make this a potentially successful model. The session will be interactive and requires audience participation - be prepared to think, pair, share and move!

## ATL progression across the PYP and MYP curricula

Ekaterina Zenia, "XXI Century Integration"  
International Secondary School

Olga Petrova, "XXI Century Integration"  
International Secondary School

Room: Kilimanjaro

PYP MYP

### Teaching and learning in IB programmes

Teaching strategies that make learning meaningful and help students learn through inquiry are important in building the PYP and MYP curricula. Within this context, we will underline the importance of developing ATL skills across the PYP and MYP curricula. In our session, we will address how to explicitly teach ATL skills that help students in the learning process in all stages of PYP and early years of MYP in order to provide continuity with these two IB programmes. This session aims to help teachers and coordinators understand how to organize a cross-programme school-wide progression of ATL skills using different teaching strategies.

## Animal characteristics & leadership skills

Ian Piper, British International School Washington

Room: Amazon

LEADERSHIP

### Creativity, social and emotional learning

The presentation will take a light-hearted approach in exploring the various characteristics of animals and judging to see if these can be used to understand, improve and develop leadership skills in both adults and students. The work will be suitable for use within a PYP, MYP or DP setting. We will have a variety of interactive elements in the presentations. The session will draw on some psychological ideas and look to see how a leader can maximize the talents within its community.

## ICT development in support of teaching and learning

Julia Tsygan, International School of the Stockholm Region

Tristessa Åberg, International School of the Stockholm Region

Room: Everest 1

LEADERSHIP PYP MYP DP

### Leadership in professional learning communities

Digital tools can greatly impact teaching and learning, but ICT training can become a one-size-fits-all introduction to the latest tools, without a clear pedagogical motivation, leading to limited impact and implementation. This is our school's journey from a separate ICT training programme, to an integrated, teacher-led approach to professional development which places the focus on pedagogical goals and the ATLs, using training in digital tools that support these goals. We share our successes and failures, how we have overcome challenges, and give concrete examples of how goals have been met, sometimes through unexpected digital tools.

## The amazing complexity of multilingualism in IB World Schools

Karin Martin, International School Carinthia

James Brightman, International School Carinthia

Room: Antarctica

LEADERSHIP PYP MYP

### Literacy, language across global contexts

The benefits of multilingualism are well-known, however, there is still uncertainty among parents about the final outcome of their children growing up and attending a school that teaches in more than one language. Unilingual families attending multilingual schools sometimes struggle when comparing their children with those attending unilingual schools; third culture families face different challenges. Many studies on multilingualism draw upon research on bilingualism; while results show some similarities, families with children speaking two or more languages face different challenges. This session will discuss

the need to understand and embrace the complexity of multilingualism.

### Rethinking homework: Metacognition and self-assessment

Kevin Mount, American International School—Kuwait

Room: Yangtze 1

MYP PYP DP

#### Assessment for learning

Traditional homework has shown, in cases, to not aid student learning. Can rethinking homework by having students use self-assessment lead to more reflective and efficient students? Teachers often provide homework to students that they feel will best aid their students' learning. What if students selected their own homework given the proper parameters? Can teachers set up an environment where students can use self-assessment and metacognition to answer factual, conceptual, and debatable questions? By linking homework to the ATL skill of "consider content" and the criterion strands, students self-select work based upon their own personal needs.

### Operational support for MYP service learning

Lucy Ferreira, UWC Maastricht  
Tom Oden, UWC Maastricht

Room: South America

MYP

#### Teaching and learning in IB programmes

A common approach to service learning is to look for opportunities for action within MYP units and extend this into service learning. At UWC Maastricht, we took the opposite approach by creating a space for service learning that then extends back into the curriculum. Every Wednesday afternoon, all MYP students are engaged in a service learning programme with a theme for each year. Student-led initiatives are given the space

and time to flourish within this space, and can connect back to the academic curriculum.

### Three global education networks, one K-12 ambition

Mark Orrow-Whiting, Nord Anglia Education  
Betsie Becker, The Juilliard School

Room: Asia

LEADERSHIP

#### Leadership in professional learning communities

In 2015, The Juilliard School and Nord Anglia Education (NAE) launched an ambitious partnership to bring Juilliard's performing arts expertise to over 37,000 K-12 students in NAE's 43 schools around the world. In 2016, NAE announced a similar partnership with the Massachusetts Institute of Technology (MIT) focused on STEAM. These collaborations are models for how innovative K-12 educators like NAE can leverage the power of higher education institutions' intellectual capital and global alumni networks to engage, inspire and elevate their teachers and students. Learn best practices and potential pitfalls in how these partnerships work.

### Curriculum development spotlight: MYP language acquisition

Mercy Ikua, IB  
Darlene Delaney, IB

Room: Africa

MYP

As the MYP moves back into a regular cycle of curriculum review, language acquisition is in focus with a new subject group guide expected in 2019. DP language acquisition will introduce a new course next year, with which MYP aims, objectives and assessments will be aligned. Join us for an 'insider's view' of the curriculum development process, which is moving from research through development, and on towards implementation. Participants will engage with the internal and external research that has informed the review, as well as discuss education issues and opportunities





facing language acquisition teachers in an international context.

## Explore the world of IB professional services

Mirja Myllykangas, IB  
Warren George, IB

Room: Yangtze 2 **LEADERSHIP** **PYP** **MYP** **DP** **CP**

Find new ways to promote lifelong learning and contribute to your professional learning community. This session showcases the IB's professional services - from online and face to face workshops and blended learning to informal resources such as webinars. Learn about other brand-new school enhancement services such as curriculum connections, IB consultancy, and PYP building quality curriculum.

## Mindfulness in the PYP

Niamh Callanan, GEMS American Academy

Room: Europe

**PYP**

**Creativity, social and emotional learning**

One of the primary ironies of modern education is that we ask students to “pay attention” dozens of times a day, yet we never teach them how. Mindfulness enhances both academic and social-emotional learning (Saltzman, 2011). Mindfulness has become a current phenomenon over the past few years. But, how much do we truly know about mindfulness, the research behind it and why should we be doing it? How can we effectively create a mindful classroom and develop mindful students? This session looks deeper at mindfulness and the bigger picture. Our students are growing up in a world of stress, social media and much more. Let's prepare them for it.

## DP academic update

Oksana Jajecznyk, IB  
Kelvin Williams, IBO

Room: Mississippi

**DP**

This session will review changes to DP subjects that are taking effect for first teaching in 2017, and preview changes that will take effect for first teaching in 2018 and 2019. Ongoing research activities in curriculum development

will also be discussed with an emphasis on those that will inform the design of refinements to the programme over the next few years.

## Standards and practices review: streamlining IB school's authorization and development

Pilar Quezzaire, IB

Room: Oceania Foyer

**LEADERSHIP**

The Curriculum Innovation and Alignment (CIA) team over the past year and a half has worked across and outside the IB community to develop a streamlined, research-informed experience of Programme Standards and Practices for IB World Schools. In this session, participants will be informed about the research and review processes, and will have an opportunity to explore a new framework and initial designs for the next version. The revised Programme Standards and Practices and their associated framework is just the first step. From this will begin the work of teams across the IB to go live with the revised Programme Standards and Practices system of applications in 2020.

## Introducing and embedding a successful Career-related Programme

Rebecca Haran, The Abbey School  
Catrin Woodend, The Abbey School

Room: Central America

**LEADERSHIP** **CP**

**Curriculum planning implementation in IB programmes**

This session will focus on the experiences and perspective of a headteacher and CP coordinator who have successfully implemented the CP in a public non-selective school in Kent, England. Advice on how to overcome potential barriers will be offered, as well as guidance on what makes a successful programme for all stakeholders. Examples will be given from the four strands of our core programme and how these can underpin the excellent work of our DP and career-related study teachers.



THURSDAY 26 OCTOBER

10:30 – 16:00 Pre-conference sessions



FRIDAY 27 OCTOBER

10:15 – 11:15 Presentation sessions 1



11:45 – 12:45 Presentation sessions 2



13:00 – 14:00 Expo sessions —Focus groups



14:30 – 15:30 Presentation sessions 3



17:00 – 18:00 Association meetings





SATURDAY 28 OCTOBER

10:15 – 11:15 Presentation sessions 4



11:45 – 12:45 Presentation sessions 5



13:00 – 14:00 Expo sessions —Focus groups



14:30 – 15:30 Presentation sessions 6



### Colour Coding Key



Thursday



Friday



Saturday

Registration, Breaks, Events

Focus Groups/Expo Sessions/Association Meetings



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### Oxford University Press

Oxford University Press resources fully immerse learners in the IB approach, building the in-depth subject knowledge and interdisciplinary skills central to long-term achievement. Oxford develops DP Course Books directly with the IB, and also produces a wide range of study tools and MYP resources.

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