



“20-20 vision: A focus on the changing face of education”

**The SGIS Annual Conference 2020 hosted by Institut Florimont, Geneva,
March 20th and 21st**

INSTITUT
FLORIMONT



Chairman's Welcome to the SGIS 2020 Conference "20-20 vision: A focus on the changing face of education"



On behalf of the SGIS Board, I would like to wish a warm welcome to all participants to the 2020 SGIS Conference. The Swiss Group of International Schools is proud to be one of the largest and most active international school groups operating in a single country providing innovative and inspiring professional development opportunities to its member schools. This year's conference is hosted by the Institut Florimont, Geneva.

"20-20 vision: A focus on the changing face of education" is the conference theme. The pace of changes happening in the world at times seems overwhelming. Education is also changing rapidly. A growing body of research in education is helping guide us, but where? What does it mean today to provide an excellent education given the rapid changes

around us and in education? How do we make sense of it all? It is time to bring everything into focus.

The program will include outstanding speakers in English and in French. We are very excited to welcome world-class speakers who will directly and indirectly address questions on the conference's theme: Karen Ardley, Isabelle Arnett, Daphne Bavelier, Rosan Bosch, Jenny Ebermann, Fred Genesee and Michael Thompson.

The goal of the conference is for all participants to learn from one another. In addition, we hope we can continue strengthening the relationships between the international English-speaking and French-speaking communities in education.

Un chaleureux bienvenue aux participants francophones !

Thank you to Institut Florimont for hosting the conference and to our exhibitors for the practical enrichment and value they add.

We look forward to welcoming you all to Geneva in March, 2020 where you will be able to learn from inspiring presenters! It is our hope you will leave the conference enriched, inspired and motivated.

Marc-F. Ott, Chairman of SGIS

Welcome from Sean Power, Director, Institut Florimont



Bonjour à toutes et à tous,

Au nom de l'Institut Florimont et de ses collaborateurs, je voudrais exprimer notre fierté et notre impatience d'accueillir la conférence SGIS les 20 et 21 mars prochains !

Ecole bilingue établie depuis 1905 à Genève, creuset multiculturel, nous nous réjouissons d'abriter les échanges passionnants que promet cette édition 2020.

Avec 1500 élèves de 3 à 18 ans, 70 nationalités et plus de 30 langues parlées, nous sommes directement concernés par la question de la diversité culturelle et du multilinguisme, point central des discussions. Dans cet environnement pluriel, riche des apports des chacun, comment soutenir nos élèves polyglottes et s'assurer que ce fantastique atout est utilisé au mieux ?

Plus informés, plus connectés, les enfants d'aujourd'hui posent de nouveaux défis pédagogiques aux enseignants que nous sommes. Leur fournir un socle de connaissances solides reste une priorité mais plus largement, nous devons les aider à devenir des citoyens engagés, conscients de leurs responsabilités et du rôle qu'ils peuvent jouer au niveau local et global.

En effet, les transformations majeures que vit notre société font nécessairement évoluer notre façon d'enseigner. Dans ce cadre, l'adaptation de nos infrastructures est un besoin de plus en plus impérieux. Comme vous le constaterez, nous sommes en chantier, pour assurer à nos élèves un cadre et un support d'apprentissage toujours plus performants et adaptés aux exigences de l'école d'aujourd'hui et de demain. Encore un sujet passionnant que je me réjouis d'aborder avec vous.

Rendez-vous les 20 et 21 mars, nous vous attendons nombreux !

Sean Power
Directeur Général de l'Institut Florimont

Welcome from Sean Power, Director, Institut Florimont

Welcome Everyone,

On behalf of the Institut Florimont and its collaborators, I would like to express our pride and excitement at being selected to host the SGIS conference on March 20 and 21!

Founded in 1905 as a French boarding school catering mainly for the French and Swiss communities, we have developed into a francophone bilingual school that is also a multicultural and linguistic melting pot. We look forward to hosting the many exciting exchanges that this 2020 edition of the conference promises.

With 1,500 students from 3 to 18 years old, 70 nationalities and more than 30 languages spoken, Florimont is directly concerned by the challenges and richness of cultural diversity and multilingualism, and these elements are at the heart of the discussions planned for the conference. In this pluralistic environment, rich in the contributions of everyone, how can we support our polyglot students and ensure that this fantastic asset is something from which we can all benefit?

Today's children are more informed, more connected, and they pose new pedagogical challenges to us as teachers. Providing them with a solid knowledge base remains a priority, but more broadly, we need to help them become engaged citizens, aware of their responsibilities and the role they can play locally and globally.

Indeed, the major transformations that our society is undergoing demand that we change the way we teach. In this context, the adaptation of our educational infrastructures is an increasingly pressing need. As with other member schools, we are currently working to ensure that our students have access to a learning environment and support infrastructure that are ever more effective and ultimately better adapted to the requirements of today's and tomorrow's schools. This is another exciting subject that I am looking forward to discussing with you.

We look forward to seeing you on March 20 and 21!

Sean Power
Directeur Général of the Institut Florimont



Présentation de l'Institut Florimont

Fondé par la Congrégation des Missionnaires de Saint François de Sales en 1905 et dirigé par des laïcs depuis 1995, l'Institut Florimont est une école privée proposant aux élèves de 3 à 18 ans un parcours complet du jardin d'enfants aux portes de l'université.

Mêlant tradition et modernité, l'Institut dispense un enseignement d'excellence tout en s'attelant à développer les compétences humaines de ses élèves par le biais d'activités solidaires et d'un engagement dans la communauté.

Les élèves peuvent y suivre une scolarité bilingue (français-anglais) dès l'école primaire et choisir entre différentes filières au secondaire 2 : baccalauréat français, maturité suisse avec option bilingue français-anglais, Baccalauréat International (IB) avec option bilingue français-anglais.

Florimont is a coeducational private school that offers a comprehensive educational programme from Kindergarten through the end of secondary education.

Knowledge and skills are taught through a learning experience that reflects the realities and needs of today's world while continuing to reap the benefits of tried-and-tested methods.

Founded in 1905 by the Missionaries of St Francis de Sales and run under secular leadership since 1995, Florimont imparts values and standards based on tradition, innovation, respect and service towards others.

The international scope of Geneva has led to Florimont providing bilingual programmes (French and English) from the primary school through to grade 12 and to offering the possibility of joining one of the three upper secondary sections (the French Baccalaureate, the Swiss Maturité, either francophone or bilingual, or the IB program).

Conference information

Getting there.....

Welcome to the SGIS Annual Conference 2020. Below some information that you may find useful in planning your trip to the conference.

1. Conference venue

The Annual Conference on Friday 20th March and Saturday 21st March will take place at the Institut Florimont, Lancy, Geneva, Avenue du Petit-Lancy 37, 1213 Petit-Lancy

+41 22 879 00 00

- Geneva amazing experiences map available at the Institut Florimont for delegates who wish a longer stay in Geneva.

2. Hotels suggested by Institut Florimont:

- Hotel Ibis, Chemin des Olliquettes 8, 1213 Geneva
+41 22 709 02 00
- Hotel Ibis Budget, Chemin des Olliquettes 6, 1213 Geneva
+41 22 709 02 20

3. Gala dinner will take place at the President Wilson hotel

SGIS will host a gala dinner on Friday 20th March by registration only.

Apéro: 19.15, Dinner: 20.00-23.00

Dress code is smart casual.

Badges must be worn at all times at the Gala Dinner, entrance to the Gala dinner will be denied to those not wearing their badge.

4. Transport and Travel to and within Geneva

Transport: The nearest airport is Cointrin (Geneva)

On arrival you will find a ticket machine in the luggage area which you may collect a ticket for free travel in Geneva for a limited time.

The link for Geneva public transport is <http://www.tpg.ch/en/web/site-international>

Here you will find all transport information and local transport maps.

Buses:

From Geneva take Bus 19, 2 (Les Marbriers) Bus 22, 23 (Chemin du Bac) Tram 14 or bus 21 (Petit-Lancy-place)*

From the airport take Bus 28, 23 (Chemin du Bac)*

(*There will be student guides at the bus stops 45mn before the beginning of the conference and 30mn after the start of the conference to guide delegates to the school).

Transport Network Mobility Ticket

Visitors staying at hotels in Geneva receive a Mobility Ticket when checking in. Some hotels issue a room reservation confirmation stamped with “Mobility Ticket.”

Taxis: Taxiphone +41 22 33 141 33 (credit cards and cash).

Car Parking:

There is no parking at the school. The nearest parking is;

Parking Louis Bertrand (500 meters) *

(*There will be student guides to indicate the way to school)

5. Weather

At this time of the year Geneva can be cool. Please check the Swiss Meteo for weather conditions before you travel.

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

6. Currency

Currency is Swiss Francs.

Restaurants recommended by Institut Florimont:

- L’Entrecôte Couronnée
- L’Odeon
- Café des Négociants
- Buvette des Bains des Pâquis

Other places: Les Armures and the Old Town.

Sponsors

We would also like to say a special word of thanks to Steven James and Exhibitors for supporting the SGIS Annual Conference.

Conference Schedule Friday March 20th, 2020

8.00 to 8.45 **Registration**

Welcome tea and coffee in the Exhibitors Area
Visit Exhibitors

8.45 to 9.15 **Opening Ceremony**

9.15 to 10.15 **Keynote Speaker: Michael Thompson**

Best friends/worst enemies: friendship development, popularity and social cruelty in childhood

Children don't want adults to be involved in their social lives. They hate it when teachers "interfere." Yet teachers are witnesses to the exclusion of low-status children in elementary schools and the popularity wars of middle school and they must act to protect the weak. Parents also see the friendship difficulties of their own children. Some take their children's social ambitions to heart and worry that their children are not popular. Other parents hope the school can protect their children from all social pain.

Social cruelty among kids is one of the most difficult things that adults have to confront in raising or educating children. Experienced teachers can be confused about how to protect a child in class, for fear of putting a rejected or controversial child in "the limelight." They can also feel defensive when parents of neglected or victimized children come to the school for help.

This presentation walks teachers and parents through the complex social world of childhood and addresses a number of questions: What do social relationships in school predict about happiness in adult life? What is the normal sequence of child friendships, from the parallel play of the two-year-old to the intimate self-disclosure of the adolescent? Why do cliques form and what are the differences between boy and girl groups? Why are children scapegoated and how can their parents and school protect them? Dr. Thompson will draw on research to highlight the differences between friendship and popularity. He makes suggestions about the management of social problems in schools and makes the case that while all children yearn for popularity, it is friendship that helps children survive and thrive.

10.20 to 10.40 **Refreshments in the Exhibitors Area**

10.40 to 11.25

Rémy Lamon

2020 IB Standards and practices: discover your school's ecosystem

Each school is different and has its own ecosystem. *Programme standards and practices* is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of the programmes. This framework makes it possible to use *motifs*. *Motifs* support schools in choosing specialized developmental paths and help them determine how they intend to group practices to evidence and implement changes thematically. Providing the conditions to explore motifs in implementation is an important step in any developmental process.

During this session, participants will be invited to think of their own school's ecosystem, create motifs that are useful for their own innovative changes and discover how to use them in creating action plans for their future development.

Chris Durbin, CIS

How are schools responding to 21st Century education issues? - how to improve your school using the CIS International Accreditation process.

Aimed at school leaders, accreditation coordinators and interested educators, this workshop will develop deeper understanding of the recently revised version of the CIS International Accreditation framework and the implications for your school. Furthermore, this workshop will also provide a range of practical ideas and strategies for exploring three key learning issues that have emerged in education in the 21st Century. These are: a perceived retreat to nationalism and tribalism; the growth of well-being issues that impact on learning; and a crowded information society. All of which young people need to learn to navigate to succeed in life beyond school. In addition, participants can bring along their questions specific to their school to see if there is an opportunity to solve this within the CIS global network of schools and universities

Peer-to-Peer sessions (see separate information)

Florimont Showcase Series

- Stem Workshop
- Art Workshop

11.30 to 12.30 Keynote Speaker (Français): Jean-Marc Dewaele

Communiquer ses émotions dans une langue étrangère: un défi sociopragmatique

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

11.30 to 12.30

Jenny Ebermann

Mindfulness in education

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

Michael Thompson

Dealing with difficult parents

Ninety-five percent of parents are loving and concerned people who only want their child known and well taught. Though they may become anxious or angry at times, teachers should be able to handle their concerns. Five percent of parents, for reasons of their own mental disorders or troubled lives must act their difficulties out on the school and on teachers. It is essential that teachers be able to distinguish between these two groups and request administrative help for dealing with the tough minority. Dr. Thompson gives suggestions for managing the aggressive-intimidating parent, the anxious-incompetent parent and the denying-unresponsive parents.

Anne van Dam

**The young child as a competent learner:
a contemporary image of the child**

Using research quotes and our own connections and experiences, we will consider contemporary learning theory and the implications for learning and teaching.

A range of strategies will be considered that ensure all children have the opportunity to see themselves as capable and competent, as active powerful contributors to their own experience and that of others. In these classrooms, children have choices, make decisions and are consulted in decisions that affect them.

Learning Outcomes

Participants will deepen their understanding of:

- Contemporary learning theory and how it positions learning and learners
- Agency and self-efficacy
- Strategies that enhance learners' sense of agency

Karen Ardley

Creating a collaborative culture

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

12.30 to 13.40 Lunch and refreshments in the Exhibitors area

13.40 to 14.25

Jeff Bradley, NEASC

The High School Diploma as a catalyst for transformation

Emerging from efforts starting in the late 1800's led primarily by NEASC's first leader, Harvard President Charles W. Eliot, the so-called High School Diploma has helped framed learning expectations for high school students throughout the US and in international schools worldwide for decades. Because of America's unique brand of education oversight – by state or local (not Federal/National) authorities – the High School Diploma requirements vary from school to school (even within New

England) and region to region, in contrast to the externally-controlled, test-driven, one-size-fits-all Diplomas of the IB or other national systems. Embraced fully, the pathway to the High School Diploma can be a powerful element within a healthy, student-centred learning ecosystem. With accreditation from a US regional accreditor, a school adds external recognition for its internally-developed Diploma. This workshop will present a short history of the development of the High School Diploma from the early conversations that created order out of the chaos of early American schooling, to the present day where schools throughout New England and beyond are innovating under the general framework of the High School Diploma, based on research of what works in education, and in alignment with expectations from both Ministries of Education and university admissions offices worldwide.

Objectives

Participants will gain insights into the practices and promise of the High School Diploma as a tool to structure learning journeys in ways that correspond to a school's mission, to local authorities' and Ministry directives, and to university admissions requirements worldwide. Rather than seeing the Diploma merely as a fall-back option for students opting out of other curriculum pathways to graduation, participants will begin to see how and where the High School Diploma can promote a school's journey of transformation into a learning ecosystem focused on what matters: deep, impactful learning with students at the centre.

Rémy Lamon

Normes de mise en œuvre des programmes et applications concrètes IB 2020 : découvrez l'écosystème de votre école

Chaque école est différente et possède son propre écosystème. *Les normes de mise en œuvre des programmes et leurs applications concrètes* sont un ensemble de principes fondamentaux utilisés à la fois par les établissements scolaires et par l'IB pour s'assurer de la qualité et de la conformité de la mise en œuvre des programmes. Ce cadre permet de dégager des *motifs*. Les *motifs* aident les écoles à choisir des voies de développement précises et les aident à déterminer de quelles manières elles prévoient de regrouper les applications concrètes à mettre en évidence et de mettre en œuvre les changements selon une logique thématique. Fournir les conditions propices à l'exploration des motifs au cours de la mise en œuvre constitue une étape importante de tout processus de développement.

Au cours de cette session, les participants seront invités à réfléchir à l'écosystème de leur propre école, à créer des motifs utiles pour leurs propres changements novateurs et à découvrir comment les utiliser pour créer des plans d'action pour leur développement futur.

Peer-to-Peer sessions (on a separate information sheet)

Florimont Showcase Series

- Stem Workshop
- Music Workshop
- Fencing workshop

14.30 to 15.30 Keynote Speaker: Daphne Bavelier

Enhancing learning and brain plasticity: lessons from action video games

A vexing issue in the field of learning is that, while we understand how to promote superior performance through practice, the resulting behavioural enhancement rarely extends beyond the practiced task. Such learning specificity is a major limitation for effective interventions, whether educational or clinical ones. Here we will consider lessons from action video game play as to how one can train learning to learn, or the ability to gracefully adapt to new tasks, for the better.

15.35 to 16.35

Jenny Ebermann

Practical mindfulness workshop for adults

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

Fred Genesee

At-risk students learning through an additional language

In this talk, I will discuss educational issues concerning students who might be at-risk or language for educational development. I will begin by examining children's capacity for dual language learning by reviewing

research on the development of children with typical and atypical development from birth to 5 years of age. I will then discuss research that has examined the language, cognitive and academic development of at-risk learners who are learning through an additional language, including students with developmental language disorders, children from low socio-economic or minority language backgrounds and students with low academic ability.

Karen Ardley

Wellbeing and happiness

Researchers have found significant evidence that studying happiness makes us happier. What are other factors in determining how happy we are? Some of the things that impact our happiness are not as we might expect..... most people have the potential to be happier. How can we make a positive difference to our wellbeing and happiness.

Anne van Dam

Play as inquiry: meaning making through relationships

Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development – intellectual, social, emotional, physical, behavioural, and moral.

(National Scientific Council on the Developing Child, 2004).

Through relationships, children experience well-being and belonging and discover their identity.

We will consider how we can promote a culture of inquiry in playful early childhood classrooms and consider evidence of inquiry beyond asking questions.

Learning Outcomes

Participants will deepen their understanding of:

- Play allows children to make sense of their world and fosters learning
- Learning environments support inquiry
- Intentionality in planning for play is pivotal in providing quality play experiences and focused assessment

Isabelle Arnett

Enseigner et apprendre de manière exceptionnelle

Des recherches récentes sur les pratiques en classe pour apprendre et progresser exceptionnellement identifient certains éléments clés que tout enseignant devrait appliquer. Quels sont ces éléments clés pour atteindre l'excellence? Comment pourrions aider chaque enseignant à augmenter l'impact de sa classe de manière positive?

Solange Denervaud

Comment l'environnement scolaire peut soutenir une flexibilité cognitive et une pensée créative.

Au cours des prochaines décennies, nous serons confrontés à des défis sans précédent. Changements climatiques, flux d'immigration, avènement de l'intelligence artificielle remodelant le paysage professionnel. Plus que jamais, la flexibilité cognitive sera nécessaire non seulement pour s'adapter, mais aussi pour apporter des réponses innovantes à ces défis. Mon travail sur les élèves de 6 à 12 ans montre que la gestion des erreurs peut servir la flexibilité cognitive, et que l'environnement pédagogique tel que Montessori, soutient ce processus. Comment et pourquoi seront les sujets principaux de cette présentation.

Daphne Bavelier

Jouer à des jeux vidéo d'action - généralement considérés être abrutissants – a des effets bénéfiques sur plusieurs aspects du comportement.

Exploitant ce résultat inattendu, le laboratoire du Professeur Bavelier étudie comment les nouveaux médias, tels que les jeux vidéo d'action, peuvent être un levier pour favoriser l'apprentissage et la plasticité du cerveau. Elle se penche aussi sur ce que veut dire un régime sain de consommation digitale. Ces différents points seront abordés au sein d'une séance de question réponse.

Doris Perrodin

Accompagner des élèves talentueux en difficulté scolaire.

Développer avec l'élève des outils personnalisés pour qu'il puisse « apprendre à apprendre », améliorer ses stratégies d'apprentissage et

d'organisation, l'aider à se fixer des objectifs réalistes et atteignables, gérer son stress.

Melissa Skweres et Frédérique Chessel-Lazzarotto

**Activités non débranchées, pensée computationnelle et codage
(bilingue anglais/français)**

Un atelier pratique, interactif, collaboratif et pratique basé sur le LEARN - Center for Learning Sciences de l'EPFL pour débrancher les activités informatiques et aborder la robotique éducative en classe. Cette session est enseignée en équipe par deux formateurs d'enseignants de LEARN et sera bilingue français/anglais. Elle s'adresse aux enseignants du primaire généralistes et aux coordonnateurs de la technologie, mais il est ouvert aux enseignants de tous les niveaux et aux membres de la direction des écoles intéressés à approfondir le sujet de la pensée informatique. Venez et participez - retournez dans votre classe et à l'école avec des idées que vous pouvez utiliser immédiatement. Cet atelier complète l'exposé du professeur Pierre Dillenbourg intitulé " How the digital revolution changes the skills to be taught".

La vitesse et l'impact de la transformation numérique actuelle entraînent des défis immenses qui ne peuvent être résolus que par des pratiques éducatives appropriées visant à préparer les futurs citoyens à embrasser les perspectives d'une société numérique. Le LEARN-Center for Learning Sciences de l'EPFL encourage l'innovation dans l'enseignement et aide à formuler des réponses aux défis posés par la transformation numérique de notre société. LEARN met en commun les efforts des différents acteurs impliqués dans la recherche en éducation et dans le développement de nouveaux outils et pratiques pédagogiques. LEARN vise à stimuler la recherche et à créer de nouvelles synergies dans le domaine de l'éducation - un domaine qui a des ramifications pour toute notre société. LEARN aide les enseignants à acquérir les compétences numériques nécessaires pour les classes de demain. Les membres de LEARN interviennent à tous les niveaux de l'enseignement, de l'école primaire à l'université.

**Unplugged Activities, Computational Thinking Skills and Coding
(bilingual English / French)**

A hands-on, interactive, collaborative and practical workshop based on EPFL's LEARN - *Center for Learning Sciences* unplugged computer science activities and touching on educational robots in the classroom. This session is team-taught by two teacher trainers from LEARN and will be bilingual French/English. It is aimed at generalist primary teachers and technology coordinators but open to teachers of all levels as well as school

leadership members interested in delving into the topic of computational thinking. Come and participate – go back to your classroom and school with ideas you can use immediately. This workshop compliments Professor Pierre Dillenbourg's talk 'How the digital revolution changes the skills to be taught'.

The speed and impact of the current digital transformation leads to overwhelming challenges that can only be solved by proper educational practices aiming at preparing future citizens to embrace the prospects of a digital society. EPFL's *LEARN-Center for Learning Sciences* promotes innovation in teaching and helps formulate responses to the challenges being created by our society's digital transformation. LEARN pools the efforts of the different stakeholders involved in educational research and in developing new teaching tools and practices. LEARN aims to stimulate research and create new synergies in education – a field that has ramifications for our entire society. LEARN helps teachers acquire the digital skills needed for tomorrow's classrooms. LEARN members operate in all levels of education, from primary school through university.

16.35 to 17.00 Refreshments in the Exhibitor Area

17.00 to 18.00

Fred Genesee

Teaching students who are learning through an additional language: pedagogical considerations

In this talk, I will discuss five fundamental questions in the education of students who are learning through an additional (second, third) language in school:

- What is the nature of the language skills that students need to succeed in school?
- Is using the target language to teach content enough?
- How should language arts instruction relate to the rest of the curriculum?
- Who is responsible for teaching students the language skills they need?
- What is the role of students' home language?

Michael Thompson

Going beyond fear in the parent-teacher relationship

Even in the closest of school communities there is a latent fear that infects the working relationship between parents and teachers. Parents can come to school conferences feeling amateurish, anxious and exposed. Teachers often feel devalued and defensive and they experience parents as potential critics. In a talk filled with humorous anecdotes, Dr. Thompson describes the seven fears on each side of the parent-teacher equation and gives suggestions to both teachers and parents that will help them improve their communication. Better relationships between teachers and parents improves the education of children, because children thrive emotionally and are in less conflict about school when the adults in their lives are in agreement about them.

Liz Free

Social, moral and economic imperatives for leadership; global gender disparity in international education

Developing leadership capacity for the future global need is the greatest challenge we face. Globally, the education profession is dominated by women (OECD 2013). Over two thirds are women and yet women in education leadership account for less than half of school leadership. This demonstrates a significant global gender disparity from women in teaching to women in education leadership.

So... what does this mean and why is it important to increase gender representation from the teaching profession into education leadership? Apart from the substantial political, social and moral imperative for gender equality, we quite simply cannot meet the future and expected demand for education without harnessing the potential for education leadership from within the education workforce. Current estimates indicate that roughly 83 million people are being added to the world's population every year. This challenges the fundamental principles behind education entitlement and the economic potential that is predicated on educated societies. Do we have the education leadership capacity in place to respond to these increasing needs?

We need to fully utilise the potential of our teaching base to ensure a full and representative supply of expertise for education leadership. This starts with harnessing the potential of our women within the profession to ensure we can meet the global education demand. To address this as a global

issue, the conversation needs to bring together learning and research from across the world. #WomenEd, a grass-roots profession-led movement, is a vehicle that is starting to provide a space and vehicle for this endeavour. This session will explore some of the challenges faced by our teachers and our school leaders and strikes at the very heart of the theme, 'The Changing Face of Education'. It will take a snapshot view of the global landscape and will then dive into country-specific perspectives from #WomenEd networks internationally with Liz Free, Europe #WomenEd Lead, chapter author of the 'International Perspectives' chapter from '10% Braver: Inspiring Women to Lead Education' Sage 2019 and Director of the International Leadership Academy at The British School in the Netherlands.

Anne van Dam

Documenting the traces of learning

During this workshop, the process of documentation will be discussed. Examples of documentation, a range of ways of gathering information about children's learning will be explored in small groups. Participants have the opportunity to reflect on how they can create the traces of 'learning made visible'.

Learning outcomes

Participants will deepen their understanding of ways in which:

- learning can be viewed from an individual, as well as a group, perspective
- groups develop ideas, theories, and understandings
- planning can be informed by observations and interpretations of children's prior knowledge and their ongoing learning and development

Isabelle Arnett

Enseignement réactif ad évaluation

Il a été prouvé que l'enseignement réactif améliore l'apprentissage et les progrès des étudiants. Dans cet atelier, nous explorerons quelques-unes des stratégies pratiques utilisées par les enseignants les plus efficaces. À la fin de cet atelier, vous aurez beaucoup d'idées et de techniques à partager avec votre corps enseignant.

Jenny Ebermann

Atelier pratique en communication consciente

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

Doris Perrodin

Les premières années scolaires sont décisives pour les élèves talentueux.

Ils commencent en général l'école avec beaucoup d'enthousiasme et se réjouissent d'apprendre. Au début ces élèves ont souvent d'excellents résultats sans fournir le moindre effort et c'est justement cette notion d'effort qui leur permettra de réussir à long terme.

Solange Devernaud

Comment l'environnement scolaire peut soutenir une flexibilité cognitive et une pensée créative.

Au cours des prochaines décennies, nous serons confrontés à des défis sans précédent. Changements climatiques, flux d'immigration, avènement de l'intelligence artificielle remodelant le paysage professionnel. Plus que jamais, la flexibilité cognitive sera nécessaire non seulement pour s'adapter, mais aussi pour apporter des réponses innovantes à ces défis. Mon travail sur les élèves de 6 à 12 ans montre que la gestion des erreurs peut servir la flexibilité cognitive, et que l'environnement pédagogique tel que Montessori, soutient ce processus. Comment et pourquoi seront les sujets principaux de cette présentation.

(repeat session)

Conference Schedule Saturday March 21st 2020

8.20 to 8.50 Welcome tea and coffee in the Exhibitors Area
Visit Exhibitors

8.50 to 09.50 **Keynote Speaker (English): Fred Genesee**

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

Research on language teaching and learning has exploded in recent years. Findings from this research have expanded our understanding of dual language learning during both the pre-school and early school years. These findings are relevant to instructors and school administrators who work with students who are learning through a second (or third) language. In this presentation, I will review major findings from that research and highlight its relevance to the academic success of dual language students. More specifically, we will discuss: young learners' capacity for dual language learning in the home and in school, the capacity of children with developmental disorders to learn and learn through two languages, the advantages of multilingualism, the importance of supporting the home language of dual language students, and evidence-based best practices for working with dual language students. Participants will become aware of important research findings about dual language learning and its advantages and about factors that affect the language and academic development of multilingual learners so that they can analyse and examine their own classroom practices.

Keynote Speaker (Français) Jean-Marc Dewaele

Les émotions des apprenants dans la salle de classe

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

10.00 to 12.20

Rosan Bosch Workshop – 2-hour workshop (including 20 min. break)

Design to make people grow

Rosan Bosch will develop a workshop with the objective of inspiring participants on how to use the physical space to create meaningful spaces that support the pedagogy and organization of a school.

The workshop will consist of different hands-on exercises. First, we will discuss how learning takes place in the 21st century with a visual exercise, to generate alignment and a common vision.

Afterwards, participants will take a design approach to rethink learning environments "inside-out", mapping a learning journey for students in which they take responsibility for their own learning process - and thus need environments where to collaborate, where to get inspired, where to focus and where to share, among others. We will then test these environments with an exercise focused on how to use design to implement project-based and multi-disciplinary learning.

10.00 to 11.00

Fred Genesee

At-risk students learning through a second language (repeated)

In this talk, I will discuss educational issues concerning students who might be at-risk or language or educational development. I will begin by examining children's capacity for dual language learning by reviewing research on the development of children with typical and atypical development from birth to 5 years of age. I will then discuss research that has examined the language, cognitive and academic development of at-risk learners who are learning through an additional language, including students with developmental language disorders, children from low socio-economic or minority language backgrounds and students with low academic ability.

Anne van Dam

Engaging learning spaces for young children

This workshop explores the role of the environment in young children's learning. Research informs us that young children primarily learn through their interactions with the social and physical worlds. A learning environment that supports

and extends young children's curiosity, promotes learning in all developmental areas. Materials and space, both inside and outside need to be carefully considered and prepared for children's investigations and learning.

Learning Outcomes

Participants will deepen their understanding of ways in which:

- Spaces and materials support play and children's sense of agency
- Outdoor and indoor spaces support well-being, identity and symbolic exploration and expression

Karen Ardley

Developing a good work life balance

What can we do to ensure we maintain a healthy balance between our work and the rest of our life? Busy people often feel their lives are out of balance. There are practical things we can do to improve the balance and this workshop will explore some strategies which aim to create work-life balance.

Melissa Skweres

Computational Thinking Skills and Educational Robots

The speed and impact of the current digital transformation leads to overwhelming challenges that can only be solved by proper educational practices aiming at preparing future citizens to embrace the prospects of a digital society.

A hands-on, interactive, collaborative and practical workshop based on EPFL's LEARN - *Center for Learning Sciences* is a continuation of unplugged computer science activities presented on Friday with a stronger focus on educational robots in the classroom examining Thymio (mobile robot created at the EPFL) and Blue-Bot robot.

This session is taught by a teacher trainer from LEARN and will be in English. It is aimed at generalist primary teachers and technology coordinators but open to teachers of all levels as well as school leadership members interested in delving into the topic of computational thinking.

Come and participate – go back to your classroom and school with ideas you can use immediately.

This workshop compliments Professor Pierre Dillenbourg's

talk ‘How the digital revolution changes the skills to be taught’ (French).

Jean-Marc Dewaele

Les émotions des professeurs dans la salle de classe

Les émotions du professeur jouent un rôle central dans le climat de la salle de classe (Gkonou, Dewaele & King, à paraître).

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

Pierre Dillenbourg

Comment la digitalisation de la société transforme les compétences à transmettre à nos étudiants?

Pour s’épanouir dans une société digitale, chaque citoyen devrait comprendre les algorithmes qui influencent ses comportements. Cette compréhension, appelée aussi ‘pensée computationnelle’, porte sur la logique de ces algorithmes, mais pas sur la programmation de ces algorithmes. Néanmoins, les programmes scolaires sont déjà très chargés. Pour consacrer du temps à ces nouvelles compétences, il faut en même éliminer certains objectifs qui sont devenus obsolètes. Pourquoi apprendre encore à transformer les milligrammes en tonnes et des hectolitres en centimètres cube ? Le départ est vif. D’une part, les gurus suggèrent de ne plus enseigner ce que les ordinateurs pourront faire mais de consacrer plus de temps aux compétences hors d’atteinte de l’IA, telles que la créativité ou les compétences sociales. Serait-il dès inutile d’apprendre une langue étrangère puisque les outils de traduction automatique sont disponibles dans les téléphones que nous avons en poche ? Et donc ne plus pouvoir communiquer en Anglais si nos batteries sont vides, répondront les gens raisonnables. Toute prothèse cognitive génère un phénomène de ‘unskilling’: on ne connaît plus les numéros de téléphone de ses proches parce que ils sont stockés dans nos appareils; on ne sait plus lire une carte parce que notre GPS le fait pour nous, etc. Il demeure dès lors indispensable d’enseigner par exemple la base du système numérique pour que l’apprenant soit capable de d’estimer si la solution produite par l’ordinateur est plausible. Certes ces débats sont fortement contraints pas les cadres institutionnels, tels que la maturité suisse ou l’IB, mais il nous appartient de faire les expériences qui permettront à ces cadres de s’adapter plus rapidement aux transformations de la société.

Jenny Ebermann

Atelier pratique sur l'intelligence émotionnelle (IE)

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

Solange Denevaud

La relation entre succès et erreur dans le cerveau

Comment notre cerveau détecte-t-il les erreurs et se corrige-t-il? Faire faux, est-ce bien ou mal? Quel est l'impact de la pédagogie sur ces mécanismes? Vous découvrirez tout cela par de petites expériences et un peu de théorie, avant d'entamer une réflexion sur la force de l'apprentissage par essai-erreurs.

11.00 to 11.20 Refreshments in the Exhibitor Area

11.20 to 12.20

Karen Ardley

Embedding a coaching culture

Research shows coaching to be a highly effective leadership style. How can we ensure our staff develop the coaching skills required to impact positively on the culture? By using coaching techniques, we can enhance professional development and performance management in the school.

Jean-Marc Dewaele

Why the native speaker ideology is damaging foreign language learners and teachers

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

anxiety among FL learners and teachers and lowers their willingness to use or even learn the FL.

Pierre Dillenbourg

How AI may shape school management

Most schools collect some statistics regarding the performance of their pupils. These are generally macro data such as the average grade per child per year. They enable directors to regulate their school processes, i.e. looking on what happened so far in their school. However, recent advances in data sciences also enable to make reasonably accurate predictions about future results, provided that enough data are available. The term 'enough' refers to the number of students from whom data are collected but also and, more importantly, to the number of data points collected for each student. Predictions are based on modelling the process of learning, not only the outcomes. They rely on modelling the dynamics behind a time series, such as sequences of learners' behaviours or learners' states during a lesson, a semester or a curriculum. These analyses do immediately raise ethical issues. Is it really acceptable to predict that a learner will probably fail? We know that, when a teacher has low expectations about a learner, the latter has fewer chances to perform. But it is conversely acceptable, knowing that he might fail, not to flag an alert for this student? These ethical issues, combined with data protection concerns, require schools to build clear and public policies about what data are worth collecting, how they will be used by the school and how learners will keep ownership of their own data.

Sean Power

Mettre en oeuvre un changement durable

Comment pouvons-nous diriger et gérer avec succès et assurer sa pérennité? Dans cet atelier, nous considérerons les facteurs pour mettre en œuvre le changement. En nous appuyant sur des modèles éprouvés, nous identifierons des étapes claires et des stratégies pratiques pour assurer des améliorations réussies et durables dans un établissement scolaire.

Jenny Ebermann

La pleine conscience en classe

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

Solange Devenaud

La capacité à discerner la réalité dans le cerveau des enfants, et l'impact de l'environnement scolaire sur cette compétence

L'avènement de l'intelligence artificielle et l'accès grandissant aux écrans questionnent sur la capacité des enfants à discerner le vrai du faux. Comment le cerveau trie-t-il la réalité de la fiction et, surtout, comment cette compétence se développe-t-elle? Est-ce que l'environnement scolaire peut soutenir ce développement? Nous discuterons ces questions à l'aide d'exercices pratiques accompagnés de quelques aspects théoriques).

12.25 to 13.25 Lunch in the Exhibitors Area

13.30 to 14.30 Keynote Speaker: Rosan Bosch

'Designing for a better world starts at school'

With 'Designing for a better world starts at school', Rosan Bosch connects 21st century education to the design of learning spaces.

Design has a significant impact on our behaviour in learning spaces. The physical environment influences the emotional state of both students and teachers. For Bosch, design is a strategic tool to create differentiated learning environments that enable better ways of learning. Acting as a third teacher, it can support efficient implementation of new teaching methodologies and implement a new culture. Space can be used as a pedagogical tool, inspiring educators to work with empathy, reasoning, imagination, sense perception, intuition, and creativity.

At this keynote, Rosan Bosch, the acknowledged Dutch designer will explain how her Copenhagen-based design studio works with six distinctive design principles to create motivating learning environments that enable working with 21st century education. She will illustrate with examples of the studio's school design for different age groups around the world.

14.35 to 15.35

Karen Ardley

Leading for professional learning

Teachers have a professional responsibility to be learners. Professional learning is not about "fixing" poor teachers, rather the opportunity to learn

and develop to be the best we can be. This workshop will look at ways to provide professional learning in your school to ensure that all teachers have the opportunity to learn, develop and improve their classroom performance.

Anne van Dam

Play and art-multimodal form of expression

Children use art to build and express meaning and communicate personal and cultural narratives. During this session, the playful disposition children have towards materials and the way they develop relationships with a range of 'expressive languages' will be explored. Documentation will be used to show how children and adults co-construct knowledge through the arts.

Learning outcomes

Participants will deepen their understanding of ways in which:

- children learn about learning and give feedback on the learning process
- children can be curriculum 'informants', whose experiences shape and direct the learning of individuals and the group

Michael Thompson

Adolescence is hard work

There are five developmental challenges which every adolescent must meet. There are no shortcuts and no exemptions, and these challenges are, from a psychological point of view, very strenuous. At the same time, most adolescents meet them with grace and ingenuity. Despite the images of rebellious and antisocial adolescents in the popular media, fully two-thirds of children have smooth or stepwise patterns of growth during the teen-age years, only one-third a tumultuous pattern. This humorous talk, illustrated with cartoons and drawings, provides useful perspective for parents of adolescents and calming preparation for parents of about-to-be-adolescents.

Sean Power

La Culture - pourquoi est-ce que c'est si important?

Cet atelier examinera les travaux d'écrivains, de chercheurs et de penseurs sur l'importance de la culture organisationnelle. Sauf si les dirigeants sont

proactifs dans la conception d'une culture positive, les chercheurs trouvent qu'elle devient négative par défaut. Nous examinerons comment certains dirigeants ont amélioré la culture organisationnelle et le moral du corps enseignant et des employés de leur établissement scolaire.

Jenny Ebermann

L'intelligence émotionnelle (IE)

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

Isabelle Arnett

Utiliser les nouvelles technologies pour engager et les apprenants et augmenter leurs progrès

L'utilisation efficace des Technologies Nouvelles en classe peut favoriser à la fois l'engagement, les progrès et l'apprentissage. Dans cet atelier, nous identifierons quelques façons pratiques et faciles d'utiliser un iPad, un ordinateur portable ou un téléphone pour rendre l'apprentissage intéressant et efficace. S'il vous plaît, apportez votre appareil électronique.

Save the date !!!!

The Annual SGIS Conference March 12th and 13th, 2021

Venue: The International School of Lausanne