



Swiss Group of International Schools

Annual Conference

March 20 and 21, 2015

**Hosted by the Institut International de Lancy,
Geneva**



INSTITUT INTERNATIONAL DE LANCY
Compagnie Internationale pour l'Enseignement



**“What are you trying to say?”
Language, communications and technology in
the 21st century learning environment.**

The focus of our very first bilingual Annual Conference is particularly relevant as we confront the myriad challenges of a communication and learning environment that is constantly changing.

With the assistance of our accomplished speakers and facilitators we will be asking ourselves the following key questions and issues:

- How well are we doing, individually and collectively in embracing the new technologies that can enhance communication and learning?
- What can we do more, or better, to effectively harness technologies and all other means of facilitating communication and learning?
- How can we keep pace with the challenges and issues that new communication technologies present?
- As educators/teachers are we fully or appropriately attuned and sensitive to the skills and needs of our students?
- What lessons are there to be learnt from our own school communities? How can we share and disseminate these?

SGIS has tried to focus the programme on issues that have a direct impact on the student in the classroom whatever their age, ability and background. Our hosts from the Institute International de Lancy have guaranteed us a warm and friendly welcome. Thank you for hosting us and thank you to the hard working organizing committee and the exhibitors.

Please enjoy the conference

Lyn Cheetham

SGIS Chair

Welcome

Dear All,



On behalf of all of us at the Institut International de Lancy, I would like to say how much we are looking forward to welcoming you to our school, and how proud we are to be hosting the 2015 SGIS conference.

It is a year of conference firsts!

- the first SGIS conference to be held in Geneva
- the first bilingual SGIS conference
- the first time IIL is hosting an SGIS conference

Geneva is a unique mixture of the Swiss and the international. Local genevans constantly rub shoulders with their French neighbours and with people from all over the world, at school, at work and in their every day lives. At the last count, Geneva was home to at least one person from almost every country in the world.

While we can't boast quite that many nationalities at IIL, we do have students and staff members from almost 90 countries. Among them they speak 70 languages and many speak at least three on a daily basis.

It is hardly surprising then, that we have a particular interest in the themes of this year's conference. For everyone today, language, communications and the use of technology are fundamental issues, and all the more so in an educational environment.

The SGIS committee has invited a host of renowned speakers who will be addressing these topics in a wide range of workshops in French and in English. We will be providing simultaneous translation into French for keynote speakers for our French mother-tongue delegates. If you don't already speak French, this might be the chance to pick up a few words, and if you do, you will have the ideal opportunity to practise your skills!

We look forward to seeing you at IIL in March.
A bientôt,

Norbert Foerster
Director General

Bonjour à toutes et à tous,

De la part de la direction et des collaborateurs de l'Institut International de Lancy, j'ai le plaisir de vous adresser ces quelques mots et d'exprimer notre fierté d'accueillir pour la première fois dans notre école la conférence SGIS 2015.

C'est aussi la première fois qu'une conférence SGIS a lieu à Genève et de surcroît, elle sera bilingue.

La ville de Genève est un condensé de tout ce qui est suisse et international. Les genevois côtoient leurs voisins français et une population cosmopolite dans la vie quotidienne. Des ressortissants issus de presque tous les pays du monde vivent dans la région genevoise.

Dans le même esprit, notre école compte pas loin de 90 nationalités parmi les élèves et les collaborateurs. Entre eux, ils parlent environ 70 langues, certains en utilisent aux moins trois tous les jours.

Par conséquent, notre intérêt tout particulier pour les thèmes de la conférence n'étonnera guère personne. Dans le monde d'aujourd'hui, les langues, la communication et l'utilisation des technologies sont des questions fondamentales. Pour nous, engagés dans une démarche pédagogique, ce sont des questions essentielles.

Le comité de SGIS a invité une panoplie d'intervenants de renom qui vous présenteront des aspects différents de ces thèmes à travers des conférences et des ateliers en français et en anglais. Afin de faciliter l'échange, nous mettons en place une traduction simultanée de l'anglais vers le français lors des séances plénières. Pour les non-francophones, ce sera peut-être l'occasion d'apprendre quelques mots de français ou de pratiquer leurs connaissances linguistiques!

Nous nous réjouissons de vous rencontrer au mois de mars.

Kind regards,

Norbert Foerster
Director General

Conference information

Transport

Direct buses are available from the airport – Number 23 and stops a few minutes away from the school. The stop for the school is GRAND LANCY. The bus takes about 22 minutes from the airport to Grand Lancy stop.

From Cornavin railway/bus station TRAM 15. Tram stop Lancy Mairie.

Air Travel:

The airport in Geneva is Cointrin Airport.

Parking at School:

Parking is very restricted at the school. We strongly advise that you use local transport.

General Information

Registration: Small cafeteria

Internet Access (for visitors only): the access code will be posted around school

Cloakrooms: Coat racks will be available

Luggage (left at your own risk)

All coffee/tea breaks: will take place in Exhibitors' Area

Lunches: In the Marquee and in Salle Polyvalente 3

SGIS Office and Speakers' Break room – Conference room

For those delegates who have reserved for the Gala Dinner please read the following information carefully:-

The Gala Dinner will be held at:

The Hotel President Wilson, on Friday, March 20th.

Apéro: 19:00-19.30

Dinner: from 19:30

Dress code: Smart casual

Please bring your delegate badge in order to gain admittance to the dinner.

Atlas Promotions EU

We would like to thank all the Exhibitors for their support, sponsorship and raffle prizes.



We would also like to say a special word of thanks to *Steven James of Atlas Promotions EU*, for all his hard work in contributing to this conference and making it such a success.

We would like to thank etrTours for sponsoring the lanyards for this conference



Exhibitors at the conference

(to date March 1st)

Baumassurance SA	http://www.baumassurance.ch/en-us/
Beaumont Education	
Cambridge University Press	http://education.cambridge.org/uk
CES Holdings Ltd	http://www.cesholdings.co.uk/
CJM Software Ltd	http://www.cjmsoftware.co.uk/
Edu-Lab	http://www.edulab.com/
EducaTec AG	http://educatec.ch/
Endicott College	http://www.endicott.edu/VanLoan/International-Progs.aspx
Finalsite	http://www.finalsite.com/
Findel Education	https://www.findel-education.co.uk/
GALMAR	http://www.galmar.ch/
Giglets Education	http://giglets.net/
Haut-Lac International Centre	http://haut-lac.ch/
Houghton Mifflin Harcourt (HMH)	http://www.hmhco.com/
inRESONANCE	http://www.inresonance.com/
Inspiring Futures Foundation	http://www.inspiringfutures.org.uk/
Interactive Schools	http://interactive-schools.co.uk/
International School Parent Magazine	http://internationalschoolparent.com/
ISC Research Ltd	http://www.iscresearch.com/
Lovell International Camps	http://lovellcamps.ch/
McGraw-Hill Education	http://www.mheducation.co.uk/
Oxford University Press	https://global.oup.com/education/?region=uk
Pamoja Education	http://pamojaeducation.com/
Pearson Education	http://www.pearsonglobalschools.com/
Scholastic	http://www.scholastic.co.uk/

School Website	http://www.schoolwebsite.co.uk/
Studio Patrick	http://www.studiopatrick.ch/blog/
Swiss Education Group	http://swisseducation.com/
Texas Instruments Deutschland GmbH	http://education.ti.com/fr/suisse/home
TFL Education Ltd	http://www.tfleducation.com/
TTS Group	http://www.tts-group.co.uk/shops/tts/Default.aspx
Village Camps SA	http://www.villagecamps.com/

Friday March 20, 2015

8:00 to 8:45	Registration Welcome Coffee and Tea in the Exhibitor Area Visit Exhibitors			
8:45 to 9:20	Opening Ceremony Main Gymnasium			
9:20 to 10:50	Keynote speaker: Alan November (English) (Traduction en français) "Transforming learning: Beyond \$1000 pencil Main Gymnasium			
10:50 to 11:15	Visit Exhibitors Tea and Coffee in the Exhibitor Area			
11:15 to 12:30	Plan d'études du 21ème siècle Charles Fadel (Français) Salle Polyvalente 2	Making it Personal: Exploring personal passions Kath Murdoch (English) Main Gymnasium	Teach Differently Yves Zieba (English) Salle Polyvalente 1	
12:30 to 13:40	LUNCH - Marquee & Salle Polyvalente 3 All refreshments in the Exhibitors area			
13:40 to 14:50	L'écriture modelée et l'écriture partagée: Des pratiques exemplaires pour l'enseignement de l'écrit Renée Bourgoin (Français) Salle Polyvalente 2	Translating Brain Research Gini Rojas (English) Main Gymnasium	The Culture of the Staff room John Littleford (English) Salle Polyvalente 1	
14:55 to 16:05	Ecoles internationales, quelle politique linguistique? Lilianne Bodenmann (Français) Salle Polyvalente 1	Enseignez différemment! Yves Zieba (Français) Salle Polyvalente 2	Les dyspraxies : quelques définitions Laurence Martin (Français) Classroom 100 (First floor)	Busting myths about inquiry Kath Murdoch (English) TB15
16:05 to 16:35	Presentation bites! Classrooms 100, 101, 102, 106 (First floor) Susan Krumrei – ICS research - Changing face of international schools: see a demonstration and become the expert on how to utilise your complimentary access to ISC Online for Schools: http://school.isc-r.com Aiden Harper – TFL Education: "Educate me for my future, not your past" Angelo Otterbein– Finalsite: Learn the latest in web technology, branding and best practices Tea and Coffee in the Exhibitor area			
16:30 to 17:40	Programmes de français dans les écoles internationales Lilianne Bodenmann (Français) Salle Polyvalente 1	Les traits d'écriture : Activités motivantes de communication Renée Bourgoin (Français) Salle TB15	Using ELL principles to make inquiry units Gini Rojas (English) Salle Polyvalente 2	Who Owns the Learning? Alan November (English) Main Gymnasium

Saturday March 21, 2015

8:15 to 8:45	Welcome Coffee and Tea in the Exhibitor Area Visit Exhibitors				
8:45 to 10:00	Keynote speaker: Charles Fadel (English) (Traduction en français) '21 st Century Education' Main Gymnasium				
10:10 to 11:25	Soutenir les élèves ayant des difficultés en lecture Renée Bourgoin (Français) Salle Polyvalente 2	Enseignez différemment! (repeat) Yves Zieba (Français) Salle TB15	Teaching Zach to think: Developing critical thinking skills Alan November (English) Main Gymnasium	What are you wondering? Kath Murdoch (English) Salle Polyvalente 1	Teacher reward, recruitment & promotion John Littleford (English) Classroom 100 (First floor)
11:25 to 12:35	Brunch Lunch - Marquee & Salle Polyvalente 3 Tea and Coffee in the Exhibitors Area - Visit Exhibitors				
12:35 to 13:45	<u>Apprendre à écrire aujourd'hui</u> Laurence Martin (Français) Classroom 100 (First floor)	L'éducation au 21 ^e siècle Charles Fadel (Français) Salle Polyvalente 2	Distinguishing between EAL and Learning Support Gini Rojas (English) Salle Polyvalente 1	Teaching oral communication in the second language class Renée Bourgoin (English) Main Gymnasium	Making it Personal: Exploring personal passions Kath Murdoch (English) Salle TB15
13:45 to 14:05	Water break and cookies in the exhibitor area				
14:05 to 15:25	Enseignez différemment! Yves Zieba (Français) Salle Polyvalente 2	<u>Ipads: apps pour apprendre une langue étrangère</u> Catherine Levêque (Français) Salle Polyvalente 1	Supporting Second language readers Renée Bourgoin (English) Salle TB15	Primary Principals' meeting Classroom 100 (First floor) Secondary Principals' meeting Classroom 101 (First floor)	Using ELL principles to make inquiry units Gini Rojas (English) Main Gymnasium
12:35 to 16:00 Heads of School and Board Members only	Changing face of international schools: historical growth, current overview and future prospects Susan Krumrei - 20 minute Presentation – Classroom 106 (First floor) International School Research Developing and Maintaining Strategic Boards John Littleford Directors/Heads of School and Board Session (by invitation only) (English)				

Conference Schedule Friday March 20

8:00-8:45 **Registration**

Welcome Coffee and Exhibitor Displays

8:45 -9:20 **Opening Ceremony**

9:20-10:50 **Keynote Speaker: Alan November (English)**

(Traduction en français)

'Transforming Learning: Beyond \$1000 Pencil'

10:50-11:15 **Coffee break in Exhibitors' area**

11:15-12:30 **Charles Fadel (Français)**

Plan d'études du 21ème siècle

Dans cette session, nous allons explorer plus en profondeur les différents sujets de la connaissance, les compétences requises, les traits de caractère et la nécessité métacognitive qui sont nécessaires pour une éducation au 21e siècle. Il est grand temps pour une «Nouvelle Renaissance» dans les normes de l'éducation qui va au-delà des domaines de connaissances de base.

Kath Murdoch (English) (will be repeated on Saturday)

Making it Personal: Exploring Personal Passion

This is a workshop for teachers who want to take inquiry further and who believe in the power of personal passion and growing independence in students. There has been growing interest in 'personalised learning' for many years now. Increasingly, schools are making arrangements that provide more opportunities for students to learn to be self-directed and to have their needs *and* interests met through the curriculum. In this workshop, Kath will share ways we can enhance our classroom program so that students have real opportunities to follow their passions and to truly inquire into those things that matter to them. A range of programming options will be shared but we will focus in detail on one approach - the use of a regular session: "I time". We will explore the following questions with practical tasks and lots of recent examples from classrooms:

Why is personal inquiry important? What's our purpose?
How can we help students identify their passions? How can we inspire wonderment and curiosity?

How can we make sure personal inquiry time is not simply “doing projects”?

What skills and dispositions do students need to make this work? How can we teach these?

How can we make this manageable? What systems and routines make it work?

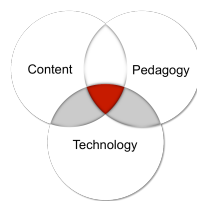
What organisational arrangements help ensure personal inquiry is rich and rigorous?

What resources are available to support this way of working?

Yves Zieba

Teach Differently

Technology today is increasingly and irreversibly becoming part of the educational process. It is so deeply integrated into the lives of people of all ages, that having access to it and knowing how to use the latest tools to find information is nowadays taken for granted. Because of the unprecedented rate of technological innovation, educational institutions may struggle to update their curricula and teaching methods to make



meaningful use of the available technology - in the classroom and beyond.

Our talk will provide an overview and standards for a successful integration of technology in the education process, in perspective with best practices.

Talk description

How can teachers provide meaningful learning experiences that will support their students' development of skills necessary for success in the 21st century? How can teachers increase student engagement and deepen students' understanding of content?

How can teachers empower students to develop as self-directed, creative thinkers and autonomous learners? How can teachers use technology in the classroom in an effective way?

Technology cannot and should not replace the teacher. But it can give the teacher more options for presenting content in an engaging, effective way that maximizes students' learning and stimulates their acquisition of 21st century skills.

In this sense, this presentation will move away from the model of teaching knowledge (“sage on the stage”) and towards the model of enabling learning (“guide on the side”). Its goals are the following:

1. To empower teachers to use digital technology in their work in an effective and meaningful way
2. To expand teachers' awareness of hardware and software tools applicable to education
3. To help teachers understand how pedagogical content can be adapted to an technology- rich learning environment

Take away

Concrete tools and techniques that teachers can use with their students.

Who should attend?

This presentation is designed for educators, regardless of the age group or subject area that they teach. They:

- Use technology in the classroom
- Have an interest in ICT and understand its educational benefits
- Are willing to step out of their comfort zone vis-à-vis technology
- Understand the interest of hands-on trainings and value immediately applicable new skills

What to expect?

A highly interactive presentation that incorporates experiential learning methodologies.

12:30-13:40 Lunch

13:40-14:50 **Renée Bourgoin (Français)**

L'écriture modelée et l'écriture partagée: Des pratiques exemplaires pour l'enseignement de l'écrit

L'écriture modelée et l'écriture partagée sont des pratiques indispensables pour enseigner l'écriture. En nous servant de ces deux pratiques, nous outillons les élèves afin qu'ils puissent devenir des écrivains autonomes. Nous assurons aussi le transfert progressif de la responsabilité – un essentiel en immersion, peu importe le niveau.

Lors de cet atelier, nous nous familiariserons avec les pratiques exemplaires de l'écriture modelée et de l'écriture partagée. À l'aide de vidéo-clips, nous répondrons aux questions suivantes : comment peut-on intégrer ces pratiques de façon efficace en salle de classe?

L'écriture modelée et l'écriture partagée offrent aux enseignants l'occasion de travailler en profondeur le concept de la classe démocratique, le sens d'appartenance et l'esprit critique. Ces éléments

sont essentiels pour l'apprentissage parce qu'il favorise la prise de risque et la motivation. L'élève qui est 'branché' au reste du groupe reconnaît ses responsabilités vis-à-vis du groupe et contribuera au succès du groupe.

Gini Rojas (English)

Translating Brain Research into Language & Literacy Instruction for English Learners in K-12 Classrooms

This session translates 'brain-compatible' teaching principles from abstract ideas into practical, everyday classroom tools to scaffold and differentiate instruction for English learners by unpacking the mysterious connections between the brain and second language acquisition. Participants interactively explore '*brain-compatible*' second language acquisition principles relevant to all K-12 classrooms.

John Littleford (English)

Beneath the Surface: The Culture of the Staff Room

A session for teachers and anyone else focusing on school/faculty climate and culture.

14:55-16:05

Lilianne Bodenmann (Français)

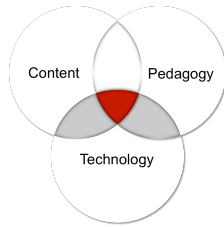
Ecoles internationales, quelle politique linguistique?

Public : enseignants de langues dites « maternelles », « secondes » ou « étrangères », responsables de Département de langues, professionnels qui s'intéressent à l'acquisition et le développement des langues dans les écoles internationales.

Chaque établissement possède ses caractéristiques propres qui constituent une base leur permettant de définir les principes d'une politique linguistique cohérente. Nous nous intéressons à des critères tels que la nature des établissements, le profil linguistique des apprenants et leur parcours, la langue ou les langues de scolarisation, la place des langues dites « étrangères », les contextes d'apprentissage, les approches pédagogiques de l'enseignement des langues, la place de la langue maternelle ou les contraintes institutionnelles. Nous évoquerons un modèle d'acquisition progressive des compétences bilingues. Nous partagerons quelques pistes et expériences qui montreront l'importance d'une réflexion au sujet de l'organisation d'un plan d'études des langues au sein des écoles internationales.

Enseignez différemment!

De nos jours la technologie devient de plus en plus partie intégrante du processus d'enseignement. Elle est aujourd'hui ancrée si profondément



dans la vie de tous, que son utilisation à l'école est devenue nécessaire. Mais l'évolution des technologies est si rapide que les écoles peuvent rencontrer des difficultés à adapter leurs programmes et leurs méthodes

d'enseignement à ce changement permanent.

Notre atelier donnera un aperçu et des normes pour une intégration réussie de la technologie dans le processus de l'éducation, en perspective avec les meilleures pratiques.

Description

Comment les enseignants peuvent fournir des expériences d'apprentissage qui stimulent le développement des compétences nécessaires à la réussite de leurs élèves dans le 21^e siècle ?

Comment les enseignants peuvent augmenter l'engagement des élèves et d'approfondir la compréhension du contenu ?

Comment les enseignants peuvent motiver leurs étudiants de développer et exprimer leur créativité et les rendre autonome dans leur apprentissage ?

Comment les enseignants peuvent intégrer la technologie dans la salle de classe d'une manière efficace ?

La technologie ne peut pas et ne doit pas remplacer l'enseignant, mais elle peut donner à l'enseignant plus d'options pour présenter le contenu et augmenter l'engagement des élèves.

En ce sens, cette présentation va s'éloigner du modèle de l'enseignement des connaissances ("sage on the stage") et vers le modèle de permettre l'apprentissage ("guide on the side").

Nous allons présenter des techniques et des outils concrets que les enseignants peuvent utiliser avec leurs élèves.

Qui devrait participer?

Cet atelier est conçu pour les enseignants, quel que soit le groupe d'âge ou le domaine qu'ils enseignent. Ils :

- utilisent la technologie dans la salle de classe
- ont un intérêt dans la technologie et veulent comprendre ses avantages éducatifs
- sont prêts à sortir de leur zone de confort vis-à-vis de la technologie.

À quoi s'attendre ?

Un atelier très interactif qui intègre les méthodes d'apprentissage par expérience.

Laurence Martin (Français)

Apprendre à écrire aujourd'hui Comment enseigner le geste d'écriture

"Apprendre à écrire aujourd'hui" s'adresse aux enseignants qui s'occupent des classes enfantines et ceux des classes 3 et 4 car nous parlerons du geste d'écriture et de ses corollaires : motricité fine, tenue de crayon, posture, gestes de base de l'écriture et formation des lettres. comment aider l'élève en difficulté seront abordés les thèmes tels que : la latéralité , le choix des outils, la tenue de crayon, la posture, la gestion de l'espace, l'ordre d'apprentissage des lettres, la dysgraphie et sa remédiation

(Learning handwriting nowadays: some suggestions to teach handwriting techniques how to support students with difficulties, laterality, choice of tools, pencil grip, posture, spatial awareness, categorization of letter formation, dysgraphia and its remedies "**apprendre à écrire aujourd'hui**" is specially for teachers who work with young children (from pre reception to year 3) because it talks about finemotorskills, posture, movment, letters...)

Kath Murdoch (English)

Busting some myths about “the inquiry cycle”

Many schools use a ‘cycle of inquiry’ to guide their planning and teaching. While such frameworks can be helpful, they can also be misinterpreted and misunderstood, leading to poor application in the classroom. In this workshop, Kath will share some practical examples of quality practice in relation to the contemporary use of an inquiry cycle to support students’ learning. We will examine what such a cycle actually means, why it is useful and HOW to use it to inform planning. We will also look at the way we can help students understand the framework and use it to create their own investigations.

Charles Fadel (English)

“21st Century curriculum framework”

In this session, we will explore in more depth the various knowledge domains, skills required, character traits, and metacognitive necessity that are necessary for a 21st century education. It is grand time for a “New Renaissance” in Education standards that go beyond merely the basic knowledge areas.

Presentation bites! - Exhibitor discussions

If a topic is relatively straight-forward, or a theory so new and innovative, or knowledge very linear, then one person may be able to provide an answer, present an idea, or give a lecture. What happens when the question or topic is complex and numerous answers and opinions are valid? Join one of the following discussions to explore these topics in detail with a panel of experts in their field

Susan Krumrei – ICS research - The Changing Face of International Schools: historical growth, current overview and future prospects

This presentation will provide an analysis of the global international school market with a special focus on the Swiss Group of International Schools. The ISC Research online system (www.isc-r.com) has comprehensive data on more than 7,100 English-medium international schools and provides a wide range of analytical tools, access to current international school news and archives and information about school groups, school associations and international events.

Aiden Harper – TFL Education: “Educate me for my future, not your past”

The dilemma... The challenge facing schools today is how best to prepare our students for the realities of living and competing in a global workplace. The pace and variety of this global economy calls on all educators to enhance and modify our curriculum to ensure that our students are ready to play their part in this exciting future.

If the goal of education is to help our students to flourish, then as educators, we must be prepared to allow some subjects to slip from the curriculum as their validity wanes. Critically, we must be analytical in the selection of the new disciplines that will replace them. This is a daunting task and an awesome responsibility.

The research findings... There is a growing body of research highlighting how character traits and leadership skills are directly linked to being able to flourish at school and in the workplace. If we are to believe the research findings to be true, then our curriculum must include character and leadership education and provide the opportunity for students to develop a variety of behaviours and learn a range of skills if they are to be properly armed for the life-challenges they will face.

If they are to continue to ‘push the world forward’ they will need to demonstrate perseverance, resilience, courage, self-esteem, honesty, humour, optimism, trust, loyalty, integrity, enterprise... the list goes on. We must steer clear of the idea that these behaviours are assumed by genetic transfer or some form of osmosis, they are not. They must be taught, modelled and encouraged.

The proposal... Character and leadership should be taught: direct teaching of character and leadership provides the rationale, language and tools to use in developing character and leadership elsewhere in and out of school. The sensible question that can be asked about a school’s character/leadership-education strategy is not, therefore, whether such education does occur, but whether it is intentional, planned, organised and reflective, or assumed, unconscious, reactive and random.

The Framework... This presentation will share the rationale, structure and content of TFL Education’s Framework of curriculum programmes so that you too can design, develop and deliver sessions that are already making a difference to students across the world.

2015: The year to develop YOUR ‘Framework for Teaching Character and Leadership’.

Angelo Otterbein– Finals site: Learn the latest in web technology, branding and best practices

In this session, we will highlight new trends and strategies in website technology for schools including Online Learning Platforms, Responsive Design, data integration, social media and website analytics. We will also highlight some rebranding efforts and best practices from other schools as these elements are a key component for engaging parents, students, perspective families and faculty. If you are looking for ideas and inspiration for your school’s website to better meet the needs of your constituents and incorporate the latest technology, please join this session.

16:30-17:40 **Lilianne Bodenmann**

Programmes de français dans les écoles internationales

Public : enseignants de français , langue « seconde » ou « étrangère », responsables de Département de langues, professionnels qui s'intéressent à la conception de programmes de français du secondaire (élèves de 12 à 18 ans) dans les écoles internationales.

L'enseignement du français se conjugue de manière différente dans les écoles internationales. Quel programme enseigner ? A qui ? Dans quel but ? Comment concevoir des programmes scolaires de français langue seconde ou étrangère adaptés au profil linguistique des élèves, à l'identité des écoles et aux contraintes et examens des établissements scolaires ? Quels liens développer avec les autres langues d'enseignement ? Basée sur une approche théorique et une expérience sur le terrain, notre réflexion proposera quelques pistes de réflexion sur les principes à prendre en considération lors de la conception des programmes scolaires.

Renée Bourgoin (Français)

Les traits d'écriture : Activités motivantes de communication écrite pour soutenir les auteurs de votre classe

Avez-vous besoin d'autres idées pour enseigner les traits d'écriture ? Voulez-vous enseigner les traits d'écriture en faisant le pont entre l'écriture, l'oral et la lecture ? Cet atelier présentera des activités qui visent le développement des compétences en écriture selon le Cadre européen des compétences.

Dans un premier temps, les participants auront l'occasion de revoir l'importance des traits d'écriture, soit le choix de mots, la structure des phrases, l'organisation du texte, les conventions linguistiques, le style et les idées. Nous explorerons comment ceux-ci amènent les élèves à progresser en écriture à partir d'activités ciblant les traits d'écriture. Dans un deuxième temps, vous explorerez comment identifier les niveaux de performance en écriture de vos élèves ainsi que leurs besoins. Des activités vous seront présentées. Celles-ci tiennent compte de la différenciation et sauront captiver et motiver vos élèves. Vous repartirez avec des idées d'activités et des pratiques pour soutenir les auteurs de votre classe.

Gini Rojas (English)

Using Key ELL Principles to Make Units of Inquiry Accessible to English Learners (will be repeated tomorrow)

This session uses Key ELL principles from current research to model the process for making units of inquiry accessible to the range of English learners in classrooms. Model units will be used for *showing* not *telling* how to get this work.

Alan November (English)

Who Owns the Learning?

Who should be working harder during class? The teacher or the students? In the "Age of the Empowered Learner" we can equip our students to take responsibility to manage a large proportion of their learning. We can also empower our students to create content that contributes to the learning of their peers. Research indicates that one of the most powerful strategies to improve learning is to provide students with self assessment strategies. This workshop will provide step-by-step strategies that creates a culture of the empowered self directed and collaborative learner.

17:40

Close of the day



For those of you who have booked for the Gala Dinner:

Gala Dinner at the President Wilson Hotel

(Advance purchase of tickets necessary)

Apero 19.00-19:30

Gala Dinner 19:30-22:30

Dress code: Smart casual

Conference Schedule Saturday March 21

8:15-8:45 **Welcome Coffee and Exhibitor Displays**

8:45-10:00 **Keynote Speaker: Charles Fadel (English)**

(Traduction en français)

'21st Century Education'

10:10-11:25 **Renée Bourgoin (Français)**

Soutenir les élèves ayant des difficultés en lecture

Cet atelier explorera le soutien des élèves en difficulté de lecture en immersion.

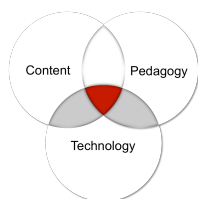
L'atelier débutera avec un survol des enjeux liés à l'identification des élèves ayant des difficultés de lecture y compris leurs caractéristiques, ainsi que certains concepts liés au retard langagier et les troubles d'apprentissage.

L'atelier explorera le concept de la différenciation et répondra à la question « comment puis-je cibler mon enseignement afin de bien répondre aux besoins de mes lecteurs ». Les participants auront l'occasion de revoir l'importance des pratiques exemplaires liées à l'enseignement de la lecture. Finalement, des pistes de solutions vous seront proposées afin de répondre à la question « que puis-je faire quand mes élèves ont certains besoins particuliers liés à la fluidité, le vocabulaire, la conscience phonémique, la phonétique et/ou la compréhension? ». Vous repartirez avec des stratégies simples et faciles à mettre en pratique dans vos classes de littératie.

Yves Zieba

Enseignez différemment!

De nos jours la technologie devient de plus en plus partie intégrante du processus d'enseignement. Elle est aujourd'hui ancrée si profondément



d'enseignement à ce changement permanent.

dans la vie de tous, que son utilisation à l'école est devenue nécessaire. Mais l'évolution des technologies est si rapide que les écoles peuvent rencontrer des difficultés à adapter leurs programmes et leurs méthodes

Notre atelier donnera un aperçu et des normes pour une intégration réussie de la technologie dans le processus de l'éducation, en perspective avec les meilleures pratiques.

Description

Comment les enseignants peuvent fournir des expériences d'apprentissage qui stimulent le développement des compétences nécessaires à la réussite de leurs élèves dans le 21^e siècle ?
Comment les enseignants peuvent augmenter l'engagement des élèves et d'approfondir la compréhension du contenu ?
Comment les enseignants peuvent motiver leurs étudiants de développer et exprimer leur créativité et les rendre autonome dans leur apprentissage ?

Comment les enseignants peuvent intégrer la technologie dans la salle de classe d'une manière efficace ?

La technologie ne peut pas et ne doit pas remplacer l'enseignant, mais elle peut donner à l'enseignant plus d'options pour présenter le contenu et augmenter l'engagement des élèves.

En ce sens, cette présentation va s'éloigner du modèle de l'enseignement des connaissances ("sage on the stage") et vers le modèle de permettre l'apprentissage ("guide on the side").

Nous allons présenter des techniques et des outils concrets que les enseignants peuvent utiliser avec leurs élèves.

Qui devrait participer?

Cet atelier est conçu pour les enseignants, quel que soit le groupe d'âge ou le domaine qu'ils enseignent. Ils :

- utilisent la technologie dans la salle de classe
- ont un intérêt dans la technologie et veulent comprendre ses avantages éducatifs
- sont prêts à sortir de leur zone de confort vis-à-vis de la technologie.

À quoi s'attendre ?

Un atelier très interactif qui intègre les méthodes d'apprentissage par expérience.

Alan November (English)

Teaching Zack to Think: Developing Critical Thinking Skills

Too many students are unable to separate fact from fiction on the Internet. We can teach students how to read the "grammar" of the Internet and apply strategies to validate information. This popular workshop provides step-by-step teaching tips for helping students, teachers and administrators think critically about Internet information.

Kath Murdoch (English)

What are you wondering? - inspiring and using students' questions in the inquiry classroom

Questions are at the heart of inquiry. In this workshop, we will look at strategies for generating student questions and how to work with their questions once they have been articulated. We will examine some effective techniques to help students think more carefully about the kinds of questions they ask – and how we can take those questions into an inquiry process. The workshop will also look at how teachers themselves can question students so they think more deeply - and how we can be a powerful model of 'question asking'. Questioning is all about creating a culture of curiosity - and this workshop will share various techniques and ideas for strengthening curiosity as a disposition.

John Littleford (English)

Teacher reward, recruitment and promotion options

A session on salary systems and benefits and steering clear of evaluation.

11:25-12:35 Brunch Lunch (brown bag lunch)

Tea and Coffee in Exhibitors' Area

12:35-13:45 Laurence Martin (Français)

Les dyspraxies : quelques définitions

Je précise que le point de vue de cette conférence n'est pas celle d'un spécialiste médical mais celui d'une enseignante confrontée de nombreuses années à des élèves en difficultés.

Les dyspraxies : quelques définitions

types de dyspraxies

repérage à l'école

quelques pistes pour des adaptations pédagogiques

Charles Fadel (Français)

L'éducation au 21e siècle (séance de répétition)

Les derniers changements importants apportés au plan d'études ont été effectués en fin des années 1800 en réponse à la croissance soudaine des besoins du capital humain et social.

Alors que le monde du 21ème siècle ne ressemble guère à celui du 19ème siècle, le programme d'éducation doit être restructuré pour les éléments de la connaissance, les compétences, le caractère et la métacognition.

Gini Rojas (English)

Distinguishing Between EAL vs. Learning Support

This session provides a protocol which can be used by specialists and classroom teachers alike to help determine when an English learner may have a learning issue as well.

Renée Bourgoin (English)

Teaching oral communication in the second-language classroom

Listening, oral interaction, and oral presentation skills form the basis of second-language acquisition. This session will begin with an overview of balanced literacy in the context of the second-language classroom. Participants will have an opportunity to review the characteristics and exemplary practices associated with this approach including the gradual release of responsibility. The importance of oral communication skills in supporting reading and writing will also be discussed.

The session will pay particular attention to practices that promote the development of second-language communication skills: listening intentions activities, open-question discussions, and oral-based and arts-based activities. Participants will leave with ideas of activities and practices that support the language development of students in your class.

Kath Murdoch (English)

Making it Personal: Exploring Personal Passion (repeat session)

This is a workshop for teachers who want to take inquiry further and who believe in the power of personal passion and growing independence in students. There has been growing interest in 'personalised learning' for many years now. Increasingly, schools are making arrangements that provide more opportunities for students to learn to be self-directed and to have their needs *and* interests met through the curriculum. In this workshop, Kath will share ways we can enhance our classroom program so that students have real opportunities to follow their passions and to truly inquire into those things that matter to them. A range of programming options will be shared but we will focus in detail on one approach - the use of a regular session: "I time". We will explore the following questions with practical tasks and lots of recent examples from classrooms:

Why is personal inquiry important? What's our purpose?
How can we help students identify their passions? How can we inspire wonderment and curiosity?

How can we make sure personal inquiry time is not simply "doing projects"?

What skills and dispositions do students need to make this work? How can we teach these?

How can we make this manageable? What systems and routines make it work?

What organisational arrangements help ensure personal inquiry is rich and rigorous?

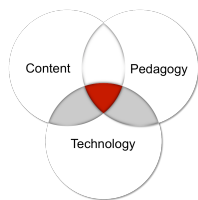
What resources are available to support this way of working?

13:45-14:05 BREAK - Water and cookies in Exhibitors' Area

14:05-15:25 Yves Zieba

Enseignez différemment! (Repeat)

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dans la vie de tous, que son utilisation à l'école est devenue nécessaire. Mais l'évolution des technologies est si rapide que les écoles peuvent rencontrer des difficultés à adapter leurs programmes et leurs méthodes

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Catherine Levêque (Français)

Ipads: apps pour apprendre une langue étrangère

Présentation du programme de CLIL (Content and language integrated learning), EMILE (Enseignement de Matières par Intégration d'une Langue Etrangère).

Présentation des différentes applications sur Ipads pour enseigner le CLIL/EMILE. Exemples de travaux d'élèves.

(cet atelier sera repris samedi)

Renée Bourgoin (English)

Supporting second-language readers

This session focuses on supporting second-language learners at risk for reading difficulties. It will begin with an overview of the different factors which impact the identification of second-language students who may have reading difficulties by looking at key concepts related to language delays and learning disabilities.

The session will also explore the differentiation of reading instruction practices and will address the question “how can I target my instruction in order to support all learner needs?”. Participants will have the opportunity to revisit the importance of key instructional reading practices including guided reading, shared reading, and collaborative reading. Finally, suggestions will be offered to address the question “what can I do when my students have particular needs associated with fluency, vocabulary, phonemic awareness, phonics, and/or comprehension?”. You will leave with simple and easy strategies than you can implement in your literacy classes.

Gini Rojas (English)

Using Key ELL Principles to Make Units of Inquiry Accessible to English Learners (repeat session)

This session uses Key ELL principles from current research to model the process for making units of inquiry accessible to the range of English learners in classrooms. Model units will be used for *showing* not *telling* how to get this work

Primary Principals' meeting

A session for all Primary Principals to meet and discuss relevant topics and issues.

Secondary Principals' meeting

A session for all Secondary Principals to meet and discuss relevant topics and issues.

12:35-16:00 Directors and Board Session (by invitation only)

Susan Krumrei – ICS Research - The Changing Face of International Schools: historical growth, current overview and future prospects (20 minute presentation)

This presentation will provide an analysis of the global international school market with a special focus on the Swiss Group of International Schools. The ISC Research online system (www.isc-r.com) has comprehensive data on more than 7,100 English-medium international schools and provides a wide range of analytical tools, access to current international school news and archives and information about school groups, school associations and international events.

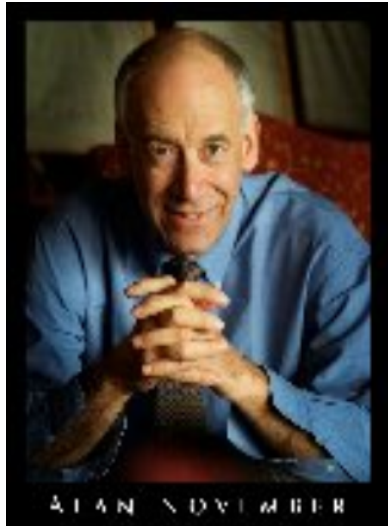
John Littleford (English)

A session focused on developing and maintaining strategic boards

16:00 Close of the day

Featured Speakers' Bios

Alan November



Alan November is an international leader in education technology. He began his career as an oceanography teacher and dorm counselor at an island reform school for boys in Boston Harbor. He has been director of an alternative high school, computer coordinator, technology consultant, and university lecturer. He has helped schools, governments and industry leaders improve the quality of education through technology.

Audiences enjoy Alan's humor and wit as he pushes the boundaries of how to improve teaching and learning. His areas of expertise include planning across curriculum, staff development, new school design, community building and leadership development. He has delivered keynotes and workshops in all fifty states, across Canada, and throughout the UK, Europe, Asia and Central America.

Alan was named one of the nation's fifteen most influential thinkers of the decade by Tech and Learning magazine. His writing includes numerous articles and best-selling books. Alan's most recent book "Who Owns the Learning?" is on the New York Times education best sellers list for 2013. Alan was co-founder of the Stanford Institute for Educational Leadership Through Technology and is most proud of being selected as one of the original five national Christa McAuliffe Educators.

Each summer Alan leads the Building Learning Communities summer conference with world-class presenters and educators from more than 25 countries.

Charles Fadel



Charles Fadel is a global education thought leader, expert and inventor; founder and chairman of the [Center for Curriculum Redesign](http://curriculumredesign.org); visiting scholar at Harvard GSE; Chair of the education committee at BIAC/OECD; co-author of best-selling book “[21st Century Skills](#)”; founder and president of the [Fondation Helvetica Educatio](#) (Geneva, Switzerland); senior fellow, human capital at The Conference Board; senior fellow at P21.org. He has worked with education systems and institutions in more than thirty countries. He was formerly Global Education Lead at Cisco Systems, visiting scholar at MIT ESG and UPenn CLO, and angel investor with Beacon Angels. He holds a BSEE, an MBA, and five patents.

Full Bio at: <http://curriculumredesign.org/about/team/#charles>

Kath Murdoch



Educational consultant, Fellow of the University of Melbourne

Kath Murdoch is an experienced teacher, author, university lecturer and popular consultant who has worked for many years in schools throughout Australia, New Zealand, Asia, America, Africa and Europe. She is widely respected for her work in the field of inquiry based learning in which she has taught, researched and published for three decades. She maintains a strong commitment to supporting

teachers in the classroom and regularly teaches children around the world. Her presentations are always practical and directly applicable to the classroom.

Kath began her professional life as a classroom teacher in Melbourne. Her fascination in how students’ constructed their understandings - and her interest in the way questions and big ideas could drive curriculum soon lead to a passion for integrative and inquiry based methodologies. This passion has become a career long focus for teaching, research and writing and the methodologies in which Kath specialises are

now central to curriculum frameworks in many parts of the world – including the popular International Baccalaureate, PYP program.

Critical to Kath's success is her continued involvement in classroom teaching. Whether it is to demonstrate techniques, coach teachers or build her own repertoire of practices, Kath is committed to regular and ongoing work with students. Her classroom work and research feeds a dynamic and ever-evolving expertise in the area of integrative and inquiry-based learning.

Kath's professional development offerings are diverse. They range from intensive partnerships with schools to develop inquiry programs and practices over several years through to one-day workshops for beginning or experienced inquiry teachers. Whether in her home town of Melbourne or on the other side of the world, working with a team or speaking to a packed auditorium Kath's style is refreshingly practical, inclusive and always connected to the real world of teaching.

Gini Rojas



Dr. Rojas conducts professional training on effective programs and strategies for English learners from pre-school through grade 12 for ESL and classroom teachers alike. As an ASCD faculty member (www.ascd.org) Dr. Rojas uses the backwards design curriculum model to help teachers design 'high-challenge, high-support' learning experiences for strengthening English learners' second language proficiency and academic achievement. She provides professional development trainings, job-embedded coaching and demonstration lessons, and conducts linguistic audits of EAL (English as an Additional Language) program.

She has worked in over 200 international schools throughout the world as well as with school districts in the US and Canada. Dr. Rojas is the author of *Strategies for Success with English Language Learners: An Action Toolkit for Classroom and ESL Teachers* published by ASCD (2007) and of *Educating English Language Learners: Connecting Language, Literacy, and Culture* (2010), ASCD DVD Series.

Dr. Rojas teaches the summer graduate course EAL for Mainstream Teachers for the Teacher's Training Center (www.thettc.org) in Miami and London and Translating Brain Research into Effective Language Education for the Association for the Advancement of International Education (www.aaie.org).

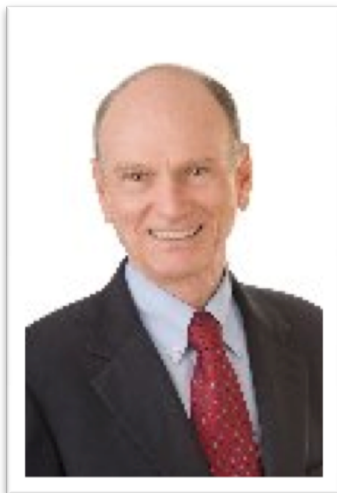
Renee Bourgoin



Renée Bourgoin is a doctoral candidate and a faculty associate at the Second Language Research Institute of Canada at the University of New Brunswick (Faculty of Education). Her areas of research interest include teaching and intervention strategies needed to support struggling learners in French immersion, second language reading and writing development, and inclusion in second language contexts.

Along with her responsibilities teaching the elementary level French second language methodology course and literacy in second language course, Renée is a member of the Institute's research team on best teaching practices.

John Littleford



John Littleford served as teacher, trustee and head of school for over 25 years. For the past 18 years he has been a consultant to over 6000 independent and international schools. His clients also include corporations, foundations, universities and a range of other non-profit organizations. Mr. Littleford's areas of expertise are board governance, strategic planning, executive and faculty compensation and evaluation; executive searches; marketing strategies including admissions; fund raising, managing change; school climate; institutional and financial audits; and team building. His widely read landmark book, "Faculty Salary Systems in Independent Schools" was published by the National Association of Independent Schools for 20

years.

John Littleford speaks, and leads workshops at Conferences for independent and international school and nonprofit leadership all over the world. Littleford & Associates' Newsletter is published four times a year and is widely read by 25,000 trustees and schools and not for profit leaders.



Yves Zieba

Yves Zieba studied Strategy, Organization Management and Information System at **ESCP Europe** in Paris, Marketing in **HEC Montreal**. He also studied at the **London Business School** and at **IMD** in Executive Program.

Yves worked for **Arthur D. Little, Mannesmann, Degussa, Safran, Total and**

Thomson Reuters. During his 13 years with Thomson Reuters, he has advised clients in banking, media and education.

Yves experienced different clusters and lifestyles, in Berlin, Paris, Montreal, Casablanca, New York, Singapore, Hong Kong and London, hence developing specific strength in cross-cultural strategic programs.

Since 2011, Yves focuses on providing strategic, technology and marketing advice for education institutions.

Publication

Yves is one of the co-authors of the book Open Models (www.openmodels.fr). He authored the chapter on education new business models.

Awards and recognition

Yves received the Customer Excellence Award for the worldwide roll out of the instant messaging products. He is the mentor of several project groups with professors and students from MIT Sloan, INSEAD, HEG and SDA Bocconi. He advise startups for EPFL Innovation Park.

He is the President of Pangloss, a Swiss and French non profit association actively promoting Open Innovation.

He is also the ESCP Europe alumni network delegate for Switzerland (650 alumni)

He is the founder of the MOOC – DOCC – SPOC Think Tank focusing on new online propositions for education.

He is a regular speaker in education conferences.

Extra curriculum

Whenever he can, Yves spends time with his family, he likes winter sports, golf, and invests time in his own lifelong education and encourages others to do the same.

Liliane Bodenmann



De langue maternelle espagnole, scolarisée jusqu'au baccalauréat en français, L. Bodenmann, a suivi son parcours universitaire en France, DES Phonétique et Linguistique françaises à Grenoble, en Colombie, Diplôme de Traduction, puis une formation en Théories et Méthodologies de l'enseignement des Langues à Genève 'à Lausanne. Des formations complémentaires en « International Leadership and Management », « Curriculum Leadership in the International School », puis en "Dyslexia and Academic Language Learning" lui ont permis de repenser à la politique linguistique en fonction de la

réalité des élèves multilingues en milieu scolaire international. Enseignante de français et espagnol au secondaire à l'école St. George's School in Switzerland où elle est actuellement Directrice des Etudes.

Laurence Martin



Professeur des écoles en France pendant 20 ans tous niveaux de classe. Enseignante référente en Haute Savoie pendant 3 ans. Professeur de soutien en français à Ecolint campus des Nations depuis 2011

Certificat de Graphothérapie Approche Plurielle.
Formations diverses : précocité, besoins éducatifs particuliers (troubles dys, autisme,...)

Catherine Levêque



Catherine Levêque a suivi ses études universitaires à Genève et est titulaire d'une licence en Science de l'Education et d'un DEA de l'Institut Universitaire des Hautes Etudes Internationales (IUHEI).

Son parcours de formation s'est poursuivi par des ateliers de l'enseignement PYP (International Baccalaureate Primary Years Programme), ainsi que des ateliers et sommets Google.

C. Levêque est actuellement professeur de FLE (français comme langue étrangère) et assistante du département d'informatique à l'Ecole Internationale de Genève depuis 2008.

Elle a combiné sa passion pour l'enseignement EMILE / CLIL (Enseignement de matières par intégration d'une langue étrangère /Content and language integrated learning), avec sa passion de l'informatique, en déployant de nouvelles applications sur Ipads dans le cadre de l'enseignement d'une langue étrangère.

SGIS Membership Information

Please remember to pay your membership fees for the 2015/16 school year by June 10th, 2015.

Membership Fees:

CHF 4 per student with a minimum of CHF 400 per school and a maximum of CHF 3000 per school.

Bank Details:

Account: Swiss Group of International Schools

UBS, PO Box CH 1260 Nyon

Account Number: 228-E0122617.0

SGIS Annual General Meeting 2015

The 2015 SGIS Annual General Meeting will be held on Friday, September 25th, 2015 at Zurich International School

SGIS Annual Conference 2016

SGIS ANNUAL CONFERENCE 2016 will be held at La Côte International School, Aubonne on March 11th and 12th, 2016

SGIS Professional Development Support

Each year SGIS allocates funds to support a number of professional development groups that operate within the SGIS schools community. Funds are managed by the SGIS Executive Committee and reported on each year at the AGM.

Applications can be for funding to support an entire event or as a contribution towards the costs of an event where additional sources of funding are in place.

This limited fund can be accessed by the group's nominated representative applying to the Executive Secretary of SGIS using the standard application form. The intention of the process is not to be overly bureaucratic whilst ensuring that limited funds are spent wisely and prudently.

Go to: www.sgischools.com

After clicking on 'Professional Development Groups', you will find the information and forms on the right of the page.

Save the date:

SGIS ANNUAL CONFERENCE 2016 will be hosted by La Côte International School on March 11th and 12th

