

PRELIMINARY SCHEDULE FOR ELC 2017 (subject to change)
Shangri-La Bangkok Hotel
(updated July 10, 2017)

Time	Event Name	SUNDAY, OCTOBER 22, 2017	ROOMS
08:00 - 1600	EARCOS SECRETARIAT	EARCOS SECRETARIAT	ANTE
		MONDAY, OCTOBER 23, 2017	
08:00 - 1600	EARCOS SECRETARIAT	EARCOS SECRETARIAT	ANTE
08:30 - 16:00	EARCOS BOARD MTG.	EARCOS BOARD MTG.	THE BOARDROOM SUITE
Time		TUESDAY - OCTOBER 24, 2017	ROOMS
07:00-21:00	EARCOS REGISTRATION	EARCOS REGISTRATION	ANTE
08:00-20:00	International School Leadership Program - USF/WSU	International School Leadership Program <i>University of San Francisco / Washing State University</i>	VIETNAM ROOM
08:30-16:30	International Baccalaureate® (IB) PRECONFERENCE	<p>IB Category 3 workshop Title: Leading with a clear vision and strategy Facilitator: SEAN WATT</p> <p>Audience: FOR ASPIRING LEADERS AND NEW HEADS OF SCHOOL: All workshops are recommended for aspiring leaders, including teachers, coordinators and new heads of school.)</p> <p>Leading with a clear vision and strategy is one of a new series of IB workshops focus on leadership in international education. These rich professional development experiences are led by an outstanding and diverse group of leaders who are passionate about sharing their knowledge and experiences. Together, they are building a global community of strategic and innovative educational leaders.</p> <p>Research shows that a school with has a strong vision and mission has a very much higher chance of having high student achievement as well. The objectives of this workshop are to introduce and clarify the value and strength of a good vision and mission, and to enable you to develop a strategic plan to create, implement, review and make sustainable, an excellent vision and mission for your school context. It is important that your vision and mission imbue the philosophy and values of the IB and provide the best structure for the full implementation of the IB programmes.</p>	THE CHAIRMAN'S ROOM
08:30-16:30	Curriculum Coordinators' Pre-conference	<p>Title: "Guess what's in the teacher's head?" Why a shift from compliance to authentic learning and assessment is an educational imperative. Facilitators: RAMI MADANI, PAUL O'NEILL, & GLENDA BAKER</p> <p>In order to get students to a level where they are assessment capable learners we need to involve students in more authentic learning experiences (Hattie). Compliant learning will take a backseat to more authentic experiences where students have a voice in their own learning. What is problematic is that our practices are fundamentally impacted by our beliefs and these have influenced in many ways a fossilized assessment paradigm in schools. In this workshop participants will use the Modes of Learning framework from Harvard X Online to help explore the contributing human factors influencing a more authentic assessment paradigm. The model explores fundamental questions such as: How do they learn best? Which mode of learning is more supportive of authentic engagement vs. compliance? Which one of the four is their preferred teaching style and what might the implication on their own practice be? Participants will also engage with the work of Rick Stiggins and develop some actions designed to intentionally deploy assessments that motivate students. Stiggins maps out the adjustments in practice and culture necessary to generate both accurate accountability data and the specific evidence of individual mastery that will support sound instructional decision making and better learning. This workshop is suitable for curriculum leaders, educational administrators and instructional leaders dedicated to building a more authentic assessment paradigm in their school.</p>	THE GARDEN GALLERY
08:30-16:00	DR. MARC FRANKEL and ABBI DELESSIO former International School Board Chair)	<p>Leadership thru Partnership (OPEN TO EARCOS HEADS and BOARD CHAIRS ONLY) Fee USD \$150.00</p> <p>The daylong session is designed to promote strong, effective working relationships between Heads and Chairs. This workshop would be particularly valuable for Boards with new Chairs and highly useful for Boards welcoming new Heads. It will identify and discuss working styles and preferences, while creating an effective communication and support system.</p> <p>LTP is structured to benefit the following people: **New heads of school and their board chair. **New board chairs and their head of school. **Board chairs and heads of school that have not participated in a prior LTP</p>	CORUNDUM

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08:30-16:30	WASC	WASC Focus on Learning Accreditation Training	BALLROOM 3
8:30- 16:30	APAC/AD	APAC ACTIVITY DIRECTORS' MEETING	THE BOARDROOM SUITE
10:00 - 10:30	MORNING COFFEE BREAK	MORNING COFFEE BREAK	MEETING ROOM FOYER
12:00 - 13:00	LUNCH	WORKING BUFFET LUNCH - everyone from the meeting above will have lunch together	??
15:00 - 15:30	AFTERNOON COFFEE BREAK	AFTERNOON COFFEE BREAK	MEETING ROOM FOYER
Time		WEDNESDAY - OCTOBER 25, 2017	ROOMS
07:00-21:00	EARCOS REGISTRATION	EARCOS REGISTRATION	ANTE
08:00-20:00	International School Leadership Program - USF/WSU	International School Leadership Program <i>University of San Francisco / Washing State University</i>	VIETNAM ROOM
		PRECONFERENCE TITLES AND DESCRIPTIONS	ROOMS
08:30-16:30	International Baccalaureate® (IB) PRECON (2nd day)	<p>IB Category 3 workshop (This is a continuation of Tuesday's workshop) Title: Leading with a clear vision and strategy Facilitator: SEAN WATT</p> <p>Leading with a clear vision and strategy is one of a new series of IB workshops focus on leadership in international education. These rich professional development experiences are led by an outstanding and diverse group of leaders who are passionate about sharing their knowledge and experiences. Together, they are building a global community of strategic and innovative educational leaders. FOR ASPIRING LEADERS AND NEW HEADS OF SCHOOL All workshops are recommended for aspiring leaders, including teachers, coordinators and new heads of school.</p> <p>Leading with a clear vision and strategy Research shows that a school with has a strong vision and mission has a very much higher chance of having high student achievement as well. The objectives of this workshop are to introduce and clarify the value and strength of a good vision and mission, and to enable you to develop a strategic plan to create, implement, review and make sustainable, an excellent vision and mission for your school context. It is important that your vision and mission imbue the philosophy and values of the IB and provide the best structure for the full implementation of the IB programmes.</p>	THE CHAIRMAN'S ROOM
08:30-16:00	SCHOOL BOARD PRECONFERENCE	<p>GOVERNANCE WORKSHOP DR. MARC FRANKEL and BAMBI BETTS Open to all Board Members and Heads (continued on Thurs. for boards only) Fee: USD \$75.00</p> <p>For the first time at EARCOS, board members and heads of school are invited to join our two experienced international school consultants for a "deep dive" into the most critical issues challenging school leaders. Located at the intersection of governance, leadership and strategy, this all-day session will focus on three themes: unifying board leaders and school leadership around a common understanding of what matters most for the school's success, leading a shifting population of teachers, students and families, and keeping leadership on track even when the inevitable surprises happen.</p> <p>In previous years, Heads were not invited to this workshop. Make note that Heads are welcome to attend this session. This change was advocated by members and EARCOS believes this provision will be well received by all participating delegates.</p>	BALLROOM 3
08:30-16:00	BUSINESS MANAGERS' (EARASBO) PRECONFERENCE	TBA	International School Bangkok
TIME		INDIVIDUAL PRECONFERENCES	ROOMS
08:30-16:00	JEFFERSON CANN PRECON	<p>The Positive and Practical Application of New Understandings in Leadership The last ten years have seen the growth of knowledge in all areas concerning a person's relationship with themselves – from mindfulness to neurophysiology, from popular psychology to child development and education. However, it can be difficult to apply this knowledge in the hurley-burley of our busy days under the pressure of meetings, e-mails, messages, urgencies and bureaucratic necessities. This experiential, highly interactive, fun workshop enables you to explore the practical application of these new understandings through simple tools and techniques. You will learn new ways to "Keep your head when all about you are losing theirs and blaming it on you" – an essential element of leadership. The key topics are: active presence—its importance, its benefits, how to use it; managing energy and neurophysiology—eliminating fear; emotional and conversational intelligence; developing and maintaining trust—the importance of clear purpose; and, bringing positive intent to relationships.</p>	TBA

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08:30-16:00	JANE HYUN <i>PRECON</i>	<p>Developing Asian Talent: Strategies for Leading with Cultural Fluency</p> <p>In this interactive session Hyun will present best practices and lessons from her leadership consulting with multinational organizations about how to create inclusive cultures and enable Asian employees' leadership potential to be fully realized. She will provide current insights about how practicing inclusive leadership can lead to increased engagement and high performance work cultures. In addition, she will unpack what applying an "Asian" lens to leadership development might mean for your organization and introduce the skill of "flexing" – adapting one's leadership approach/style to help bridge cross-cultural differences that exist in your school, organization and community. Highlights of the Bamboo Ceiling® research (done with Asians in the U.S.), which formed the basis of her groundbreaking book and recent Cultural Fluency study (done in Asia), will be shared. Participants will engage in dialogue about how increasing intercultural competence can enhance effectiveness in attracting, engaging, developing and retaining local talent. Join us and bring your school's or organization's experience to discuss. Pre-registration required and limited # of participants to ensure interactivity.</p>	TBA
08:30-16:00	DEBORAH JANZ-KRIGER <i>PRECON</i>	<p>How to Improve Enrollment with Inbound Marketing</p> <p>Inbound marketing is an approach focused on attracting candidates through content and interactions that are relevant and helpful. With inbound marketing, potential applicants find you through channels like blogs, search engines, and social media.</p> <p>By creating content designed to address the problems and needs of mission appropriate families, inbound marketing attracts qualified prospects and builds trust and credibility for your school.</p> <p>This one day workshop will walk participants through the tenets of inbound marketing, relating to improving enrollment. Tell the school's story in a compelling way to the right people, no matter where they are in the world.</p> <ul style="list-style-type: none"> - Blogging and news stories - Social publishing including Facebook, LinkedIn, Twitter, YouTube and more - Optimizing your website, blog and all content for search engines - How to create content that drives measurable actions <p>Leverage the technology you are using today and explore your options to increase awareness.</p>	TBA
08:30-16:00	CHRIS JANSEN <i>PRECON</i>	<p>Leaders collectively changing the system: Designing leadership development</p> <p>This workshop will explore the impact of strategically enabling networks of leaders within a school or across a sector to equip leaders to co-create change in their own setting. Case studies from education, social services and international development will be discussed to illustrate how carefully designed leadership capacity building programmes can achieve both individual leadership growth but also wider system change. In particular, we will explore how the design of a customized leadership development programme can fully engage and activate the middle leadership core of a school towards an inside-out transformation process. Implementation of such a strategic programme is based on key design principles including each leader formulating their own action research inquiry approach that is aligned within the school's overall strategic direction, and being exposed to and selecting from a range of tools to support this. Through this workshop, we will explore examples of successful programmes including the Singapore International Schools Leadership programme that has been implemented with over 100 leaders over the last 3 years across 8 international schools. The interactive process used in this pre-conference workshop will allow participants to consider an appropriate design and implementation approach to leadership development in their own schools.</p>	TBA
08:30-16:00	RAMI MADANI <i>PRECON</i>	<p>International School Curriculum: Creation, Relevance and Sustainability</p> <p>International School Curriculum: Creation, Relevance and Sustainability (This session is for people NEW to the curriculum position) If you are an administrator who wishes to deepen your understanding of curriculum, or are new to a curriculum position in your school, this workshop will provide the tools to launch and sustain curriculum in your school. Have you often wondered how the countless hours spent on curriculum development could really improve student learning? How is teachers' time best spent when it comes to planning for teaching and learning? Does the curriculum process and all of the terminology baffle you? How can the curriculum be sustainable in our international schools? This workshop will address these queries plus more, including a focus on understanding, curriculum leadership, and subject area reviews based on learning needs.</p>	TBA
08:30-16:00	BRUCE MILLS <i>PRECON</i>	<p>Creating and Maintaining a Safe and Secure School Environment</p> <p>This pre-conference is designed specifically for international school personnel with responsibility for management and supervision and/or professional interest in safety, security, emergency preparedness and risk mitigation programs. The variety and multitude of risks, (natural, criminal and terrorist driven) impacting upon international schools are significant and growing. In this seminar, participants will explore and learn effective methods to identify and manage risks and share "Best Practices" currently in place worldwide to ensure a safe and secure school environment. Key seminar topics include: conducting risk "self-assessments"; management techniques for security guard force personnel; critical elements of an effective emergency preparedness program; effective training & drill strategies; "must have" safety & security policies and procedures; and crisis management team principles; leadership tips to enhance success, among others.</p>	TBA
08:30-16:00	OCHAN POWELL <i>PRECON</i>	<p>Collaboration & The OIQ Factor: Raising the Organizational Intelligence of Your School</p> <p>Schools specialize in learning & should be very smart organizations. Frequently, however, they're not. Smart schools capitalize on individual creativity & innovation, developing high organizational intelligence (OIQ) that exceeds the average individual intelligence of its membership. Less intelligent schools squander or ignore group member talents. Simply getting bright people together in the same work venue won't raise a group's OIQ. High OIQ depends on paying attention to what people do & how they do it together. High OIQ in schools improves student learning, raises standardized test scores, enhances professional satisfaction of teachers & administrators, reduces work related stress & increases parent confidence. This rarely happens by chance & needs deliberate design. We will explore how school leaders can intentionally set about raising the OIQ factor in an increasingly interdependent world.</p>	TBA

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08:30-16:00	ANN STRAUB PRECON	Intercultural Leadership: Educating for Global Citizenship What is your school's definition of global citizenship? How is this put into practice and measured? The words "global citizenship" often appear in school's guiding statements, but what this looks like and how to accomplish this is often frustratingly vague with a "hit or miss" approach prevailing. This requires a leader who understands what is meant by intercultural leadership and strives to develop intercultural competence. In this interactive workshop, we will refer to research on intercultural leadership, reflect on our own leadership traits, and look at a school's institutional responsibility toward the development of global citizens and how this can be operationalized in a practical sense. By discussing actual school scenarios, listening to an experienced school leader focused on global citizenship, and seeing successful school examples, participants will gain a much clearer picture of where their school is on this journey with subsequent steps in mind.	TBA
08:30-16:00	JANICE TOBEN PRECON	Effective Systems, Practices and Skills for Middle and High School Students How do administrators lead a way to genuine and caring relationships that resonate in school culture and impact the daily well-being of students as well as teachers? Students are eager to hold a purposeful, space that engages connection and brings respite and insight within the challenges of the academic school day. A focus on experiences that develop students' personal and interpersonal skills – resilience, self-discipline, goal-setting, compassion and even humor and play, are key. Vibrant programs designed for success support the Advisor-as-learner, as well as their Advisees. The role of the Advisor can move past the default of "Advisory as Study Hall" into Advisory as a powerful educational experience. • provide relevant current research, rationale, and inspiration on SEL for you to use with your school and parent community and how to unfold these skills within middle and high school education • shape how to roll out and support on-going Advisory programming for greater SEL	TBA
08:30-16:00	ROBERT STEELE and LYNDA ROLPH PRECON	Improving Learning through Leading Whole School Sustainability Great schools have missions that embed innovation, global citizenship, and other 21st-century learning empowering student success in an unknown future. Unfortunately, what students learn is not always reflected in institutional practices. This session for academic and operational school leaders (e.g., school director and business manager) will present a whole-school approach to learning and sustainability for all.	TBA
08:30-16:00	KENDALL ZOLLER PRECON	Hacking Leadership: change you view, change your mind May you always be courageous, stand upright and be strong come, so come and explore leadership from a systems perspective drawing on Heifetz and Linsky's Adaptive Leadership model, Kegan and Lahey's Immunity to Change model, and Zoller's Communicative Intelligence. We explore ways of orchestrating inevitable conflict when change happens. Discover how values drive and influence change in the hacking leadership model by Zoller and Issa-Lahera. When we change our view, we change our mind. And when we change our mind we can change systems.	TBA
08:30-14:30	MARILYN GEORGE WASC	WASC Visiting Committee Chair Training	TBA
8:30- 16:30	ACAMIS BOARD MEETING	ACAMIS BOARD MEETING	TBA
9:00- 16:30	APAC/AD	APAC ACTIVITY DIRECTORS' MEETING	TBA
10:00 - 10:30	MORNING COFFEE BREAK	MORNING COFFEE BREAK	MEETING ROOM FOYER
12.00pm- 1.00pm	LUNCH PRECONFERENCES	LUNCH - everyone from the meeting above will have lunch together	BALLROOM 1/2
1:30 - 4:30	APAC Heads Meeting	APAC Heads Meeting	
15:00 - 15:30	AFTERNOON COFFEE BREAK	AFTERNOON COFFEE BREAK	MEETING ROOM FOYER
FIRST DAY OF CONFERENCE THURSDAY - OCTOBER 26, 2017			ROOMS
06:30-6:00pm	EARCOS REGISTRATION		ANTE ROOM
08:00-6:00pm	International School Leadership Program - USF/WSU	International School Leadership Program University of San Francisco / Washing State University	VIETNAM ROOM
	EXHIBIT OPEN	EXHIBIT OPEN	

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08:00-08:10	SCHOOL PERFORMANCE		Grand Ballroom
08:10 - 08:30	CONFERENCE OPENING	<p>Welcome to Delegates</p> <p>Margaret Alvarez, <i>EARCOS President</i> Dr. Larry Hobdell, <i>Regional Officer, Office of Overseas Schools, U.S. Department of State</i> Dick Krajczar, <i>EARCOS Executive Director</i></p>	Grand Ballroom
8:30 - 9:15	<p>Introduction to the Speaker <i>Ms. Liz Duffy, President, ISS</i></p> <p>Sponsored by <i>International Schools Services</i></p>	<p>Keynote Speaker PETER DALGLISH</p> <p>"Heroes for Our Time" Peter attributes his professional achievements to his front-line field experience in his 20's and 30's working with NGO's, living rough and earning very little money. He believes that international schools can play a key role in "preparing young people not merely for lives defined by materialism and consumerism, but rather so they are equipped and determined to address some of the biggest challenges of our age". Peter often quotes Kurt Hahn, the founder of Outward Bound and the United World Colleges, who cautioned his own students about "the paralyzing effects of wealth and affluence on young people." In his keynote address Peter will challenge members of the EARCOS community to recommit themselves to harnessing education as a force for good. In the words of the great Brazilian educator and philosopher Paolo Freire he reminds us that "The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves."</p>	Grand Ballroom
09:15-10:00 Am	TEA & COFFEE BREAK	Sponsored by ???	MEETING ROOM FOYER
9:30 - 12:30	<p>NIAAA Facilitator: DOUG KILLGORE</p>	Leadership Training Course 707	THE BOARDROOM SUITE
10:00 - 4:30	EARASBO/ BUSINESS MANAGER'S PRECON (continued)	<p>What Keeps You Up at Night? How to Handle a Crisis?</p> <p>In this workshops, we will present proven strategies to help you manage the unimaginable... a crisis ranging from sexual misconduct to and other issues facing international schools. Because crises can feel out of control and unsettling, the more prepared the school is, the easier it is to navigate the difficult waters. We will look at the key steps the school can take before, during and after a crisis hits. While we can't predict every crisis, the school may face, there are important standards, best practices, and protocols that every school can and should have in place. We will also look at the most important steps to take when a crisis hits your school, including the readiness of your crisis team, how to gather the facts, and developing the right messages for your community, which is often the greatest challenge. The Jane Group will take the group through proven techniques and strategies that are best practices in schools when managing a crisis. We will also provide a number of case studies.</p> <p>Presenter: JIM HULBERT</p>	LEBUA HOTEL
10:00 - 4:30	GOVERNANCE WORKSHOP	<p>GOVERNANCE WORKSHOP DR. MARC FRANKEL and YORK CHI HARDER, <i>Board Chair, Shanghai American School</i> The topic will focus on current issues facing boards in EARCOS schools</p> <p>This workshop follows the keynote address and runs for the entire conference and it is open to any Board members from the EARCOS region. Board members from Wednesday's pre-conference workshop should find it helpful, as issues raised by fellow Board colleagues will be explored in a collaborative environment. The examination of common and complex problems and challenges will provide a unique opportunity to study plausible solutions and consider alternative context-based resolutions to shared issues facing Boards in the EARCOS region.</p>	CORUNDUM
<p>THURSDAY - OCTOBER 26, 2017 SESSION 1 10:00 - 11:15 <i>19 Workshops</i></p>			ROOMS
1			PRIVATE ROOM 1 & 2

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2	<p>Margaret Alvarez <i>Head of School</i> International School of Singapore</p> <p>Copresenter: Deidre Fischer</p>	<p>What does the data say about EARCOS Schools inclusive practices? "Dr Margaret Alvarez (EARCOS Board Chair) and Deidre Fischer (former EARCOS Board Secretary) have presented workshops at the EARCOS leadership conferences in the past three years exploring Inclusive Practices in Schools. The workshops explored the concept of 'embracing and celebrating difference' and what that means in practice for schools across all operational areas of Schools. Based on feedback from these workshops it was determined that we needed to obtain data from the EARCOS member schools. The goals of the Survey were to:</p> <ol style="list-style-type: none"> 1. Determine if there is a shared understanding of the term 'Diversity' amongst EARCOS schools 2. Find out what is currently happening in schools with regards to inclusive practices and Diversity policies <p>The workshop will present the evidence and support discussion for potential next steps for the EARCOS member schools.</p>	Brunei Room 1
3	Bambi Betts	<p>The 'To Don't List' for Leaders Revisited How well you know the scenario. Your 'TO DO' list grows daily. And with every conference, every new book, every blog post, the list grows...and you feel guiltier and guiltier and more and more worried that somehow the kids in your charge are going to miss out and it will be on your watch. Join us for a rapid journey through the TO DON'T list - 5-6 practices that never really worked, that have ceased to work given new contexts, or are so low impact on learning that they are just not worth doing. Things like...Protracted teacher evaluation schemes with 10 page rubrics; one size fits all homework; putting every faculty member on a team just because everyone else is on a team; analyzing data without targets, etc. And do bring one thing to contribute to the list as well as some thoughts on this – the 'I will if you will' syndrome. If we are pretty sure something doesn't work, or is high energy, low impact, how can we collectively move the TO DONTs into their rightful place?</p>	Study Room
4	<p>Jonathan Carter <i>Director of Admissions</i> UWCSEA</p>	<p>Admitting Meaningful Diversity Diversity is the pursuit, pride and the promise of many international schools but why do we inherently value diversity, what do we understand diversity to be in an educational context and are schools serious about admitting such diversity beyond the pitch and purpose of Admissions and Marketing?</p>	Valley 1 & 2
5	<p>Andrew Davies <i>Head of School</i> International School Bangkok</p>	<p>Developing a Learning Focused School In this session, we will collaboratively explore how to ensure schools are focused relentlessly on learning. This can be achieved through the creation of a learning definition that aligns all aspects of the school through the lens of learning improvement. Participants will experience practical ways to achieve and sustain a learning focused school through avenues such as teacher appraisal, developing a strategic learning plan, collaborative team structures, the inclusion of data and student voice to effect change, decision-making, resources, school improvement surveys, teacher recruitment, and so on.</p>	Myanmar Room 2
6	Peter Dalglish	<p>Following Another Path Peter Dalglish has inspired a number of teachers, coaches and heads at leading international schools to trade in their conventional classroom environment for work—whether as a volunteer during vacation periods or on a professional full-time basis—in profoundly disadvantaged communities in the developing world. This workshop will focus on some of the practical issues associated with making the shift, including websites to track for job openings, bringing along family members as part of the experience, and some of the best organizations that teachers might want to consider joining.</p>	Ballroom 3
7	Maria Guajardo	<p>Women and the Labyrinth of Leadership As women continue to emerge on a global stage, how can women traverse the challenge of leadership development in a constantly changing, complex world? Women can and must lead, however the path is fraught with obstacles. Women's leadership development has been associated with a glass ceiling, a bamboo roof, and a labyrinth. While these begin to define the hurdles, a strength-based approach to leadership will provide a new energy for advancing past the hurdles. Participants will engage in a series of experiential exercises that will reframe and refine one's leadership identity. Come and explore strategies for strengthening one's leadership identity, make new discoveries, and learn navigational tools for the labyrinth of leadership. The intersection of gender and leadership will guide participants past the twists and turns. Come share, discover, and reflect.</p>	Indonesia Room
8	Stephen Holmes	<p>Building a World Class Reputation in an International School The reputation of an international school constitutes its most valuable asset—nothing is more important than building, managing and evaluating reputation. Yet, there is a genuine lack of robust evidence and coordinated responsibility in schools to build, manage and evaluate reputation. A strategic approach to reputation is increasingly relevant to international schools and should now be a formal management and Board function, and shape future strategic priorities. How? Reputation requires a strategic approach that closely aligns what a schools says (its marketing) with what it does (reality in delivery). Key areas covered include: What is reputation and what is a good reputation to teachers, parents and students? The need for reputation management in international schools. A robust tool to develop, manage and evaluate reputation in an international school. Internal and external strategies international schools can use to build reputation including word of mouth referral. Key metrics to measure (monitor) reputation.</p>	Singapore Room
9	<p>Norman Hudson Rami Madani Yvonne Bui</p>	<p>A Journey of Inclusion for All Types of Learners....The Challenges and Opportunities. In this presentation, participants will learn how one school is moving towards becoming more inclusive and why this is important in meeting their mission. Their journey involves being grounded in their mission for "each student" and wanting to ensure that the educational needs, how diverse, can be met. It also involves enhancing the capacity to differentiate instructions at all levels to address the varied needs of learners. Come learn more about the steps that ISKL has taken on their journey in supporting students currently in the classroom who need mild and moderate support to students who need more intense support. While not yet at their destination in this journey in becoming a fully inclusive school, the 2017 - 2018 academic year will see ISKL adding additional support for their Middle School learners who have more intensive learning needs. Listen as we discuss the importance of inclusion in International Schools. The journey continues.</p>	Garden Gallery

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<u>10</u>	Chris Jansen	<p>Co-design for innovation Co-design is an approach that is applied in many contexts to engage a wide range of multiple stakeholders in developing innovative new ideas and practices. This practical workshop will demonstrate the application of a 'double diamond' approach to co-design and be applied to exploring opportunities for our schools to more actively engage students in leading their own learning process with high levels of self-management, collaboration and student agency. Case studies from education transformation occurring across 150 schools in post-earthquake Christchurch, New Zealand will be discussed and critiqued from an international school's perspective. (For example, http://www.growwaitaha.co.nz/our-stories/)</p>	Malaysia Room
<u>11</u>	<p>Paul Kang <i>Director of Educational Technology</i> Busan International Foreign School</p>	<p>Are you ready to prepare your students for the future? This presentation is for you if... You're forward thinking. Most Aren't. You view the world as getting better and not worse. You are excited about the future, not anxious. You're willing to be a leader in the future of education and not just a follower. You're interested in making positive changes, going global, and ultimately impacting the world. If this sounds like you, this is the presentation for you.</p>	Salathip C
<u>12</u>	<p>Steve Katz <i>ES Technology Coordinator</i> ISKL</p>	<p>Promoting Your Programs As you know, leading change in your school can be a very challenging endeavor. Your team may be doing great work, but the message might not spread to your faculty as you had hoped. Come to this session with an idea or a program you would like to see grow, and we will begin to work with some proven strategies to brand and promote your program in order to help your team to reach its targeted audience.</p>	Myanmar Room 3
<u>13</u>	<p>Stuart Kent <i>Assistant Head of School - Educational Operations</i> Seoul Foreign School</p> <p>Co-presenter: Colm Flanagan, <i>Head of School, Seoul Foreign School</i></p>	<p>Culture and Context First, Concrete Secon Seoul Foreign School has embarked on an ambitious project to build a new High School. During his presentation Stuart will share how a vision to create a new "learning culture" and contextual realities were central in the design of the new Seoul Foreign High School building. He will elaborate on some of the challenges and opportunities he has worked through as a result of prioritizing "Culture and Context First, Concrete Second"</p>	Brunei Room 2
<u>14</u>	<p>Martin Leicht <i>Director of Educational Technology</i> Hong Kong International School</p>	<p>Creativity needs a kitchen Unlock your creativity and enrich your life. Come explore the dynamics of creativity, the art of storytelling, the role of play, and why balance is important. Bring your imagination, let go your fears, we will brainstorm, remix, and design our own recipes. Creativity is an everyday thing.</p>	Salathip B
<u>15</u>	Bruce Mills	<p>Effective Guard Force Management Techniques This workshop will highlight effective methods for the operation, supervision and management of a local guard force program; contracted or proprietary staff. Participants will discuss proven strategies to increase the performance, morale and accountability of their respective guard programs and share industry "Best Practices" in place at schools and businesses around the world.</p>	Philippine Room
<u>16</u>	<p>Barry Sutherland <i>Director</i> International School of Phnom Penh</p>	<p>Leadership Challenges for the Frog in the Pot Leadership challenges are presented in every school every day. Leaders face choices of whether and how to act or react. A frog in a pot of slowly warming water may not realize until too late that she is slowly being boiled alive -- if she doesn't act. It is the same story for schools and their leaders. This is a story of development and change in a not-for-profit international school that went from tenant to owner in a country where the rule of law is just a notion. For heads, aspiring heads, or anyone who just likes a good story.</p>	Myanmar Room 1
<u>17</u>	Sarah Whyte	<p>Supporting TCKs' grief and loss with emotional intelligence Any overseas move results in some degree of loss and grief. Unresolved grief is a well-documented issue experienced by many Third Culture Kids (TCKs), where previous losses have not been fully processed or accepted. It is vital for TCKs to learn constructive coping strategies to use in the face of loss and international teachers are perfectly placed to support TCKs in developing these strategies. In this workshop, participants will learn practical, helpful strategies to support their students in processing the grief which so often accompanies transition</p>	Chairmans Room
<u>18</u>	<p>Melanie Vrba <i>HS Principal</i> Western Academy of Beijing</p> <p>Copresenter: Madeleine Brookes</p>	<p>Alternative High School Pathways: WAB's personalized, self-directed 20/80 approach How do we cater for students who have a specialty passion and who are ready to get cracking? By offering an alternative HS pathway called Capstone, WAB offers a more learner-centered, practical and individual approach for these special students. Come and learn how we are co-creating curriculum with students and how we are marketing this to our community and beyond as an authentic qualification for what comes next.</p>	Salathip A
<u>19</u>	Kendall Zoller	<p>The Flexible Presenter Imagine being able to speak with credibility on demand. Imagine what it would be like for you if you could, with purpose and intention, reframe resistance during a meeting or presentation while simultaneously improving rapport and group dynamics. What if you could communicate at the same level of skill and expertise as you perform within your professional technical expertise? Imagine the possibilities. This foundational course provides the skills and knowledge of communicative intelligence so you can reach higher levels of communicative excellence. In this session you will learn the verbal and nonverbal patterns of credibility, approachability, rapport, how to read group dynamics, as well as how to recover with grace when things don't go as planned. This hands-on course is designed and taught by Kendall Zoller, global trainer, author and originator of communicative intelligence.</p>	ChaoPhraya
11:15 - 11:30	TRAVEL TIME		

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THURSDAY - OCTOBER 26, 2017 SESSION 2 11:30 - 12:45 19 Workshops		ROOMS	
1		PRIVATE ROOM 1 & 2	
2	<p>Chip Barder <i>Head of School</i> UNIS Hanoi</p> <p>Copresenter: Sujoy Chaudri</p>	<p>How do you know your students are learning? Visualizing Data to Support Student Learning! All schools are sitting on tons of data. This workshop will have participants think about the data that they already have, and begin to think about how to "un-silo" it. Through an introduction to the Learning Analytics Collaborative (LAC), the presenters will demonstrate how to focus on individual student needs to determine whether or not learning is taking place in the school.</p>	The Study
3	<p>Kevin Baker – Head of School, Busan International Foreign School</p> <p>Norma Hudson, Director, International School of Kuala Lumpur</p> <p>Tarek Razik, Director, Jakarta Intercultural School</p>	<p>Surviving an Enrollment Decline: Lessons from the Trenches There is ample advice about how to handle school growth but what do you do when you are facing a significant and unexpected enrollment decline? Layoffs? Downsizing? Restructuring? Program reduction? Come learn from the lessons from the trenches from three school's stories and the strategies they employed to successfully navigate this unique challenge. The session will conclude with a collaborative discussion by all workshop participants.</p> <p>General Outline: · Introduction of the panelists · Panelist #1 story – Kevin Baker, Busan International Foreign School · Panelist #2 story – Norma Hudson, International School of Kuala Lumpur · Panelist #3 story – Tarek Razik, Jakarta Intercultural School</p>	Malaysia Room
4	<p>William Brown <i>Assistant Superintendent</i> International School Manila</p> <p>Copresenter: Alexandra Manning - ISM Program Leader - Specialized Learning Support Program</p>	<p>Creating an Inclusive Community: ISM's Journey ISM has, for many years, accepted students with mild to moderate learning disabilities. This year, by opening up our doors to students with intensive needs, we have seen the positive impact it has had for our students, our staff and our families. This presentation will focus on ways to create common language, awareness, and understanding for those that are different. Come learn about ISM's journey to create a program within our school for students with intensive learning needs.</p>	Chao Phraya
5	<p>Stephen Dare <i>Head of School</i> Hong Kong Academy</p> <p>Copresenter: Jennifer Swinehart, Director of Research and Development</p>	<p>Deconstructing Trust: What do We Mean? Trust is a vague term that is often used to encompass a wide range of behaviours that characterise the strength of a relationship. In a school context, this notion of trust is important to a leader's everyday work: the presence or absence of trust can determine to what extent an initiative will be successful before it even begins. In this workshop, trust will be deconstructed and attributes of trustworthy leaders introduced. Participants will then reflect on their own levels of trustworthiness and identify trust behaviours they can start or continue to apply when interacting with members of their school community.</p>	Indonesia Room
6	<p>Leanne Dunlap <i>Secondary Principal</i> Hong Kong Academy</p> <p>Copresenter: Caroline Brokvam, Director American School of Antananarivo</p>	<p>Leading Learning, Learning to Lead As schools stretch to improve, meet the needs of a greater range of students and meet higher standards for student learning, the need for competent and empowered teacher leaders is becoming more evident. Whether teacher leaders have accountability for student outcomes, coaching authority, or formal roles leading peers, they will need development in the transition from leading their own classrooms to leading adult peers. This workshop will focus on structures to support teacher leadership in differing school contexts and cultures, the roles and responsibilities teacher leaders might have, and the training needed to support the development of teacher leaders.</p>	Salathip C
7	<p>Peter Eliot</p>	<p>Cufflinks to Corduroys Forward looking retirement financial advice for baby boomers is a growth business. But much of the market's advice is not impartial, and often is misleading or worse. Peter makes the case that financial advisers are typically incentivized to pitch investment products and services, rather than to educate. There is a need to achieve a balance between practical expense management and making appropriate investments. Avoiding missteps by improving financial literacy at home and in the classroom is a path to financial independence. In fact, managing a family's expense "burn rate" over the course of an overseas posting can be most critical to achieving financial independence in retirement. Put simply, a family's capacity to prudently manage discretionary and fixed expenses could over time accrue to a retirement absent financial worries. In this workshop Peter shares some simple tools which can enable participants to accrue wealth by acting prudently in managing family budgets.</p>	Chairmans Room
8	<p>Marilyn George</p>	<p>Becoming Accredited: Essential Elements This session will address the essential elements that must exist and be operating effectively in a school whose purpose is to move into the accreditation process that focuses on high student achievement and ongoing improvement. This includes the following areas: philosophy, governance, administration and organizational issues, staffing, instructional program, student support, culture, and resources.</p>	Brunei Room 2
9	<p>Jane Hyun</p>	<p>Effective Conflict Strategies: Building Collaborative Relationships No matter your job function, title, or level, it is critical that you build cooperation with your colleagues and team members, and develop strategies for managing those who might be more difficult. In this workshop, you will learn powerful tools for skillfully managing difficult situations, and discover techniques to be culturally sensitive as you navigate across cultural boundaries, so that you can develop and strengthen meaningful relationships inside and outside of work.</p>	Myanmar Room 2

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<u>10</u>	Paul Henderson <i>Director of Curriculum & Assessment</i> Mont'Kiara International School	NGSS & STEM: Getting started @ a medium to small international school. Getting started with NGSS & STEM at a small or medium size international school is a different experience than getting started with NGSS & STEM at a large international school. This session will share our school's experience innovating within a box from a curriculum administrator's perspective. We will share challenges and solutions. We will learn from each other in a conversation tailored to our similar needs and strengths.	Brunei Room 1
<u>11</u>	Chip Kimball	What has changed about change? - Leading, Managing, and Learning from Change Change is one constant we can all count on. What are leaders learning about change, and how are schools dealing with big change? Change can be understood and perhaps led, but it cannot be controlled. During this session, we will share how and why our understanding of change has evolved and provide tools that have helped Singapore American School successfully lead and manage change.	Ballroom 3
<u>12</u>	Jolene Lockwood <i>Korea International School, Jeju</i> Director of Teaching and Learning	Collaborative Coaching Flexible Thinking Participants will actively engage in a shared learning experience focused on the ways we might grow flexible thinking in Professional Learning Communities. We will explore and practice strategies for collaboratively coaching and facilitating groups to be more resourceful and focused on resolving problems over remaining stuck in them.	Myanmar Room 3
<u>13</u>	Mark McElroy <i>EdTech Specialist</i> Korea International School Co-presenter: Daniel Kilback	Seamless Transitions: Managing Change with a Transient Teacher Population Every year international schools experience staff turnover which, while bringing in new perspectives and skills, can lead to the loss of teachers with a comprehensive understanding of how to effectively implement technology for teaching and learning. How should schools best prepare for the departure of innovative teachers? What is the best way to expose the incoming cohort to transformative practices at your school? Come explore how actively documenting and promoting successful learning moments can lead to promoting a positive school culture that leads to institutional stability with great teaching and learning. Participants will look at ways to document successful practice and how to best use these snapshots to not only attract the right applicant pool, but to seamlessly transition the new cohort without wasting significant resources.	Myanmar Room 1
<u>14</u>	Ann Straub	Developing Global Citizens: What Does It Take? The words "global citizens" often appear in our school's guiding statements, but what this looks like and how to accomplish this is often frustratingly vague with a "hit or miss" approach prevailing. What does it look like to focus on developing global citizens as an institutional responsibility for doing so beyond the usual community service, social studies units, school garden and plastic bottle ban? By assessing where your school is by taking a 360 degree look at your whole school community, viewing examples of successful global citizenship frameworks and strategies used in other international schools, and learning about the place of intercultural competence within the development of global citizenship, you will leave this interactive workshop with an idea of where your school is and actions to take in realizing your school's mission/vision of developing global citizens.	Singapore Room
<u>15</u>	Chris Schuster High School Principal Concordia International School Shanghai Copresenter: Patrick Love	Student Wellness and Academic Achievement: You Really Can Have Both Each year, Concordia International School Shanghai students achieve world-class academic results. At the same time, they also report being overwhelmingly healthy and happy. How do we know this? We measure each student's happiness, motivation, stress, relationship quality, and workload each week of the school year. This presentation will cover strategies for tracking student wellness, and introduce newly-developed tools that help schools visualize, understand, and respond to large amounts of regularly changing data. We will also provide attendees with strategies for integrating student wellness data into already existing student-support curricula.	Salathip A
<u>16</u>	Deborah Janz-Kruger	After the Tour - Nurturing Families From Awareness Through to Admission Discover how to build trust starting with the family's first interaction with the school brand. Learn proven methods that continue to build the relationship through every touch point. Explore ideas and strategies on engaging families in ongoing conversations beyond the school tour or open house. Our aim is for participants to leave with lead nurturing tools and practical solutions for brand continuity. This workshop is ideal for admissions, marketing, and communications team members to attend together.	Valley Room 1&2
<u>17</u>	Peggy Smith <i>Deputy Head/Director of Curriculum</i> NCPA	Beyond Buddies: Inducting New Hires into the School to Ensure Student Learning and Teacher Retention Teacher retention is important to international schools! Good induction programs ensure maximum student learning by supporting new hires in the school's philosophy and practices as quickly as possible. In addition, making new hires feel welcome, competent, and successful early in their new roles contributes to their desire to stay in the school, thus reducing the turnover of teachers that is costly and disruptive to the school's culture. Explore the research, the effective practices of induction programs, and the experiences and wisdom we can share with one another. Participants will share ideas and leave with new ones to help the on-going efforts of teacher retention.	Salathip B
<u>18</u>	Janice Toben Co-Presenter/s: Elizabeth McLeod	Mindful Leadership A typical day brings many opportunities for social and emotional learning for our students, parents, and colleagues: answering a concerned email, overseeing a teacher's development, making committee decisions, supervising an extended school trip, to name a few. SEL thrives through the personal responses we make, and the connections we establish with each other, moment by moment. As we and our teachers meet daily dilemmas, we may sometimes feel ill-equipped or uneasy during times of critical learning, missing the chance to apply SEL skills. Using research-based wellness and mindfulness practices, real-life case studies and scenarios, metaphor, conflict resolution, and listening strategies, we will practice how to view situations wisely; send challenging messages with authority and empathy; and assess whether to let something go or not. We will uncover the values that motivate our responses and become clearer about our power to lean into and create community.	Garden Gallery

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19	Chelsea Woods , <i>Technology Director and Secondary Integration Coach</i> International School of Phnom Penh	3D Game Design Literacies are expanding with Technology. Our students access new communication tools independently through accessible resources such as iMovie, Google Apps, YouTube, Snapchat, and Instagram, but they struggle to use complex tools such as Unity 3D. Unity enables us to create environments with physics and logic, and publish our environments for 3D games and virtual reality! To develop literacy in this powerful area, students need our help. I will share resources that allow you and your students to make 3D games and begin the journey of developing 3D environment design literacy. We will create an environment for a game, and brainstorm curricular applications and possible collaborative projects.	Philippine Room
12:45-14:00	LUNCH	WORKING BUFFET LUNCH - everyone from the meeting above will have lunch together	BALLROOM 1 & 2, VOLTI REST., SHANG PALACE REST.
12:45 - 14:00	ACAMIS HEADS LUNCH MEETING	LIGHT LUNCH	
1:30 - 2:30	NIAAA Facilitator: DOUG KILLGORE	Leadership Training Course 707 (Cont.)	THE BOARDROOM SUITE
THURSDAY - OCTOBER 26, 2017 SESSION 3 14:00 - 15:15 17 Workshops			ROOMS
1			PRIVATE ROOM 1 & 2
2	Chris Akin <i>Head of School</i> BCIS	8 Essential Elements of a Comprehensive Child Protection Program for International Schools: Get Traction! Child Protection is our number one charge leading schools. Learning comes next. So, where do I start at my school, to build a sustainable program of Child Protection, so that I can put my hand over heart and say that we have put in place the measures that are tested and best able to keep our kids safe, and are well-prepared if an emergency were to arise? At this workshop, school leaders will learn of 8 key "traction" points that they can focus upon, to move further towards a safer school.	The Valley Room
3	Chris Beingessner <i>Deputy Principal</i> Singapore American School Co-presenter: Chris Raymaakers	Making Space for Personalized Learning How might we find space in our building, schedule, and curriculum to support personalized learning? This session will provide an opportunity to explore this challenge, evaluate your current "space" in relation to your vision, consider some possibilities, and allow us to begin to collectively wrap our heads around the challenge of leveraging physical space, time, and curriculum to more easily allows for personalized learning opportunities.	Brunei Room 1
4	Simon Breakspear	Leading Deep Change Are you frustrated by the pace of real change in your school? Do you want to accelerate the shift towards high quality practices in every classroom and effective collaboration in every team? Leaders face ongoing passive and active resistance to change, which often derail our improvement efforts. Anchored in organisational change and behavioural science research, Leading Deep Change provides a clear framework to enable any leader to break through the inertia and accelerate their current improvement work. Leaders will learn practical strategies and repeatable processes that they can apply in their unique educational context.	Ballroom 3
5	Jefferson Cann	Efficient and empowering Delegation For those delegates attending Jefferson's pre-conference workshop, this breakout session will build on these learnings and experiences; however, attendance at the pre-conference workshop is not required to engage in and benefit from this breakout session. Participants will be looking at the application of an essential leadership activity of Delegation and Interpersonal/Intergroup Contracting. Much time, energy and money is lost through ineffective delegation. In this lively, fun and interactive session you will learn how to ensure that day-to-day delegations and "contracting" with your people will be positive, empowering, adult-to-adult as well as efficient and effective for all involved, through the application of a clear and unforgettable tool.	Malaysia Room
6	Chris Capadona <i>Director of Professional Development, Curriculum, and Accreditation</i> Chiang Mai International School Copresenter: Nel Capadona	I can't WAIT to do that again! Using Peer Observation to Engage Your Staff What makes teachers actually look forward to their next observation? What makes a peer observation system effective? Presenters will address these questions along with sharing the basic principles of effective peer observation. Presenters will describe a method of peer observation that develops a culture of collaborative adult learning. Topics will include, practical scheduling solutions, pre/post conferencing 'look fors', crafting observation focus questions, and data collection roles. Presenters will illustrate the power and perils of school-based, peer observations by providing time for school leaders to reflect and discuss their observation practices.	Brunei Room 2
7	TBA	TBA	Philippine Room

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8	<p>Deidre Fischer CEO DF Education Pty Ltd</p>	<p>Top Tips for Aspiring Leaders As teachers, we are well trained to teach students but often do not have the necessary business skills or leadership training necessary to be an effective manager and leader of others. I was fortunate to have a solid foundation within my degree in business skills such as accounting, marketing, HR and business operations that helped me maximise the effectiveness of school operations when I became a Head of School. I did take this knowledge and experience for granted and it was not until I started delivering leadership workshops that I realised that there is a real need for teachers to learn these skills. Therefore, this session will be: a sharing of the lessons I have learned along the way; what I wished I knew then what I now know; and sharing of stories interspersed throughout.</p> <p>The leadership and management skills from my experiences will be personal and perhaps not for everyone, however my goal for this workshop is to provide ideas to help others as they pursue their leadership aspirations. (more descriptions online)</p>	Chairmans Room
9	<p>Maria Guajardo</p>	<p>Finding your Voice: Leaders, Culture, and Communication Culture is inextricably linked to leadership development. In today's globalization, trends emerge and vanish overnight. What remains stable is the strength that is tied to our cultural narrative, even as the narrative peaks and wanes. Through experiential exercises, participants will learn to heighten their level of comfort with the complexity of culture, their own and that of others. The process of acculturation, assimilation, and integration will be examined as possible tools leading towards cultural competence. How can ethnocentrism be a bridge to connect to others and oneself? How can the power of one's voice be accessed? Leaders are both effective communicators and conveyors of the cultural narrative; a narrative needed to create links to others. Learn to find your voice and the power therein.</p>	Indonesia Room
10	<p>Jane Hyun</p>	<p>Flex: The New Playbook for Leading Diverse Teams In today's global workplace it is critical for leaders to understand the multicultural perspectives and thinking styles of their team members. "Flexing" is the art of switching between leadership styles to engage effectively with people who are different from you. Yet, because an individual's cultural orientations can be difficult to identify, we may find it challenging to pick up on the subtle nuances that we encounter. Hear from global leadership strategist Hyun's research with global leaders, as she puts a spotlight on the unique characteristics of the "Fluent Leader" and offers practical tips for building trust with others.</p> <p>Takeaways:</p> <ul style="list-style-type: none"> • Understand the 3 Principles for Flexing • Creating shared understanding in your team 	Myanmar Room 2
11	<p>Connie Kim Middle School Principal Chadwick International Copresenter: Shelly Wille</p>	<p>Effective Female Leadership Through Strategic Communication Communication can play a vital role in supporting female leaders. In my first year as a middle school principal, I have incorporated a variety of communication platforms to bring about transparency and efficacy as a leader. Under the theme of "Communication in Community", the middle school underwent a year-long process of implementing communication platforms/tools/processes that helped to build a trusting community among teachers, administrators, students and parents. I hope to be able to share my experience with new leaders.</p>	Garden Gallery
12	<p>Christie Powell Director of Teaching & Learning Stamford American International School Copresenter: Karrie Dietz</p>	<p>Curriculum Inquiry Through Design Thinking This session will focus on the changing nature of curriculum inquiry in international schools by exploring the following question: When empathy for the end user (or student) becomes a driver for designing learning, what does that mean for the people, processes and products of curriculum inquiry? By sharing some of the processes and tools we've tried as well as sharing the challenges in our 're-envisioned' inquiry process, we will invite interactive participation for all to explore this important question. NOTE: Our inquiry has particular relevance for schools experiencing increasing cultural and linguistic diversity.</p>	Myanmar Room 1
13	<p>Jared Kuruzovich Director of Communications NIST International School Copresenter: Tosca Killoran, Director of Level 5 (ISS)</p>	<p>A Comprehensive Guide to Implementing Social Media in Schools "Schools are increasingly faced with media-saturated students and teachers who maintain both online and offline lives. With potential crises only a click away, it's more important than ever for leaders to have a comprehensive understanding and plan for implementing social media in their schools.</p> <p>This session will provide a guide for social media use in schools from start to finish, including audits, policies, crisis management, coaching, community buy-in, and bridging the strategic planning and learning aspects. Both digital and print tools will be provided that can serve as a resource for leaders to leverage within their own contexts. "</p>	The Study Room
14	<p>Ochan Powell</p>	<p>How to Listen so Students Will Talk: Using Cognitive Coaching to Support Student Reflection & Learning As educators we know the value of reflection on learning: it supports meaning-making, insight, self-assessment, & future learning. Yet, particularly towards the end of semester as students are asked in multiple classes to reflect on their work, it's not uncommon to hear groans of, "Again? We have to reflect again?" Clearly, for some, the repeated process of reflection holds little relevance and meaning. How might teachers listen to support students in reaching deeply into their learning experiences to get the most out of them? What might we do to develop environments in which students feel safe to explore the connections between their decision-making and learning? In this interactive workshop, participants will explore how we might listen actively to students so that conversations can be open, honest and meaningful. We'll focus on how to frame reflective questions that will provoke deep critical and creative thinking. Appropriate for educators K – 12.</p>	Singapore Room
15	<p>Ken Sell Head of School Aoba-Japan International School</p>	<p>Building Professional Capital to support school reforms "Leading reform in international schools is a complex and at times formidable task. Informed by practitioner research, this presentation explores the intersection between the role of international school leaders and the building of Professional Capital (Hargreaves & Fullan, 2012) to support school reforms. Following a brief outline of the academic research associated with international school leadership, school climate and organisational dynamics, participants will audit their school to identify any elements of dysfunction. Using Wheatley's (1999 & 2006) work on organisational dynamics as a referential framework, participants will then map out practical actions they might consider implementing. "</p>	Salathip C

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<u>16</u>	Rachael Westgarth Copresenter: Roderick D. Fraser AM	How to Measure the Unmeasurable – Demonstrating the Impact of Character Education In an education environment that is becoming increasingly academically results-driven, a recent report from Cambridge University's Faculty of Education celebrates Round Square's promotion of character-education and self-discovery as positively "counter-cultural". In partnership with Cambridge and other leading universities around the world, Round Square has embarked on a research project aiming to demonstrate that tangible benefits, including improved academic performance, can be driven by a focus on the development of intangible attitudes, qualities and values. In this workshop, Round Square will outline the design and objectives of their research project, share some of the early findings and engage delegates in co-creating, guiding and informing the next stages of the research. What questions do you think should be asked? What would it be great to prove? What results would be of benefit to you in your school? What evidence will support you in designing and developing your own approach to character-education? Come and join the debate.	Chao Phraya
<u>17</u>	Lucinda Willis <i>Director of Learning</i> Nagoya International School	Leading Inclusive schools: data for differentiation We will share the process Nagoya International School has followed in evaluating and introducing data from external aptitude and attitudinal assessments to support teaching staff in meeting individual student needs through effective differentiation. We will consider how school leaders can support this process, ensure that the needs of all departments and teaching staff are considered and how the data can then be used to support school improvement planning.	Myanmar 3
<u>2:45 - 4:00</u>	Athletic/Activity Directors Institute		PRIVATE ROOM 1 & 2
<u>2:45 - 6:300</u>	NIAAA Facilitator: DOUG KILLGORE	Leadership Training Course 504 CAA Course	THE BOARDROOM SUITE
<u>3:15-3:45</u>	TEA & COFFEE BREAK	Sponsored by ??? "VISIT OUR EXHIBITORS "	
THURSDAY - OCTOBER 26, 2017 SESSION 4 15:45 - 16:45 <i>19 Workshops</i>			ROOMS
<u>1</u>			PRIVATE ROOM 1 & 2
<u>2</u>	Bambi Betts	Brutal Facts About Learning - Are You Leading the Way? We are all in agreement that we at schools are in the learning business. We plan for it, evaluate it, judge it. It's not a big leap to the premise that school leaders need to know all we can about how learning happens, and to make the connection to systems and strategies that will best 'cause' learning. It is also no big surprise that 'school' as we know it today reflects some stunning misunderstandings, even deliberate ignorance of what we know about learning. The increasing capacity of neuro-scientists, cognitive scientists and neuro-psychologists to study the science of learning has resulted in a growing number of 'truisms' about how learning happens which are of critical importance to our shared bottom line of learning. Join us in this session as we explore recent learning facts; challenge each other to reveal practices that are consistent (and inconsistent!) with these facts and share some ideas about to better align our school practices with these brutal facts. Its time...	Study Room
<u>3</u>	Peter and Heidi Eliot	Practical Transition Tips For the Family Peter and Heidi are 1976 graduates of the American International School of Kabul. They successfully "landed" back in the U.S. from Afghanistan, went to highly rated colleges and had successful international careers with large financial firms. Both retired from their desk jobs well before their 60s. As the family moved around Asia on a career track, their children attended BSM, SAS and JIS on their way to graduating in 2012 from ISB. Their children have now graduated from Vassar College and Carnegie Mellon's Institute of Technology. Peter and Heidi's children now live in NYC and San Francisco working in technology and education in the new economy. The couple will share their family's practical lessons learned from two generations of living and working overseas and transitioning back to the States. This workshop shares practical advice for both families and educators toward achieving successful transitions as families move from country to country.	Chairman's Room
<u>4</u>	Rob Grantham <i>Vice Principal</i> Canadian International School of Hong Kong Copresenters: DJ MacPherson, Lisa Kipfer	The Joy of Learning: Measuring the Intangibles Like many schools, CDNIS strives to make learning a journey of hope and joy for students and staff alike. Our renewed Mission states that we are united by the joy of learning, and our Vision is to inspire excellence, cultivate character and empower engagement. So we find ourselves wondering, "How do we target these things?" And "How can we quantify our progress?" Join us for an exploratory, interactive workshop session where we define what some of these intangibles actually look like in schools, and ask the question "How can we know if we're succeeding?"	Brunei Room 2

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5	<p>Sarah Howling <i>Secondary Principal</i> The Alice Smith School</p> <p>Copresenter: Dr. Maria Osowiecki</p>	<p>Learning together: nurturing collaborative and self-sustaining models of professional growth What is Wellbeing in the context of a school teaching community and how might a culture of Wellbeing serve the needs of the individual as well as the wider school community? How does a school move beyond a 'gift exchange' culture to nurture a climate of care, positivity and excellence in which members want to support both their own growth and that of their colleagues? This workshop focuses on one school's journey to move beyond a surface-level approach to Wellbeing in order to strengthen collegiality and 'belonging.' Leaders will be encouraged to reflect, share and collaborate, and will learn practical strategies to use in their own unique context.</p>	Salathip B
6	<p>Chris Jansen</p>	<p>Building Relational Culture Leaders have a key role in developing teams of colleagues to collaborate and utilise their collective strengths to benefit student learning. Leaders who can both build positive teams and also proactively address conflict to further grow professional relationships are extremely valuable in high performing organisations. This workshop will explore a range of approaches leaders can implement to ensure positive culture in their teams (Step 1 Build, Step 2 Maintain). Importantly it will also explore in detail the skills and processes required to address the inevitable interpersonal conflicts that occur in even the best teams and between highly skilled and passionate professionals at times (Step 3 Restore, Step 4 Sustain).</p>	Malaysia Room
7	<p>Chip Kimball</p>	<p>Personalized Learning - Facts, Fiction, and the Future of Learning Personalized learning has emerged as the primary strategy at Singapore American School for fulfilling our vision and mission. This strategy is not only possible, but increasingly probable at SAS. Personalized learning allows students to take ownership of their learning, while also developing meaningful relationships with each other, teachers, and members of the local and global community. During the session, we will describe a deep process of defining personalized learning in the international context, and we will share strategies and tools for transforming a traditional teacher-centric system into one that puts the students at the center of their learning.</p>	Ballroom 3
8	<p>Helen Kelly <i>Lower School Principal</i> Canadian International School of Hong Kong</p>	<p>Building Resilience for School Leaders International school leaders face a range of emotional challenges in the course of their work that impact both their professional and personal lives. The first part of the workshop outlines the type of challenges faced by senior leaders and the impacts experienced, before moving on to consider the coping strategies that heads and principals commonly employ. The second part of the workshop looks more closely at the concept of resilience and draws upon 5 Resilience Capabilities to provide a model for leaders to build their individual resilience.</p>	Salathip A
9	<p>Dan Long <i>Upper School Dean of Students</i> Taipei American School</p> <p>Copresenter: Jill Fagen</p>	<p>Understanding Cross-Cultural Identity: A Key Step Towards Meeting Student Needs The face of the international school is changing, with student populations increasingly drawn from local families who are seeking the best educational opportunities for their children. Helping students, parents, teachers and administrators understand the cross-cultural identity that results from enrollment in the international school can greatly enhance the educational experience and assist with addressing the unique needs of this population.</p>	Myanmar 1
10	<p>Suzanne Murray <i>Deputy Head</i> ISHCMC</p>	<p>A Culture of Care - Safeguarding for Schools – The journey: - Policy to Practice The workshop will provide the tool to review current school practice. It will address all key aspects of safeguarding, using an audit to develop a time framed action plan to support the development of a school's culture of care. All guidance will align with CIS accreditation criteria and ITF recommendations.</p>	Myanmar 3
11	<p>Mark McCallum <i>Vice Principal (Orchard) Head of Secondary</i> Chatsworth International School (Singapore)</p>	<p>Asking A Student to Leave Your School - when that unfortunate time arises. Do you have a bulletproof process to follow when the unfortunate time comes that a student is asked to leave your school? Although this happens infrequently, it is a minefield in terms of the moral, educational, legal and process implications. What processes do you use when a student is repeatedly a cause for concern? Do you feel comfortable that your school/staff has an approach that covers all the bases if things "go legal", that processes reflect empathy and understanding of children? For these reasons, we want to make sure that we "get it right".</p>	Salathip C
12	<p>Rami Madani</p>	<p>Curriculum review and renewal process that meets the needs of today's students In order to create a meaningful and responsive curriculum renewal process, we need to: be able to navigate between simple and adaptive (complex) systems, understand what curriculum means and how it genuinely impacts learning, and be grounded in research. Key questions: What is important to the various stakeholders when it comes to curriculum? What tools and strategies are most meaningful for a responsive curriculum review? How should teachers best spend their time in this process? How do we review a curriculum area? The session will share a model of reviewing curriculum. If you are an administrator who wishes to deepen your understanding of curriculum, this workshop will provide the tools to help launch and sustain curriculum in your school.</p>	Indonesia Room
13	<p>Rob Newberry Director of Education Technology Chatsworth International School</p>	<p>Teaching Gratification: Dealing with the biggest issue in Education Technology This session will be a presentation and discussion around one of the most pernicious aspects of being online: easy gratification. Using examples from classrooms, research and data on the effects of pornography and my own experience with assisting in the arrest of people involved in online romance scams, I will hopefully enlighten and inspire some great discussion on how we can tackle the most negative aspects of being online.</p>	Philippine Room
14	<p>Janice Toben Co-Presenter/s: Daniel Sweeney</p>	<p>The Open Session Technique for Administrators Open Session is the cornerstone practice for effective Middle and High School programs. Check-in, a way to begin Open Session is noted in Daniel Goleman's book, Emotional Intelligence. This session will provide a format for administrators to skillfully facilitate powerful interactions during faculty meetings as well as for teachers or Advisors to use students. Open Session builds SEL and is based on the development of specific techniques for clarification, empathic listening, and group problem-solving of real-life student, or teacher-generated issues. The format uses the Socratic method and is infused with tenets of social and emotional intelligence. When used for faculty development, teachers move away from discussion and "collectively wonder", raising self-awareness and greater understanding of each other. Trust and SEL skills increase as teachers or students engage in the process of The Open Session. Elements can be seen in The Power of Collective Empathy, a TEDx for High School.</p>	Garden Gallery

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<u>15</u>	Sarah Whyte	<p>Cultural identity and belonging for TCKs</p> <p>For many people, belonging to their culture provides a significant part of their identity. As a Third Culture Kid, developing your own, stable identity becomes much more of a challenge when you grow up in a state of flux across multiple cultures. This can have a huge impact on many children into adulthood. In this workshop, you will explore visual representations of cultural identity in hands-on activities which translate directly to classroom practice. You will leave the workshop with a deeper understanding of culture and how to promote cultural belonging and identity for your students.</p>	Singapore Room
<u>16</u>	<p>Juan Saavedra Head of Upper School Nanjing International School</p> <p>Co-presenter: Sarah Thawley</p>	<p>Inclusive Pathways to Graduation</p> <p>As an Inclusive Learning Community NIS has developed three pathways to graduation. By being creative and flexible we are finding ways to utilize resources within the school community to ensure all students have opportunities to learn, thrive and successfully complete secondary school.</p>	Brunei 1
17	Deborah Janz-Kruger	<p>Telling the School Story through Social Media</p> <p>Traditionally, schools have used social media to communicate with their internal community and have not considered the power of Facebook, YouTube, LinkedIn, Twitter, Pinterest and others as a means to increase awareness of their school. Social media can be a powerful way to reach alumni (the best word-of-mouth referrers and often financial supporters of the school), drive attendance to events open to the public, gain the attention of international faculty members for recruitment purposes, and spark interest from families seeking suitable education for their children. Learn which social media channels are the most appropriate for your school and best practices to increase views and engagement with measurable results.</p>	Valley 1&2
<u>18</u>	Kendall Zoller	<p>The first 5 minutes</p> <p>What should happen within the first five minutes of a presentation? Discover 9 things you can do within the first five minutes to produce a positive learning environment, a sense of community, and a willingness of participants to go on the journey with you. You will create an opening and discover how simple yet eloquent a deliberate choreography can be. What you create can be applied to meetings people look forward to, don't look forward to, or may even be captive audience members to. Whatever your perspective, you may never look at openings the same again and may never do openings the same again.</p>	Chao Phraya Room
<u>19</u>	<p>Nicola Zulu High School Principal ISS, International School</p> <p>Co-presenter: Dr. Margaret Alvarez</p>	<p>Our Mindfulness Journey</p> <p>Having identified student and staff wellbeing as a priority, this workshop is an opportunity to learn about one school's ongoing process of implementing a mindfulness programme across a K-12 international school community. We will share the importance of mindfulness and how mindfulness is helping students and staff regulate emotions and choose healthy behaviours for personal wellbeing. In a time when social media distractions, being over-scheduled, and school stresses hijack our emotions, it becomes increasingly important to take pauses to stop, breathe, and pay attention to what is going on in our environment. Come and learn about our journey: Implementation process, on-going data collection, examples of mindfulness activities, and the successes and challenges we have encountered thus far.</p>	Myanmar Room 2
17:45 - 18:45	RECEPTION	<p>Welcome Orientation for New EARCOS Heads, AND Reception for the EARCOS Board, and Special Presenters</p>	SUITE 2300
19:00 - 21:00	OPENING COCKTAIL RECEPTION	<p>WELCOME RECEPTION CULTURAL ENTERTAINMENT</p> <p>Sponsored by TIECARE INTERNATIONAL</p>	GRAND BALLROOM
SECOND DAY OF CONFERENCE FRIDAY - OCTOBER 27, 2017			ROOMS
06:45 - 07:45	Breakfast meeting for Heads of A/OS- Assisted Schools	Breakfast meeting for Heads of A/OS- Assisted Schools	TBA
08:00 - 6:00	International School Leadership Program - USF/WSU	<p>International School Leadership Program <i>University of San Francisco / Washing State University</i></p>	VIETNAM ROOM
08:00-08:10	SCHOOL PERFORMANCE	TBA	GRAND BALLROOM
08:10-08:15	Opening Remarks/ Announcements	<p>OPENING REMARKS / ANNOUNCEMENTS Morning Greetings by XXX, EARCOS Board, Head of School</p>	GRAND BALLROOM

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08:15 - 09:00	Introduction to the Speaker- Sponsored by: TAYLOR'S SCHOOLS	Keynote Speaker SIMON BREAKSPEAR "Agile Leadership" Changing times call for great leaders who can create progress despite complexity, ambiguity and resistance. Around the world, schools are under pressure to deliver on new and broader outcomes; utilise evidence-based practices; and create innovative new learning designs. Agile leadership provides a dynamic approach to leading change that will enable you to adapt quickly, continuously learn and iterate towards an effective solution. You will learn: How to adopt an agile mindset to thrive despite uncertainty and complexity; Creating a bias towards action and using prototyping to accelerate learning; Building effective teams that can take intelligent risks and innovate; and Harnessing evidence to guide continuous improvement.	GRAND BALLROOM
09:00 -09:45	TEA & COFFEE BREAK	Sponsored by XXXXXX "VISIT OUR EXHIBITORS "	MEETING ROOM FOYER
FRIDAY - OCTOBER 27, 2017 SESSION 5 09:45 - 11:00 <i>19 Workshops</i>			ROOMS
1			PRIVATE ROOM 1 & 2
2	Bambi Betts	Brutal Facts About Learning - Are You Leading the Way? (REPEAT) We are all in agreement that we at schools are in the learning business. We plan for it, evaluate it, judge it. It's not a big leap to the premise that school leaders need to know all we can about how learning happens, and to make the connection to systems and strategies that will best 'cause' learning. It is also no big surprise that 'school' as we know it today reflects some stunning misunderstandings, even deliberate ignorance of what we know about learning. The increasing capacity of neuro-scientists, cognitive scientists and neuro-psychologists to study the science of learning has resulted in a growing number of 'truisms' about how learning happens which are of critical importance to our shared bottom line of learning. Join us in this session as we explore recent learning facts; challenge each other to reveal practices that are consistent (and inconsistent!) with these facts and share some ideas about to better align our school practices with these brutal facts. Its time...	The Study Room
3	Simon Breakspear	Agile Leadership in Action This session will follow-on from Simon's keynote session. Apply the principles and practices of Agile leadership to your own leadership work. Build confidence in how to lead through the complexities and ambiguities of educational change. Learn repeatable processes and be equipped with simple tools that you can use in your school context.	Ballroom 3
4	Jefferson Cann	Enable People to lose their Fears and Embrace Change For those delegates attending Jefferson's pre-conference workshop, this breakout session will build on these learnings and experiences; however, attendance at the pre-conference workshop is not required to engage in and benefit from this breakout session. Participants will be looking at the application of an essential leadership activity of Managing Change. In this lively, fun and interactive session you will learn how to ensure that the elements that hold people back from embracing change can be dispersed to release their energy and motivation in moving forward. You will learn how to enable people to understand the fears that block them at the personal and professional levels; how to help them see "what's in it for them"; how to let go of their fear of loss and have the courage to seek their hopes and aspirations. After all, the only constant is change!	Malaysia Room
5	Elizabeth Cho Director of Curriculum Gyeonggi Suwon Int'l School (GSIS) Copresenters: Darryl Harding, Mei-Lyn Freeman	Get your head out of your BUT! "We have got to do as we want our teachers to do, just as we expect our students to learn from teacher modeling and behaviors. We have got to do as we say, get out there and do the work alongside our teachers. But we're so busy... so what does that look like? How does one balance the myriad things that we must get done on our list with getting out there to do stuff alongside our staff? Come experience how our leadership team has begun to enhance the culture of our school by increasing teacher and student agency through our commitment to visibility. Be seen as real humans. Learn how we set the foundation for trust and built the imperative buy-in that schools need for success. Come ready to break free from the confines of the office. Come ready to have fun. Come ready to be human, and see how that can make all the difference in your school culture. No more "BUT"s! #letschavofun #letsmodel #letsengage "	Salathip C
6	Chris Capadona Director of Professional Development, Curriculum, and Accreditation Chiang Mai International School Copresenter: Nel Capadona	A Pumpkin in Each Bag - Abraham Lincoln, School Leadership, and Connecting with your Colleagues and Staff "Q: But I hardly know any American history? A: Perfectly fine! The interactive presentation is about your leadership style--not history. Q: I only have a passing knowledge of Abraham Lincoln. A: That's okay! The presentation will ask you to reflect about your current practices, confirm the great practices you already do, and learn something from your colleagues. Q: What's a guy from the 19th century going to teach me about leading in the 21st? A: You'd be surprised how good leadership transcends time. We'll discuss how your tried and true leadership practices match with those of the 16th President. " Chris Capadona Chris is currently a curriculum and professional development consultant at Chiang Mai and Chiang Rai International Schools. Chris' experience includes 20 years as gifted-student teacher, instructional specialist/coach, and director of professional development and curriculum.	Brunei 2

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7	<p>Don Hale <i>Director of Instruction (Principal)</i> QSI (Quality Schools International)</p>	<p>Alternative Methods of Providing Continual Support for New Tech Initiatives Are your teachers always asking for a PD on a tech based concept? Based on Malcom Knowles' Andragogy Theory, this workshop will share several ways that tech learning can actively occur on an ongoing basis. Attendees be ready to share tech PD conundrums from personal experience. All of the approaches presented can be implemented immedi</p>	<p>Valley Room 1&2</p>
8	<p>Maria Guajardo</p>	<p>Making the Invisible, Visible: Discovering your leadership potential Connecting head and heart is the best approach for discovering your leadership potential. The narrative that emerges when this connection is made is the foundation for beginning to see, perhaps discover, the strengths we embody. Strengths that form the core of our identity. Strengths that include talents, attributes, and values. The leadership we are asked to provide, from the classroom to the board room, rests on this foundation. This workshop will structure experiential exercises, including reflection, so that the invisible becomes visible, so that your leadership potential is revealed. Discussion will include exploration of talents and non-talents, and the power of a personal vision. The focus will be on a personal approach to strengthening one's leadership potential.</p>	<p>Indonesia Room</p>
9	<p>Christopher Henry <i>Principal</i> Jakarta Intercultural School Copresenter: Anthea Clifton</p>	<p>Creating Clarity: How Divisional Leadership Teams Support a Culture of Learning Quality learning environments are established and nurtured through high functioning leadership teams. Divisional leadership teams that share a clear vision and a common language of quality learning will maximize their impact when working with teachers on pedagogical enhancements. At Jakarta Intercultural School our divisional leadership team in the middle school has developed structures and systems that have allowed us to norm our practice, create clarity around expectations, and provide high quality feedback that enhances student learning. Workshop participants will identify the structures and strategies that support a culture of learning and design a plan to put their ideas into practice. The collaborative environment of this workshop will provide a range of practical tools and inspiring ideas.</p>	<p>Chao Phraya Room</p>
10	<p>Kiersten Hewitt Executive Director FCD Prevention Works Co-presenters: Jane McGee, Head of School, Vientiane International School and Kari Yuen, Senior Prevention Specialist and Regional Officer of Far East Asia, FCD Prevention Works</p>	<p>Almost Addicted...Addicted to What? The Community Impact of, and Solutions to, Substance and Technology Misuse and Addiction <i>(Part One of a Two Part Series - Part Two Found in Session 7)</i> The global leader in school-based prevention, FCD Prevention Works will guide participants through a substance abuse prevention process. In part one of the two part workshop, FCD will examine alcohol and other drug myths that students hold, and ways to debunk these myths. Learning will be guided by the 2009-2017 FCD Student Attitudes and Behavior Survey Database, containing over 80,000 6th-12th grade student responses from around the globe. Topics covered in this session include the following. 1) Evolving understanding to effectively approach higher-risk use, misuse and addiction as a health issue- Alcohol, Nicotine, other drugs, and technology/cyber limits, cyber safety; .2) Current research on the consequences of higher risk use, misuse and addiction and those it impacts; and, 3) Cultural and established road blocks in talking about addiction. Explore parent/family component, connecting more strongly to the parent community, strategies for empowering families, specifically around technology use, i.e., limits, boundaries expectations.</p>	<p>Myanmar Room 2</p>
11	<p>Michael Hirsch Secondary School Principal KIS International School</p>	<p>Using Design Thinking to Rethink Reporting This workshop will explore how the Secondary School at KIS International School is using Design Thinking to re-imagine Back to School Night, Parent Teacher Conferences, and Reporting. We will briefly discuss the Design Thinking process, and discuss how the school used this strategy to review to what extent the format of these events and documents matched our objectives and how we re-imagined these experiences to be more aligned with the goal of causing changes in behaviour that result in improved student learning. Participants will have a chance to consider their own context and begin to apply Design Thinking on a chosen project.</p>	<p>Chairmans Room</p>
12	<p>Jim Hulbert</p>	<p>The Crisis Landscape In this presentation, we will review the issues that are trending now in independent schools around the world and what should be on every school's radar. Some of these issues can easily move into full-blown crises. We will review the three types of crisis, The Jane Group optics, "productive paranoia" and overall pain points schools face when crisis strikes.</p>	<p>Corundum</p>
13	<p>Virginia Hunt Primary School Principal Hong Kong Academy Copresenter: Leanne Dunlap</p>	<p>Be Well, Teach Well, Live Well Wellbeing when discussed in a school arena, is typically centered on meeting student needs. Yet go into any staffroom and the topic of conversation will be centered around how tired, stressed and overwhelmed teachers feel. Kimberly Shonert-Reichl at UBC has been studying what she and colleagues call the "stress contagion" – the stress of a teacher directly affects the stress of students. Student wellbeing begins with teacher wellbeing. Supporting teacher wellbeing enhances the capacity of schools to not only meet the needs of their students, but to positively impact on the whole school community. In this workshop participants will explore ways to embed teacher wellbeing into the school culture through practical and effective applications.</p>	<p>Brunei 1</p>
14	<p>Bruce Mills</p>	<p>Critical Elements of an effective Emergency Preparedness Program In this workshop, participants will learn of the essential elements that are consistently in place within effective emergency preparedness programs at international schools around the world. Specific information concerning emergency equipment, supplies and protocols will be shared to include proven strategies for more effective training & drills as well as suggested crisis management team composition and leadership practices.</p>	<p>Philippine Room</p>

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15	Ochan Powell	<p>Influences of Low Status on Learning Status in the classroom influences learning. This is well-researched: low-status children receive less teacher time, have less access to materials, and learn less. Parallels to low status programs weigh heavily: low status programs receive less leadership time and attention, have less access to financial and human resources, and figure less prominently in a school's indicators of success. What are the influences on student learning when programs, such as learning support, suffer from low status? What are the impacts on teachers who provide these services? In this interactive workshop, we will explore three possible status enhancers.</p>	Singapore Room
16	<p>Chris Schuster High School Principal Concordia International School Shanghai</p> <p>Copresenter: Patrick Love</p>	<p>Student Wellness and Academic Achievement: You Really Can Have Both Each year, Concordia International School Shanghai students achieve world-class academic results. At the same time, they also report being overwhelmingly healthy and happy. How do we know this? We measure each student's happiness, motivation, stress, relationship quality, and workload each week of the school year. This presentation will cover strategies for tracking student wellness, and introduce newly-developed tools that help schools visualize, understand, and respond to large amounts of regularly changing data. We will also provide attendees with strategies for integrating student wellness data into already existing student-support curricula.</p>	Myanmar 1
17	Ann Straub	<p>Stereotyping: An Implicit Deterrent to Learning We all have biases and prejudices which spread through a culture like currency. How can we prevent our natural tendency to stereotype people from becoming prejudice and discrimination? As educational leaders, what is our role in schools, and how do we recognize and prevent the biases of ourselves and others from inhibiting learning? In this interactive workshop, we will look at the Stereotype Wheel, the research supporting our innate tendency to implicitly discriminate and its affect on student learning and teacher performance, and learn strategies to counteract this natural human tendency.</p>	Myanmar 3
18	<p>James Scott President Punahou School</p> <p>Co-presenter: Kathryn Nelson/Noelehua Archambault</p>	<p>From our 175th Anniversary to a Comprehensive Campaign: Punahou School's Journey in Advancement Learn how Punahou School has built a coordinated and highly functioning constituent relations, communications and development practice. We will share key elements that have contributed to Punahou's progress, and talk about how the 175th Anniversary galvanized engagement which was leveraged to launch the School's first ever comprehensive campaign. Attendees will hear the lessons we learned along the way and take away some insights that may inform their own development or advancement programs - whether those programs are mature or just starting out.</p>	Garden Gallery
19	<p>Cory Wiley MS Associate Principal American School of Dubai</p>	<p>Make it Meaningful: 5 ways to cultivate a meaningful educational workplace Are you looking for ways to inspire teachers and build staff morale? Would you like teachers to be more invested in your school's mission statement and core values? Would you like to recruit faculty and staff who are engaged and intrinsically motivated? The key is to make it meaningful! The research is clear: People who find meaning in their work have higher levels of engagement, organizational commitment and intrinsic motivation. Meaningful work has been studied extensively by organizational dynamics and psychology researchers, but rarely in an educational workplace setting, and never in the context of international schools. An understanding of how educators make sense meaningful work is essential to understanding how to motivate and engage teachers and assist international school leaders in recruiting and retaining top teaching talent. This workshop will highlight five research-based ways that international school leaders can help teachers rediscover meaning and purpose in their work and build educational communities of heart and mind.</p>	Salathip B
10:00 - 11:15	Athletic/Activity Directors Institute	AD JOB ALIKE	PRIVATE ROOM 1 & 2
11:00 - 11:15	TRAVEL TIME		
<p>FRIDAY - OCTOBER 27, 2017 SESSION 6 11:15 - 12:30 18 Workshops</p>			ROOMS
1			PRIVATE ROOM 1 & 2
2	<p>Andy Birch Director of Technology Hong Kong Academy</p>	<p>Being held hostage by the technology department? The purpose and vision of technology in a school and the role of a technology department within a school can either enhance the learning, productivity and school culture, or be a roadblock to a successful organisation and learning environment. As schools increasingly rely on technology and the people who run that technology, it is important that school leaders understand how to positively leverage their technology departments. This workshop will explore the culture, people, environment and systems that support a technology department in becoming a trusted, integrated and purposeful part of a school, one that complements the school environment and enhances opportunities, learning and innovation across the school.</p>	Brunei 2
3	<p>Warren Bowers Head of Primary Canggu Community School</p>	<p>Professional Development for Teaching Assistants In our international teaching community, there are numerous opportunities for teachers and leaders to gain professional development, whether through conferences, courses or workshops. The same cannot be said for our Teaching Assistants. In this workshop, you will hear about how Canggu Community School addresses this and provides professional development and learning opportunities for TAs. Issues such as time, money, content and context will be covered. Participants will also have an opportunity to ask and answer questions about their own school and how to improve the quality of professional development being given to support staff.</p>	Chairman's Room

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4	<p>Nel Capadona Superintendent Chiang Mai International School</p> <p>Copresenter: Chris Capadona</p>	<p>If behavior is conditioned by the environment, schools need to be caring environments with clear agreements for interaction, but how? Thousands of schools worldwide have been re-culturing their school environments with the community building process known as "Tribes," that focuses on collaboration, brain-research, resiliency, school climate and human development. This year the Tribes Learning Community process was recognized by The President's Initiative on Race, One America in the 21st Century, as "a promising practice to build a more just and more united community". Join us in learning how to engage your students in deep critical reflection about their interaction with others and move your learners from an isolated focus on "me" to an altruistic concern for others and society.</p>	Brunei 1
5	<p>Mihoko Chida Nishimachi International School Elementary School Principal</p> <p>Copresenter: Meredith Lawson</p>	<p>Leadership for a Learning Focussed School - from Good to Great In this session we will share the initial stages and leadership practices used in our journey of moving a well established international school with a strong reputation from 'good to great.' With a 2030 graduate in mind, we are shifting the focus of Nishimachi International School to one based on maximising learning. During this interactive workshop we will share our work in ensuring all our practices are driven by the same thing - maximising learning. You will be required to think about and examine the practices in your school. "</p>	Myanmar 1
6	<p>Stephen Dare <i>Head of School</i> Hong Kong Academy</p> <p>Copresenter: Jennifer Swinehart, <i>Director of Research and Development</i></p>	<p>Analysing Trust through a Case Study As a school leader, it is common to find oneself in challenging situations that require the building or leveraging of trust in order to arrive at a positive outcome for everyone involved. In this session, a case study will be presented in which levels of trust in a school community are under threat. Participants will role play having hard conversations from a variety of perspectives, reflect on the importance of trust behaviours in these interactions and consider how they might intentionally model, promote and nurture levels of trust within their own schools.</p>	Malaysia Room
7	<p>Pete and Heidi Eliot</p>	<p>America First: Implications for Asia U.S. business growth has the capacity to pull the rest of the world forward along with the American economy. Conversely, a downturn in U.S. business expansion has negative implications for business investment in Asia and worldwide. And regardless of economic cycles there is the relentless push for improved productivity, expense control and doing more with less. In this workshop Peter looks beyond the current headlines to forecast what lies ahead for U.S. business expansion and job creation in Asia and the implications for international school enrollment.</p>	Indonesia Room
8	<p>Marc Frankel</p>	<p>In Your Stakeholder's Shoes: Understanding Today's Parents and Faculty Are today's parents different? Of course they are! Generational change applies to families just as it does to teachers and staff. Across hundreds of focus groups with thousands of independent and international school parents, we are tracking a shift in attitudes, expectations, and sensibilities that often eludes school leaders of a different generational cohort. We will avoid the easy tendency to categorize such changes in a negative light, and will instead search for the opportunities that await schools that have a strategy for engaging with Millennial parents. Participants will learn what we have discovered in our focus groups and will personalize a list of things to do to better position their schools for a new wave of parents and teachers now breaking on our shores.</p>	Corundum
9	<p>Kelly A. Walter, Associate Vice President for Enrollment & Executive Director of Admissions, Boston University</p>	<p>Big Trends in College Admissions, and What They Mean for the EARCOS Community American-style universities have always had a strong connection to EARCOS member schools. Understanding the important trends and emerging practices in U.S. college admissions is essential for EARCOS school leaders. This interactive session, featuring a veteran U.S. college enrollment leader, will focus on the issues most important for EARCOS school leaders to understand in order to support their students' college aspirations.</p>	Ballroom 3
10	<p>Stephen Holmes</p>	<p>Effective Marketing of Curriculum, Teaching and Pedagogy in Schools What do parents most want to hear? School research consistently shows that teachers and teaching pedagogy quality rises to the top of the list for parents. Most international schools have genuine difficulty in knowing how to market and communicate strength around curriculum, teachers and teaching pedagogy. In the absence of this being incorporated, there is a striking sameness and lack of differentiation about their marketing messages and communications. It is a missed opportunity. The approach of many international Schools to curriculum, teaching and pedagogy is considered to be world-class. So how can they make more of this in their marketing messaging and positioning? How can they professionally and sensitively weave their curriculum, teaching and pedagogy quality to validate the meaning of heavily used claims as 'teaching quality', 'academic' and 'learning excellence'? This session will offer an innovative perspective on how international schools can develop, communicate compelling and cogent marketing messages.</p>	The Study Room
11	<p>Alasdair Maclean, Director Independent Schools of Riau</p> <p>Co-presenter: Evelyn Lichtenauer</p>	<p>Small School Leadership with a Focus on Learning and Curriculum Development How small international schools effective leadership impacts the design and implementation of curriculum. A story of a small international school on the island of Sumatra and how the school keeps current pedagogy at the forefront of teaching and learning</p> <p>*A review of how the Independent Schools of Riau has moved to standards- based assessment and an inquiry focussed school. * A focus on how leadership at small schools influences decision making (using ISR as the example). * Discussion of the challenges of being a small school who aspire to provide a rigorous education.,. * A discussion of the benefits and challenges of a small school academically, professional and socially</p>	Salathip C

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<u>12</u>	Urko Masse IT Manager Bali International School	Break Barriers with Open Source Software Come learn about the advantages of Open Source Software in education, no matter what platform you use (Windows, Mac, Linux) We will look at how Open Source improves availability and flexibility for you, your teachers and your students. We will discuss how you can start using it right away, across the entire institution. With thousands of "free" applications out there, how can you separate the good from the bad? You will get useful websites and tips to find more great options in the future, that you can share and use right away.	Myanmar 3
<u>13</u>	Amie Pollack Board of Directors United Nations International School Hanoi Copresenter: Nguyen Hieu	Searching for Your Next Head of School? Process and Perspectives from a Board of Directors One of a Board's most important responsibilities is the hiring of a new Head of School. Yet most Board members have no knowledge of or previous experience with a Head of School search. What are the steps involved in a Head search? What is the search consultant's role? How can the Board attract the best candidates? How can the process be effectively inclusive of stakeholder groups? What should be considered regarding scheduling and conducting interviews? This presentation provides an overview of the Head search process and shares perspectives from Board members with recent Head search experience.	Myanmar Room 2
<u>14</u>	Ochan Powell	Why "EAL or Learning Support?" is the Wrong Question When international schools are faced with complex admissions cases – applications from students who might be new to the English language and/or whose reports suggest some difficulty with academic learning, the question often arises: "Is this a learning support issue, or is it a problem with English language learning?" Understanding the bi-directional influences of language on learning, the Next Frontier Inclusion, in collaboration with WIDA, has taken the position that this is the wrong question. We will explore the intervention of students experiencing challenges with language and learning through an asset-based approach, using the NFI/WIDA publication: "Why 'EAL or Learning Support' is the Wrong Question.	Singapore Room
15	Deborah Janz-Kruger	Perception Matters - Identifying Your School's Unique Placement in a Changing Marketplace With the growing number of schools cropping up in every market, it is becoming more difficult to differentiate based on having the best facilities or highest academic scores. School brands are not created from catchy slogans on magazine ads and websites. They are built on perceptions derived from every brand interaction including social media posts, the admissions process, athletic events, the website, cocurricular programs, parent-teacher conferences and more. Your mission, vision, and core values can be interpreted in many different ways - and they will be - depending on the experience a student, parent, faculty member, administrator, relocation agent, board member, and the community at large has with your brand. Learn how to create alignment between you and every stakeholder.	Valley Room 1&2
<u>16</u>	Dr. Chip Kimball Co-presenter: Jennifer Sparrow	The SAS Journey - A Process for Re-envisioning Success and Reinventing School The world is changing, and international schools are required to be agile and flexible to meet the personalized learning needs of every child. With a long-standing legacy of success, the journey of reinvention at SAS continues to be deliberate with many rewards and challenges. Singapore American School continues to reinvent itself to ensure that students are engaged, learn at high levels, and are future ready. During this session, we will describe our Research and Development journey, overview our change strategy, provide insights into what worked and what hasn't, and discuss what has actually changed as the result.	Garden Gallery
17	Janice Toben Co-Presenter/s: Elizabeth McLeod	Social and Emotional Learning is Fundamental A typical day brings many opportunities for social and emotional learning for our students, parents, and colleagues: answering a concerned email, overseeing a teacher's development, making committee decisions, supervising an extended school trip, to name a few. SEL thrives through the personal responses we make, and the connections we establish with each other, moment by moment. As we and our teachers meet daily dilemmas, we may sometimes feel ill-equipped or uneasy during times of critical learning, missing the chance to apply SEL skills. Using research-based wellness and mindfulness practices, real-life case studies and scenarios, metaphor, conflict resolution, and listening strategies, we will practice how to view situations wisely; send challenging messages with authority and empathy; and assess whether to let something go or not. We will uncover the values that motivate our responses and become clearer about our power to lean into and create community.	Philippine Room
18	Kendall Zoller	The Flexible Presenter (Repeat) Imagine being able to speak with credibility on demand. Imagine what it would be like for you if you could, with purpose and intention, reframe resistance during a meeting or presentation while simultaneously improving rapport and group dynamics. What if you could communicate at the same level of skill and expertise as you perform within your professional technical expertise? Imagine the possibilities. This foundational course provides the skills and knowledge of communicative intelligence so you can reach higher levels of communicative excellence. In this session you will learn the verbal and nonverbal patterns of credibility, approachability, rapport, how to read group dynamics, as well as how to recover with grace when things don't go as planned. This hands-on course is designed and taught by Kendall Zoller, global trainer, author and originator of communicative intelligence.	Chao Phraya Room
11:30 - 12:45	NIAAA Facilitator: DOUG KILLGORE	Leadership Training Course 506	THE BOARDROOM SUITE
11:30 - 12:45	Athletic/Activity Directors Institute		PRIVATE ROOM 1 & 2
<u>12:30 -1:45</u>	LUNCH		BALLROOM 1 & 2, VOLT REST., SHANG PALACE REST.

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1:45 - 2:30	AGM *Annual General Meeting (for EARCOS Heads only)	EARCOS ANNUAL GENERAL MEETING	TBA
2:30 - 4:30	*Job A-like for Heads of Large Schools	COURTNEY LOWE Western Academy of Beijing	TBA
2:30 - 4:30	*Job A-like for Heads of Medium Schools	STEPHEN DARE Hong Kong Academy	TBA
2:30 - 4:30	*Job A-like for Heads of Small Schools	DEREK LUEBE Shanghai Community International School (Pudong)	TBA
JOB A-LIKES SESSIONS:			ROOMS
1:45 - 4:30	Admissions Personnel	LINDA BELONJE KIS Bangkok	TBA
1:45 - 4:30	High School Principal	DR. TIMOTHY HUTE Saigon South International School	TBA
1:45 - 4:30	Middle School Principals	JON HILL - I.S. Beijing BECKY READ - Shanghai American School	TBA
1:45 - 4:30	Elementary School Principals	TBA	TBA
1:45 - 4:30	Development	JENNIFER SWINEHART Hong Kong Academy	TBA
1:45 - 4:30	Learning Directors & Curriculum Coordinators	PAUL HENDERSON - MONT'KIARA I.S. JOLENE LOCKWOOD - KOREA I.S.	TBA
1:45 - 4:30	Human Resources	SEAN GARRICK YONGSAN I.S.	TBA
1:45 - 4:30	I.T. Directors	TBA	TBA
1:45 - 4:30	Board Members	Board Members (if necessary)	TBA
1:45 - 4:30	Deputy Head of Schools	TBA	TBA
1:45 - 3:00	Athletic/Activity Directors Institute	Athletic/Activity Directors Institute	PRIVATE ROOM 1 & 2
1:45 - 4:15	NIAAA Facilitator: DOUG KILLGORE	Leadership Training Course 506 (Cont.)	THE BOARDROOM SUITE
<u>3:00 - 3:30</u>	TEA & COFFEE BREAK	Sponsored by ???	
<u>4:30</u>	ISS HEAD OF SCHOOLS MEETING Rob Ambrogi, ISS	ISS HEAD OF SCHOOLS MEETING Rob Ambrogi, ISS	

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3RD DAY OF CONFERENCE SATURDAY - OCTOBER 28, 2017			ROOMS
06:45 - 07:45	Breakfast Meeting	WASC Breakfast meeting for EARCOS Accreditation Committee	
06:45 - 07:45	Breakfast Meeting	Breakfast Meeting for Heads of Small Indonesian Schools	
08:00-18:00	International School Leadership Program - USF/WSU	International School Leadership Program <i>University of San Francisco / Washington State University</i>	
08:00-08:10	STUDENT PERFORMANCE		
08:10-08:15	Opening Remarks / Announcements	Morning Greetings <i>XXX, EARCOS Board & Head of School, XXXX</i>	
08:15-9:15	LEADERSHIP STORIES	Leadership Stories <i>Sponsored by XXX</i>	
09-15 - 10:00	TEA & COFFEE BREAK	Sponsored by ???	
SATURDAY - OCTOBER 28, 2017 SESSION 7 10:00- 11:15 18 Workshops			ROOMS
1	Athletic/Activity Directors Institute	Athletic/Activity Directors Institute	PRIVATE ROOM 1 & 2
2	Jonathan Carter Director of Admissions United World College of S.E.Asia	Beyond Academics: Is there a fairer system of selection for High School Students? Are we being fair to High School students by relying on tests and other results-driven data to gauge suitability for a school or a course? In this era when schools claim to educate the whole child, why is it that many admissions processes remain one dimensional and look only for the academic child??	Valley Room 1&2
3	Peter Dalglish	Why We Need to Put Girls and Young Women First Peter's many years of experience working in conflict-affected countries, including the Sudan and Afghanistan, has shown him that education for girls and young women is a right that cannot be comprised. Considering that the international community failed to achieve the Millennium Development Goal of universal primary education by 2015, what steps can we take to ensure that girls and young women around the world have access to classrooms, acquire fundamental academic and social skills, and are protected from violence and exploitation? What role can international and independent schools, their students and faculty play in providing new opportunities for learning for some of the world's most marginalized citizens?	Indonesia Room
4	Marc Frankel Co-Presenter/s: Jim Hulbert	Six Communication Mistakes Heads Make and How to Avoid Them Drawing on extensive case material, Marc and Jim will highlight the six most common communication mistakes heads make. The situations covered range from crisis to change management to routine interaction with the school community. Marc and Jim will help participants recognize their communication tendencies and find alternative approaches that better serve their needs. From dealing with the media to leading faculty to addressing the parent community, participants will leave better prepared for communication success.	Corundum
5	Richard Gaskell School Director ISC RESEARCH LTD Copresenters: Ochan Powell and Sami Yosef	2017 Global Inclusion survey overview and ISC Annual international School Market Update Following the second ISC /NFI Global Inclusion Survey, Ochan will explain some of the trends and findings regarding schools' approach and attitudes to Inclusion in 2017. Sami and Richard will also give the annual update on the International School Market demographics making reference to the growing number of bilingual schools worldwide and the effect of low energy prices/ Brexit etc on student enrolment in Asia.	Ballroom 3

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6	<p>Carlene Hamley Director of Curriculum and Learning / Director of Early Childhood Centre Shekou International School</p> <p>Copresenter: Kasey Burns</p>	<p>Designing Challenging, Authentic & Personalized PL (CapPL) "How can you provide challenging, authentic and personalized learning for teachers and parents? In this workshop we will share how we designed and implemented an innovative, practical and transparent PL model. Participants will explore how to bridge the gap between professional learning, parent education and classroom practice, resulting in empowered teachers, supportive parents and ultimately improved student learning."</p>	Salathip B
7	Stephen Holmes	<p>Strategic Planning to Build Differentiation and Measurability in International Schools' Many school Heads around the world that I work with genuine have difficulty in knowing how to build a Strategic Plan that provides differentiation, is authentic and can be measured. Strategic Planning is a one off opportunity to create a shared sense that a School is 'on the move' with purpose and an ambitious agenda. All too often we see in international schools that strategic planning lacks the analysis required for forward planning and is downgraded to a form of compliance. Bland strategic planning processes reverberate at many levels, and a direct source of a lack of differentiation in reputation between many international schools. Strategic planning in schools also tends to create noble objectives but is relatively poor at measuring progress and impact (KPIs). Developing robust and actionable performance indicators and metrics (both 'hard' and 'soft') will increasingly be scrutinised as schools expand their services and seek stronger stakeholder relationships.</p>	Philippine Room
8	<p>Kiersten Hewitt Executive Director FCD Prevention Works</p> <p>Co-presenters: ane McGee, Head of School, Vientiane International School and Kari Yuen, Senior Prevention Specialist and Regional Officer of Far East Asia, FCD Prevention Works</p>	<p>Almost Addicted...Addicted to What? The Community Impact of, and Solutions to, Substance and Technology Misuse and Addiction <i>(Part Two of a Two Part Series - Part One Found in Session 5)</i> The global leader in school-based prevention, FCD Prevention Works will guide participants through a substance abuse prevention process. In part two, we will discuss the application of this prevention learning in building effective early intervention health systems. We will share strategies for pairing current international data with relevant prevention approaches within a school setting. Participants will leave with adaptable, research-based toolkits to confidently prevent substance use in their communities. Topics covered in this session include the following. 1) The role empathy plays in community health- how are school communities navigating these issues? Share strategies for building community-wide health and wellness through curriculum inclusion and cross-collaborations; 2) What adults need to know about protective factors inherent in their respective communities? Risk factors and warning signs? 3) What kids need to know. How to assess themselves and their peers. How to reach out and who to ask for help? and, 4) What schools can do to build a culture of empathetic support and community of concern in keeping healthy kids healthy.</p>	Myanmar Room 2
9	Jared Kuruzovich Director of Communications NIST International School	<p>Beyond Marketing: How to Effectively Build Your School's Brand "With the international education market becoming increasingly saturated with competitors, what can school leaders do to build recognition and respect for their institutions? The answer isn't more advertising, new technology or better facilities. Your success depends on shaping a consistent and coherent understanding of your school that steadily builds its reputation. In addition to shifting our understanding of brands within the context of education, this interactive workshop will review key elements that every school needs in brand building, explore the importance of market context, provide insights into bridging learning and branding, and offer a framework for strategic communications."</p>	Brunei Room 2
10	<p>Jolene Lockwood Korea International School, Jeju Director of Teaching and Learning</p> <p>Copresenters: Kristine Jerabek and Michelle Gow</p>	<p>Transforming Evaluation into Professional Growth Participants will explore ways to rethink and redesign teacher evaluation into a well-rounded professional growth model. We will share what we have learned and applied from the Four Support Functions of Cognitive Coaching to develop an innovative model that pieces together coaching, collaboration, consulting and evaluation to support professional growth.</p>	The Study
11	Bruce Mills	<p>Crisis Management Team Exercise Participants will be presented with a table-top exercise while assuming the various roles and responsibilities within a typical Crisis Management Team at an International School. The scenarios may include a variety of threats and hazards, both natural and manmade. While not meant to "test" any individual response or ability, this exercise will leave participants with a better understanding of potential crisis and emergency situations that they could face and armed with effective strategies to implement within their own school's crisis management team.</p>	Garden Gallery
12	<p>Hieu Nguyen Board Chair UNIS Hanoi</p> <p>Copresenter: Robert Hughes</p>	<p>The Challenges of Improving quality as Costs Grow - A Board Conversation The dramatic growth of International Schools around the world has put pressure on the cost of high quality teachers and thus raising tuition. Often, tuition increases higher than the inflation. How schools manage the expectation of improving quality and the pressure of affordability? Come to this workshop for a conversation on this topic.</p>	Brunei Room 1
13	<p>Megan Brazil Elementary Principal United Nations International School Hanoi</p> <p>Co-presenters: Nitasha Chaudhuri & Stephen Lush</p>	<p>Dialogue, data and digital tools: Building and leading a school culture This workshop will outline the journey of the elementary school faculty and leadership team at UNIS Hanoi as we work towards the goal of making better use of data and digital tools to improve student learning. Participants will: understand the processes, systems and structures required to create a collaborative culture around data informed practice; gain insights into software and digital platforms that are being used to enhance teachers' ability to engage with learning data; take away a range of tips, strategies and protocols that can be used in their own settings; and engage in generative conversations among peer schools who are facing similar organisational and leadership challenges</p>	Chao Phraya

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<u>14</u>	Tom Reed Director of Technology Concordia International School Shanghai	How to Work with Your Tech Director Have you ever wondered what your Tech Director does all day? Is the Tech Department's contribution to education a mystery to you? Imagine that you just returned home from ELC2017 with a new tech inspiration. Do you know how to go about getting support from the Tech Department to implement it at your school? This session addresses such questions while giving you the opportunity to raise pertinent issues, share with other participants, and come away with practical tips for making the most of technology at your school.	Myanmar Room 3
<u>15</u>	Jo Rice Head of Early Years Centre and Deputy Head of Primary Garden International School, Kuala Lumpur	Leading the development of enabling environments in the Early Years Building on input from Learning Environments Expert Elizabeth Jarman who developed the Communication Friendly Spaces Approach, the aim is to share how Garden International School are developing the learning environments at The Early Years Centre, to support the Early Years Foundation Stage curriculum. It will also provide opportunities to explore the importance of outdoor learning and how best practice in the Early Years can drive practice further up the school.	Chairman's Room
<u>16</u>	Ann Straub	Leading Intercultural Schools What is meant by intercultural leadership, and do all cultures define and value leadership in the same way? What are the universal traits of successful leadership as defined by the Globe Study, and what specifically is required for a school focused on developing global citizens? There are a few questions which will be addressed in this interactive workshop. Most EARCOS schools have defined themselves as being "international" with the goal of developing global citizens. Participants will reflect on what this really means and will begin to develop an understanding of the leadership traits and strategies required to operationalize the vision of developing global citizens. This will be accomplished through looking at research, viewing enacted cultural scenarios and applying the traits of intercultural leadership and awareness of cultural frameworks, and reflecting on our own strengths as intercultural leaders.	Singapore Room
<u>17</u>	Rachael Westgarth Copresenter: Roderick D. Fraser AM	Building a Trojan Horse – values-based education inside the curriculum "At its heart, values-based education deals with qualities and attitudes, with personality and strength of character. It comes from experiences, real-world learning and periods of reflection. It has the capacity to instill a passion for lifelong learning and provide the personal "noise filter" necessary to develop higher order thinking skills. Both essential for the constantly connected, communication-rich i-generation. Despite widespread understanding of the benefits of this approach it is still a challenge for every school to find space and time to engage in values-based education amidst curriculum pressures. Drawing on experience from their network of 170 schools in 40 countries, in this workshop, Round Square's leadership team will share examples that demonstrate how member schools are using Round Square's Discovery Framework to embed values-based education in the curriculum. "	Salathip C
<u>18</u>	Sarah Whyte	Stages and elements of transition for Third Culture Kids For international schools, an ever-changing student population can be the norm. Many international students are likely to have experienced the stages of transition in an overseas move at least once, if not multiple times. School staff are uniquely positioned to make a move easier for their students. This workshop equips leaders with a sound understanding of each stage of transition and explores how students can be best supported during each stage. Workshop participants will be introduced to Dr Sarah Whyte's unique elements of transition as a powerful model to support students with the inevitable losses of any transition.	Malaysia Room
11:15 - 11:30	TRAVEL TIME		
11:15 - 14:00	MRISA HEADS' MEETING		TBA
11:30 - 12:45	NIAAA Facilitator: DOUG KILLGORE	Leadership Training Course 617	THE BOARDROOM SUITE
SATURDAY - OCTOBER 28, 2017 SESSION 8 11:30 - 12:45 <i>17 Workshops</i>			ROOMS
<u>1</u>			PRIVATE ROOM 1 & 2
<u>2</u>	Bambi Betts	WORKSHOP 2	The Study Room
<u>3</u>	Jefferson Cann	Feedback and Performance Management For those delegates attending Jefferson's pre-conference workshop, this breakout session will build on these learnings and experiences; however, attendance at the pre-conference workshop is not required to engage in and benefit from this breakout session. Participants will be looking at the application of an essential leadership activity of Feedback and Performance Management. In this lively, fun and interactive session you will learn how to ensure that Feedback and Performance Management issues can be handled positively and in a way that motivates and empowers. We will use tools from sports psychology and performance coaching to ensure an adult-to-adult, professional basis for individual and group performance development. You may never have to say "Can I give you some feedback?!" again!	Indonesia Room

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4	<p>Andy Dougharty Middle School Principal Global Jaya School</p>	<p>Getting Out of Your Own Way Do you know the alphabet? Can you use the letters to form words? Can you use the words to form sentences? If so, you already know everything that will ever be known that can be expressed using those letters. You just need to figure out how to arrange them in the right way. Consider the fact that every discovery, every innovation, every masterful creation brought forth by mankind... "already always was." Gravity didn't suddenly start with Newton. A metal tube with wings shaped a certain way, launch down a runway at 285 miles an hour would have flown just the same a thousand years ago as it did when it brought you here for the convention. Andy will lead you through exercises you can take back and teach to your staff and students that break through that often strongly-held belief that creativity is something difficult. Sometimes all you need to do is get out of your own way."</p>	<p>Myanmar Room 1</p>
5	<p>Nicolene du Preez PYP Coordinator Intercultural School of Bogor</p>	<p>Who said anything about thinking!? A fun practical presentation dealing with cognitive acceleration and how it really works. The presentation questions education what would happen if we added thinking to our planning? The presentation will take participants through 5 pillars that are essential to cognitive acceleration. 1. Concrete preparation 2. Cognitive conflict 3. Social constructivism 4. Metacognition 5. Bridging It is all about good questions. The presentation will allow the participants to take home three principles: 1. It is more important thinking about the problem than the answer. 2. Process is more valuable than the product. 3. Answers come from a logical certainty and not from an authority figure.</p>	<p>Myanmar Room 3</p>
6	<p>John D'Arcy Deputy Director Western Academy of Beijing</p>	<p>The Future of Learning at the Western Academy of Beijing: A Transformative Change WAB is on a five-year journey to achieve two overarching goals; to more perfectly realize its mission and core values, and to transform its entire conventional educational ecosystem into one that by design serves the learning and developmental needs and interests of every single student at WAB. This is a community-wide, inclusive process being guided by a steering committee of teachers, school leaders, parents, students, and a board member. Already established are our transformational targets, all faculty are involved, and a year of work has been completed. This presentation addresses why, what, and how WAB is achieving its stated purpose.</p>	<p>Chao Phraya</p>
7	<p>Aimee Gruber Senior Director of Outreach The Enrollment Management Association</p>	<p>What Parents Want - And Why You Should Listen Understanding our applicants' (customers') experience enhances our ability to provide relevant information, hopefully increase enrollment, and create lifelong advocates for our schools. What is the enrollment process like for applicants and parents? Does it reflect well on your school? Are you providing them with the information and experiences they're looking for? The Enrollment Management Association sought answers to these questions and more in a recent survey of thousands of parents who applied to independent schools during the 2016-2017 application season. Come prepared to discuss the possibility of a similar survey for international schools.</p>	<p>Valley Room 1&2</p>
8	<p>Christopher Henry Middle School Principal Jakarta Intercultural School</p>	<p>We want what you want! As principal, my classroom is my faculty. As principal, I expect of my teachers exactly the same things teachers expect of their students. This 8-10 minute reflection is my journey from classroom teacher to administrator and back again (in terms of my thinking). I have developed a mental model/paradigm that has served me very well. As principal, I expect of my teachers exactly the same things teachers expect of their students. As principal, my classroom is my faculty. Think about it... 1) Teachers want students to arrive to class on time.... What do administrators want? 2) Teachers want students to fully engage in the learning process.....What do administrators want? 3) Teachers want students to produce high quality work...What do administrators want? 4) Teachers expect students to set goals, reflect and keep a record of their learning (blogs/portfolios)...What do administrators want? there are many other examples.... and 5) Students want teachers to develop highly interesting relevant learning opportunities....What do teachers want of their administrator? 6) Sometimes teachers develop lessons that miss the mark, how do teachers want their students to respond....When administrators offer substandard lessons, how should teachers respond? You get the idea.... What do you think?</p>	<p>Chairmans Room</p>
9	<p>Jim Hulbert Co-Presenter/s: Mark Frankel</p>	<p>Sexual Abuse Case Studies: Work Through Real Crisis Communications Challenges in Real Time In this session, employment lawyer and legal crisis communications advisor, Jim Hulbert, will divide participants into small groups where each group will work on different case studies based on actual situations. Depending on the size of the group there will be 4-5 scenarios based on some form of sexual abuse, past or present. Teams will be presented with an incident that requires an initial timely response to de-escalate the situation. Teams will have a specific objective and a time limit to respond appropriately. Each group will report out their responses and plan of action. This session can stand alone or work in conjunction with Workshop 1 – Crisis Landscape.</p>	<p>Corundum</p>
10	<p>Daniel Kilback Director of Technology Korea International School</p>	<p>Time as a Valuable Resource We live in a remarkable time. A time when accessing information and connecting with one another is becoming easier and more convenient with every passing day. From tracking inventory and expediting purchasing to creating student schedules and developing school calendars - technology is altering how we do things but it isn't necessarily giving us our time back. Technology promises to save us time but there are no school leaders attending this conference saying, "Boy, I've got so much time during the day I really need to think of new projects to fill my days. Time management within an organization needs to be an intentional practice - it cannot be passive. It behooves us, as leaders, to be conscious of how we use our time and the time of others. Come and explore strategies that will help you gain greater insight into how your, and your organization, currently uses time. Learn about how time conveys meaning and priority and explore the difference between being efficient and effective uses of time. Really - it's about more than your calendar app and chairing short meetings.</p>	<p>Philippine Room</p>

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<u>11</u>	David Lovelin High School Principal Hong Kong International School Co-presenter: Natalie Broderick	Destigmatizing Student Support Traditional pull-out models of student support continue to exist in many schools throughout the world. Although the support courses are often highly-structured and do assist students, the stigma associated with walking through the classroom door is very real and can stifle progress made within these programs. This session will focus on varied ways for supporting all students based on new research, current trials, and program development.	Garden Gallery
<u>12</u>	Rami Madani	Systematic approach to embedding life-worthy/21st century skills in teaching and learning We all believe in the value of embedding essential, life-worthy skills and dispositions in our students. Some schools refer to these as School-wide Learning Results, or Graduate Profile, or Learner Profile, etc. This session focuses on top ranking skills and dispositions, provides simple, research-based indicators for each of them, and shares resources that help teachers teach and assess each indicator. The desired outcomes of this session are to empower school leaders to concretize and demystify life-worthy learning in their schools and to provide them with tools, processes, and strategies to support their teachers to do the same. The session also demonstrates the power of how a common institutional understanding around these life-worthy skills and dispositions can help schools achieve their mission more effectively.	Singapore Room
<u>13</u>	Lain Macfarlane Principal Busan Foreign School Copresenter: Lauren Harvey	Lauren Harvey Making Connections in Professional Development The goal of this session is to improve student learning and engagement by increasing a school's ability to network their professional development. Specifically, we will look at ways to foster continuous improvement and growth in our daily practices by connecting teachers within schools and through social media. During the session we will discuss practical ways to identify a focus for learning, organise collaborative learning groups, make global connections, determine timelines and measure success. Let's explore how we can connect professional learning to student success.	Brunei Room 1
<u>14</u>	Brian McManus Strategic Learning Coordinator International School of Beijing Copresenter: Joann Binns	Marrying experience and theory: an approach to capstone projects combining service learning and development academics. To move past cursory service learning that focuses on students rather than the beneficiaries, the ISB Futures Academy Capstone Project incorporates elements of service learning and development theory/practice into a comprehensive course underpinned by rigorous academic work. This presentation will lead you through the principles of the project design, share insights and lessons learned from the early implementation phase, and delve into the connections between academic work, service, and deep learning for students.	Myanmar Room 2
<u>15</u>	Julie Olson ES Principal ISKL Copresenters: Azra Pathan, Steve Katz, Suji Dehart	Inspiring Distributive Leadership: Lessons from the Field The purpose of this session is to share ISKL's story of cultivating distributive leadership at the Elementary School. Participants will share in our journey toward empowering teachers to be effective in their leadership roles and build capacity among all faculty. The session will highlight ISKL's structures and protocols that provide all teachers an opportunity to lead. Leadership tips and effective strategies for leading and managing change will be shared. Participants in the session will collaborate to identify additional effective strategies that have worked at other schools. Count on filling your toolbox with a repertoire of leadership ideas!	Malaysia Room
<u>16</u>	Erin Robinson Middle School Principal UWCSea - East Campus Co-presenter: Stuart MacAlpine	Conceptual Understanding: The missing puzzle piece for standards-based assessment, grading and reporting This session supports school leaders in aligning a concept-based curriculum with standards-based principles. In recent years, schools have moved away from ineffective assessment, grading, and reporting strategies through the implementation of standards-based. Rather than traditional, norm-based practices, these schools want to ensure that students know where the learning is going, where they are now, and how to close the gap between the two (Stiggins). While this is the promise of standards-based, a tension exists between managing a high volume of discrete knowledge and skills and supporting complex conceptual learning. This session shares how concept-based assessment and reporting brings coherence and meaning to standards, and elegance and depth to learning, grading and reporting.	Ballroom 3
<u>17</u>	Noel Thomas Co-Principal (Western) Yew Chung International School of Beijing Copresenter: Christine Xu (Chinese Co-Principal)	Establishing a Learning Community Model within a Bi-Lingual Cross Cultural K-13 context YCIS Beijing's first Learning Community commenced in 2014 in the Early Childhood levels. By 2018, they will have Year 3, 4 & 5 communities, a Year 6,7 & 8 Community, and a Year 9, 10 & 11 (IGCSE) Community, leading into their IBDP program. Each new phase was accompanied by significant curriculum, assessment and facility development, the latter in association with FNI – renowned American architects. Each community has developed its own characteristics and collaborative teaching team structures, and each manages co-teaching and bi-lingualism in a different way. How was this school-wide transformation achieved? What have we learned along the way?	Brunei Room 2
	LUNCH		BALLROOM 1 & 2, VOLT REST., SHANG PALACE REST.
<u>1:45 - 4:15</u>	NIAAA Facilitator: DOUG KILLGORE	Leadership Training Course 617 (Cont.)	THE BOARDROOM SUITE
SATURDAY - OCTOBER 28, 2017 SESSION 9 14:00 - 15:15 <i>16 Workshops</i>			ROOMS

PRELIMINARY SCHEDULE FOR ELC 2017 (subject to change)
Shangri-La Bangkok Hotel
(updated July 10, 2017)

1			PRIVATE ROOM 1 & 2
2	Chip Barder Head of School UNIS Hanoi	Standards for Heads of School - An AISH Initiative This workshop is a continuation of and an update on the AISH initiative around developing a comprehensive set of standards for heads of school.	Chao Phraya
3	Madeleine Bystrom Director of Curriculum and Professional Development Ruamrudee International School Copresenter: Dr. Julie Schuilwerpe	From the Balcony Looking Down, Meeting the Needs of Our Diverse Language Learners As leaders of our schools, we have a shared responsibility to meet the needs of diverse language learners. In this workshop, we will provide examples of how all teachers can implement language acquisition strategies that are needed for language learners to access curriculum and reach success. We will include tips on the assessment, planning and instruction cycle, and lay out the benefits of the co-teaching model with utilization of specialists.	Garden Gallery
4	Gerald Donovan Head of School Medan Independent School	A Mind Like Water - Time Management for Busy School Leaders If you are in a leadership position, chances are that you sometimes find yourself "time poor", with not enough hours in the week to finish everything that needs to be done and with a mind that is constantly full of distracting thoughts and unfinished tasks. Based around the framework provided in David Allen's "Getting Things Done – The Art of Productivity", this will be a hands-on and practical session providing a simple and proven framework that allows you to be more present in the moment; reducing stress and freeing up your mind for more productive and creative thinking.	Brunei Room 2
5	Sarah Donovan Director of Curriculum International Community School Singapore	Lessons Learned in the Middle: Thriving in Middle Management Thriving (hopefully not just surviving!) in middle management is a balanced combination of passion, autonomy, and desire to grow. This workshop is designed for administrators who want to learn how to empower their middle management and will also feature tips and ideas for those who currently serve in middle management roles within schools. The session will focus primarily on middle managers as curriculum coordinators, academic coaches, and counselors who find themselves serving as a critical link between students, teachers, and upper administration.	Myanmar Room 2
6	Marc Frankel Co-Presenter/s: Abigail DeLessio"	Self-Healing Board: Keys to Getting Yourself Out of Trouble Even the best boards go through rough patches from time to time. Some manage to get themselves back on track, while others fall into still greater stages of dysfunction. Drawing on our experience as a board chair, board member and governance consultant, we will explore case studies in factors bring a board back to health to identify what makes for a "self-healing board;" that is, one that can self-correct and get back on track.	Corumdam
7	Liz Gale Lower School Principal Shanghai Community International School	Elevating Inquiry through Workshop Participants in this session will have an opportunity to formulate a deeper understanding of the "workshop" approach and the ways in which it can enhance inquiry-based learning in the classroom. Participants will explore and discuss how the "workshop approach" fits within the framework of the IB Primary Years Programme and provides students with learning experiences that reflect their ability, interests and developmental levels while using questioning as a means to emphasize critical thinking and communication skills..	Brunei Room 1
8	Maria Guajardo	Moving from Good to Great: Leadership Matters Level 5 Leadership emerged as the signature of organizations that had made the leap from good to great. Deepening one's understanding of leadership practices that are distinct and distinguishing, frames the leadership development perspective of this workshop. What Level 5 leadership characteristics do you possess? Do you have the right people on the bus? Based on Jim Collin's international research, strategies for moving from good to great will be explored with a hands-on approach. Whether you are the top leader, an emerging leader, or a reluctant leader, come engage in a rich experience, learning to work with an innovative leadership perspective to move your organization from good to great.	Indonesia Room
9	Stephen Holmes	How to Measure, Audit, and Benchmark School Marketing The focus on marketing in international schools is growing. Yet, there is a genuine lack of robustness around evaluating and measuring marketing - what is working and what is not? There is also a modest approach to gathering and utilising market intelligence in international schools. Most formal analysis of marketing tends to be designed to inform only the development of marketing activities, not to provide the essential platform to inform strategic market priorities. We have now completed a substantial number of marketing audits and evaluations for international schools – it is a systemic weakness. What is the effectiveness of promotional publications? How is the performance and impacts between web and print and social media? The answers to such questions are somewhat arbitrary without evaluation and evidence against the marketing approach. Without proper evaluation of marketing and markets, the issue of the 'right' marketing budget also becomes something of a subjective discussion.	Singapore Room

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<u>10</u>	Chris Jansen	<p>Collaboration is no longer a nice to have.... "Collaboration is no longer a nice to have...it's increasingly the best and only option because it achieves better outcomes for everyone". There is a significant opportunity within the education sectors of many countries to enhance collaboration between schools for the mutual benefit of learners. Likewise, there are huge untapped synergies between the education sector and others sectors who also have an interest in developing the potential of communities and individuals. This workshop gives a brief overview of the Leading Collaborative Partnerships Programme that has been designed in New Zealand with influential leaders from across the education, health and social service sectors to build capability in skills, knowledge and strategic relationships in order to achieve magnified collective impact in our communities. A range of models that enable collaboration between organisations will be discussed including collective impact, alliancing, collaborative governance and co-design. The application of these in a range of case studies in Asia and New Zealand will be explored.</p>	Malaysia Room
<u>11</u>	Nicholas Kent Deputy Head of School Jakarta Intercultural School	<p>Marketing Practices of International Schools in a Competitive Asian Context There are numerous factors which contribute to the competitive marketplace for international schools that a new focus is being put on institutional marketing practices. Historically, education has not fully embraced the concept of marketing, much to its own detriment. Nicholas Kent will present the findings from his doctoral research on the current marketing practices of schools in the EARCOS region and offer analysis and suggestions for schools moving forward in this domain.</p>	Valley Room 1&2
<u>12</u>	Vjaceslavs Matvejevs, Dean of Technology and Learning Systems International Christian School, HK	<p>It is time to transform the role of IT Director in Education There is an opinion and vision about role of IT Director in Education and what scope of responsibilities this person should hold. However, World of Education is moving forward becoming very dynamic, tagging every aspect of school life with it. It is time for School Leadership to look at reality and ask tough questions about if current IT Director role really fits aspiration to become a 21st Century school, supports shift toward required changes, describes a Transformational Leader qualities. During this presentation, we will share and discuss different approaches and scenarios where IT Director role has been changed dramatically.</p>	Myanmar Room 3
<u>13</u>	Ryan Persaud Assistant Director of Teaching and Learning Korea International School	<p>Moving Forward in the Face of Adversity Are you struggling to move your staff forward with a key initiative? In this interactive and collaborative session, Ryan will share his successful experience with moving a whole staff forward with a school wide goal. We will discuss how curriculum documentation was changed from a non-discussable at his school to something staff saw as valuable, and to ultimately take significant steps towards reaching our goal. We will discuss what strategies were employed to move staff forward. Those in attendance will also have the opportunity to share their own experiences in meeting school goals, and to learn from one another.</p>	Myanmar Room 1
<u>14</u>	Sarah Whyte	<p>Exploring the TCK definition and the associated positives and challenges The term "Third Culture Kid" was coined in the 1950s and is still used to describe expatriate students. Since then, a wider variety of terms has sprung up. As a school, how well do you understand and apply the range of terms with your students? Identifying with the most fitting label allows students to connect with others in a wider community to celebrate the positives and seek support for challenges they share with others who fall into the same category. In this workshop, you will explore the available terms and develop your understanding of the positives and challenges of an international upbringing.</p>	Philippine Room
<u>15</u>	Julian Whiteley Advisor/Board Member UWC Thailand	<p>Understanding Schools as Organisations – a Toolbox International schools are some of the most complex organisations known to man and at times leading them can be a bewildering experience as you try to make sense of what is happening around you.</p> <p>Headship is an art, not a science, one in which judgement is key: there is no magic wand. However, this workshop, which will be a random walk through various models and concepts, should help dispel some of the fog and provide a degree of clarity. The aim will be for each participant, whatever their position of responsibility, to take away some ideas for further reading and application in their own schools.</p>	The Study Room
<u>16</u>	Katie Rigney-Zimmermann Saigon South International School Director of Admissions & Marketing Copresenter: David Perkin	<p>New Website- What we wish we knew before we started. Katie & David have been working together at SSIS for 8 years. In 2015 they decided it was time to update their school website and a journey began. On the surface launching a new website seems like an easy endeavor, reality turned out to be very different. At SSIS, they learned more than a few lessons from their experience. They would like to share what they went through in order to help others avoid the mistakes and struggles which they experienced.</p>	Chairman's Room
17:45-18:45	COCKTAIL RECEPTION	Reception and Welcome to Exhibitors and EARCOS Board Members	SUITE 2300
19:00 - 21:00	CLOSING RECEPTION	<p>CLOSING RECEPTION Sponsored by</p>	TBA

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Time	SUNDAY - OCTOBER 29, 2017		ROOMS
<u>Morning</u>	GOLF GOLF GOLF	INFORMATIONS FOR THIS WILL COME OUT SHORTLY...	
<u>08:30-16:00</u>	WASC Marilyn George	WASC: Focused Visiting Committee Member Training	
<u>09:30-10:00</u>		Morning Coffee Break	
<u>12:00-14:00</u>		Buffet Lunch	