

*“Think Globally,
Learn Locally”*

46th Annual EARCOS Leadership Conference 2015

October 29-31, 2015
Bangkok, Thailand

EARCOS Trustees & Staff

About EARCOS

The East Asia Regional Council of Schools is an organization of 149 member schools in East Asia. These schools have a total of more than 115,000 pre-K to 12th grade students. EARCOS also has 178 associate members—textbook and software publishers and distributors, universities, financial planners, architectural firms, insurance companies, youth organizations, etc.—and 42 individual members.

Membership in EARCOS is open to elementary and secondary schools in East Asia which offer an educational program using English as the primary language of instruction, and to other organizations, institutions, and individuals interested in the objectives and purposes of the Council

General Information

EARCOS holds one leadership conference every November and one teachers' conference every March. In addition, EARCOS funds several weekend institutes hosted by member schools throughout East Asia. EARCOS also organizes a meeting for EARCOS heads of schools every April.

EARCOS publishes its newsletter, the EARCOS Journal, which is distributed to its members three times a year, and a directory of all of its members.

Objectives and Purposes

To promote intercultural understanding and international friendship through the activities of member schools.

To broaden the dimensions of education of all schools involved in the Council in the interest of a total program of education.

To advance the professional growth and welfare of individuals belonging to the educational staff of member schools.

To facilitate communication and cooperative action between and among all associated schools.

To cooperate with other organizations and individuals pursuing the same objectives as this council.

The EARCOS Trustees



Margaret Alvarez
President
ISS International School



Thomas Farrell
Vice President
Kaohsiung American School



Tarek Razik
Treasurer
The Int'l School of Beijing



Stephen Cathers
Secretary
Korea International School



Anna Marsden
International School Suva



Diane Lewthwaite
Fukuoka Int'l School



Norma Hudson
Int'l School Kuala Lumpur



David Toze, Former President
International School Manila



James MacDonald
NIST International School



Stephen Dare
Hong Kong Academy



Larry Hobdell (ex officio)
*U.S. Department of State
Regional Education Officer, East Asia*

The EARCOS Staff



(L-R) Rodrigo Catubig, Edzel Drilo, Elaine Repatacodo, Dick Krajczar, Joe Petrone, Vitz Baltero, Robert Viray, and Ver Castro.

This conference program belongs to:

Name:

School:

Welcome Message from the EARCOS Board President



Dear Delegates:

A warm welcome to our 46th annual Leadership Conference. This year's theme, "*Think Globally, Learn Locally*", provides us with opportunities to support learning experiences that equip our students with the skills necessary to be responsible global citizens with an appreciation of the environment in which they grow up and live. Our diverse presenters promise to help us extend our thinking, provide us with new strategies and build collaborative professional networks to further our work in this field.

Such an extensive and quality conference would not be possible without the dedication and hard work of our EARCOS Office under the direction of our tireless Executive Director, Dick Krajczar. Dick and his team have the unique ability to make all of us feel part of the extended EARCOS family!

We are entirely grateful to all of our delegates, presenters and exhibitors for their support. Without you, EARCOS' goal of advancing professional growth, facilitating cooperative action, and promoting intercultural understanding and international friendship would be incomplete.

Have a wonderful conference,

Margaret Alvarez

Margaret Alvarez
President, EARCOS Board

Welcome Message from the EARCOS Executive Director



Dear Delegates:

Welcome to EARCOS Leadership Conference (ELC) 2015 and the Shangri-La – Bangkok. Our theme, "*Think Globally, Learn Locally*" will be a major discussion point in all of our EARCOS schools. It is exciting to be in Bangkok and to celebrate EARCOS' 46th conference. We registered nearly 1300 delegates and look forward to an inspiring and instructive conference. The hotel staff is so welcoming and supportive; I know you will enjoy their outstanding service.

The ELC has two excellent keynote presenters, Loung Ung, and Catherine Steiner-Adair; plus four of our own, who will present their "Leadership Stories" on Saturday October 31. We have **16** preconference offerings and **142** workshop sessions, all geared to meet the needs of our school and board leaders. EARCOS is fortunate to have so many of our own school leaders who have volunteered to present workshops. Their contributions help to make EARCOS the great organization that it is!

Thanks to Margaret Alvarez, our board president, and members of the EARCOS board for their leadership and vision. This will be Tom Farrell's last conference as EARCOS Vice President. He has served with distinction and dedication to our membership. He will be missed.

Finally, it is always my wish for our delegates to initiate and renew good networking contacts, to be challenged by our presenters, to find new friends and strengthen already strong friendships, and to enjoy renowned EARCOS hospitality. Visit our exhibitors and let them know that you appreciate their sponsorship, which helps us provide the best conference possible. This year they will be located in the ballroom foyer; and one floor down on the ground level. Coffee breaks will be at both locations. Please visit them and support their organizations.

Thanks to our staff of Ann, Bill, Edzel, Elaine, Joe, Robert, Ver and VITZ. I'm proud and happy to be the director of this wonderful organization.

Dick Krajczar

Dick Krajczar and the EARCOS Team

Table of Contents

1	Welcome Message
2	Table of Contents & Conference at a Glance
4	Meeting & Banquet Rooms Floor Plan
6	EARCOS Strategic Plan
8	PRECONFERENCES
12	FIRST DAY OF CONFERENCE
	Keynote Speaker: Loung Ung
	<i>Upstanding Citizens: Changing the World Through Activism, Volunteerism, and Travels</i>
14	SESSION 1
18	SESSION 2
22	SESSION 3
24	SESSION 4
26	Welcome Reception & Cultural Events
28	SECOND DAY OF CONFERENCE
	Keynote Speaker: Catherine Steiner-Adair
	<i>Lost in Connection: How The Tech Effect Puts Children's Development at Risk</i>
30	SESSION 5
33	SESSION 6
36	Annual General Meeting (AGM)
	Job-Alikes
	ISS Heads of Schools Meeting
38	THIRD DAY OF CONFERENCE
	EARCOS Talk: Leadership Stories
39	SESSION 7
44	SESSION 8
48	SESSION 9
50	Closing Reception
	Golf Tournament
	WASC- Focused Visiting Committee Member Training
	ACAMIS Board Meeting
52	Presenters' Biographies
68	Delegate List

This is a **"BAG-FREE"** Conference. For several years, delegates suggested we not provide a conference bag as part of the registration fee. We listened to our members and eliminated conference bags. Instead of bags, EARCOS will donate an amount of money equal to the cost of bags for all delegates to the **OPERATION SMILE FOUNDATION (OSF)**, which is dedicated to providing free surgeries to repair cleft lip, cleft palate and other facial deformities for children around the globe.

Conference at a Glance

MONDAY | 26 October 2015

08:00-18:00 EARCOS REGISTRATION

TUESDAY | 27 October 2015

07:00-21:00	EARCOS REGISTRATION
08:00-20:00	International School Leadership Program University of San Francisco / Washington State University
08:30-16:30	EARCOS Board Meeting Sean Watt / Mike Johnston - IB Precon Paul O'Neill & Team - Curriculum Marc Frankel & Abigail Delessio (for EARCOS Members Only) - LTP Marilyn George - WASC
08:30-16:30	APAC Athletic Directors' Meeting
10:00-10:30	Morning Coffee Break
12:00-13:00	Lunch
15:00-15:30	Afternoon Coffee Break

WEDNESDAY | 28 October 2015

07:00-21:00	EARCOS REGISTRATION
08:00-20:00	International School Leadership Program University of San Francisco / Washington State University
08:30-12:00	APAC Head Of Schools' Meeting (Half Day Only)
08:30-16:00	Sean Watt / Mike Johnston (2nd Day) - IB Precon School Board Preconference (Session A) Mark Frankel (Session B) Mina Merkel Business Managers' (EARASBO) Preconference - Chris Gould

EARCOS Registration Desk Hours

08:00-18:00	MONDAY 26 October 2015
07:00-21:00	TUESDAY 27 October 2015
07:00-21:00	WEDNESDAY 28 October 2015
06:30-18:00	THURSDAY 29 October 2015

Conference at a Glance

WEDNESDAY | 28 October 2015

08:30-16:00	Human Resources (HR) Institute Harvey Alvy - <i>Abraham Lincoln and Successful 21st Century School Leadership: The Power of Personal Example</i> Mike Connor - <i>It's What's Inside that Counts: Head, Trustee, Development, Finance, Admission, and Academic Partnerships to Increase Enrollment and Retention</i> Chris Jansen / Brian Ómaoleoin - <i>Designing Middle Leadership Programmes as Strategic Change Management</i> Ken O'Connor - <i>Fixes for Broken Grades: What Leaders Need to Know</i> Alec Courous - <i>The Promise of Open & Connected Learning</i> Douglas Ota - <i>What Mobility Does to People and What International Schools Should Do About It</i> Ann Straub - <i>International School Curriculum: Creation and Sustainability</i> James Stronge - <i>Building a Teacher Evaluation System for International Schools from the Ground Up</i> James Warnock - <i>An Introduction to Analyzing Teaching for Student Results</i>	11:15-12:30 11:15-12:30 12:30-13:45
08:30-14:30	Marilyn George - <i>WASC Visiting Committee Chair Training</i>	13:45-14:30
09:00-16:30	APAC Athletic Directors' Meeting	14:30-16:30
10:00-10:30	Morning Coffee Break	14:30-16:30
12:00-13:00	LUNCH	
14:30-15:00	Afternoon Coffee Break	13:45-16:30
16:30-17:30	ACAMIS Board Meeting	13:45-17:45 15:00-15:30 16:30

THURSDAY | 29 October 2015 - 1ST DAY OF CONFERENCE

06:30-18:00	EARCOS REGISTRATION
08:00-18:00	International School Leadership Program University of San Francisco / Washington State University Exhibit Open
08:00	Opening Entertainment by NIST International School
08:10-08:30	Conference Opening: Welcome to Delegates
08:30-09:15	Keynote Address: Loung Ung <i>Title: Upstanding Citizens: Changing the World Through Activism, Volunteerism, and Travels</i>
09:15-10:00	Tea & Coffee Break
10:00-16:45	Athletic Directors' Institute
10:00-16:30	EARASBO / Business Managers' Preconference, (continued)
10:00-16:30	School Board Preconference (continued)
10:00-16:30	Human Resources Preconference (continued)
10:00-11:15	SESSION 1
11:15-11:30	Travel Time
11:30-12:45	SESSION 2
12:45-14:00	LUNCH
12:45-14:00	ACAMIS Heads Lunch Meeting
14:00-18:00	NIAAA LTC 608 - Sheri Stice
14:00-15:15	SESSION 3
15:15-15:45	Tea & Coffee Break
15:45-16:45	SESSION 4
17:45-18:45	<i>Welcome Orientation for New EARCOS Heads and Reception for the EARCOS Board and Special Presenters</i>
19:00-21:00	Welcome Reception & Cultural Event

FRIDAY | 30 October 2015 - 2ND DAY OF CONFERENCE

06:45-07:45	Breakfast meeting for Heads of A/VOS- Assisted Schools
08:00-18:00	International School Leadership Program University of San Francisco / Washington State University
08:00-08:10	Opening Entertainment by Ruamrudee International School
08:10-08:15	Opening Remarks / Announcements
08:15-09:15	Keynote Address: Catherine Steiner-Adair <i>Title: Lost in Connection: How The Tech Effect Puts Children's Development at Risk</i>
09:00-09:45	Tea & Coffee Break
09:45-11:00	SESSION 5
10:00-11:15	AD Institute
11:00-11:15	Travel Time

SESSION 6

Athletic Directors' Job-Alikes
LUNCH
Women Leaders Luncheon (by invitation)

Annual General Meeting (AGM) (for EARCOS Heads only) Job-Alikes (Job-Alikes for heads will be after the AGM)

Heads, Large Schools
Heads, Medium Schools
Heads, Small Schools

Job-Alikes

Admissions Personnel
High School Principals
Middle School Principals
Elementary School Principals
Communications
Curriculum Coordinators
Human Resources
I.T. Directors
Board Members
Deputy Heads of School
Innovation Coordinators
NIAAA LTC 703 - Sheri Stice
Tea & Coffee Break
ISS Heads of Schools Meeting
Rob Ambrogio, *International School Services (ISS)*

SATURDAY | 31 October 2015 - 3RD DAY OF CONFERENCE

06:45-07:45	WASC Breakfast meeting for EARCOS Accreditation Committee
06:45-07:45	Breakfast Meeting for Heads of Small Indonesian Schools
08:00-18:00	International School Leadership Program University of San Francisco / Washington State University Opening Entertainment by International School Bangkok Opening Remarks / Announcements
08:00-08:10	LEADERSHIP STORIES
08:10-08:15	Tea & Coffee Break
08:15-09:15	Athletic Directors' Institute
09:15-10:00	NIAAA LTC 707 - Sheri Stice
10:00-11:15	SESSION 7
11:30-12:45	Travel Time
10:00-11:15	MRISA Heads' Meeting
11:15-11:30	SESSION 8
11:15-14:00	LUNCH
11:30-12:45	NIAAA LTC 707 (Cont.) - Sheri Stice
12:45-14:00	SESSION 9
13:45-16:00	Cocktail Reception
14:00-15:15	<i>Reception and Welcome to Exhibitors and EARCOS Board Members</i>
17:45-18:45	Closing Reception
19:00 - 21:00	

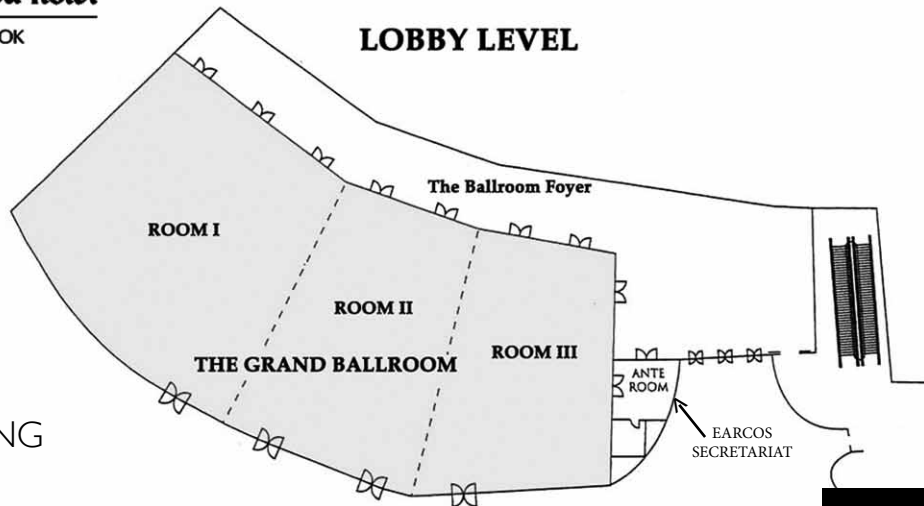
SUNDAY | November 1, 2015

07:00	GOLF ! GOLF ! GOLF !
08:30-16:00	WASC: Focused Visiting Committee Member Training
08:30-16:00	ACAMIS Board Meeting

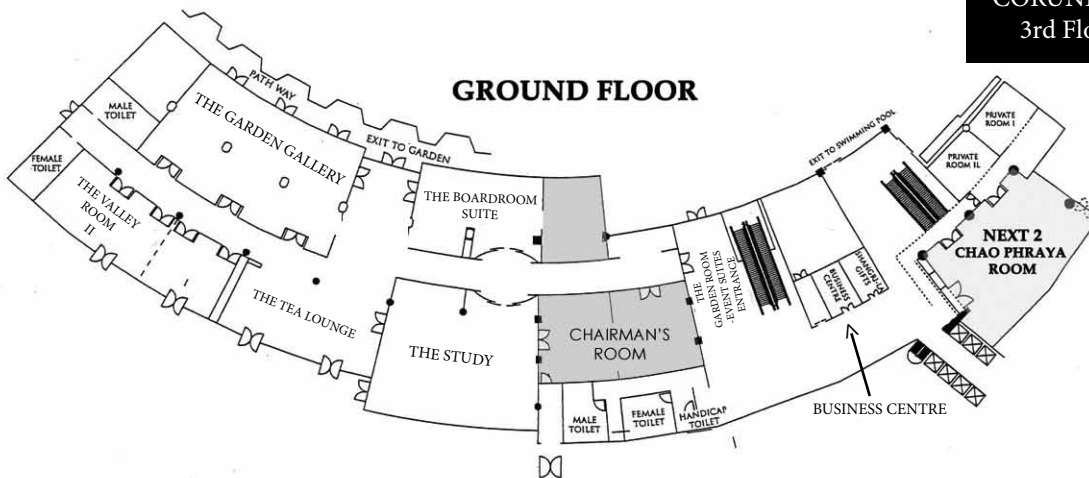
Meeting & Banquet Rooms ~ Floor Plan



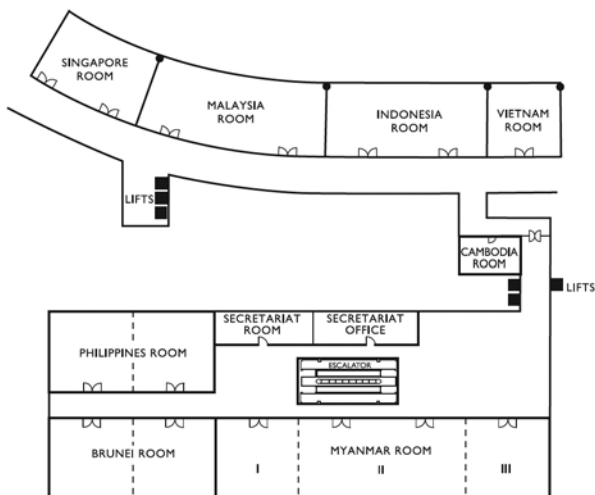
SHANGRI-LA WING
LEVEL 1



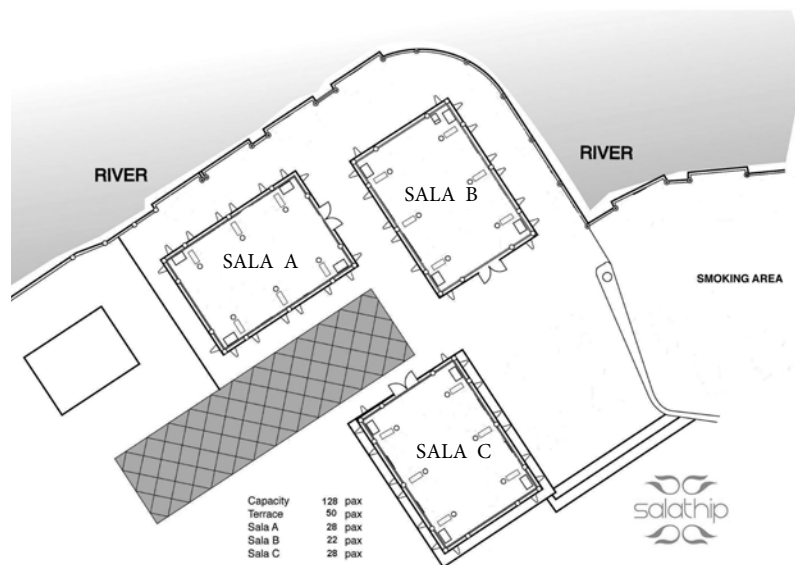
CORUNDUM
3rd Floor



KRUNGTHEP WING
LEVEL 3



SALATHIP



LEADING WHERE IT MATTERS MOST



THE INTERNATIONAL SCHOOL LEADERSHIP PROGRAM FROM USF AND WSU

Do you want to transform school culture and make a lasting impact on education in society? Do you wish to participate in a critical thinking, problem-solving approach to leadership in diverse environments? Join a unique two-year program designed specifically for EARCOS members!

UNIQUE FEATURES

- » Combines online coursework and on-site classes (held during EARCOS conferences)
- » Program internship prepares participants for a Washington State Principal Certificate that meets certification requirements in many other states
- » Instructors are university faculty and international school leaders
- » Teamwork and collaborative learning

APPLY FOR SPRING OR FALL 2016

<http://education.wsu.edu/certification/international>

FOR MORE INFORMATION

University of San Francisco
Dr. Walter Gmelch
whgmelch@usfca.edu
www.usfca.edu

Washington State University
Dr. Forrest W. Parkay
fwparkay@wsu.edu
www.wsu.edu



EARCOS Strategic Plan

EARCOS Mission

EARCOS inspires adult and student learning through its leadership and service and fosters intercultural understanding, global citizenship, and exceptional educational practices within our learning community.

EARCOS Vision

To support the EARCOS mission we will:

- Provide targeted and differentiated professional development opportunities for member communities.
- Engage adults and students in learning activities across the region that will promote friendship, understanding, and global citizenship.
- Develop collaborative educational partnerships within the region as well as world-wide to foster greater access to expertise.
- Connect schools, communities, and individuals through the use of technology to promote collaboration, communication, intercultural understanding, and access to broader educational opportunities.
- Conduct and communicate research and archive relevant data to identify and enhance exceptional educational practices.

In accomplishing its mission and vision, EARCOS will play a prominent leadership role throughout the global educational community.

Strategies and List of Results

STRATEGY A

Provide specific targeted and differentiated professional development opportunities for various member communities.

1. A page has been added to the EARCOS website to advertise non-EARCOS sponsored workshops.
2. EARCOS again provided financial and administrative support to the Learning 2.014 Conference to be held at NIST IN Bangkok in October. All contracting and registration for the conference were handled by the EARCOS office.
3. EARCOS supported the GIN Conferences held in Jakarta International School (MS) and International School Beijing (HS) in November. EARCOS will also support the middle school GIN Conference in March to be held at Stamford American International School in Singapore.
4. EARCOS continues to offer space during the ELC for meetings of various regional organizations such as APAC, IASIS, MRISA, etc.
5. EARCOS provided space for an IB Preconference workshop at the ELC.
6. EARCOS provided space and logistical support for 3 AP courses held in March at the ETC.
7. Fifty plus Weekend Workshops will be sponsored during the 2015-16 school year with support of up to \$3500 from EARCOS.
8. The SENIA Conference will be held in conjunction with ETC 2015 in Kota Kinabalu.
9. EARCOS continues to provide logistical support for the University of San Francisco and Washington State University "International School Leadership Program" at both ELC and ETC.
10. The first 3-year strand cycle was completed at ETC 2012 last March. The conference scheduled for March 2015 in Kota Kinabalu will complete another cycle. This approach of focusing the conference on 6-8 strands has proven to be very successful in offering in-depth professional development to our teachers. Our goal is to have a teacher delegate able to attend a workshop in their area during every session of the conference.

STRATEGY B

Engage students and adults in learning activities across the region that will foster friendship, understanding, and global citizenship.

1. As previously reported, EARCOS continues to support the excellent work of the annual Global Issues Network Conference.
2. EARCOS continues to provide financial support to the Asia Student Film Festival.
3. In May 75 deserving students were awarded the EARCOS Global Citizen Award. Six (7) of these students were chosen to receive the Global Citizen Community Service Grant of \$500 to further their chosen community service project during this school year.

STRATEGY C

Develop collaborative educational partnerships within the region as well as world-wide to foster access to expertise.

1. EARCOS continues to support the work of the College Board and its AP classes by providing space and logistical support for workshops at ETC.
2. EARCOS continues to collaborate with WASC.
3. EARCOS continues to collaborate with ACAMIS in supporting the Learning 2.0 conferences.
4. Space will be provided at the ELC for two IB workshops.
5. The Executive Director meets yearly with the other regional directors and the State Department Officers of Overseas Schools.

STRATEGY D

Connect schools, communities, and individuals through the use of effective latest technologies to promote collaboration, intercultural understanding, and access to broader educational opportunities.

1. The EARCOS- or E-Connect blog site was inaugurated in October 2011. Since then over 1200 blog postings, articles, and videos have been posted on the site. The blog is linked to the EARCOS Twitter account and the EARCOS Facebook page such that each blog posting generates a message on these two social networks.

2. Two years ago Google initiated a new feature on Google+ called Communities. EARCOS created a private EARCOS Community. This allows for the sharing of articles, videos, and discussions among members of the community. The EARCOS Google+ Community currently includes 620 members and the EARCOS Circle boasts almost 3000 connected professionals.

STRATEGY E

Conduct, communicate, and archive relevant data and research to identify and enhance educational practices.

1. Each year EARCOS offers up to five (5) grants for action research proposals. This February, five (6) proposals were accepted. The deadline for proposals for those wishing to be supported with a grant during the 2015-2016 school year is February 1, 2015.
2. SurveyMonkey surveys following each conference continue to inform conference planning.
3. Data relative to attendance at each workshop and event during EARCOS conferences is maintained and utilized in planning future conferences.

Core Values

EARCOS believes:

- All individuals have intrinsic worth; their dignity and value are enhanced when they are honored and nourished.
- Diverse and inclusive communities nurture the well-being and growth of individuals and organizations.
- Learning is continuous and essential for individual growth and the advancement of society.
- Individuals and communities have the need and capacity to learn and grow.
- Individuals and communities are responsible for helping, supporting, and serving others.
- Individuals and communities are responsible for stewardship of the natural environment.
- Individuals and communities are responsible for the choices they make.
- Integrity, honesty, and striving for excellence are essential to our purpose.

Goals

All member schools use EARCOS as their primary resource for the professional development of their learning community.

EARCOS activities positively impact intercultural understanding.



Peace of Mind

Safe • Smart • Secure



Management of school buses can be a challenging function within schools. Here's introducing busRUN an innovative & unique system that will take the pain out of the management of school buses.

busRUN is unique because it;

- Is about the **safety of the student** on the bus and not just a rudimentary system that tracks RFID cards and buses.
- Is about bringing the school, the parents and the bus operator all on the same page through **real time sharing of information**.
- Is about having the best technology platform to **manage emergencies** on the bus or on the route.
- Is about **PEACE OF MIND** for the school and the parents.

And to top it all off it requires **no fixed on-board installation** on the bus or any special hardware or software installation at the school. You **simply download, setup and start using**.

With busRUN ;

- The school secures the student while on the school bus.
- Parents don't find the need to repeatedly call the school with bus related affairs.
- The school transporter gets more efficient in route management and execution.

Come and see us at the EARCOS Leadership Conference 2015 or contact us today for a free software demonstration.

Write to us at info@busrun.net

www.busrun.net

Preconferences

MONDAY | 26 October 2015

Room

08:00-18:00 EARCOS REGISTRATION

ANTE

TUESDAY | 27 October 2015

07:00-21:00 EARCOS REGISTRATION

ANTE

08:00-20:00 International School Leadership Program
University of San Francisco / Washington State University

THE CHAIRMAN'S ROOM

08:30-16:30 EARCOS BOARD MEETING

THE BOARDROOM SUITE

SEAN WATT / MIKE JOHNSTON

MYANMAR 3

IB Workshop - Well-being and Student Leadership, cat 3 CONTINUUM

This IB workshop on well-being and student leadership provides schools with a framework to audit their practices on well-being and student leadership, lead advisory groups to inform the decision making process, and continually review expectations, capabilities, feedback, motivation, and opportunities with the school community. This workshop is built around school leaders across the continuum and looks at all areas of well-being when considering school design: spiritual, social, emotional, cognitive, and physical. This workshop also gives school leaders the tools to develop, plan, and implement an inclusive whole school well-being program. Participants will gain a shared understanding of the different forms of well-being and reflect on a whole-school approach in their current school context using a plus, minus, interesting (PMI) analysis and a self-reflection survey. Participants will further develop an understanding of restorative practices in schools, the benefits of working as a community, and the use of a positive behaviours framework. Strategies for community engagement will be covered, including developing advisory groups (staff, parents, and students) and sharing strategies for working with parents and community members. Finally, participants will consider the common understandings and definitions about bullying and cyberbullying and explore research-based best practices for helping students who experience this type of behaviour.

PAUL O'NEILL & TEAM

THE GARDEN GALLERY

What Are the Change Demands of a Contemporary Curriculum — and how we prioritize and implement these changes in our schools?

"Why, after all we know, is change so hard?" As leaders we continue to struggle with turning knowledge into action. Years of educational research have contributed to more and more knowledge about effective instruction, yet has not always resulted in changed practice. This session will explore how we might better tackle the "knowing/doing gap" and turn knowledge into action. Dylan Wiliam (2014) points out that "Teachers don't lack knowledge. What they lack is support in working out how to integrate ideas into their daily practice." During the workshop we will examine elements of change management applied to genuine curricular and instructional challenges school leaders experience and as identified by this group. This session will be ideal for leaders seeking to implement effective curriculum, assessment, and instructional practices in international schools including curriculum leaders, principals, and heads of school.

MARC FRANKEL & ABIGAIL DELESSIO (For EARCOS Members Only)

CORUNDUM

LTP Leadership through Partnership - *Leadership through Partnership (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 head of school that have not participated in a prior LTP; and or who want help thinking through challenging issues.*

Finding space to think through how heads and board chairs take on the work of governance and leadership of their schools could be the difference between success and failure. Leadership through Partnership (LTP) offers just such a space. Because the session focuses on the unique board chair-head of school relationship, EARCOS strongly recommends that chairs and heads attend together.

MARILYN GEORGE

THE STUDY

WASC Focus on Learning Accreditation Training

This one-day interactive WASC session will examine the essentials of the Focus on Learning self-study process and the many ways it can be adapted to a school's situation. The session will provide an opportunity for EARCOS educators to examine strategies inherent in Focus on Learning that support the school's assessment of student learning in relation to school-wide learning results and curricular objectives/standards. During the latter part of the session, there will be a panel of EARCOS educators who will share how they adapted the Focus on Learning process for respective schools, including its integration with strategic planning. This session enables participants to become eligible for serving on WASC visiting committees.

08:30-16:30 APAC ATHLETIC DIRECTORS' MEETING

VIETNAM

Preconferences

TUESDAY | 27 October 2015

Room

10:00-10:30 MORNING COFFEE BREAK
12:00-13:00 LUNCH
15:00-15:30 AFTERNOON COFFEE BREAK

MEETING ROOM FOYER
ANGELINI RESTUARANT
MEETING ROOM FOYER

WEDNESDAY | 28 October 2015

07:00-21:00 EARCOS REGISTRATION
08:00-20:00 International School Leadership Program
University of San Francisco / Washington State University
08:30-12:00 APAC HEAD OF SCHOOLS' MEETING (half day only)

ANTE
THE CHAIRMAN'S ROOM
THE BOARDROOM SUITE

PRECONFERENCES

08:30-16:00 SEAN WATT / MIKE JOHNSTON (2nd Day)
IB Workshop - Well-being and Student Leadership, cat 3 CONTINUUM
(This is a continuation of Tuesday's workshop)

MYANMAR 3

SCHOOL BOARD PRECONFERENCE

(SESSION A) MARK FRANKEL

GARDEN GALLERY

Getting Governance Right: The Big Questions and Good Practices

Great boards and great sports teams have something in common: they get the fundamentals right! This all-day workshop will immerse trustees first in the essentials of governing international schools, and then in a detailed discussion of how to add even more value to their work. With special content for elected, appointed and hybrid board compositions, we will drill deeply into the dilemmas of governance and use case studies to illuminate difficult issues. Topics covered include: fiduciary requirements of boards, responding to other school constituents, working with the head and administrative team, strategic planning, monitoring and evaluating head and school performance, and staying out of trouble as a trustee. Essential for new or first year board members and appropriate for returning trustees who want a refresher and an update.

(Targeted for general school board members, especially those attending EARCOS for the first time and who have never had a formal board training seminar. Appropriate also for those wanting a refresher on the essentials of governance)

(SESSION B) MINA MERKEL

THE STUDY

Board Governance 202: Ensuring Head/Board Solidarity and Strategic Engagement

PART I - Heads and boards mostly understand the importance of the chair/head partnership in ensuring board health. Also critical to healthy boards and effective strategic decision making are the head's partnership with and engagement of the ENTIRE board individually and collectively. How do heads engage the board in the range of its strategic responsibilities without inadvertently inviting board members into micro managing the head and his or her leadership team? How do board chairs AND board members find the common ground to work together through sub-committees to carry out the mission; balance the financial tradeoffs of income and expense; and hire, nurture, guide, and evaluate the head? Participants will learn about how boards create a healthy dialogue and engagement between the sub-committees of the board and the head and between each and every board member and the head.

PART II - Boards represent the past, present, and future of a school. They are not supposed to be obedient to immediate parent interests if those occur potentially at the expense of the past, the mission, or the future viability and health of the school. This session will engage the participants into how and why boards should engage in deep dive dialogue and conversation about mission implications and changes that may affect market position, financial health, head hiring, and guidance, and constituent engagement and management. In the business world, people often speak of change as the only constant. In the school world change is difficult to initiate and implement without substantial pushback by entrenched interests. Boards and heads need to try to speak the same language and work together on the types and pace of change, thus ensuring stability and continuity while also providing for appropriate strategic shifts. This session will help boards remain strategic, and help guide them in assessing and managing the TEN SACRED COWS of financial management and their appropriate tradeoffs.

(Preconference for school board members, who have previously attended a boards training seminar)

BUSINESS MANAGERS' (EARSBO) PRECONFERENCE

BUSINESS MANAGERS INSTITUTE

NIST INTERNATIONAL SCHOOL

Facilitator: CHRIS GOULD

(Business manager preconference hosted at NIST, inclusive of a school/campus orientation of NIST and Chris' "Keeping Students Safe" session)

Keeping Students Safe

This training will be designed to provide renewed impetus with respect to the priority of effective safeguarding practice. It will include a detailed examination of some of the current safeguarding and child protection challenges within international schools. Chris will focus on a number of strategic concepts and frameworks that will support those professionals wanting to develop their policies, procedures, and structures going forward—whatever a school's current level. The topic will shine a light on issues of accountability, responsibility, and reputation, together with the potential risk of civil and criminal claims against such institutions. In other words, 'Failing to plan—is planning to fail!'

PRECONFERENCE

08:30-16:00

HUMAN RESOURCES (HR) INSTITUTE

NEXT 2 PDR 1 & 2

Human resources preconference and job-alike featuring diverse speakers and opportunities to connect on a wide variety of topics. The PD and networking event of the year for HR professionals to engage in rich discussions on common issues and challenges in international schools.

HARVEY ALVY

CORUNDUM

Abraham Lincoln and Successful 21st Century School Leadership: The Power of Personal Example

Great accomplishments begin with a leader's credibility. President Lincoln's success during the most difficult period in the history of the United States provides 21st century international school leaders with invaluable examples of how character and competence make a difference. By examining Lincoln's heroic life—his words and deeds—we can gain inspiration and learn practical leadership strategies to improve our performance and make a difference for students, teachers, and the community. Based on the presenter's coauthored book, *Learning from Lincoln: Leadership Practices for School Success*, this interactive workshop will examine leadership qualities related to: promoting core values, mission and vision; articulating and communicating ideas with clarity; building a diverse and competent team; displaying humility, courage, resilience, and fostering trust; facilitating change during times of crisis; developing personal leadership capacity through lifelong learning. Finally, a critical workshop goal will be to affirm, refresh, and celebrate one's own calling and voice as an international school leader—not by replicating Lincoln's behavior; but by reflecting on his actions during an extraordinary time.

MIKE CONNOR

MYANMAR 2

It's What's Inside that Counts: Head, Trustee, Development, Finance, Admission, and Academic Partnerships to Increase Enrollment and Retention

What are the marketing responsibilities of the faculty? Superintendent, principal, or head of school? Trustees? Business officer? Admission director? Development director? A strong internal marketing orientation and an environment of collaboration and collegiality are critical to meeting and exceeding enrollment, retention, public relations, and philanthropic goals. We'll explore ways to enhance internal collaboration, and generate ideas you can immediately implement to advance your school's mission with a strong internal team.

CHRIS JANSEN / BRIAN ÓMAOILEOIN

MALAYSIA

Designing Middle Leadership Programmes as Strategic Change Management

"Culture eats strategy for lunch," says leadership author Peter Drucker. We often work alongside leaders and governors who have created the most superbly insightful and coherent strategic plan and yet wonder why this plan seems to fail to gain traction in genuine transformation across their organisation. This workshop explores 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 his/her 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 comprehensive UWCSEA Dover Leadership Programme that has been designed and launched over the last 12 months. The interactive process used in this preconference workshop will allow participants to consider an appropriate design and implementation approach in their own schools.

KEN O'CONNOR

VALLEY 1 & 2

Fixes for Broken Grades: What Leaders Need to Know

Grades can provide important information for students, parents, teachers, and others, but to be useful, grades must be meaningful, accurate, consistent, and supportive of learning. Sometimes grades are "broken" and do not meet these standards. The session will begin with introductory ideas and activities to activate thinking about grading. The main section of the workshop will be the presentation and discussion of 15 fixes for grading, fixes that will make grades accurate, meaningful, consistent and supportive of learning. Each fix will be introduced, and then there will be opportunity for questions and discussion about each fix.

ALEC COUROS

CHAO PHRAYA

The Promise of Open & Connected Learning

The social web has brought with it both challenges and opportunities for our institutions. MOOCs have created new possibilities for digital learning, and social networking tools are connecting our youth to new and once impossible global audiences; indeed, the pedagogical possibilities of Web 2.0 tools seem limitless. Yet our education systems have been reluctant to adapt to the globally connected world in which our students live, and there continues to be a deep disconnect between this emerging digital world and common classroom practice. In this presentation, Dr. Couros will describe ways in which we might take up the affordances of the myriad technologies and social networks available to us in order to support student learning. As well, he will help participants to examine how we might help students develop their own personal learning networks in order to navigate possibilities for identity formation and voice. Finally, Dr. Couros will discuss ways in which we might support students.

08:30-16:00

DOUGLAS OTA

MYANMAR I

What Mobility Does to People and What International Schools Should Do About It

The largest study in educational research history demonstrates that moving harms learning. But this finding is incomplete. Ota's preconference provides a comprehensive overview of the field of transitions at international schools. What does mobility do to the human brain? What impact has working at international schools with a high degree of turnover had on you personally? What frameworks exist for how schools can and should be addressing mobility? If this is an issue that spans schools, how should networks of schools be working together? This preconference seeks to arm you with answers to these questions, so that you can make substantive inroads in improving how mobility is addressed at your schools. Ota's hopeful message is that, by understanding the issues at stake in mobility and how to address them, we can harness the vast potential for growth in a life moving amongst cultures—both for our students and ourselves. This preconference seeks to arm you with answers to these questions, so that you can make substantive inroads in improving how mobility is addressed at your schools. Ota's hopeful message is that, by understanding the issues at stake in mobility and how to address them, we can harness the vast potential for growth in a life moving amongst cultures both for our students and ourselves.

ANN STRAUB

PHILIPPINES

International School Curriculum: Creation 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? 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.

JAMES STRONGE

INDONESIA

with Norma Hudson, School Head, and Rami Madani, Director of Curriculum & Professional Development, ISKL Building a Teacher Evaluation System for International Schools from the Ground Up

Educational leaders recognize how vital assessing teacher quality is for school improvement and student success. Unfortunately, we have a history of employing poorly designed, poorly implemented, and no impact teacher evaluation systems. So, what is wrong with teacher evaluation and how can we fix it? *How can teacher evaluation provide both professional growth opportunities and performance accountability? *What research-based performance standards and scoring rubrics should be used in evaluating teachers? *How can multiple data sources be included in a practical manner? *How can teacher performance be connected fairly to student performance? This workshop will provide tools to begin designing and implementing a research-based performance evaluation system for international schools that is based on the Qualities of Effective Teachers (Stronge) and AISH adopted teacher standards. The workshop features teacher evaluation tools through guided discussion and hands-on activities.

JAMES WARNOCK

BRUNEI

An Introduction to Analyzing Teaching for Student Results

This practical, field-tested training will focus on the work that principals, supervisors, coaches, and evaluators do to support and sustain high quality teaching. Drawing from Research for Better Teaching's course, Analyzing Teaching for Student Results, we will use study of the knowledge base on teaching, making the shift to learner focused supervision, moving beyond the traditional observation to incorporate other data sources and examining the relationship between teacher expectations and student achievement to build our capacity to identify what makes a difference to students and their learning.

08:30-14:30

MARILYN GEORGE

SINGAPORE

WASC Visiting Committee Chair Training

09:00-16:30

APAC ATHLETIC DIRECTORS' MEETING

VIETNAM

10:00-10:30

MORNING COFFEE BREAK

MEETING ROOM FOYER

12:00-13:00

LUNCH

BALLROOM I-2

14:30-15:00

AFTERNOON COFFEE BREAK

MEETING ROOM FOYER

16:30-17:30

ACAMIS BOARD MEETING

BOARDROOM SUITE

1st Day of Conference

THURSDAY | 29 October 2015

Room

06:30-18:00	EARCOS REGISTRATION	ANTE
08:00-18:00	International School Leadership Program University of San Francisco / Washington State University	THE CHAIRMAN'S ROOM
08:00	EXHIBIT OPEN	
08:00-08:10	OPENING ENTERTAINMENT by NIST International School "LOST IN SPACE" the Musical Mark Bourgeois and Craig Chambers, <i>NIST International School</i>	GRAND BALLROOM
08:10-08:30	Conference Opening Welcome to Delegates Margaret Alvarez , <i>EARCOS President</i> , Larry Hobdell , <i>Regional Officer, Office of Overseas Schools, U.S. Department of State</i> , and Dick Krajczar , <i>EARCOS Executive Director</i>	

KEYNOTE ADDRESS

08:30-09:15 Introduction of the speaker: **Ms. Liz Duffy**, *President, ISS*

Sponsored by **International Schools Services**



Loung Ung

Upstanding Citizens: Changing the World Through Activism, Volunteerism, and Travels

Upstanding Citizens pays homage to all the agents of change in our world. They are the millions of activists, volunteers, travelers, and world citizens who care enough to step up, speak out, and act to create change in our world. Weaving in stories of her childhood surviving the Khmer Rouge genocide, and her over 20 years of experience as a human rights activist—including at the 1997 Nobel Peace Prize International Campaign to ban land mines—Loung shows how we all can become upstanding citizens in our community. "Activism is like a muscle,"

Loung writes, "the more you use it, the stronger it'll become." And today's change-makers are doing just that. As teachers, students, mothers, brothers, and activists, these upstanding citizens are the everyday heroes doing extraordinary things on a daily basis to change our world one life, one limb, one person at a time.

Biography: Loung Ung was five years old when the Khmer Rouge invaded Phnom Penh. Over the next three years, Loung lost half her family, including both parents, and spent time in a camp for child soldiers. After the war was over, she and her older brother relocated to Vermont. In 1995, Loung returned to Cambodia for the first time to be reunited with the family she left behind. Since then she has devoted herself to justice and reconciliation. Loung was inspired to tell her story and help Cambodia heal. Her award-winning book, *First They Killed My Father: A Daughter of Cambodia Remembers* is a national bestseller and has been published in 14 countries. Her work is frequently taught in high schools and universities worldwide. In 2013 Loung became one of the writers of 'Girl Rising', a groundbreaking film that tells the stories of nine girls from developing countries.

09:15-10:00 **TEA & COFFEE BREAK** in Ballroom Foyer & Foyer of Function Room
Sponsored by **UNIVERSITY OF SAN FRANCISCO**



VISIT OUR EXHIBITORS

10:00-16:45	Athletic Directors' Institute	SALATHIP C
10:00-16:30	EARASBO / BUSINESS MANAGERS' PRECONFERENCE , <i>(continued)</i>	CORUNDUM
10:00-16:30	SCHOOL BOARD PRECONFERENCE <i>(continued, essentially an all-day job-alike)</i> <i>THIS WILL BE A COMBINED SESSION FOR BOTH FRANKEL'S AND MERKEL'S GROUPS. The topic will focus on current issues facing boards in EARCOS schools and will be led by Marc Frankel and Abbi DeLessio school board chair from Hong Kong International School.</i> <i>(open to all Board Members attending the conference. Topic address in various issues. This will include presentations and group discussion pertaining current issues facing our EARCOS Schools.)</i>	THE STUDY
10:00-16:30	Human Resources Preconference <i>(continued)</i>	VIETNAM

OPPORTUNITY ISS KNOCKING

Join **ISS** and open the door
to a world of possibilities!

EDUCATORS

- **SIMPLE** job search tools
- **FREE RECRUITING EVENTS** for active candidates
- Showcase yourself with an **ONLINE PORTFOLIO**
- **VACANCY ALERTS** sent daily - the jobs come to you!
- Join ISS for our **iFAIR** an online recruiting event
- **WORLD CLASS SERVICE** working for you!

RECRUITERS

- New **DASHBOARD** facilitates finding the candidates you want
- **MEMBERSHIP PACKAGES** suited to the needs of your school
- **PERSONALIZE** your school page in the ISS database - candidates want to see your campus!
- **HIGHEST QUALITY CANDIDATES:** it's our responsibility to ensure our candidates are qualified and we take that commitment **SERIOUSLY**.



**SERVING INTERNATIONAL
EDUCATORS FOR 60 YEARS**

INTERNATIONAL RECRUITMENT CONFERENCES / JOB FAIRS 2015/2016

ISS Fall iFair

November 24, 2015

ISS Seattle IRC

December 6 - 8, 2015 • *Seattle, WA, USA*

ISS Qatar Foundation Doha IRC

December 10 - 12, 2015 • *Doha, Qatar*

ISS Bangkok IRC

January 4 - 7, 2016 • *Bangkok, Thailand*

ISS Winter iFair

January 20, 2016

AAIE 50TH Annual Conference

February 8 - 10, 2016 • *Atlanta, GA, USA*

ISS Atlanta IRC

February 11 - 15, 2016 • *Atlanta, GA, USA*

ISS Spring iFair

May 11, 2016

Session 1

THURSDAY | 29 October 2015

10:00-11:15

Room

MARTIN HALPIN / JOSHUA EUTEN

AD Institute

SALATHIP C

Certified Athletic Trainers in International Schools

Have you considered having a Certified Athletic Trainer (ATC) in your program? Did you realize that for many international schools having an ATC is actually a possibility? In the and Canada, ATCs are in most major high schools and are now being employed in many middle schools, where as in the international scene the hiring of ATCs is becoming an emerging practice among schools looking to advance their programs and school marketing. This session will examine the arguments for having an ATC in your school program and some of the ways to make this a reality.

STEPHANE ALLAGNON

Curriculum

BRUNEI I

What Does It Mean to Be Proficient in a World Language? What Are the Tools?

This session will present many different tools available for teachers and schools to use to offer their students a true and recognized way to promote their fluency in a world language. We will look at and present the DELE, DELF, DELI, HSK, JPLT, and Goethe Zertifikate. I will present our challenges and successes at our school, Woodward Academy, and explain why we decided to offer them to our students.

TIM CARR / MICHAEL NACHBAR

Blended Learning

THE GARDEN GALLERY

Blended Learning Catalysts

Learning happens in a host of ways, and technology has been a catalyst for pedagogical change. Various forms of "blended learning" have emerged in recent years, and Global Online Academy has pioneered a particular sort that reflects the missions of international and independent schools. Join us to learn more about this style of teaching and learning.

ALEC COUROS

Technology / Student Safety

CHAO PHRAYA

Understanding Digital Citizenship (Part I)

Issues such as cyberbullying, sexting, and student access to inappropriate content are important areas of understanding for teachers, administrators, children, adolescents, and parents. In this session, participants will be presented with many of the important issues that face our schools in an era where access to information is ubiquitous, and digital messages are easily spread. Through a balance of information-sharing and questioning, participants will come to better understand such issues through a positive framework, one that moves toward the intentional development of learner digital identities.

STEPHEN DARE / JENNIFER SWINEHART

Leadership

NEXT 2

Building Trust in Schools (Part I)

Participants will explore how leaders can understand trust in schools, move from informational learning to transformational learning through the development of a trusting environment and build higher levels of trust that will increase risk-taking and creative thinking amongst their staffs as well as feel confident embracing cognitive discourse as an asset and not something to be avoided. The workshop will introduce characteristics of cultures with high and low levels of trust and offer practical strategies leaders can use to model, promote, and increase levels of trust in their schools.

MARILYN GEORGE

Accreditation

MYANMAR 3

Becoming Accredited: Essential Elements

The 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.

CHRIS JANSEN

Leadership

PHILIPPINES

Emergent Leadership: People, Culture, and Collective Intelligence

In this interactive workshop participants will explore their roles—positions that involve balancing a complex range of people, tasks, and outcomes. This will involve exploring emerging approaches in leadership including shifting from power to influence, fostering networks instead of hierarchies, and taking on the role of a catalyst. Participants will undertake a self-review against a leadership framework and then collectively consider ways in which their leadership portfolio can be enhanced, to develop people and deliver school-wide impact on school culture. Specific techniques will be explored including articulating collective values and vision, proactive mentoring of colleagues, fostering interaction and participation of staff and students, and building engagement through sharing power and decision-making.

MIKE JOHNSTON

Change

MALAYSIA

Creating Change in Schools

How do you ensure long lasting sustainable change? Have you ever had an initiative fade away and you are not sure why? Not sure where to start in implementing a great idea? Do you want to support middle level leaders in leading change? Change is a state of being in schools that thrive. Come learn together the theory of change and how to ensure you maximize your time in implementing new ideas.

ROBERT LANDAU

Change

MYANMAR I

Think Globally, Learn Locally — Empower Locally, Change Globally

Robert will continue the discussion from last year about the need to shift the way we look at service in our schools. By using a small foundation in Cambodia as an example, you will see how much can be accomplished when children and adults are guided towards empowerment and "we" become the guides on the side to coach, mentor, and facilitate. This shift in position will actually teach our international school students more and empower them to, in turn, empower others. Robert will try to provoke your thinking about what you are currently doing to enable you and your students to create a new service ethos in your schools.

Session 1

THURSDAY | 29 October 2015

10:00-11:15

Room

LAURIE McLELLAN / KASSON BRATTON

Strategic Planning

VALLEY 1 & 2

The Power of Prototyping

Using the example of one school's journey towards a new succinct strategy, we will reflect on the great power of prototyping and the way in which many ideas can be tried out before deciding on the ones to pursue. Using the design thinking approach as the basis for planning, focusing on short-term and inexpensive prototyping helped transform ideas into practical experiences to reflect upon. Simple, effective, cheap and powerful.

SEPPIE MYBURGH

Leadership

SALATHIP A

The One Ring That Rules Them All

John Hattie's review of the last 15-20 years of educational research is quite impressive, encompassing an astonishing 800 plus meta-analyses, of which the synthesis was published in his book, *Visible Learning* (2008). His rank-ordered, effect size instructional strategies are known as Hattie's List. Several critics, however, have challenged the notion that meta-analysis is able to produce conclusive findings. This talk will argue against an uncritical acceptance of Hattie's views. We'll look at chronic issues with the methodology, question the heavy reliance on empiricism/positivism, and emphasize the need to explore generative mechanisms. You'll come away with a better understanding of meta-analysis' proper role.

KEN O'CONNOR

Assessment

INDONESIA

The Way Ahead in Communicating Student Achievement (Part 1)

After many years of implementation of standards-based curriculum, instruction and assessment, the time has come to say that traditional grading practices are no longer acceptable, and to demand changes, especially in secondary schools. In this session the seven P's of grading - Procedures, Policy, Purpose, Principles, Practices, Practicality and Principals/Leaders - will be discussed. Participants will be provided with opportunities to consider whether the Procedures, Policies and Practices in place in their schools related to grading are aligned with their Principles and Practices. Consideration will also be given to Practicality and the role of Principals/Leaders.

DOUGLAS OTA

Student Learning / Transitions

MYANMAR 2

What Mobility Does to Your Students' Brains—and to Your OWN. A Primer on Attachment, Neuroscience, and the Effects of Transitions on Learning

The largest study in educational research history demonstrates that moving harms learning. But this finding is incomplete. Ota's hopeful message is that, by understanding the issues involved in mobility and how to address them, we can harness the vast potential for growth in a life moving amongst cultures—both for our students and ourselves. In this first presentation, Ota introduces attachment theory and cutting-edge neuroscience to explain what happens to us when we move or when people we care about move away. Across the lifespan, mobility strains mammalian brains in identical ways. We adults, like our students, need a plan to stay psychologically healthy while working in international education. Ota's experiential presentation will help us see the internationally mobile environment as our brains experience it, while simultaneously inviting us to examine how we cope with such environments, so we can better assist the students and schools we serve.

BRETT PENNY / KATE GRANT

Elementary School Leadership

BRUNEI 2

Supporting Teacher Growth: A Move Away from Teacher Appraisal

This workshop will highlight the approach we have implemented at NIST to support teachers in their professional growth. The session will engage participants with data and ask them to consider how they would use this data to support teachers in developing their practice. The elements of the workshop include: developing a culture which embraces a growth mindset towards teaching practice; explore why focusing on a growth model has more to offer than appraisal; how to use data to support coaching conversations; how the use of micro-teaching supports teachers in developing their practice; and developing a culture of high trust to support risk-taking.

BERNADETTE VAN HOUTEN

Internationalism

SINGAPORE

Supporting International Mindedness in the Curriculum and School Community

We want our faculty and students to be aware of their own culture, understand global issues, and be interculturally competent. For this reason "international mindedness" has become an important focus for international schools. In this session we will look at methods and strategies for unraveling of expectations of "international mindedness" within the school community, for aligning our mission and values with our practices, and for leveraging the "international" within our community with the international mindedness we strive for.

LOUNG UNG

Keynote Follow up

BALLROOM 3

From Hurt to Healing: A Child of War Becomes an Advocate for Peace

Loung was five when the soldiers stormed into her city with their guns and forced her out of her home. By the time she was eight, the soldiers had come for her father, mother, and four-year-old sister, and she never saw them alive again. At nine, she had been trained as a child soldier to hate, hurt, and kill, and a year later, she arrived as a refugee in America with her adult brother and sister-in-law to rebuild her new life. How did this child of war become an advocate for peace? In *From Hate to Healing*, Loung shares her journey from dealing with depression to finding peace in therapy, writing, and activism. Along the way, Loung met many heroes—teachers, students, mothers, fathers, activist, and many more who showed her that the best of man's humanity to man is in all people. This is what heals hearts and minds.

11:15 - 11:30

TRAVEL TIME

SESSION 1



are pleased to announce our

Integration Partnership

ManageBac, OpenApply and iSAMS provide an integrated cloud-based solution for international schools with curriculum planning, assessment & reporting and a robust core management information system linked with two-way data synchronisation and LaunchPad Single-Sign-On.



+1 866 297 7022
+44 208 133 7489

+852 8175 8152
+61 2 8006 2335



Integrated Information Systems
for International Education

sales@managebac.com
<http://managebac.com>

sales@isams.co.uk
+44 (0) 1604 659100



UNIVERSITY OF NEBRASKA HIGH SCHOOL

Accredited. College-Prep. Online.

Visit with Charlotte to learn how
UNHS' 100+ courses can help
students meet their academic goals.

highschool.nebraska.edu/EARCOS

The University of Nebraska is an equal opportunity educator and employer.

UNIVERSITY OF
Nebraska
OnlineWorldwide

Session 2

THURSDAY | 29 October 2015

11:30-12:45

Room

CHRIS JANSEN

AD Institute

SALATHIP C

Facilitating Intensive Peer Coaching Processes

A well-known research finding states that leaders (and teachers) gain about 10% of their development from formal training courses, 20% from developmental relationships with peers, and a huge 70% of their development from challenging assignments—i.e. being “thrown in the deep end.” This workshop explores processes that leverage the impact of developmental relationships with colleagues through focusing on the use of “expanding questions” and their application in action learning groups. Such questions are designed to expand our colleagues’ thinking rather than clarify our own thinking or offer advice—in effect to both support and challenge our peers. In this workshop participants will practice the skills of suspending advice giving and instead using expanding questioning to open up others’ thinking. This will be undertaken in the format of an action learning group—a facilitated process that is used in all the leadership programmes that are run by www.leadershiplab.co.nz across a wide range of professions including a range of international schools in Asia.

CHRIS BETCHER

Technology

CHAO PHRAYA

The Next Best Thing to Being There

This hands on workshop explores the many options for exploring the world using Mapping and Streetview technology. We look at how Streetview works, how students can contribute, and some of the amazing geo-exploration options it opens up for our schools. We delve into the Google Cultural Institute to see how it can be used to add depth to our curricula as literally the next best thing to being there. Bring a computer and prepare to explore your world!

STEPHEN DARE / JENNIFER SWINEHART

Leadership

NEXT 2

Building Trust in Schools (Part 2)

This is a continuation of the conversation on building trust in schools. In this session, the presenters will propose that the Instructional Rounds process at Hong Kong Academy can be examined as a case study for nurturing trust as a part of the professional development model in schools. The introduction and development of this whole-school initiative will be shared and explored, along with examples of texts, protocols, schedules, and data collection methods used in the school. An analysis of how this process has built trust in the school will also be shared.

ANDREW DAVIES / CINDY WARNER DOBROWSKI /
LORI BOLL / DIANA DRUMOND

Student Learning; Inclusion

BRUNEI 2

Inclusive Education in International Schools

ISB is one of a growing number of international schools that has embarked on a journey to become more inclusive and successfully serve a managed number of students with more diverse learning needs. In this session, we will share our vision, resources, action plan, successes, partnerships, and lessons learned. This will be an interactive session so that we can all learn from each other.

SASCHA HECKMANN / STEVEN TURCKES

Student Learning / Facility Design

MYANMAR 3

Spaces that Drive Pedagogy — Designing Spaces for 21st Century Learning

Shanghai American School partnered with Perkins+Will Architects to develop a 21st century learning space that includes an open concept high school science laboratory, a maker space, and an interdisciplinary learning space. The presentation will share the journey from concept to design and will document the process that allowed pedagogy and facility to meet.

CLAY HENSLEY / NANCY HARGRAVE MEISLAHN / JOEL PRESTI

Admissions

MYANMAR 1

Trends in U.S. College Admissions

With the growing focus on globalizing higher education, understanding the evolving landscape of American higher education is more important than ever. This session will offer insights and expertise on how these trends impact EARCOS member schools. Gain an admission officer’s perspective on key issues affecting undergraduate admissions in the U.S. and other top receiving countries of international students. What approaches are institutions using to diversify international student populations? How best can leaders at EARCOS schools prepare students for and support them through the complex college planning, application and admission process? Participants will gain data-driven strategies and resources for guiding students effectively through the U.S. undergraduate admission process.

JIM HULBERT / JANE HULBERT

Child Protection

SALATHIP B

Your Child Protection Plan Is in Place and Now You Have an Allegation — Do You Know What To Do and Say?

In this session, we will focus on the difficult decisions that school leadership must make when an allegation of sexual abuse (past or present) is brought forward. What are the steps you must take? We will examine the process, including a step-by-step analysis of important considerations including how to do your own investigation with “safe sources,” when to notify host country authorities, when to bring in an independent investigator, and how and when to communicate to the school community.

CHIP KIMBALL / TIM STUART

Change

THE GARDEN GALLERY

The Singapore American School R&D Journey—PART 3

As SAS continues to reinvent itself to ensure that students are engaged, learn at high levels, and are future ready, we invite you to join us on our journey. The world is changing, and 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 and challenging. This session will give you an update on SAS’ journey and share our ever-evolving change strategy, along with insights into what worked, and what hasn’t. This session will provide resources and personal perspectives on the change process in a large and complex international school. Honest insight will be provided along with our plans for the future.

Session 2

THURSDAY | 29 October 2015

11:30-12:45

Room

LAURA LIPTON

Supervision

VALLEY 1 & 2

Learning-focused Supervision: Developing Professional Expertise (Part 1)

The focus of the supervisory process is shifting: from fulfilling contractual obligations to promoting opportunities for growth. A fundamental premise undergirds this approach: Teacher effectiveness links directly to student learning, and skillful supervision links directly to teacher effectiveness. Thus, for supervisors, the ability to structure and facilitate powerful learning-focused conversations lies at the heart of both one-to-one and collective work with teachers. Teaching and learning standards provide the what to talk about; learning-focused supervision offers the how. This session will explore a continuum of interaction, from calibrating (directive conversations in which learning and teaching standards become the focal points for addressing student performance and the need for expanding teaching repertoire), to consulting (sharing expertise and providing technical assistance), to collaborating (shared planning and problem solving), to coaching (a nonjudgmental interaction).

MINA MERKEL

Leadership

MALAYSIA

Coaching Up, Down and Sideways

Coaching is a set of specific skills, competencies, behaviors, and tools to enable leaders to guide others. Board presidents are asked to guide heads of school, heads in turn must guide boards. In this workshop on Coaching Up, Down and Sideways, you will learn how to navigate in the diffused power structure of boards, committees, and school leadership. Join me for a very interactive session where we will enhance your leadership skills by improving your knowledge of how to engage and create the environment for motivation. You will be given tools to manage and handle conflict more effectively. Recommended for board presidents, committee chairs, and school leaders, present and future.

BEN MORGAN / NANCY FAIRBURN / ELIZABETH BRAY

Curriculum

BRUNEI 1

From Curriculum Development to Reporting: Building Systems to Support Teacher Practice

Curriculum development, curriculum mapping, planning, assessing, recording, and reporting are needs in every school. Finding effective digital tools to support and integrate these functions from end to end is a challenge. In this presentation staff from UWCSEA will share their approach to the development of these key systems to support teaching and learning, with a strong focus on teacher practice. The presentation will include details of the systems in development with our external partner, Edutech, to realise just such an end to end solution.

MARIJANA MUNRO / CUSHLA JONES

Leadership

SALATHIPA

Leveraging Leadership: Promoting and Developing Administrators from Within

When it is time for an administrator to move on, most schools immediately look outside their institution—searching for both expertise and a 'best fit' for their context. Yet there is an often overlooked, but very effective alternative: promoting from within. Participants in this session will explore the advantages of promoting and developing leaders from their own teaching ranks. We will also focus on strategies for success as these new leaders transition out of the classroom.

KEN O'CONNOR

Assessment

INDONESIA

The Way Ahead in Communicating Student Achievement (Part 2)

After many years of implementation of standards-based curriculum, instruction, and assessment, the time has come to say that traditional grading practices are no longer acceptable, and to demand changes, especially in secondary schools. In this session the six "Musts" to make grading effective will be presented as demands for school leaders to implement so their students become independent, self-directed learners and get the full benefits of high quality teaching and assessment.

ANN STRAUB / CHRIS GREEN / MARGARET ALVAREZ

Leadership

PHILIPPINES

Culturally Intelligent Leadership: Using Culture and Diversity to Maximize the Effectiveness and Success of Our Schools

How well equipped are you as an educational leader to navigate the cultural differences within your school? What does it look like to be an intercultural competent leader? How and why is leadership distinctive in international schools? How do I best prepare and develop the necessary attributes to succeed as a culturally intelligent leader? The ability to shift cultural perspectives and adapt behavior to cultural differences and similarities is a critical competency in our schools today. Although this figures prominently in almost all school's mission statements, the real story is that intercultural competency often falls into the realm of "We do not know what we do not know." In this workshop using the dimensions of culture to provide us with a common framework, we will explore what culturally intelligent leadership looks like through analyzing actual school cultural scenarios. Using the work of Gert Hofstede, Allan Walker, and The Globe Study, we will explore how successful leadership is defined in various cultures, and how the dimensions of culture play into these leadership models.

JAMES STRONGE

Leadership

MYANMAR 2

Qualities of Effective Principals

Do principals matter to school improvement and student success? The answer is a resounding YES! In fact, among school factors, the impact of principals is considered second only to that of teachers in facilitating student learning; furthermore, highly effective principals are considered the key to school success. Given the competing demands for precious time, it is imperative not only that principals do their work well, but also that they do the right work. This presentation will build on the framework of ASCD's *Qualities of Effective Principals* and *Principal Evaluation* (Stronge, 2008, 2013). Specifically, the presentation will address: What are the distinguishing qualities of effective principals?; and How does the principal influence student achievement?

12:45-14:00	LUNCH	ANGELINI, BALLROOM 1-2 and SHANG PALACE
12:45-14:00	ACAMIS Heads Lunch Meeting	ANGELINI
14:00-18:00	The National Interscholastic Athletic Administrators Association (NIAAA) LTC 608	
	<p>SHERI STICE</p> <p>Management Strategies and Organization Techniques</p> <p>This course is designed to inform athletic administrators how to more effectively organize and manage their time, apply time management principles, be more productive, and have balance to life. Instruction will focus on 12 key components and strategies, including proven techniques and tips to teach participants how to: set goals and priorities, plan for results, organize for success, process paperwork, delegate effectively, eliminate time wasters, enhance decision making, make meetings productive, conquer procrastination, utilize technology, communicate effectively, and reduce stress.</p>	SALATHIP C

Intelligent University Preparation



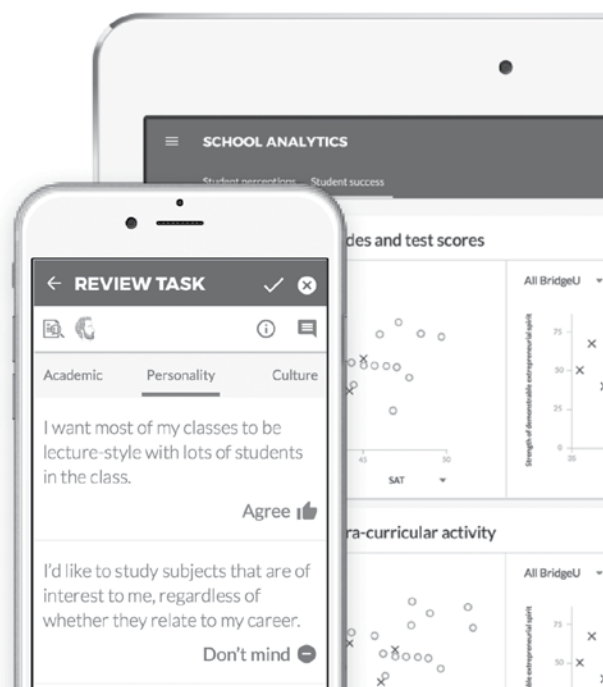
BridgeU's award-winning university preparation platform combines data analytics, intelligent tools and streamlined administration to directly impact results.

Combine your intelligence with ours - bringing the power of big data to your university preparation process.

Improve results - with insight into your school's admissions trends and success factors so that you can increase acceptance to top ranked universities.

Reduce admin and multiple systems - with our streamlined one-stop-shop that manages each step of the process.

Engage students with modern, app-style tools - and harness the power of parent support through our intuitive and beautiful parent reporting features.



Arrange a demo today - quote TRIAL25 for a 25% discount

info@bridge-u.com

www.bridge-u.com



Wuhan Yangtze International School and L'Ecole Francaise Internationale de Wuhan | Wuhan, PRC



Concordia International School: Performing Arts Center | Shanghai, PRC



Green Ivy School: Battery Park Montessori | New York, USA

ARCHITECTURE | CONSULTING | PLANNING | INTERIOR DESIGN | PROGRAMMING

Creativity. Humanity. Purpose. Perkins Eastman

NORTH AMERICA | SOUTH AMERICA | ASIA | MIDDLE EAST | PERKINSEASTMAN.COM | K-12@PERKINSEASTMAN.COM

Session 3

THURSDAY | 29 October 2015

14:00-15:15

Room

CATHERINE STEINER-ADAIR

Leadership

MALAYSIA

Educating Girls to Lead, Closing the Leadership Gap for Women

Although educators are making significant strides in closing the academic gap between girls and boys, girls are not stepping up into leadership positions after high school. Too many of our most academically talented girls are dropping out not of school but of their lives as protagonists at a level commensurate with their ability and the education and resources they have been given. School lessons are not adequately educating girls to be smart about life, leaving many of our girls vulnerable to making psychologically risky and unhealthy choices and ultimately turning away from leadership opportunities. This workshop will address the necessity of educating girls to be culturally savvy and literate, to equip them with the intellectual skills to deconstruct values in the culture that undermines girls' ability to stay strong, healthy and focused, competent, and confident. This workshop will present new educational practices from U.S. schools specifically designed to educate girls to lead.

MADELEINE BROOKES / MELANIE VBRA

Technology / Action Research

BRUNEI 1

Measuring the Impact of Technology in the Classroom through Action Research

Does technology actually improve learning outcomes? How do we know? Over the past three years in the high school at the Western Academy of Beijing we have been developing a Collaborative Action Research (CAR) model tailored primarily to measure the effectiveness of technology in the classroom. We will share with you our journey: what worked and what didn't, what we learned (our WAB CAR essentials), a variety of examples, and most importantly, some interesting unexpected outcomes. You may even walk away with the beginnings of an action research plan for your school. The session will be a mix of presentation, discussion, and hands-on activities.

MIKE CONNOR

Development

SINGAPORE

10 Statements That Will Positively Impact Enrollment and Retention

As tuition costs continue to escalate, a strong school identity, brand, and value proposition are musts in order to mitigate concerns about cost from current and prospective families alike. Connor's presentation will cover his six (6) Ws of branding and identity and his four elements of an educational value proposition, a formula that has worked to help his client schools gain greater traction in highly competitive markets.

ALEC COUROS

Technology / Student Safety

CHAO PHRAYA

Understanding Digital Citizenship (Part 2)

Issues such as cyberbullying, sexting, and student access to inappropriate content are important areas of understanding for teachers, administrators, children, adolescents, and parents. In this session, participants will be presented with many of the important issues that face our schools in an era where access to information is ubiquitous, and digital messages are easily spread. Through a balance of information-sharing and questioning, participants will come to better understand such issues through a positive framework, one that moves toward the intentional development of learner digital identities.

RICHARD GASKELL

School Market Research

NEXT 2

The Changing Face of the International School Market: Historical Growth, Current Overview, and Future Prospects

This presentation will provide an analysis of the global international school market with a special focus on Asia and EARCOS schools' market developments. The ISC Research online system (<http://school.isc-r.com>) has comprehensive data on more than 7,700 English-medium international schools and provides a wide range of analytical tools, access to current international school news and archives, and information about school groups, school associations, and international events. As part of the agreement with EARCOS, member heads of school can access ISC's online system without charge.

CHRIS JANSEN

Strategic Planning

PHILIPPINES

Adaptive Strategic Planning: Shifting from an 'Either-Or' to a 'Both-And' Approach

Complex organisations grapple with many seemingly opposed and contradictory approaches known as polarities. These include competition vs collaboration, stability vs change, idealism vs pragmatism, centralized vs decentralised systems, top down vs bottom up decision making etc. Participants in this workshop will participate in a polarity mapping process suitable for governors and leaders to explore the possibility of leveraging the strengths of both extremes of these polarities. The result of this is leaders with expertise in navigating a flexible approach that adapts and adjusts to the emerging needs of their organisation. Participants will analyse case studies of the use of these processes including international school strategic planning with boards, and senior and middle leadership teams.

LAURA LIPTON

Supervision / Evaluation

VALLEY 1 & 2

Learning-Focused Supervision: Developing Professional Expertise (Part 2)

The focus of the supervisory process is shifting: from fulfilling contractual obligations to promoting opportunities for growth. A fundamental premise undergirds this approach: Teacher effectiveness links directly to student learning, and skillful supervision links directly to teacher effectiveness. Thus, for supervisors, the ability to structure and facilitate powerful learning-focused conversations lies at the heart of both one-to-one and collective work with teachers. Teaching and learning standards provide the what to talk about; learning-focused supervision offers the how. This session will explore a continuum of interaction, from calibrating (directive conversations in which learning and teaching standards become the focal points for addressing student performance and the need for expanding teaching repertoire), to consulting (sharing expertise and providing technical assistance), to collaborating (shared planning and problem solving), to coaching (a nonjudgmental interaction).

ANNA MARSDEN

Leadership

BRUNEI 2

So You Want to Be a Leader ...

A session for aspiring leaders who want to explore further their aspirations. This will be an interactive workshop where you will get a chance to hear from each other and, I hope, leave with a better idea of how to take the next step. I will also share some of what I have learnt along the way and some of the things I have done which I wish I hadn't.

Session 3

THURSDAY | 29 October 2015

14:00-15:15

Room

RAMI MADANI

Teacher Orientation

MYANMAR 1

An Innovative, Differentiated, and Sustainable Orientation Program for New Teachers

How do we ensure that the mission, vision, values, and practices of our schools are sustained and advanced as faculty and staff turnover? How do we provide an orientation program that is differentiated, self-managed, and encourages teachers to be self-directed learners? Taking advantage of differentiated access to online learning, flexible learning time, clearly defined expectations, and an approach that provides accountability are essential to ensure that new and returning faculty have the same set of knowledge and skills. This session will present an innovative, data-informed approach that balances an effective use of technology and social interaction to address orientation program needs as they align with the school's on-going PD.

DERON MARVIN

Leadership

MYANMAR 3

Effective Leadership Strategies for Principals

Drawing from The Breakthrough Coach and Robert Marzano's, *School Leadership that Works*, Mr. Marvin will present useful tips and tools that directly relate to the job of an international school principal. Participants will leave with a new understanding of what it means to be an effective principal. Topics consist of: 1) Effective communication; 2) Developing a winning team of teachers; 3) Generating trust within your community; and 4) Successfully managing administrative duties. Participants will leave the workshop with a wealth of knowledge that they could begin to utilize immediately upon return to their respective schools.

PAUL O'NEILL & ASIJ LEADERSHIP TEAM

Strategic Planning

SALATHIP A

A Strategic Direction — Establishing the Vision and Staying the Course

The American School in Japan over the last two and a half years has embarked on an ambitious strategic plan to focus on the future and to design changes to meet the needs of learners. ASIJ is a school with a long history, and the challenge to apply the same level of rigor and success to the change process is daunting. Embracing a mindset change through exploration of design thinking as a set of dispositions has resulted in some significant capacity building for faculty and students. This workshop will explore the components of the change process and what is emerging as new practices and programs resulting from these new strategic directions. Members of the ASIJ leadership team will facilitate this workshop.

MARTIN SKELTON

Student Learning

INDONESIA

What is Learning and What Does It Look Like in Action?

Most schools still don't have a definition of learning that is common to teachers, parents, and students. In most other organisations this would be seen as untenable but somehow we get away with it. During this session, we'll be working towards a simple definition of learning that can unite all of the major stakeholders in schools.

JENNIFER SPARROW

Assessment

MYANMAR 2

Tools for Using MAP Results to Improve Student Learning

How do you use the results from the Measures of Academic Progress (MAP)? As a reporting tool that shares standardized assessment results to parents? As a tool for collaborative teams that guides robust conversations about instructional practice? As a tool for teachers to reflect on the impact they have had on their students' learning? If you answered yes to the first question but no to the remaining two, you are not getting the most out of your MAP results. This workshop will share proven protocols that individual teachers, teams of teachers, and administrators can use to maximize the impact MAP can have.

SUSAN WALTER

Student Learning / Interventions

SALATHIP B

Triangulating Attainment, Attitude, and Aptitude: To Identify Student Learning Needs and Provide Targeted Interventions to Improve Primary/Elementary Pupil Outcomes

The collection of pupil attainment data in schools is nothing new, but attainment data is only part of the picture. At Garden International School, we know that data only becomes effective if it stimulates questions, meaningful dialogue and discussion, and actions that make a difference to student learning. During this session I will share how we have changed our approach to the kind of pupil data we collect, and the way we use it to better support learning for all our students across the primary (elementary) school.

DEBORAH WELCH

Leadership

THE GARDEN GALLERY

Measuring the Mission

Once mission and vision statements are framed and on the wall, do they make any difference for students? Are they really a part of the every day life and learning culture of the school, and if so, how do we know? What is meaningful and appropriate evidence that schools are achieving their guiding statements for students? Given that most of the statements are difficult to quantify, how can they be measured? This session will tell the story of different international schools' quests to measure success in achieving their guiding statements. Examples of qualitative and quantitative indicators that illustrate hoped for results with students and community will be explained.

15:15-15:45

TEA & COFFEE BREAK

FUNCTION FOYER

Sponsored by BridgeU



VISIT OUR EXHIBITORS

Session 4

THURSDAY | 29 October 2015

15:45-16:45

Room

MARGARET ALVAREZ / TIM WALSH

Middle School Leadership

PHILIPPINES

Using A Design Cycle Approach to Build Middle Leader Capacity

Two years ago, ISS International School embarked on a journey to develop a middle level leadership development program that is contextually appropriate to our school environment. Using a design cycle approach to implementation, we have proposed, tested, and reflected upon research supported initiatives to enhance the skillset of our current and aspiring middle level leaders. Please join us to learn more about our challenges, successes, and the learning modules we have developed to better meet the development needs of this critical group of school leaders.

HARVEY ALVY

Leadership

BALLROOM 3

The Life of New Principals: Challenges Faced, Strategies and Tips to Succeed

This workshop will provide an overview of the challenges (and surprises!) that new international school principals experience, and offer practical strategies and tips to succeed. The practical recommendations will focus on strategies that positively impact the school culture and, most importantly, teacher and student success. The workshop will also address how the principalship has changed in recent years, especially in relationship to leadership and management responsibilities. Critical workshop concepts will be drawn from *The Principal's Companion* (Corwin Press, 2014) and *The New Principal's Fieldbook*, (ASCD, 2004), both books coauthored by the presenter.

CHIP BARDER

Governance

VALLEY 1 & 2

The Board We Deserve: Governance as Leadership for Heads

This workshop will examine how heads can be positive, constructive and involved partners in the governance process, and how heads can sometimes be the cause of governance problems they encounter. Building on the two "Governance as Leadership" workshops in Hanoi led by Harvard Professor Richard Chait, the presenter will provide a brief introduction to Chait's model of governance. Following this, the workshop will delve more deeply into the role of the head of school in this model by reviewing a few practical examples to provoke discussion and hopefully promote understanding and insight into how we might be more supportive of developing the board we all deserve.

CHRIS BETCHER

Student Learning / Digital World

CHAO PHRAYA

Teaching and Learning in a Digital World (without breaking the law)

Working with digital resources is so simple these days that we sometimes need a reminder that just because we can do something doesn't mean we should. Copyright makes less sense in a world where everything can be easily created, shared, and remixed, but there are still ethical and moral issues to consider around copyrights and intellectual property. This session looks at the use of Creative Commons resources in schools, what they are and how to find them. This session should help school leaders to understand why they need to promote the use of the Commons in their schools, and how teachers can make the most of them.

JUSTINE SMYTH / CASEY COSGRAY / BRETT PINNEY

Elementary School Leadership

MYANMAR 3

KATE GRANT / ADAM CAMPBELL / MICHAEL ROURKE / JACQUIE PENDER / SHANEL CATASTI

Collaboration for Growth

Two years ago, WAB, NIST, YIS, and ISM created Collaboration for Growth—an innovative professional development model that brings together teachers and administrators from like minded schools to engage in deep dialogue, action research and shared practices to improve student learning. Our team would like to share this innovative model with other schools in hopes that others will engage in similar experiences so that the entire region can learn and grow from these wonderful collaborative experiences.

AIMEE GRUBER

Admissions

MYANMAR 1

The State of International School Admission: Survey Research Project

In 2013, SSATB published a seminal report about the independent school admission industry. EARCOS took note and participated as a research partner to examine admission operations at international schools. In collaboration with international school admission professionals and staff at ISC Research, SSATB developed a first-of-its-kind global admission survey. The objectives of this study include: Define the roles played by admission officers within and across international schools; Gain a better understanding of the admission process and operation within and across international schools; Explore the cost of tuition and the degree of financial aid offered at international schools; Examine the challenges international schools face in terms of recruitment and selection of students; Review key issues relating to governance and decision making; and Assess salary and budgeting practices.

MIKE JOHNSTON

Global Issues Network

MALAYSIA

Global Issues Network

How does being involved in the Global Issues Network improve student learning? What is a leader's role? How does hosting a regional, local, or school GIN change your school? Where would you start? Everything from how to dip the toe in, to how to run a large regional conference. The Global Issues Network has as its mission: to help students realize they can make a difference by empowering them to work internationally with their peers to develop solutions for global issues. This workshop provides the organizational tools and planning framework to promote sustainable projects and partnerships. What is the Global Issues Network and how can your school get involved? Open your school to a vast resource of collaborating schools that will network within the region and worldwide.

JENNIFER SPARROW

Collaboration

MYANMAR 2

Ensuring High Quality Professional Learning Communities - One hallmark of many high-performing schools is the success its teachers have had in creating what is known as a professional learning community. Unfortunately, the skills that are needed to work together to analyze and improve classroom practice are not always present, resulting in teams that co-blab-orate instead of collaborate. This workshop will focus on strategies, tools, and structures that have helped Singapore American School ensure high-quality professional learning communities exist at all levels of the organization.



modern teaching aids

teaching.com.au

FAST, EFFICIENT, CONVENIENT!

WE HAVE YOUR RESOURCE NEEDS COVERED

EARCOS ELC Free International Freight Offer *

* Offer valid on orders over \$5,000 until 15th December 2015

* Offer excludes Furniture & Storage and Sports & Outdoor Resources

- ✓ 10,000 Resources In-Stock & Online
- ✓ Flexible Freight Options
- ✓ Live Stock Confirmation



Need assistance with ordering or product queries email export@teaching.com.au

P +61 2 9907 5260

E export@teaching.com.au

F +61 2 9938 0490

Session 4

THURSDAY | 29 October 2015

15:45-16:45

Room

CATRIONA MORAN / TARA SIMEONIDIS / MICHELLE HITEMAN *Student Learning / Measuring Results for Improvement*

BRUNEI 2

Using Student Achievement Data for School Improvement - Data can tell a school's story. Collecting and using information about the school and the school's community moves the message from feelings to facts. What are the school's strengths? Which programs and services have the greatest potential for growth based on current data? Gathering and analyzing the right data can provide an accurate picture of the school, what is going well and what the needs are for school improvement. In this workshop, participants will be introduced to, and will experience, a powerful process for using data and building school improvement communities. Participants will explore different types of data, show how that data can be accessed and presented, analyze data to identify themes, prioritize, and set school goals based on the data. During the workshop, participants will analyze one school's data, the goals and the resulting school improvements. Participants can expect to walk away enthusiastic about implementing this process in their own schools.

JAMES STRONGE

Teacher Recruitment Interviewing

INDONESIA

Hiring the Best Teachers: What Works and What Doesn't - We know that teachers make a difference in how much and how well students learn. Yet, school leaders often struggle with the challenge of identifying highly effective teachers in the initial teacher selection process. How do we know, from an application, resume, or an interview, that an applicant may be an effective teacher? What can school leaders do to identify and select highly effective teachers? This presentation addresses the following issues: What works and what doesn't in teacher hiring; How school leaders can use teacher effectiveness research to guide the hiring process; How to use the 'Stronge Hiring Protocol' for interviewing and making research-informed hiring decisions.

BERNADETTE VAN HOUTEN

Cultural Well-Being

SINGAPORE

Cultural Influences on Health Issues in the International Schools

When families move from one country to another they take with them embedded feelings surrounding well-being, illness, healing, and care. Since our school populations are increasing in diversity, it is useful and topical to address diversity in expectations in health and care as well as the role mental and physical well-being play in the international school community.

JAMES WARNOCK

Leadership

THE GARDEN GALLERY

Analyzing Teaching for Student Results-Planning - The commitment to increased achievement for all students requires that instructional leaders expand their capacity to influence the quality of teaching in their school or district. This workshop will focus on key aspects of lesson planning and how to support teachers to identify worthwhile learning targets and make sure that students know what they are. We will also address the importance of insuring that the learning experiences students do are logically aligned with the learning targets (objectives) and that the (formative) assessment will give good data about student progress towards mastery.

JILL WATSON / LIZ GALE

Curriculum

NEXT 2

Curriculum Review: Developing a Dynamic, Data-Informed Curriculum Review Cycle - In this workshop, administrators, curriculum coordinators, and teacher leaders will work together to deepen their understanding of how to review, revise, and develop curriculum. The workshop is ideal for schools that don't have a systematic process for reviewing and developing curriculum, or want to improve their current system. Participants will: Identify curriculum renewal phases and stages; Explore the "desired outcomes" or products of curriculum review; Write or refine curriculum standards; Explore the role and necessity of research; Identify data sources to inform the review process; and Understand the role of teachers and administrators in curriculum development.

JENNIFER WEYBURN

Change

BRUNEI 1

The Promises and Perils of School Change: How Do We Really Know If We Are Making Things Better? - We are all working to improve our schools, so we champion new initiatives and grow new programs. But how do we know if these efforts are really improving teaching and learning? And given all of the flux in our organizations, how can we insure that changes endure? We will explore several implementation frameworks that can be used to assess impact. We will also consider ways to embed program evaluation components into our work so that we will have evidence to understand how we are improving. Come with some current examples and questions from your own school context in mind!

CORY WILLEY

Student Social Emotional Well-Being

SALATHIP A

Getting Advisory Right: Developing a Culture of Social-Emotional Support - The research is clear: Well implemented, sustained advisory programs strengthen student decision-making ability, sense of belonging, and relationships with teachers and peers. The hard part is implementing well and sustaining them. It's difficult and time-consuming to build a contextualized advisory program from scratch, and off-the-shelf solutions often fail to garner student and faculty buy-in. But the challenge is worth it. Getting advisory right can help ensure that every child has an adult advocate he/she can trust and a school environment where he/she feels safe. This interactive session provides an effective, research-based framework and strategies for developing social-emotional skills through advisory and the rest of the curriculum. It also offers insights into earning faculty support and ownership.

17:45-18:45

Welcome Orientation for New EARCOS Heads and Reception for the EARCOS Board and Special Presenters

EARCOS Suite 2300

19:00-21:00

Welcome Reception & Cultural Event

POOLSIDE

Special Thanks to TIECARE INTERNATIONAL for sponsoring the WELCOME RECEPTION



Reminders to Delegates: NAME TAGS are required at all conference sessions and social events

TIECARE INTERNATIONAL **STANDS ABOVE THE REST**



Experience our TieCare Solutions

- Health, life, disability and travel insurance solutions for any country, any nationality.
- Direct bill medical networks in the U.S. and around the world.
- Financial stability from a long-time supporter of EARCOS.
- Knowledgeable representatives who make visits to your school.
- File and track your claims on our member-friendly website.
- Specialized in the unique insurance needs of international educators for 35 years.

Let's talk.

Visit the TieCare table at ELC to learn more about solutions for you and your school.



www.tiecare.com
info@tiecare.com

2nd Day of Conference

FRIDAY | 30 October 2015

Room

06:45-07:45	Breakfast meeting for Heads of A/OS- Assisted Schools	NEXT 2 PDR 1&2
08:00-18:00	International School Leadership Program University of San Francisco / Washington State University	THE CHAIRMAN'S ROOM
08:00-08:10	OPENING ENTERTAINMENT by Ruamrudee International School RISM Thai Music Classes Chaowalit Sirinouwarut, <i>Director</i>	GRAND BALLROOM
08:10-08:15	Opening Remarks / Announcements Morning Greetings by Tarek Razik , <i>EARCOS Treasurer & Head of School, The International School Beijing</i>	
08:15-09:00	KEYNOTE ADDRESS Introduction of the Speaker: Mr. Peter Wells , <i>Principal of Taylor's Internationals School Kuala Lumpur</i>	



Catherine Steiner-Adair

Sponsored by TAYLOR'S SCHOOLS



TAYLOR'S SCHOOLS

Wisdom • Integrity • Excellence

Lost in Connection: How The Tech Effect Puts Children's Development at Risk

As the focus of family has turned to the glow of the screen; children constantly texting their friends, parents working online around the clock; everyday family life is undergoing a massive transformation. At the same time, schools are increasingly using technology as a primary tool for learning, older students are spending more time on screens than on any other activity (including sleep), and tech has changed the boundaries between students, parents, and teachers. Childhood, family life and education have rapidly changed in thrilling ways and in challenging ways. This talk will challenge us to push the pause button and look at some of the psychological fallout of our fast paced adaptation to tech, and refresh our thinking about how to educate children in the digital age.

Biography: Dr. Catherine Steiner-Adair is an internationally recognized clinical psychologist, school consultant, and speaker. She is the author of *The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age*, (Top Ten Best Non Fiction 2013 by The Wall St. Journal) and *Full of Ourselves: A Wellness Program to Advance Girl Power, Health and Leaderships*, along with other books and articles. Dr. Steiner-Adair has consulted to over 350 independent schools and leads workshops with faculty, administrators, parents, and students on a wide range of topics related to: 1) the impact of technology on children's psychological development, family life, and education; 2) strengthening children's social and emotional development, well-being, and leadership skills; 3) girls' psychological development, education, and best practices for educating girls to lead; 4) deepening parents' connections to their children. Dr. Steiner-Adair is a frequent resource to the media, on television, film, radio, newspapers, magazines, and online. She has a private practice in Chestnut Hill, MA., where she works with teenagers, adults, couples, and families. She is a clinical instructor in the Dept. of Psychiatry at Harvard Medical School and an associate psychologist at McLean Hospital.

09:00-09:45 **TEA & COFFEE BREAK** in Ballroom Foyer & Foyer of Function Room

Sponsored by Western Association of Schools and Colleges (WASC)

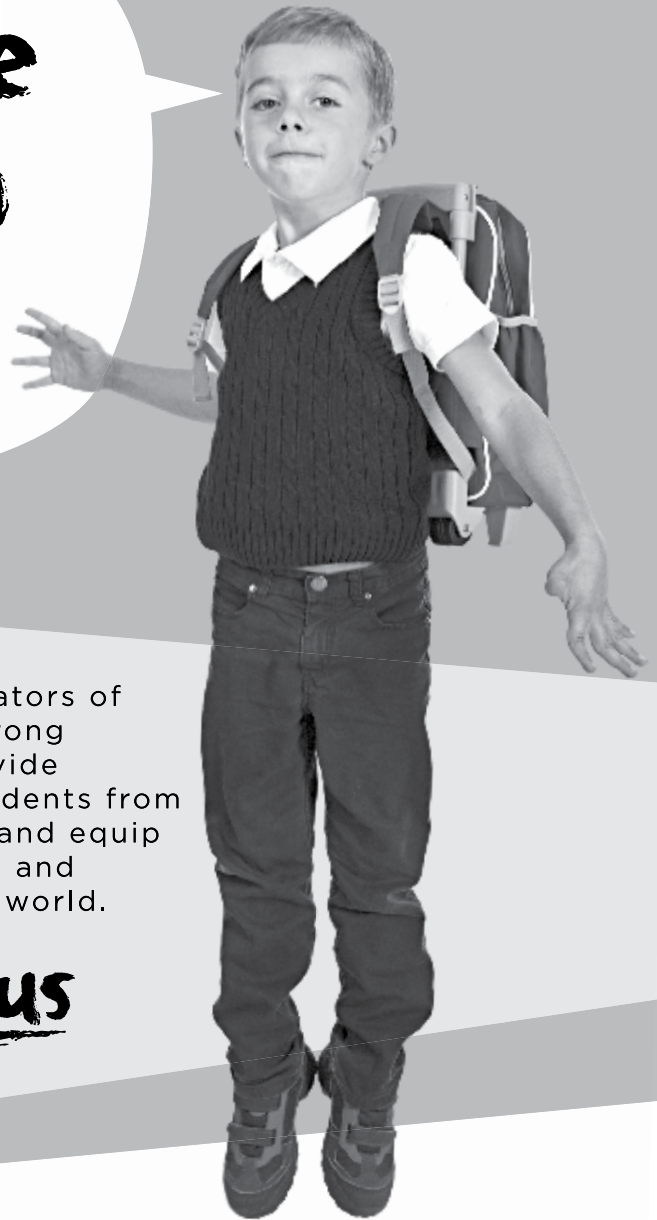
VISIT OUR EXHIBITORS



the future
belongs to
creators

Break the boundaries and emerge as creators of the world. Recognised globally for its strong academic heritage, **Taylor's Schools** provide world-class education for over 6,000 students from 60 nations. We nurture lifelong learners and equip them with the essential skills, confidence and knowledge to thrive in an ever-changing world.

create your future with us



TAYLOR'S SCHOOLS

Wisdom • Integrity • Excellence



Garden International School
Bringing Out The Best In You Since 1951

www.gardenschool.edu.my



AISM
AUSTRALIAN
INTERNATIONAL SCHOOL
MALAYSIA

www.aism.edu.my



NEXUS
INTERNATIONAL
SCHOOL
SINGAPORE

www.nexus.edu.sg



NEXUS
INTERNATIONAL
SCHOOL
PUTRAJAYA

www.nexus.edu.my



TAYLOR'S
INTERNATIONAL SCHOOL
Kuala Lumpur

www.tis.edu.my



TAYLOR'S
INTERNATIONAL SCHOOL
Puchong

www.tis.edu.my



Member of Taylor's Education Group

Unit 21-1, Menara 1MK, Kompleks 1 Mont' Kiara, No. 1,
Jalan Kiara, Mont' Kiara, 50480 Kuala Lumpur, Malaysia

T: +603 6203 0900
F: +603 6203 0878

school.taylors.edu.my

Session 5

FRIDAY | 30 October 2015

09:45-11:00

Room

CATHERINE STEINER-ADAIR

Student Learning / Tech Effect

BALLROOM 3

Mary Had a Little iPad: Rebooting K-8 Education in the Digital Age

In this workshop we will hit the pause button and rethink how schools are doing with tech integration in preK through middle school. As education blends and flips, and technology has quickly become an essential part of education and school communities, schools are rethinking what are the best uses of technology in school. We will look at research about the impact of technology on all aspects of children's development and education-neurological, psychological, physical, and social development, as well as creativity. And we will discuss the additional social and emotional intelligence, digital citizenship, and cultural literacy tools students need to thrive in the digital age. Tech has also eliminated traditional boundaries between school and parents, requiring new kinds of outreach and education on an ongoing basis. We will look at new models for parent education and outreach that facilitate smooth integration and bring down parental anxiety. This workshop will present a detailed model of K-8 comprehensive SEL integration, advisory, tools for digital citizenship and cultural literacy, and examples of how some schools are rebooting the school/student/parent culture.

TIM CARR / PHIL JOHNSON

Leadership / Risk Management

THE STUDY

Post Crisis Reflections in the Age of Twitter

In March 2014, JIS was hit with a perfect storm. Rather than lashing the school and leaving, this particular storm has raged for over a year. Unfortunately, there have been casualties, and we hope that two wrongly accused teachers will be exonerated before the ETC. This has been a case involving extortion, child protection, and the rule of law. While still in the midst of this crisis, we'd like to share some of our learning which may be of benefit to our colleagues, particularly in the field of risk management and in the era of social media.

MIKE CONNOR

Development

SINGAPORE

It's What's Inside that Counts: Head, Trustee, Development, Finance, Admission, and Academic Partnerships to Increase Enrollment and Retention

What are the marketing responsibilities of the faculty? Superintendent, principal, head of school? Trustees? Business officer? Admission director? Development director? A strong internal marketing orientation and an environment of collaboration and collegiality are critical to meeting and exceeding enrollment, retention, public relations, and philanthropic goals. We'll explore ways to enhance internal collaboration, and generate ideas you can immediately implement to advance your school's mission with a strong internal team.

PAUL DEMINICO

Governance

MYANMAR I

Governance: How Your Board Can Govern More and Manage Less

A strong, professional, and mutually respectful relationship among the board, the board chair, and the head of school is one of the most important features for successful school leadership and governance. An understanding of the different roles between governance and management is the foundation for a productive relationship. To work together effectively, both the board and the head need clearly articulated roles because a strong partnership depends on open and honest communication and respect. The purpose of this workshop is to reinforce these important tenets through interactive group discussions and case studies. This workshop is transferable and may be facilitated onsite at your school with your respective board and head.

CHRIS GOULD

Child Protection

PHILIPPINES

Strategic Frameworks and Child Protection Concepts for International Schools

This workshop will provide an examination of some of the current safeguarding and child protection challenges within the international schools' community. Chris will focus on a number of strategic concepts and frameworks that will support schools when developing their own policies, procedures, and structures going forward. The workshop will provide those attending with the opportunity to explore these issues in depth as well as to discuss some of their own related experiences, views, and concerns.

JANE HYUN

Multicultural Perspectives

THE GARDEN GALLERY

The Art of Cultural Fluency

In today's global workplace it is critical for leaders to understand multicultural perspectives and thinking styles of other team members. You will have a chance to explore the cultural influences that impact the way you work with others. In this foundational session, we will discuss what it means to practice authentic leadership while also leveraging your cultural assets, insights, and experience.

DAVID HOSS / AMANDA WOOD / CINDY WATTERS

Collaboration / Professional Development

NEXT 2

Improvement Practices through Professional Learning Communities

As the Singapore American School continues to focus around the institutional commitment of professional learning communities, it has become increasingly important to ensure that ongoing efforts ensure these PLCs are operating effectively and producing improved student and adult learning. In this workshop we will touch on several areas that are critical to ensuring that you are providing the guidance and support that will set up your PLCs for ongoing success. Topics will include key leadership, norms, conflict resolution, communication, meeting protocols, smart goals, student learning, assessment, and data.

MINA MERKEL

Governance and Strategy

MALAYSIA

Why Professional Development for Your Parent Teacher Association is a Good Investment

Parent associations are born of great intentions to support schools, the administration, teachers and students, and ultimately the board. Where parent organizations go awry is when their mission is something different than supporting the school community in the present. With great intentions to begin, some become political entities with personal agendas. A detrimental relationship with the school ensues. This interactive session for board members and school leadership will identify how helping your school's parent organization(s) focus on a mission and issues that are appropriate will create sustainable, supportive, positive, trusting partners that are needed by clarifying their role with the school community. Participants of this workshop will understand the framework for collaboration between faculty and parents where all voices are respected and assertively listened to, creating an incredibly deep organization sensitive to all members.

Session 5

FRIDAY | 30 October 2015

09:45-11:00

Room

VJACESLAVS MATVEJEVS / KEVIN SCHOOLING

Online Learning Financial Outlook

Retaining a student can save a school thousands of dollars. Recruiting a student and a teacher can also make a big financial impact. Schools are using online courses to retain and recruit students. Case studies from schools like yours will be shared, and ideas with a bottom line, positive impact will be discussed. Examples from schools like yours will be shared.

Student Learning and Retention

SALATHIPA

DAVID NEUDORF / RAMI MADANI

Leveraging Google Apps to Manage Content, Communications, and Collaboration

Schools got a lot of stuff. Managing all that stuff can be a real challenge. Google Apps has been an effective Content Management Solution for the International School of Kuala Lumpur. In this session we will demonstrate how various departments have used Google Sites and other integrated Google Apps services to manage their content in efficient, easy, and manageable ways. ISKL is a leader in Google Apps integration in Southeast Asia. Google Apps has replaced our traditional content-management communication systems, our Learning Management Systems, our groupware and calendaring services. The result has been extensive cost saving, improved efficiencies through robust, reliable cloud-based services and a more collaborative culture. This session will showcase our current uses and provide a Q&A period for participants interested in learning more.

Collaborative Communications

MYANMAR 3

HIEU NGUYEN / ROBERT HUGHES

Generative Governance In Action — Shaping the School without Micro-Managing

Governance

Over the last five years, the UNIS board of directors has been working towards the inclusion of more generative governance practice in their meetings and deliberations. Building on the two "Governance as Leadership" workshops in Hanoi led by Harvard Professor Richard Chait, the current chair and treasurer of the UNIS board will first provide a brief introduction to Chait's model. Following this the presenters will present a few practical examples and real case studies to dig deeper into how generative governance is often key to successfully guiding the board, particularly in the challenging times of turmoil, stress, and dealing with difficult issues which are inevitable in any international school.

CORUNDUM

Wenger®

Your Performance Partner

Many thanks go to
WENGER CORPORATION
for their generous support to help us
rollout another fun-filled
EARCOS Golf Tournament.



FACING ACOUSTIC CHALLENGES?

If you're challenged with designing vibrant acoustic spaces, Wenger has the perfect solutions to help you succeed.



SoundLok™ Sound-Isolating Practice Rooms



Tunable Acoustical Panels



VAE® Rehearsal System



Fixed Audience Seating

NEW! Transform™ Motorized Acoustical Banners provide the ability to vary the sound absorption in a rehearsal or performance venue.

NEW! Transcend™ Active Acoustic System places Wenger's state-of-the-art Variable Acoustic Technology right in the performance space, making a venue multi-purpose for all types of events from spoken word to symphony orchestra at the push of a button.

Wenger®

Your Performance Partner

1-507-455-4100 www.wengercorp.com

SESSION 5

Session 5

FRIDAY | 30 October 2015

09:45-11:00

Room

KEN O'CONNOR

Student Grading and Reporting

INDONESIA

Effective Reporting of Student Achievement

Curriculum, instruction, and assessment have increasingly become standards-based but parallel changes in grading and reporting have been slow, especially in middle and high schools. This session will focus on the requirements for effective reporting. Issues that will be addressed include purpose, content standards, performance standards, learning skills/work habits, and student and parent involvement. Examples of standards-based reporting will be shared and participants will have opportunities to discuss the principles and practicality of moving away from traditional reporting.

MARTIN SKELTON

Student Learning

MYANMAR 2

The Problem with Understanding

This session—or versions of it—always make Martin very nervous. He says he feels like the little boy who says out loud that the King isn't wearing any clothes. Martin isn't going to say in this session that Understanding doesn't exist or that it is unimportant. He is going to say the opposite. But he is also going to say that the way we think about Understanding in schools is causing very avoidable difficulties for students, teachers, and others. We'll be discussing why this is the case and what we can do about it.

STACEY STEPHENS / TAREK RAZIK / DAVID MUNRO

Integrated Experiential Learning

BRUNEI 1

Curriculum Development in the Futures Academy — Standards-based Wall to Wall Project Based Learning

As the ISB Futures Academy moves from grades seven and eight into the high school next year, we will detail our process for creating integrated projects designed to deliver significant content, skills, and understanding. Rather than viewing standards as limiting our ability to innovate, we have looked at this process as an opportunity to create a standards-based and innovative curriculum. Through a process of examining new curriculum documents from the United States (Common Core ELA and Math, NGSS, and the C3 standards) we will discover how these new documents have served as vital supports to create a concept-based integrated curriculum where student learning is primarily delivered through integrated projects that allow us to ensure our students are taught the ISB curriculum.

LOUNG UNG

Leadership

CHAO PHRAYA

Leaders Are Made, Not Born!

Raised in a Chinese-Cambodian family where women were instructed to be seldom seen and rarely heard, Loung finds success in being loud and proud. In "Leaders are Made," Loung shares her childhood stories of breaking barriers at home and in the work place and the five lessons on leadership she has learned along the way. From her many incarnations lived as a student, activist, writer, presenter, and co-partner of a trendy Belgian bar, Italian restaurant, and an American craft microbrewery—the first lesson she learned was to lead in your authentic voice. Even if this voice sometimes speaks with accented English. Funny, dynamic, and real, Loung shows that one can succeed even when one is height-challenged, lacks physical gravitas, and likes to eat rice three times a day. The audience will be moved and challenged to apply these leadership lessons in their own lives.

JAMES WARNOCK

Leadership

VALLEY 1 & 2

Analyzing Teaching for Student Results — Criteria for Success

In this workshop we will highlight the attributes of high quality criteria for success and their value in supporting student efficacy and mastery. A video observation of classroom instruction will support participants' data gathering and analysis skills in identifying the causal relationship between teacher provision of clear criteria and subsequent student engagement and performance.

JULIAN WHITELEY

School Culture

BRUNEI 2

Do We Give Enough Thought to the Development of our School Culture?

A school's culture is heavily influenced by its institutional history and shapes the social patterns, habits, and dynamics that influence the way in which people interact. As schools embark upon their latest strategic plan, an oft forgotten factor is how the culture of the organisation will impact upon those plans. Without a school culture that is collaborative and conducive to professional discussions, reforms aimed at improving student learning become increasingly difficult. Beginning with a school's mission statement and looking at other factors such as the wording of school policies, the way we communicate and the stories we tell, this workshop will explore how we can consciously, and at times unwittingly, influence school culture.

10:00 - 11:15

SIM COOK

AD Institute

SALATHIP C

The Fine Line between Effective Coaching and Bullying

We expect professional teachers to not yell at students in class especially if they make mistakes or not understand something, so why aren't sport coaches held to the same standard? Is it ok to reprimand, chastise, or discipline an athlete to improve their performance? In this workshop we will look at how yelling and screaming affects athletes and develop alternatives for our coaches.

11:00 - 11:15

TRAVEL TIME

Session 6

FRIDAY | 30 October 2015

11:15-12:30

Room

HARVEY ALVY

Leadership

CORUNDUM

Searching for Educational Ideas that Work: Promoting Initiatives of Substance and Avoiding Harmful Fads

To successfully meet student and teacher needs, school leaders must implement educational reforms and initiatives of substance to promote teaching and learning. Yet, despite the best of intentions, educators have spent millions of dollars on initiatives (often fads) that frequently fail. Although we can never know in advance if a new educational idea will succeed, there are thoughtful strategies that can be used to increase the likelihood of success in order to sustain changes that foster student growth and faculty continuous improvement. During this interactive workshop participants will learn about these strategies by reviewing the red flags that help leaders detect fads, and the practical guidelines needed to promote and support coherent initiatives of substance. After reviewing the strategies, workshop participants will have the opportunity to discuss the dilemmas and pressures that school leaders face to sustain the best traditional teaching and learning strategies while, at the same time, promoting state of the art innovations.

CHRIS BETCHER

Technology / Virtual Geography

CHAO PHRAYA

Explore Your World with Google Geo

Geo tools are under-utilised in most classrooms. No matter the curriculum area, they offer amazing opportunities to enhance and extend the options for student learning. Google Earth and Maps can be used to explore the world, but Google MyMaps can be used to create your own customised geodatasets. Students can create maps for a huge range of learning purposes by adding markers and pins to maps. And they can also start with data and import it onto a map for deep analysis and to more easily see patterns in the data. Hands on session: bring a computer, or Chromebook.

THOM FARRELL / VICTOR BOULANGER / YU-LIN CHEN

Facilities for Innovation and Creativity

MYANMAR 3

Use Design to Build a Better School

Learn how the collaboration between a genius team of architects and the school community gave birth to the new Kaohsiung American School, a campus built for creativity and innovation. The presentation will highlight the leadership's focus on curriculum, the architect's creation of cross-pollinating spaces, and the integration of technology across the entire school.

MARGARET ALVAREZ / CLARISSA SAYSON / CATHERINE STEINER-ADAIR / ANNA MARSDEN

THE STUDY

Job-Alike — Women in Leadership

Have you wondered how to support the aspiring women leaders in your school? In what ways might women in leadership positions be encouraged to take the next step? This session will actively engage participants in exploring the issues that women might face when holding or aspiring to a position of leadership.

MARC FRANKEL

Strategic Planning

MYANMAR 1

Making Strategy when Nothing Is Certain

Traditional approaches to strategy assume that leaders can predict an organization's future accurately enough to choose a clear, unambiguous strategic direction. But when the future is truly uncertain, such an approach is at best marginally helpful and at worst extremely dangerous. A new framework for thinking about strategy can help. This workshop will explore that framework and will give participants an opportunity to apply it to their schools. We find strategy becomes more important, not less, when things are "up in the air." Getting it right is crucial.

CHRIS GOULD

Teacher Recruitment and Selection

PHILIPPINES

Recruitment & Screening of School Staff

Chris will give an overview of good practice guidelines that exist with respect to how international schools should manage the recruitment of teachers and other staff. The workshop will include a review of some of the lessons learnt from recent cases where the recruitment practices have failed, together with an explanation as to relevance of 'safer' recruitment as it sits within the context of a comprehensive safeguarding framework.

SCOTT HAYDEN

Conflict Resolution

NEXT 2

Conflict, Allergies, and Motor Oil: Turning Disagreements into Opportunities

You can respond to everyday conflict in ways that build relationships and promote your highest values. Four spiritual principles guide us through the tangle of all kinds of disagreements, from classroom to boardroom. Springing out of select biblical writings of traditional Christianity, people of all faiths or no faith can find guidance. Learn how to: reorient yourself to what matters; take responsibility for your contribution to a conflict; gently help others do the same; reach mutually agreeable resolutions.

JANE HYUN

Leadership

THE GARDEN GALLERY

Flexing Your Personal Style

Whether you are driven by the bottom line or energized by thorough analysis, we each bring a preferred relating style to our organizations. In this session, you will learn how to manage your core style while developing "flex" skills that will allow you to be more effective with those who have your opposite style. This session is highly interactive and offers an opportunity to practice skills in a low-risk environment.

MIKE JOHNSTON

Leadership

MALAYSIA

Systems Thinking

Systems thinking deepens learning by providing a structured and interdisciplinary method to tackle complex issues. Those attending will learn and share examples of how systems thinking can be successfully integrated into K-12 education. "Compass Education" aims to equip schools as learning communities to act for a sustainable future. This growing collaboration between schools not only helps to improve student learning, but also creates a better world.

Session 6

FRIDAY | 30 October 2015

11:15-12:30

Room

BARCLAY LELIEVRE / TINA SANTILLI

Student Learning

SALATHIP B

The Locus of Learning — Who is Responsible for Student Success?

Research on the value of 'thinking about thinking' and 'learning to learn' are well documented from Hattie to Harvard Project Zero. The IB, in particular, have begun formalizing the importance of Approaches to Learning skills. Implementing a plan for their delivery can be difficult, especially if our assumptions are based on the norms of taught, written, and assessed curriculum. What is being done 'with' and what is being done 'to' students? Who is responsible for student success? We are happy to share our experiences in getting a functional program for metacognition up and running in middle and high school.

KATHY LIMMER

Development

SALATHIP A

Annual Giving 101: Building an Annual Giving Program

Annual giving programs have the ability to enhance the educational experience for all students. Additionally, a well-run annual giving program can lead to major and leadership giving. During this session we will discuss the steps to build or expand an annual giving program. Participants will: Learn how to develop an annual fund calendar; Hear about the importance of segmentation of donors for solicitations; Discuss how to best utilize a donor database to maximize efficiency; Talk about creative ideas to motivate and encourage the community to give.

HEATHER LINHARDT

Sustainability

BRUNEI I

Getting Strategic about Sustainability: A Whole-School Approach

Analyse frameworks for implementing a through school sustainability strategy that promotes economic, social, and environmental sustainability by leveraging operations as an authentic part of the learning environment. Move from silo thinking towards a beneficial triple bottom-line with traction and strategy. Focus areas for strategic development include curriculum integration, water, energy, waste, procurement, buildings and facilities, health and wellbeing, community engagement, and more.

LAURA LIPTON

Leadership

VALLEY I & 2

Creating and Leading Cultures of Inquiry: Seven Qualities of High Performing Groups

A group is not a static thing. Groups develop, shaped by their continued shared experiences and the processing of these experiences. The resulting growth in skills and behaviors influence the beliefs and assumptions that ultimately become the new operating norms. This session will address the importance of focusing collective action, moving groups from seeking the most expedite answers to embracing an inquiry orientation. Seven qualities of high performing groups will be explored, and participants will have an opportunity to consider these qualities in light of their own group work.

DOUGLAS OTA

Student Transitions

INDONESIA

So What Do We Do About Mobility? Building Comprehensive Transitions Programs at Your School (Part I)

The largest study in educational research history demonstrates that moving harms learning. This finding is incomplete. Ota's work explores the vast potential for growth in a life moving amongst cultures, and how we can harness it for our students and ourselves. In his second presentation, Ota examines how the psychological challenges described in his first presentation can only be tackled at the community level. He presents a framework for building comprehensive "Transitions Teams" at international schools. This practical workshop will help you assess your school's current level of transitions services, interact with professionals at similar schools, and identify realistic goals for moving a resilient Transition Team at your school forward. Ota closes with an uncomfortable teaser from his final workshop, namely that no single school can fully address transitions challenges on its own, since the emotional issues at stake span multiple schools.

DAVID LOVELIN

Inclusion

BRUNEI 2

Support Strategies — Working with Families of Students with Autism

There is an increase of students with autism spectrum disorder attending international schools, creating opportunities for building inclusive educational environments. We will be looking at a number of student, parent, and teacher responses focused on their experiences while attending school. Participants will gain a brief understanding for working with students with autism and creating a culture of care within the classroom and meeting environments.

MARTIN SKELTON

Leadership

MYANMAR 2

Jim Collins' Hedgehog Concept and How It Works in Schools

Jim Collins book, *Good to Great*, identifies key factors that underpin many great organisations. One of them—The Hedgehog Concept—is about the single driving idea behind everything a school does. During this session, Martin will show how often learning fails to be the Hedgehog Concept in schools and highlights some easy-to-apply ways in which it can be.

11:15 -12:30

DERRICK QUINET

Athletic Directors' Job-Alikes

SALATHIP C

12:30 -13:45

LUNCH

ANGELINI, BALLROOM I-2 and SHANG PALACE

Women Leaders Luncheon (by invitation)

ANGELINI

Contacts: Clarissa Sayson, Anna Marsden, Margaret Alvarez

I-STOP

PEACE OF MIND SOLUTIONS FOR INTERNATIONAL SCHOOLS WORLDWIDE

- Medical History Disregarded
- Sustainable Rates
- Excellence in Service
 - Prompt Reimbursement, 24/7 Hot-line, Mobile App
- Extensive Network of Hospitals and Clinics
- Experience with International Schools




13:45-14:30 Annual General Meeting (AGM) (for EARCOS Heads only)

THE STUDY

Job-Alikes

(Job-Alikes for heads will be after the AGM)

14:30-16:30	Heads, Large Schools	ANDY DAVIES, <i>International School Bangkok</i>	THE STUDY
14:30-16:30	Heads, Medium Schools	CHIP BARDER, <i>United Nations International School of Hanoi</i>	THE GARDEN GALLERY
14:30-16:30	Heads, Small Schools	STEVE WINKELMAN, <i>Concordia International School Hanoi</i>	VALLEY 1 & 2
13:45-16:30	Admissions Personnel	WENDY VAN BRAMER, <i>International School Bangkok</i> SANDRA HELMIG, <i>NIST International School</i> LINDA BELONJE, <i>KIS International School</i>	PHILIPPINES
	High School Principals	MELANIE VRBA, <i>Western Academy of Beijing</i> PATRICK HURWORTH, <i>Hong Kong International School</i>	INDONESIA
	Middle School Principals	GRETCHEN DEPOINT, <i>Ruamrudee International School</i>	MALAYSIA
	Elementary School Principals	DAN KELLER, <i>Saigon South International School</i> YVONNE WILLIAMSON, <i>Teda International School</i>	CHAO PHRAYA
	Communications	KELLY JO LARSON, <i>Concordia International School Shanghai</i> SUZI ROBERTS, <i>Western Academy of Beijing</i>	MYANMAR 3
	Curriculum Coordinators	JILL WATSON, <i>American International School of Guangzhou</i> STACY STEVENS, <i>International School of Beijing</i>	CORUNDUM
	Human Resources	MIMI LEE, <i>International School of Beijing</i> MICHELLE MAPUA, <i>International School Manila</i>	VIETNAM
	I.T. Directors	DAVID NEUDORF, <i>International School of Kuala Lumpur</i> CHRISTINA DEVITT, <i>Jakarta Intercultural School</i>	BRUNEI 2
	Board Members	BOARD MEMBERS (if necessary)	SINGAPORE
	Deputy Heads of School	JENNIFER SPARROW, <i>Singapore American School</i>	MYANMAR 1
	Innovation Coordinators	DENNIS STEIRGERWALD, <i>Singapore American School</i>	MYANMAR 2
13:45-17:45	The National Interscholastic Athletic Administrators Association (NIAAA) LTC 703		SALATHIP C
	SHERI STICE Student-Centered Educational Athletics Performance Beyond the Xs & Os This student-centered program will provide learning experiences for student athletes beyond the Xs and Os. This course will support a value-based curriculum that will demonstrate model behaviors and qualities that students should emulate both in and out of the athletic arena. Teachable moments beyond the classroom—center court, centerfield, or center ice—provide the opportunity to promote and maximize the achievement of these educational goals and life skills. This course will provide the necessary strategies, methods and resources to implement this initiative within your own school.		
15:00-15:30	TEA & COFFEE BREAK Sponsored by FARIA SYSTEMS <div>  Faria Systems </div>		
16:30	ISS HEADS OF SCHOOLS MEETING - Rob Ambrogi, <i>International School Services (ISS)</i>		NEXT 2

Project Zero is coming to

★ AUSTRALIA ★

PROJECT ZERO PERSPECTIVES:

LEADING
LEARNING
& THINKING

5-6 March, 2016 | Melbourne Grammar School
MELBOURNE, AUSTRALIA

PROJECT ZERO PERSPECTIVES:

GLOBAL CONNECTIONS

IN THE

DIGITAL AGE

13-14 MARCH, 2016 | SHORE SCHOOL

SYDNEY, AUSTRALIA

Project Zero is an educational research group at the Graduate School of Education at Harvard University. Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels.

The conferences will invite educators to reflect deeply on ways to build and sustain engaging, enriching and rigorous learning opportunities; to encourage problem-finding and problem-solving; and to develop the disposition to act to make the world a better place.

FEATURING PROJECT ZERO RESEARCHERS



Ron
Ritchhart



David
Perkins



**For more information visit
www.casieonline.org**

3rd Day of Conference

SATURDAY | 31 October 2015

Room

06:45-07:45	WASC Breakfast meeting for EARCOS Accreditation Committee	NEXT 2 PDR 1
06:45-07:45	Breakfast Meeting for Heads of Small Indonesian Schools	NEXT 2 PDR 2
08:00-18:00	International School Leadership Program University of San Francisco / Washington State University	THE CHAIRMAN'S ROOM
08:00-08:10	OPENING ENTERTAINMENT by International School Bangkok International School Bangkok Mozart Ensemble Andy Marshall, <i>Choir</i> / Todd Weinhold, <i>Strings</i>	GRAND BALLROOM
08:10-08:15	Opening Remarks / Announcements Morning Greetings by Stephen Cathers , <i>EARCOS Secretary & Director, Korea International School</i>	
08:15-09:15	LEADERSHIP STORIES RAMI MADANI , <i>Director of Curriculum & Professional Development, International School of Kuala Lumpur</i> What Did My Story Tell Me About Leadership in Education? RIKI TETEINA , <i>Head of School, Phuket International Academy</i> My Journey into Social and Emotional Learning and Mindfulness — How I Stumbled into Something that Changed Every Facet of our School Community JORGE NELSON , <i>Head of School, North Jakarta Intercultural School</i> Corporate-owned International Schools as Oil Tankers: It takes a long time to turn them around and/or keep them off the shoals. TAREK RAZIK , <i>Head of School, International School of Beijing</i> EARCOS Leadership Story ANNA MARSDEN , <i>Head of School, International School Suva</i> A Road Travelled Together	
09:15-10:00	TEA & COFFEE BREAK in Ballroom Foyer & Foyer of Function Room Sponsored by JTL Essentials Benefits Solutions Corp. Ltd. VISIT OUR EXHIBITORS	
10:00 - 11:15	ATHLETIC DIRECTORS' INSTITUTE KEN SU Coaching and Learning with Students - Athletes Building positive coaching environment with student-athletes	SALATHIP C
11:30 - 12:45	The National Interscholastic Athletic Administrators Association (NIAAA) LTC 707 SHERI STICE Assessment of Interscholastic Athletic Programs and Personnel This course examines a philosophical rationale and a variety of methods that may be used to assess athletic programs and personnel. The goals of this program are to improve the performance of athletic coaches and other athletic department personnel, improvement of program operations and improvement of satisfaction among players, parents, and employees. A central theme is to encourage assessment of needs, interests, and opinions that can enhance goal setting and planning priorities. The course examines a philosophical rationale for assessment of high school sport programs, discusses basic statistical concepts, focuses on affective assessment, describes various personnel assessment methods and concepts, and details various program assessment techniques.	SALATHIP C

Session 7

SATURDAY | 31 October 2015

10:00-11:15

Room

CATHERINE STEINER-ADAIR

Student Online Identity

BALLROOM 3

The Big Disconnect: Your Students in Class and Your Students Online

Never before has the school day extended to 24/7. With collaborative online homework, all grade and all school chat rooms, parents and teachers emailing, the "school house" and family home have merged. As wonderful as technology is, it brings with it new kinds of psychological fallout and good kids are getting into bad trouble; troubled kids are getting into more serious trouble. Students describe a big disconnect between who they are at school, and who they are online, and struggle with an online social networking culture that is often the antithesis of school values. Faculty struggle with a tension between being available and having boundaries with students and parents. This workshop will help school leaders deepen their understanding of the two worlds and different identities students and faculty must navigate. Participants will learn about the disconnect between school values and online kid culture, and ways to help kids stay safe online, use tech as an ally for building character, community, and creativity.

HARVEY ALVY

Leadership

CORUNDUM

Lincoln for Today: Personal Example and Successful 21st Century School Leadership

This interactive workshop, a shorter version of the preconference session, will demonstrate how President Lincoln's success during the most difficult period in the history of the United States provides 21st century international school leaders with invaluable examples of how character, credibility, and competence make a difference. Based on the presenter's coauthored book, *Learning from Lincoln: Leadership Practices for School Success*, we will examine Lincoln's heroic life—his words and deeds—to gain inspiration and learn practical leadership strategies to improve our performance and make a difference for students, teachers, and the community. Finally, a critical workshop goal will be to affirm, refresh, and celebrate one's own calling and voice as an international school leader—not by replicating Lincoln's behavior—but by reflecting on his actions during an extraordinary time.

ASHLEY CORNFOOT

Student Learning Relevancy

BRUNEI I

What's the Point of School?

Why should students bother with school? Who is the curriculum for? Are teachers necessary? What's worth knowing? This workshop looks at how schools make learning relevant, engaging, authentic, and purposeful. Explore and share ideas on project-based learning, learning through enquiry, and the role of the teacher. Look at how the curriculum is mapped so students develop the skills, knowledge, and understanding necessary for their future.

ALEC COUROS

Blended Learning

CHAO PHRAYA

Designing for Online & Blended Courses (Part I)

While learning managements systems like Moodle and Blackboard are still popular choices for facilitating online and augmented courses, these systems are being challenged by 'small-tools-loosely-joined' approaches to instructional design. This workshop will outline various pedagogical approaches used to construct learning environments based on freely available or low-cost tools. Participants will learn the ins and outs of some of the most common and powerful tools while coming to understand the pedagogical frameworks afforded by distributed learning environment design. Both closed and open models of learning will be explored throughout the workshop.

SESSION 7



SUNY Buffalo State

International Programs for International Educators

Master's Degree in Multidisciplinary Studies--
An affordable and flexible degree designed for internationally-minded educators

- American/International Schools host the degree program on site
- Host school staff collaborate with Buffalo State staff to design a degree program that aligns with the professional development initiatives of the school and the goals of individuals in the program
- Courses apply across grade levels and curricula creating an opportunity to study with a diverse group of colleagues
- World-class instructors with extensive experience teaching international school educators
- Courses can be delivered on site, electronically, or through a combined approach of on-site/on-line depending on the course as well as the needs of the school

Over 1000 enrollees in more than 35 schools and a proud history of several hundred graduates over the last decade

Buffalo State, SUNY also provides the option of graduate credit for professional development offered at American/International Schools.

For more information please contact:

International Graduate Programs for Educators

<http://igpe.buffalostate.edu>



BUFFALO STATE
The State University of New York

Argentina • Bolivia • Brazil • China • Colombia • Dominican Republic • Ecuador • Ethiopia • India • Indonesia • Japan • Jordan • Kuwait • Mexico • Mozambique • Nigeria • Oman • Philippines • Qatar • Singapore • Thailand • Turkey • Ukraine • United Arab Emirates • Venezuela

Session 7

SATURDAY | 31 October 2015

10:00-11:15

Room

CRAIG COUTTS / SUSIE CLIFFORD

Leadership

SALATHIPA

Creating a Leadership Culture

John C. Maxwell stated that the sign of a good leader is the capacity of leadership that they have created in their organisation. This way of working in schools creates more understanding of the vision, builds greater capacity, and creates an environment of innovation and involvement. Yokohama International School has developed an environment in which faculty and students alike have opportunities to develop their leadership skills and to lead, and although we still have some way to go, we would love to share our ideas and experiences with you and also provide a forum for others to share experiences within their own schools.

CHRIS EDWARDS

Measuring Mission

VALLEY 1 & 2

Measuring the Immeasurable: How UWC South East Asia Is Investigating the Impact of its Mission

At their best, school missions drive learning and provide inspiration and focus for the whole community. But how can a school know that it is fulfilling its mission? And how can the impact of a mission-driven education be measured? In this session, Chris will introduce a partnership between UWCSEA and Research Schools International, led by researchers from Harvard Graduate School of Education. Learn more about the methodology being used to identify whether or not UWCSEA is fulfilling its mission to make education a force to unite people, nations, and cultures for peace and a sustainable future.

LOUISE FAVARO

Student Relationships

BRUNEI 2

Resilience and Responsibility: A Model for Interpersonal Relationships (including Bullying)

The concept of 'bullying' has widely become overused and misused by students, parents, teachers, and administrators in schools today. This session will provide a fresh perspective on bullying, and introduce a model that takes into account the complexities involved in understanding and getting to the truth of any interpersonal exchange.

DEIDRE FISCHER / KAREN O'CONNELL

Leadership

MALAYSIA

An Exploration of the Importance of Trust and Culture in the Workplace

"The Principal's (or leader's) behaviour has a large influence on a culture of a school. Principals (or leaders) have a greater responsibility for the establishment and maintenance of a culture of trust." (*Trust Matters*, P39) This workshop will require participants to be an active component within our exploration of the importance of trust and culture in the workplace and the potential implications for aspiring or current leaders.

KATHIE BERGSMA GLENN

Teacher Orientation

MYANMAR 3

Welcome to Our School: Orientation for New Hires

Every year we welcome new faculty members to our international schools. These teachers and their families are often going through a big transition adjusting to a new school and country. Having a well-planned orientation program can make their adjustment easier and help make their first year a success. This workshop will cover what makes an effective orientation program based on Kathie's action research project and the improvements International Christian School (Hong Kong) has made to its orientation program over the last five years.

CLAY HENSLEY / NANCY HARGRAVE MEISLAHN / JOEL PRESTI

Student Learning Assessment

MYANMAR 1

A Great Global Conversation: The Redesigned SAT and Advances in AP and What That Means for EARCOS Schools

The College Board's central mission to prepare students for college and career success has not changed, but the skills needed to be successful in our 21st century world have. Through extensive research and feedback from higher education and secondary school leaders, the Advanced Placement Program (AP) continues to evolve, including the 2014-15 launch of AP Capstone, a new innovative diploma program that incorporates an interdisciplinary approach to learning. Through AP Seminar and AP Research, Capstone's foundational courses, students develop the critical analysis, collaborative teamwork, and communication skills necessary for an increasingly interconnected global environment. Additionally, the first administration of the redesigned SAT will be in 2016. The session will provide updates on the changes afoot for the big test and discuss implications of these changes on international admissions. Also addressed will be how international educators can help prepare students and school communities for these changes in this global benchmark, such as our collaboration with Khan Academy to provide free, world-class preparation for students throughout the world. This session will be interactive and will integrate questions and feedback from the audience.

MICHAEL HIRSCH

Leadership

NEXT 2

Data Driven Decision Making

This workshop will be orientated toward collaboration and sharing. The presenter will go through several practices that are used at his school to make data-driven decisions regarding course counseling, admissions, and improving pedagogy and instructional choices. Workshop participants will be encouraged to bring and share examples of best practice from their own school.

JANE HYUN

Leadership Authenticity

THE GARDEN GALLERY

Communicating with Conviction: Your Value Proposition

To remain competitive, it is imperative that you understand the value you bring to your organization. In order to do this, you need to identify the unique motivated skills and capabilities you bring to the table. During this hands on session, participants will learn how to practice authenticity in their leadership, as well as uncover a step-by-step process for communicating their personal story.

Session 7

SATURDAY | 31 October 2015

10:00-11:15

Room

CHRIS JANSEN

Change

PHILIPPINES

Organisational Transformation Processes

This workshop will explore a framework for school and organisational transformation. It will suggest that such processes involve four steps. Step 1) Engagement involves forming a core team and engaging a wide range of stakeholders. Step 2) Scoping involves appreciating current strengths, being exposed to the shifting external and internal context, and co-creating a future vision. Step 3) Action planning then involves needs and gap analysis, followed by prioritization of a number of strategic foci for a one- to three-year period. Finally, step 4) Implementation includes setting up professional learning communities focused on prototyping and piloting initiatives as well as a robust evaluation process alongside it.

DOUGLAS OTA

Student Transitions

MYANMAR 2

So What Do We Do about Mobility? Building Comprehensive Transitions Programs at Your School (Part 2)

The largest study in educational research history demonstrates that moving harms learning. This finding is incomplete. Ota's work explores the vast potential for growth in a life moving amongst cultures, and how we can harness it for our students and ourselves. In his second presentation, Ota examines how the psychological challenges described in his first presentation can only be tackled at the community level. He presents a framework for building comprehensive "Transitions Teams" at international schools. This practical workshop will help you assess your school's current level of transitions services, interact with professionals at similar schools, and identify realistic goals for moving a resilient Transitions Team at your school forward. Ota closes with an uncomfortable teaser from his final workshop, namely that no single school can fully address transitions challenges on its own, since the emotional issues at stake span multiple schools.

KEN O'CONNOR

Assessment

INDONESIA

Which Fixes Work — or Don't Work — for You?

A Repair Kit for Grading: Fifteen Fixes for Broken Grades was first published in 2007 and has been widely used by schools/districts as the basis for revising grading practices. This session will provide the opportunity for discussion of the fixes — what works and what issues arise when implementing the fixes? This is a discussion session, not a presentation, and is intended for those who are familiar with the fixes.

BERNADETTE VAN HOUTEN

Internationalism / Complex Identity

SINGAPORE

Beyond National Identities

Increased transnational mobility has resulted in many of our students combining ethnicities, cultures, and languages in their family composition and within their own identities. In this session we look at how this added complexity might enrich and affect our definitions and expectations in our international schools.

JAMES WARNOCK

Leadership

THE STUDY

Analyzing Teaching for Student Results — Teacher Expectations

Ultimately the decisions teachers make and the actions they take in the classroom will be driven by their beliefs about their students and their own capacity as a professional. This workshop will explore two very different beliefs about learning and achievement and the impact they have on student performance. In addition we will analyze specific, observable ways in which teachers communicate their expectations to, and the impact it has on, student engagement and performance.

11:15 - 11:30

TRAVEL TIME

11:15 - 14:00

Mekong Region International School Association (MRISA) HEADS' MEETING

THE BOARDROOM SUITE



Thank you to
Thailand Convention & Exhibition Bureau (TCEB)
for their generous support of this year's
EARCOS Leadership Conference 2015.

SESSION 7



Risk – it's a fact of life in international schools, but we can help.

The challenges of operating a safe and secure environment for a school community are complex and manifold.

We engage with our Asia-based school clients as a trusted partner, enhancing their duty of care to stakeholders by providing risk mitigation services for both ongoing operations and incidents.

It requires a holistic approach, with a customer-focused implementation - something Hill & Associates has delivered to international schools since 2002.

Our Risk Mitigation Solutions:

Our core strengths lie in the ability to deliver tailored assessments, audits, and training covering the three key areas: procedures, people and technology.

- | | |
|---|--|
| ▲ Threat, Vulnerability & Risk Assessments (TVRA) | ▲ Development of Security Manuals & Emergency Procedures |
| ▲ Crisis Management | ▲ Pre-Employment Screening & Vendor Background Checks |
| ▲ Enterprise Security Consulting – Greenfield/Brownfield Projects | ▲ Investigations |
| ▲ Security Reviews | ▲ Event Security |
| ▲ Technical Surveys | ▲ Training Programs |
| ▲ Accreditation Compliance | ▲ Travel Risk Management |

For more information, please call us on +852 2802 2123. Alternatively, you can e-mail us at info@hill-assoc.com or visit www.hill-assoc.com.

A  Group Company

Bangkok ▲ Delhi ▲ Dubai ▲ Ho Chi Minh
Hong Kong ▲ Jakarta ▲ Kuala Lumpur ▲ London
New York ▲ Shanghai ▲ Singapore



Easy Access to Quality Health Care Around the World

☆ **No.1**
**international employee
insurance benefits supplier**



Comprehensive international medical insurance with annual maximum benefits of RMB 20,000,000



More than 500 high-end private hospitals and VIP international medical centers in public hospitals across mainland China ensuring you the easy access to quality healthcare services



VIP channel for experts appointment in top public medical facilities in China



The largest provider network in the world

☆ **No.1**
**extensive network of
medical facilities in the world**



365-day International evacuation/ repatriation services through ISOS



Specialized medical team providing professional consultation on chronic disease management to help reduce medical cost for corporations



Eight 24/7 multilingual service centers in the world



Delivering the same best-in-class services through a unique local and global delivery structure



Direct billing services with the medical cost paid off directly between the insurance company and the medical facility

Cigna & CMB

Cigna & CMB Life Insurance Co., Ltd. ("Cigna & CMB") was established in 2003, and now owned by Cigna Corporation and China Merchants Bank.

CMB

Established in 1987 in Shenzhen, China Merchants Bank ("CMB") is China's first joint-stock commercial bank, ranking among the world's top 100 banks.

Cigna

Founded in 1792 and ranked 97 on the Fortune 500 list, Cigna Corporation provides medical insurance and health care services to approximately 86 million people around the world through 8 global operation service centers.

For further information about our product and service offerings, please contact your sales consultant at :
Shanghai: (86 21) 6086 3101 or via Email at: healthcare@cignacmb.com

Session 8

SATURDAY | 31 October 2015

11:30-12:45

Room

CHRIS BETCHER

Technology / Creativity

THE STUDY

iPads as Creation Devices

When the iPad first appeared, many criticised it as little more than a "consumption device." Nothing could be further from the truth. iPads are amazing devices for creativity and production of digital media. In this workshop we will explore some of the better apps and tools for producing creative work on an iPad and will look at ways to extend their use for telling digital stories, making images, music, and video. Hands on session: Bring an iPad, and please ensure that you have whatever information you need to install apps from the Apple App Store during the session.

MIKE CONNOR

Development

INDONESIA

Discovering and Communicating Identity and Value

As tuitions continue to escalate and as corporate sponsorships for international schools diminish, a strong school identity, brand, and value proposition is a must in order to mitigate concerns about cost from current and prospective families alike. Connor's presentation will cover his 6Ws of branding and identity and his 5 elements of an educational value proposition, a formula that has worked to help his client schools gain greater traction in highly competitive markets, and enrollment-challenged schools turn the corner toward greater stability.

ALEC COUROS

Technology / Student Safety

CHAO PHRAYA

Designing for Online & Blended Courses (Part 2)

While learning managements systems like Moodle and Blackboard are still popular choices for facilitating online and augmented courses, these systems are being challenged by 'small-tools-loosely-joined' approaches to instructional design. This workshop will outline various pedagogical approaches used to construct learning environments based on freely available or low-cost tools. Participants will learn the ins and outs of some of the most common and powerful tools while coming to understand the pedagogical frameworks afforded by distributed learning environment design. Both closed and open models of learning will be explored throughout the workshop.

DEIDRE FISCHER / MARGARET ALVAREZ

Inclusion

SINGAPORE

Developing a Culture of Inclusion - A Case Study Approach

Following the workshop at ELC 2014, Dr. Margaret Alvarez and Deidre Fischer will be continuing the discussion about how we can foster and develop practices, that will foster and/or develop a culture of inclusion and enhance diversity within your school. A case study will be presented and participants given an opportunity to discuss how they may use the ideas to develop inclusive practices within their own schools. This is a very interactive workshop that will rely on participant contributions.

MARC FRANKEL

Leadership / Heads Transition

BRUNEI 2

Lessons Learned: When Leadership Search Works Well and When It Goes Awry

Schools are curious and challenging environments and are among the most leadership-sensitive institutions on the planet. Transitions in leadership, especially for the head/superintendent, are fraught with incendiary material and opportunities alike. By examining lessons learned from original research on the search and transition process, we will illuminate what works and what crashes, and will create a blueprint for a successful search, transition, and entry for new school leadership. A "must" for any school in or preparing for a search.

KRYSTEN FORT-CATANESE

Mindfulness

BRUNEI 1

Social and Emotional Learning (SEL) and Mindfulness in Education, Featuring Phuket International Academy (PIA)

There's a growing body of research demonstrating how training in mindfulness is a very effective way to alleviate stress, anxiety, and depression as well as promote our overall wellbeing. This presentation will offer an introduction to the growing field of mindfulness in education and the emphasis of teachers being mindful, teaching mindfully, and then ... teaching mindfulness. We will look at some practices used at Phuket International Academy (PIA) and the unique emphasis it places on the teacher's own "way of being" towards developing a school ethos around social and emotional learning (SEL) and mindfulness.

CARLENE HAMLEY / MARK McELROY

Student Learning / Curriculum

MYANMAR 3

Meshing Innovation & Curriculum

Provide challenging, authentic, and personalized experiences for students and teachers through innovation and curriculum meshing. Explore how to bridge the gap between curriculum and innovation resulting in empowered teachers, enthusiastic students, and a transparent system for parents and the wider global community.

SASCHA HECKMANN / CHRISTINE DOLEMAN / KATE McKENNA

Collaboration

MYANMAR 2

Building a Culture of Collaboration: Implementing Effective PLCs

Shanghai American School Puxi High School has long been considered a great school that attains amazing outcomes for students. To move from good to great, the school learning community focused on collaboration and assessment as core initiatives, yet after several years of work, something was missing. We will share how professional learning communities have invigorated our school and empowered us to shift our focus from teaching to student learning. We will share our work from inception to implementation, focusing on culture, process, and logistics.

ANGELA REILLY / CHERYL PALAMAREK

Admission / Inclusion

VALLEY 1 & 2

Admissions, Learner Support, and the Early Years

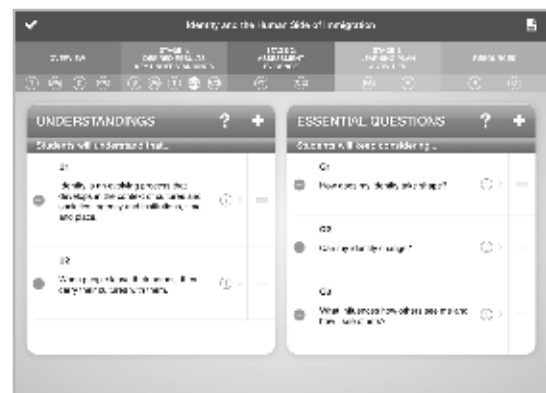
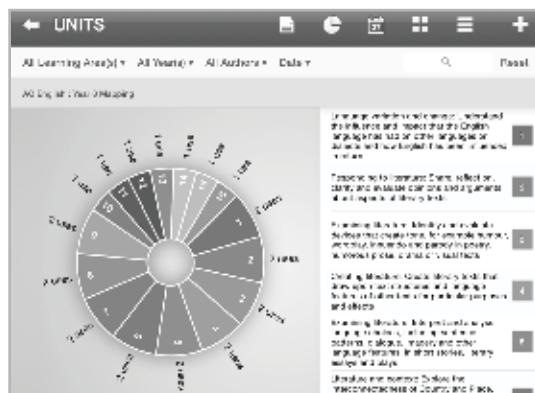
Admissions for early years students has many challenges—should we interview? How do we get information? What do we know about the pre-schools? When we are also trying to manage our learner support numbers and class balance, the process can become even more challenging as there are so many unknowns. How can we help to manage this through our admissions and assessment processes?



The EduTect Unit Planner offers a whole-school, web-based, comprehensive and integrated curriculum planning and reporting tool for educators.



- Unit Planner supports the development of high quality curriculum units that align learning goals, assessments and instructional plans.
- Unit Planner supports the Understanding by Design® framework based on the work of Jay McTighe and Grant Wiggins to encourage a common language and consistent curriculum format.
- Unit Planner is accessible anytime, anywhere through an elegant web-based or native iPad app.
- The intuitive nature and flexibility of Unit Planner encourages teacher collaboration and sharing, within and across schools.
- The curriculum mapping function enables horizontal and vertical curriculum alignment.



FOR MORE INFORMATION ABOUT OUR SPECIAL OFFER
Visit our table or go to www.eductectinc.com/EARCOSspecialoffer

www.eductectinc.com

asia@eductectinc.com

Session 8

SATURDAY | 31 October 2015

11:30-12:45

Room

JIM HULBERT / JANE HULBERT

Child Protection

MYANMAR |

Sexual Abuse Case Studies — Work through Real Crisis Communications Challenges

In this hour, employment lawyer and legal crisis communications advisor, Jim Hulbert, will divide the participants into small groups where each group will work on difference case studies based on actual situations. There will be different case studies based on some form of sexual misconduct, past or present. Teams will be presented with an incident that requires an initial timely response to address the situation. Teams will have a specific objective and a time limit in which to prepare a response. Each team will report out to the larger group. This session can stand alone or work in conjunction with Workshop 1 (Do you know how to manage a sexual abuse allegation, what to do and what to say?)

CHRIS JANSEN

Change, Relevant Case Studies

PHILIPPINES

Collaboration and Collective Impact: Tackling Adaptive Challenges Together

Collaboration, collective impact, partnership; all words that are frequently mentioned across all sectors of society. But why should we? Is collaboration and partnership really the goal or is it a means to an end, a process that can lead to other sorts of outcomes? Is collaboration simply about more efficient use of funds and other resources or could it be also be instrumental in addressing more compelling issues or opening up the possibility of previously unlikely outcomes? In this workshop we will explore reasons why partnership and collaboration might be worth pursuing. We will suggest that collaboration with like-minded colleagues who are involved in the same kinds of programmes and deliverables as ourselves is not collaboration at all – simply networking. Authentic partnership involves diverse partners who choose to gather around a compelling purpose, a reason to motivate them to momentarily put aside their preferences and policies in order to explore new approaches. This session will explore case studies of partnership, collaboration and alliancing from beyond the education sector.

MINA MERKEL

Strategic Planning

MALAYSIA

Change Management: Preparing the Board for Major Projects

Undertaking large-scale change initiatives like major facilities projects, starting a development/fund raising program, or changes in mission, vision, and statutes take a great deal of planning and time on the part of the board and school administration. This session will introduce to you the key structure, process, and tools that are required to ensure a comprehensive change implementation plan. Learn how to assess the overall change implementation capabilities, identifying the strengths to be leveraged, chart the new course, and assess the improvements and the how, and track the changes using the latest in change management techniques. Recommended for boards and school Leadership.

RAMI MADANI / DAVID NEUDORF

New Initiatives-Choices

THE GARDEN GALLERY

Bandwagons: Jumping On and Jumping Off — How Do School Leaders Navigate a Landscape of New Frameworks and Programs?

Education evolves constantly with new initiatives, frameworks, and programs being introduced and promoted around every corner. This session will discuss how school leaders and curriculum leaders can make sense of and manage this ever-changing landscape. Questions such as: To what extent do we need to invest in exploring new initiatives? How do we decide? What drives our choices? How many can be explored and piloted at a given time? How do we know they are improving learning? How do we balance our investments in established practices against the promises and potential of future initiatives, frameworks, and programs.

JENNIFER SPARROW

Assessment

CORUNDUM

Ensuring Assessment Quality

Although using quality assessment is one of the most important components of professional excellence, educators seldom pause to reflect on the assessments they are using. This workshop will overview a simple protocol that school leaders can use to have teachers review the assessments they use to ensure quality tools are being used.

PAUL WOOD / DALE COX

Hiring to "Fit"

NEXT 2

A Hire Purpose: The Recruitment Process in 2015

How can a school maximize its chances of hiring teachers that are the best possible "fit"? With reference to relevant research study data, as well as personal experiences of participants, this workshop will consider essential questions around teacher recruitment such as: How do you attract strong candidates to your school? What are teachers looking for? How do you make best use of digital and online recruiting tools? How do you determine which applicants are the best 'fit' for your school? What is the current (and future) role of the recruitment fairs? And how do you keep great teachers at your school?

12:45-14:00

LUNCH

ANGELINI, BALLROOM 1-2 and SHANG PALACE

13:45-16:00

The National Interscholastic Athletic Administrators Association (NIAAA) LTC 707 (Cont.)

SALATHIP C

SHERI STICE

Assessment of Interscholastic Athletic Programs and Personnel

This course examines a philosophical rationale and a variety of methods that may be used to assess athletic programs and personnel. The goals of this program are to improve the performance of athletic coaches and other athletic department personnel, improvement of program operations and improvement of satisfaction among players, parents and employees. A central theme is to encourage assessment of needs, interests and opinions that can enhance goal setting and planning priorities. The course examines a philosophical rationale for assessment of high school sport programs, discusses basic statistical concepts, focuses on Affective Assessment, describes various Personnel Assessment methods and concepts, and details various Program Assessment techniques.

CANADIAN INTERNATIONAL SCHOOL

On a mission to engage, enlighten and empower



A new centre for science, technology, entrepreneurship, arts and math leads the way in modern learning spaces.

The Canadian International School, Singapore identified their new STEAM centre as a space where students could collaborate, present, engage and relax during breaks. So began the journey towards creating a new multifunctional modern learning environment.

"In line with a new strategic approach we sought input from students regarding this space," says Principal Glen Radojkovich. Elements of the Student Council's strategic plan were reflected in the design and student representatives, teachers and the leadership team were all involved in selecting the furniture.

Glen notes that a number of suppliers were shortlisted but in the end **"we felt that the quality of product and flexibility in design that Furnware provided, along with the support from the sales team, gave them the edge."**

The space is everything teachers and students hoped it would be. Not only is it multifunctional, it is also well utilised and has become a valued and desirable place to be.

Get in touch with Grant to discuss modern learning environments for your school.



Grant van der Kruk
+65 8181 3178

grantv@furnware.com.sg
Twitter: @grant_vdk
www.furnware.com.sg



Soft furnishings provide more relaxing areas.

Session 9

SATURDAY | 31 October 2015

14:00-15:15

Room

KELLY ARMITAGE / ANDY DAVIES

Supervision Evaluation

MYANMAR 3

How to Create and Sustain a Teacher Appraisal System that Truly Makes a Difference for Student Learning

A few years ago, International School Bangkok "re-engineered" its teacher appraisal system to focus on student learners. We moved from focusing on teacher behaviors in the classroom, to focusing on student learning, teacher reflection, learning data, and professional conversations. We will share what progress we have made in the past couple of years, some bumps in the road, successes, and advice for making this paradigm shift sustainable in schools.

LOUISE FAVARO

Student Relationships

BRUNEI 2

Resilience and Responsibility Model: Managing the Parents

Some parents are quick to assume that their child is being bullied, or rush to blame others when their child has done something wrong, particularly when they don't have all the facts. This session focuses on managing parents, including those who 'defend,' 'rescue,' 'enable,' or make their child into a 'victim.'

MAXINE DRISCOLL

Change Drivers

MYANMAR 1

Global and Local Drivers of Change

Discover how to use drivers of change and help your school plan to meet the needs of 21st century learners. Maxine will share insights gained from the recent International Conference of Thinking 2015 held in Bilbao, Spain.

JANE HYUN

Conflict to Collaboration

GARDEN GALLERY

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 in your assertiveness, so that you can develop and strengthen meaningful work and social relationships.

MIKE JOHNSTON

Technology / Student Safety

MALAYSIA

Growing Up Digital

Today's young people connect, collaborate, and innovate media. But who helps them reflect on the implications of their actions? Who empowers them to make responsible, respectful, and safe choices about how they use the powerful digital tools at their command? A clearly articulated and well-implemented digital citizenship plan gives students and parents the tools and curricula they need to guide a generation in becoming responsible digital citizens. In this session we will look at combining values and IT skills in an effective way. How do middle schools tackle the issues, work with parents, and keep their community safe and focused on the learning? We cannot afford to simply build fences or put up walls around the pool—it is time to teach them how to swim.

LAURA LIPTON

Leadership

VALLEY 1 & 2

Making Meetings Work

Meetings have the potential to build and strengthen collaborative relationships while getting important tasks accomplished. This interactive session offers methods and strategies for turning meetings from obligations to opportunities. Learn ways to maximize meeting productivity in a minimum amount of time. Practical tools for balancing participation, focusing energy and attention, sharing and processing information, and engaging collaboratively around tough-to-talk-about topics will be explored. Time for specific application to participant work settings will be provided.

DOUGLAS OTA

Student Transitions

MYANMAR 2

How To Do Something Essential That Can't Be Done on Your Own: Addressing Transitions through Networks of "Safe Passage" Schools Worldwide

Are you seriously interested in mobility issues at international schools? Have you already been involved in addressing mobility, or have the themes in one or more of Ota's workshops piqued your attention? The introduction in this final workshop quickly guides you to the collision of two big ideas: transitions must be addressed for optimal learning to occur, but no single school can accomplish the task alone, because the issues span multiple schools. What should educators do? Ota's final workshop is the first known attempt to provide educators with a platform to discuss the macro-challenges involved in addressing mobility at international schools worldwide. How do you address an issue that transcends single schools? Are networks of "Safe Passage" schools possible? Are nascent networks already emerging? What role could accreditation play in the future? Come join the debate, and help shape the future of how transitions gets addressed at international schools!

MARTIN SKELTON

Assessment

INDONESIA

Knowledge and Skills — Learned, Taught, and Assessed Differently

As we think more about learning, it becomes clear that we need to develop a better appreciation of the ways in which the learning we hope our students will acquire differs in some crucial ways. During this session, we'll be working to tease out what these differences are and the impact they have on our practice in our classrooms and schools.

BERNADETTE VAN HOUTEN

Intercultural Communication

SINGAPORE

Cross-Cultural Discourse in an International School Context

Ensuring cultural inclusiveness within the school and externally with the host community strengthens staff cohesion and morale. This session will address methods of promoting positive discourse, civility, and a pluralistic mindset as well as recognition and management of cross-cultural conflict and harassment.



The specialist independent insurance adviser for international schools and teachers.



For further information please contact
Luke Whitehead

E-mail: luke@aqiaonline.com

www.aqiaonline.com



Session 9

SATURDAY | 31 October 2015

14:00-15:15

Room

JAMES WARNOCK

Leadership

THE STUDY

Analyzing Teaching for Student Results — Making Student Thinking Visible

This workshop will explore specific ways in which teachers can make students' thinking visible during class to facilitate a significant degree of student talk both with the teacher and with one another. A video classroom observation will illustrate how making students' thinking visible helps students to become active thinkers with the content, while also allowing the teacher to get a constant read on who understands and who doesn't. In turn, the students are required to become good listeners to one another while actively processing the information.

JILL WATSON / LIZ GALE

Curriculum

NEXT 2

Curriculum Review: Implementing a Powerful, Centralized Curriculum Review Cycle

In this workshop, administrators, curriculum coordinators, and teacher leaders will work together to deepen their understanding of how to sustain the development and implementation of new curriculum once the review process has been completed. Participants will explore how to: Manage change and overcome everyday obstacles; Establish systematic processes to keep curricular goals front and center; Build effective teams and committees; Develop realistic action plans; Plan for professional development that aligns to curricular goals; and Inspire a common purpose and vision.

DEBORAH WELCH / CHIP BARDER

Leadership

CORUNDUM

Standards for a Head of School? Applying What We Know about Growth to the Lead Learner of a School

For many heads of school and their boards or owners, the appraisal process is an unsatisfactory one. Performance evaluation is typically based on a job description and goals for the year, but typically little of what we know about learning and growth is incorporated into the model. How can the need for accountability be balanced with the need for growth, improvement, and motivation when evaluating a head of school and motivating him/her to improve? AISH has developed standards of excellence for the international school head that include the domains of learning, leadership, organizational development, and professional accountability. This session will provide an introduction to the standards and the beginnings of a draft rubric to use with them. Discussion will also focus on the creation of a systematic process to differentiate supervision based on the standards, moving the process to a focus on growth. This session is most appropriate for heads of school, board members, deputy heads, and those interested in the appraisal process.

SESSIONS

17:45-18:45

Cocktail Reception

Reception and Welcome to Exhibitors and EARCOS Board Members

EARCOS Suite 2300

19:00 - 21:00

Closing Reception

Sponsored by SEARCH ASSOCIATES



Search
ASSOCIATES

GRAND BALLROOM

SUNDAY | November 1, 2015

07:00

GOLF! GOLF! GOLF!

08:30-16:00

MARILYN GEORGE

WASC: Focused Visiting Committee Member Training

THE GARDEN GALLERY

08:30-16:00

ACAMIS BOARD MEETING

BOARDROOM SUITE

Thank you to **CIGNA & CMB Life Insurance**
for sponsoring the conference pens!



招商信诺
Cigna & CMB



Cigna.



**Search
ASSOCIATES**

www.searchassociates.com

CELEBRATING 25 YEARS in International Recruiting
Over 29,000 Educators Found Jobs in Top International Schools Worldwide



- Head of School Searches • Teacher Recruitment
- Administrative Searches • Administrative Recruitment
- Board Consulting • Performance Workshops

2015-2016 JOB FAIR SCHEDULE

LEADERSHIP - BANGKOK, THAILAND

November 13 – 15, 2015, Ray Sparks

TORONTO, CANADA

December 11 – 13, 2015, Ray Sparks

MELBOURNE, AUSTRALIA

January 3 – 6, 2016, Nick Kendell

BANGKOK, THAILAND

January 8 – 11, 2016, Michael Williams

HONG KONG, CHINA

January 15 – 17, 2016, Barry Drake

LONDON, ENGLAND

January 21 – 24, 2016, Gez Hayden

CAMBRIDGE, MASSACHUSETTS

January 28 – 31, 2016, Jessica Magagna

SAN FRANCISCO, CALIFORNIA

February 12 – 15, 2016, Michael Williams

DUBAI, U.A.E.

February 18 – 20, 2016, David Cope

CAPE TOWN, SOUTH AFRICA

February 26 – 28, 2016, Gez Hayden

BANGKOK - SPRING, THAILAND

March 18 – 20, 2016, Michael Williams

LONDON - SPRING, ENGLAND

April 15 – 17, 2016, David Cope

LATIN AMERICA/CARIBBEAN

TBD

Spanning the Globe with a Personal Touch - 18 Offices Worldwide

Launceston, Australia

Nick Kendell

Ontario, Canada

Robert Barlas

Nova Scotia, Canada

Ray Sparks

Nanjing, China

Gez Hayden

Mijas Malaga, Spain

Dr. Barry Drake

Bangkok, Thailand

John Ritter

Chiang Mai, Thailand

Harry Deelman

Cambridge, UK

David Cope

California, USA

Ralph Jahr

Bridget McNamer

Julie Ryan

Massachusetts, USA

Diana Kerry

Nevada, USA

James Ambrose

Pennsylvania, USA

David Cramer

Sally Gordon

Jessica D. Magagna

John Magagna

Washington, USA

Michael Williams

Established in 1990

Founding Director

John Magagna

WORKSHOP PRESENTERS



STEPHANE ALLAGNON

Stephane is the director of international and global connections at Woodward Academy. Prior to this, he was a French teacher at the school. He also taught Spanish and French for 14 years in a public school in Georgia ((U.S.A.). He is originally from France where he taught English. He also taught French as a second language in Ireland (Newry) and is the President of the American Association of Teachers of French for Georgia and a board member of FLAG (Foreign Language Association of Georgia) and of the Francophonie Atlanta Committee.



MARGARET ALVAREZ

Margaret is currently head of ISS International School, Singapore. She has over 25 years experience in international education, ranging from international school teacher, middle leader, principal, head of school, and associate director of accreditation for the Council of International Schools (CIS). Dr Alvarez is currently president of the EARCOS board and is a member of the IB Asia Pacific Regional Council.



HARVEY ALVY

Harvey served as a practicing principal for 14 years in both elementary and secondary schools. His international experiences included the American School in Kinshasa, Zaire, the American International School in Israel, the American Embassy School in New Delhi, India, and Singapore American School. He was selected as a NAESP National Distinguished Principal for American Overseas Schools, and is a founding member of the Principals' Training Center for International Schools. In 2004 Harvey received the Eastern Washington University (EWU) Faculty Achievement Award for Teaching Excellence. He coauthored, with Pam Robbins, *The Principal's Companion* (4th Ed., 2015, Corwin Press), *Learning From Lincoln: Leadership Practices for School Success* (2010, ASCD), *The New Principal's Fieldbook: Strategies for Success* (2004, ASCD), and several others.



KELLY ARMITAGE

Kelly is principal of the elementary school at International School Bangkok. Prior to this role, Kelly was a learning coach, staff developer, and educational consultant for 10 years in the areas of literacy, science, assessment, and ESL. Kelly also served as curriculum coordinator at Escuela Campo Alegre in Caracas, Venezuela. Additionally, Kelly has been a classroom teacher, a literacy specialist, and a bilingual/ESL teacher.



CHIP BARDER

Chip has been the head of five international schools and has been working with boards for over 30 years to achieve better practice in governance. The recent work at UNIS Hanoi with Dr. Chait has enabled the UNIS board to achieve new heights in their governance work, and provided Chip with more insight into how the head can be a support or a hindrance in that work.



CHRIS BETCHER

Before the World Wide Web, Chris was an art teacher. He made interesting things out of paint and clay and enjoyed helping his students learn to do the same. When the Web came along it ignited a whole new passion for making things out of 0s and 1s. He enjoyed helping his students learn in this new digital landscape even more than the old analog one. Since that time, he has taught in a range of educational settings. He still has the same passion for helping others explore their world through computational thinking, digital media, and the social web, and discover the joy of working with both sides of their brains. Chris is a blogger, podcaster, speaker, and author. He shares openly and freely through his blog at <http://chrisbetcher.com>, and presents at national and international conferences. He is an Adobe Education Leader, Google Certified Teacher, and a Google Education Trainer. In 2013 he was named ICT Educator of the Year by both ICTENSW and ACCE.



LORI BOLL

Lori is an experienced special education leader with a personal connection to individuals with disabilities. In 2003, Lori's son Braden was diagnosed with autism spectrum disorder. This milestone event changed her focus from teaching elementary students to advocating for all children and all learners. Lori is currently working at International School Bangkok as a middle school learning support teacher. She is also a board member of SENIA (Special Education Network In Asia), and is hoping that soon all EARCOS schools will have representatives attending the annual SENIA conference. www.senia.asia



VICTOR BOULANGER

Victor has been the KAS director of learning technology since 2012. He has a law degree from the Université de Rouen, a masters degree in Europea law (Scotland), and a masters in information technology law (U.S.). He has conducted many professional development programs and has presented internationally on technology including for UNESCO and Google.

WORKSHOP PRESENTERS



KASSON BRATTON

Kasson is enjoying his second year as head of middle school at Nanjing International School. This marks his 11th year as an international educator with exciting stints in Haiti, Scotland, Qatar, and now, wonderful China! Kasson holds an M.Ed from Portland State University and an Ed.S in educational leadership from Capella University. His professional passions are meeting the unique needs of adolescent learners, supporting and empowering teachers, and helping make the NIS mission of inclusion, creative thinking, international-mindedness, and personal excellence real in the lives of its stakeholders. He is supported in these endeavors by his lovely wife, Olivia, and energetic four-year-old son, Harris.



ELIZABETH BRAY

Elizabeth was seconded to the college curriculum development team in August 2011 to articulate learning from kindergarten to grade 12 across the five elements of the UWCSEA learning programme. Lizzie has more than 20 years' experience as a teacher and as a curriculum leader in international education. In August 2015 Lizzie took on the role of middle school principal on the Dover Campus.



MADELEINE BROOKES

Madeleine has been at WAB since 2008. She has been a technology integrator/coordinator/leader for many years in six international schools including UNIS Hanoi and Bangkok Patana School as well as schools in Qatar and Turkey. Madeleine's key area of expertise is organising and presenting technology-focused PD. She is an Apple Distinguished Educator (ADE) class of 2008 and an ADE Greater China Advisory board member. In 2015 Madeleine became the executive director of the Learning2 Conference, a non-profit organisation with a mission to 'innovate social learning globally'.

ADAM CAMPBELL

Adam is a principal at International School Manila.



TIM CARR

Tim has been in leadership positions in schools in Asia, Latin America, and the for 23 years. He is interested in designing and nurturing learning communities well suited for the future needs of both humanity and the planet.

SHANEL CATASTI

Shanel is an assistant principal at Yokohama International School.



YU-LIN CHEN

Yu-lin received his professional degree from Harvard University Graduate School of Design (master of architecture with distinction) in 2002, and founded Yu-lin Chen Architects in 2006. In 2010, together with Malone Chang, he founded MAYU architects+, an interdisciplinary practice based in Kaohsiung, Taiwan. At Harvard, Yu-lin was awarded the Araldo Cossutta Annual Prize for Design Excellence in 2000. His graduate thesis project proposed a dialectic urban-architecture strategy for contemporary urban conditions and was nominated for the Harvard Thesis Prize. Yu-lin worked for Francisco Mangado Architects (Pamplona, Spain) on the competition team of Zaragoza Olympic Village and Pamplona San Fermin's Museum; and for William Rawn Associates, Architects (Boston, U.S.A.) on the design team of Williams College '62 Center for Theatre and Dance, and Loomis Chaffee School of Performing Arts Center. Yu-lin has been visiting design critic at National Cheng-Kung University since 2006. He is a registered architect both in Taiwan and in Massachusetts, U.S.A.



SUSIE CLIFFORD

Susie currently works at Yokohama International School as middle school vice-principal and MYP coordinator. She has taught in a range of locations in Australia, as well as working in China, England, and Japan. Having held a variety of leadership roles in different contexts, her passion and drive centre around student learning, and supporting educators to develop their pedagogy in order to meet the needs of the learners. Working with the team of administrators at YIS, part of her role focuses on developing leadership capacity in teachers and students.

WORKSHOP PRESENTERS



MIKE CONNOR

Mike is the president of California-based Connor Associates Strategic Services, LLC and is coauthor of NAIS' book, *Marketing Independent Schools in the 21st Century*. He has presented keynotes and workshops nearly every year over the past two decades at national and international conferences. Connor Associates has worked with nearly 450 independent and private schools in the United States and internationally, in the areas of predictive psychodemographic modeling and forecasting, competitive analysis, confidential external perceptual (image) audits, communicating value through brand and website development and messaging, and institutional strategic planning. As a former practitioner of teaching, enrollment management, development, communications, and advancement, Connor is a vocal proponent for advancing a school's mission by getting the entire school community involved in raising enrollment, retention, and philanthropy. With an M.A. in political behaviour from the University of Essex, England, he has spent nearly 30 years in public, charter, and independent K-12 schools and colleges.

ASHLEY CORNFOOT

Ashley is currently the head of primary at Garden International School, Kuala Lumpur. Originally from the UK, he has been teaching overseas for 16 years in schools in Doha, Bangkok, and Brussels. He has recently re-designed the primary curriculum at his school, incorporating the core standards from the new English National Curriculum and the GIS Learner Skills and Dispositions.

CASEY COSGRAY

Casey Cosgray is a principal at Western Academy of Beijing.



ALEC COUROS

Alec is an associate professor of educational technology and media at the Faculty of Education, University of Regina. He has given hundreds of workshops and presentations, nationally and internationally, on topics such as openness in education, networked learning, social media in education, digital citizenship, and critical media literacy. His graduate and undergraduate courses help current and future educators understand how to use and take advantage of the educational potential offered by the tools of connectivity.



CRAIG COUTTS

Craig is currently in his third year as head of school at Yokohama International School. Originally from New Zealand, Craig has spent the majority of his education career overseas, teaching in the UK, Indonesia, and Singapore, where he was at UWCSEA for 12 years, 8 of which as primary principal. Craig did leave teaching mid career to explore other fields and was involved in sports marketing with IMG, though after a few years realised teaching and learning is where his heart really lay. Craig's passion in education is around service and leadership, and in Japan he is using both of these areas as a focus for growth for YIS and a way of developing capacity for school improvement.



DALE COX

Dale is head of school at Shekou International School, Shenzhen, China. He worked for 25 years in public education in the before becoming an international school administrator in 2006. He is a member of the ACAMIS board of directors. Dale received his doctorate in educational leadership from Lehigh University (dissertation topic: international teacher recruitment).

SIM COOK

Sim is currently the Athletics and Activities Director at Canadian Academy in Kobe, Japan and prior to this he was the Athletics Director at Jakarta Intercultural School (JIS). Sim is from Australia where he completed his Masters in Sports Physiology and Coaching. As well as being a PE teacher he has coached a variety of sports at School level and State level.



STEPHEN DARE

Stephen is the head of school at Hong Kong Academy. He has worked in international schools in North and South America as well as in Southeast Asia. He has been a co-trainer for the Principals' Training Center Summer Institutes for Curriculum and Leadership and for Leadership and Group Dynamics. Stephen is currently researching and presenting on building cultures of trust in schools in Hong Kong/Southern China. He sits on the advisory board for the Next Frontier Inclusion Project and is a member of the Association of China and Mongolia International Schools board.



PAUL DEMINICO

Vice president of executive searches and governance seminars with International Schools Services (ISS) Paul has served as a school head for 24 years at independent, international schools in Asia and Europe and at public schools in New Hampshire. Paul has also served as a teacher and school principal. He received his doctorate from Vanderbilt University and has served as a visiting lecturer of education at Assumption University and Chulalongkorn University in Bangkok. Paul has authored numerous articles on various topics in education published in international and periodicals. As a graduate of Harvard Business School's Global Leadership Program, Paul has a particular interest in advancing the concept of "global-mindedness" among students from early childhood to Ph.D. candidates. He facilitates head of school searches for boards and has engaged boards in seminars on various topics specifically related to increasing their capacity to govern.

WORKSHOP PRESENTERS



ANDREW DAVIES

Andy is head of school at International School Bangkok. Andy's interests are improving student learning, international education, inclusion, and rugby.



CINDY WAGNER DOBROWSKI

Cindy is a trained school psychologist and currently works as the director of learning support at International School Bangkok.

CHRISTINE DOLEMAN

Christine has been a vice principal at Shanghai American School - Puxi High School for two years. Prior to her vice principal role she served the SAS community as the head of English.



MAXINE DRISCOLL

Maxine draws on outstanding leadership experience in Australia and internationally. She is currently serving on the board of governors at Prem Tinsulanonda International School, Chiang Mai, Thailand. She is the former head of an International Baccalaureate K-12 school. Maxine has consulted on leadership and strategic planning in Korea, China, East Timor, Malaysia, Indonesia, Thailand, and the Philippines, and been invited to speak at conferences in Spain, Singapore, Malaysia, Indonesia, Thailand, and India. She has completed a leadership fellowship at Columbia University, New York, (U.S.A.), and a masters of education at Deakin University, Geelong, Australia. She is both qualified and passionate to inspire a new generation of great leaders.

DIANA DRUMOND

Diana is the elementary vice principal at ISB. She has a background in curriculum differentiation and gifted education and in leading teams to create optimal learning conditions in classrooms in which student achievement and growth can flourish.



CHRIS EDWARDS

Chris, head of college, joined UWCSEA in 2015. He studied English language and literature at Oxford University where he gained a first class degree and became a postmaster (nothing to do with envelopes) at one of Oxford's oldest colleges, Merton. Chris began a teaching career that in its first ten years saw him in Australia, South East Asia, Brazil, and the UK. He was deputy and later acting head of Stowe School in the UK and, in 2004 became head of Bromsgrove, one of the UK's largest independent schools. Ten years later, Chris found the lure of UWCSEA's educational ethos and ambition simply too great and he moved to Singapore in 2015. Chris has an unwavering commitment to, and passion for the values-based approach to education that is at the core of the UWC movement and UWCSEA. His career has been driven by a belief in the good of young people and the power of education to transform lives.



NANCY FAIRBURN

Nancy was seconded to the college curriculum development team in August 2011 to articulate learning from kindergarten to grade 12 across the five elements of the UWCSEA learning programme. Former elementary principal of the Canadian International School, Nancy joined UWCSEA in 2008 as the primary years curriculum coordinator and supported curricular developments as the primary vice principal in 2010.



THOMAS FARRELL

Thom has been the KAS superintendent since 2007. He has over 40 years of administrative experience in American education, including superintendent of schools in Aspen, Colorado, and Kennebunk, Maine. He holds a BA in political science, an MA in administration, and a doctorate from Nova Southeastern in Miami, Florida. He attended the Principal's Academy at Harvard.



LOUISE FAVARO

Louise is the head of student services at Chatsworth International School in Singapore. She has worked in education for more than 23 years, most of which have been in international schools as an IB Diploma teacher, a counselor, and now an administrator. Louise has an MBA in management, an MEd in educational psychology, and is a practitioner of mindfulness based systemic constellations to help people deal with interpersonal dynamics in families, and organizations.

WORKSHOP PRESENTERS



DEIDRE FISCHER

Deidre is an experienced international school head and administrator and is now owner of her own company, DF Education (www.deidrefischer.com.au). Her current work in schools ranges from helping schools document and articulate their curriculum, developing belief statements about effective teaching, developing/documenting teaching practices aligned with mission/vision, conducting organizational audits/reviews, leadership training, and board governance training. She has presented at EARCOS Leadership (and Teacher) Conferences that have focused on building organisational capacity from within, fostering diversity and inclusive practices within schools, and nurturing women in leadership. Deidre believes in ensuring that schools foster the potential of all those within the community.



KRYSTEN FORT-CATANEESE

Krysten is the director of social and emotional learning (SEL) and mindfulness at Phuket International Academy (PIA), an IB World School in Phuket, Thailand. Krysten has a BA in cultural anthropology, and an MA in educational leadership with a social justice emphasis. She has been a classroom teacher for over 15 years in inquiry, forward-thinking schools. Krysten is trained in compassionate communication, developing council practice in schools and is a certified cultivating emotional balance (CEB) teacher, taught by eminent psychologist Dr. Paul Ekman and world renowned meditation teacher, Dr. B. Alan Wallace.



MARC FRANKEL

Marc is a senior consultant and partner in Triangle Associates, an international consultancy specializing in higher, independent, and international education. A psychologist by training, Dr. Frankel facilitates governance workshops, leadership development programs, and strategic planning in the United States and around the world, and coaches numerous senior leaders in universities and independent schools. His clients include schools in Europe, Asia, and North America, including large and small institutions and Tier 1 universities. Dr. Frankel is a regular presenter at EARCOS and his complete biography is available online at http://www.ta-stl.com/wp-content/uploads/2013/06/Marc_Frankel_Bio.pdf.



LIZ GALE

Liz is the elementary assistant principal at AISG. Prior to this role, she was the PYP coordinator and an elementary classroom teacher. She is currently working towards the completion of her doctorate and values the tremendous amount of knowledge that has been gained through this process. Liz has always enjoyed helping teachers “make sense” of curriculum and believes that having a strong and systematic curriculum review cycle will help schools create a sustainable and powerful learning community.



RICHARD GASKELL

Richard worked with education departments in South Africa for five years helping children and teachers, both before and after the release of Nelson Mandela. He joined Scholastic International (U.S.A.) as international sales director in 1997 working with international schools in many markets over the next 11 years. He joined The International School Consultancy (ISC) in 2008 where he manages many research projects outside the UK. Richard is British and based in Thailand with his wife and three children.



CHRIS GREEN

After teaching economics for ten years in Australia, Chris left her native Australia. At this time, in the late '80s she joined an international school community of educators. Chris taught students at the elementary, middle and high school levels in the Middle East, Africa and Asia international schools. She has also engaged adults in company training courses and recently joined a school leadership team of professionals. Currently, Chris is a consultant with the Council of International Schools, supporting school improvement through the accreditation process and International Certification programs. Chris and her husband split their time between Hua Hin, Thailand and Melbourne, Australia.



CHRIS GOULD

Chris is founder and honorary vice-president of Child-Safe International (reg charity) UK & owner of Travel Safe (YTC) Australia. He is a retired detective chief superintendent with 32 years service, predominantly within the Criminal Investigation Department. He headed the Child Protection Group with responsibilities as a senior investigating officer for major crime & managed the Criminal Justice Department for the Avon & Somerset Constabulary. He received Home Office and European Commission funding to examine child abuse on international, cultural, educational, & language trips abroad—resulting in Chris receiving a police research award for innovation from the Home Secretary in 1999. Chris has worked with both British & Australian governments on the introduction of methods to stop unsuitable people working with children. A Children's Champion Award recipient from the children's charity “Kidscape,” his specific experiences around criminal behaviour & child protection have led to him lecturing & working worldwide.



KATHIE BERGSMA GLENN

Kathie is an elementary school technology coach at International Christian School in Hong Kong. She has taught PE, elementary school homeroom, and middle school humanities in California, Oregon, Taiwan, and Hong Kong. She received her master's degree in organization and leadership from USF and WSU hosted by EARCOS. When she is not teaching, you might find her relaxing on the beach or playing hide-n-seek with her son.

WORKSHOP PRESENTERS



KATE GRANT

Kate is the deputy head of elementary - curriculum at NIST International School where she has worked for the past 8 years. She is an experienced international educator, having worked in Bhutan, Malaysia, Indonesia, Bangladesh and Thailand, as well as her homeland of New Zealand. Kate is an experienced workshop leader and school visitor for the international baccalaureate and most recently has worked as a field representative overseeing the quality and delivery of regional workshops. Kate has a very strong commitment to student learning.



AIMEE GRUBER

Aimee has spent the past 24 years honing her skills in admission and related fields. She travels extensively throughout the U. S. and in Asia visiting schools, presenting at conferences, and meeting with education contacts on behalf of SSATB-member schools and families. She began her career in admission at the White Mountain School (NH) and went on to serve as director of admission and financial aid at the Tilton School (NH) and The Webb School of Knoxville (TN). She spent five years as the associate director of The Association of Boarding Schools (TABS) in Washington, DC, where, among other things she managed professional development workshops, organized international student recruitment fairs in Asia, developed marketing and promotional materials about boarding schools, and represented TABS worldwide. She served two terms on the board of the Independent Educational Consultants Association (IECA) Foundation and was a lead faculty member for SSATB's International Admission Program.

MARTIN HALPIN

Martin is a certified athletic administrator from Australia. His original education degree was obtained from Deakin University. Martin's personal teaching and administration experience has been rich and varied. He has worked with all ages and abilities in co-educational, multi-cultural, boarding and day schools in Australia, Kuwait, England, Thailand and China. Currently he is employed as the Athletics and Activities Director at the Western Academy of Beijing, a position he has held for the last eight years.



CARLENE HAMLEY

Carlene is director of curriculum and learning at Shekou International School.

She is very passionate about empowering students and teachers, breaking down the walls of the classroom and making learning transparent! She is a curious and continuous learner originating from New Zealand!



MARK HARDEMAN

Mark, Tarek, and Stacy are all administrators at the International School of Beijing. With teacher leadership and close collaboration the group has been planning, developing, and refining the Futures Academy model as an expression of the school's strategic plan. The school has undertaken a serious commitment to developing project-based learning for all ISB students and in the Futures Academy. PBL is the primary instructional model.



SCOTT HAYDEN

Conflict experienced and still practicing in all kinds of settings! Teaching: seven years in middle school, five years in 5th grade. Leading: six years as director of curriculum. Family: married 23 years, 4 daughters, 3 cats, 2 ducks, a few turtles, numerous hamsters, parakeets, and Siamese fighting fish. BA Ed, Cedarville University; MS Ed, Philadelphia Biblical University; mediation training from the Institute of Christian Conciliation, a division of Peacemaker Ministries. Enjoys reading, playing piano, juggling, chess, and outdoors.



SASHA HECKMANN

Sascha has been a principal of Shanghai American School - Puxi High School for three years. Prior to working at SAS he was a public school principal in California.



CLAY HENSLEY

Clay is the senior director, international strategy & outreach, at the College Board. He is honored to support the aspirations and goals of leaders within the EARCOS community. He travels extensively as he assists schools participating in the Advanced Placement Program (AP), PSAT/NMSQT, and SAT globally. Clay presents frequently on issues impacting international education, including international student mobility trends. Clay was awarded the annual Distinguished Service Award by the Overseas Association for College Admissions Counseling (OACAC) in 2013. He is an exhibiting artist, with a studio in Brooklyn, NY. He holds a BA in English literature from Vanderbilt University in Nashville, and an MFA in painting from the University of Tennessee, Knoxville. CHensley@collegeboard.org

WORKSHOP PRESENTERS



MICHAEL HIRSCH

Michael has been involved in international education for the last 14 years, having worked in Honduras and Thailand. He has served as the secondary school principal at KIS International School in Bangkok, Thailand for the last 7 years, overseeing both the MYP and DP programmes. He enjoys presenting workshops, having presented in Vietnam, Thailand, Singapore, and Iran on a range of topics. He is interested in pedagogy, integrated curriculum models, as well as using data and testing as means to improve student learning and achievement.



MICHELLE HITEMAN

Michelle joined Taipei American School as the middle school principal in 2008. She holds a BS in education, an MBA, a masters in school administration, a Ed.D. in educational leadership, and a superintendent license. Dr. Hiteman has served as a teacher, coach, curriculum coordinator, athletic director, and principal of lower, middle, and upper schools. She was named Principal of the Year in 2003. As part of her ongoing professional development, she is an active member of Association for Supervision and Curriculum Development (ASCD), National Middle School Association (NMSA), Western Association of Schools and Colleges (WASC), and the National Association of Independent Schools (NAIS).



DAVID HOSS

David is serving in his 26th year at Singapore American School and serves as the elementary principal. Mr. Hoss was named the 2010 NAESP National Distinguished Principal. He has previously worked as an elementary principal in Colorado, and taught school in Colorado, Wyoming, and South Dakota. He is a certified, administrator, counselor, and teacher. His school is recognized as a Model PLC school by the Solution Tree Organization.

BOB HUGHES

Bob joined the board in 2013 and was elected as treasurer in February 2015. Previously, he served as chair of the strategic management plan task force and advancement committee and as a member of the finance committee. He also served as a member of the board's school legal status task force from 2009-10. He is American and has a background working in both multinational corporations and local Vietnamese companies, in the IT, financial, aviation, agricultural, and resource business sectors. He holds BA degrees in finance and Chinese studies from the University of Utah, (U.S.A.), and an MBA from Stanford University, U.S.A.. Bob has lived in Vietnam for over 15 years and has one child at UNIS Hanoi.



JIM HULBERT

Jim is the managing partner of The Jane Group and specializes in legal crisis communications. He is a labor and employment lawyer and has managed high profile and complex sex abuse cases in addition to other types of crises. Jim is the lead consultant on international crises and works with host country counsel in managing issues. Jim was a Morehead Cain Scholar at the University of North Carolina, Chapel Hill. He graduated Phi Beta Kappa, magna cum laude. He is a cum laude graduate of Boston College School of Law.



JANE HULBERT

Jane began her international communications career with McDonald's Corporation managing crises around the world. In 2002 Jane began consulting to independent schools and formed The Jane Group, a global crisis communications firm that works exclusively with independent and international schools. In addition to crisis management, The Jane Group also conducts crisis, communications, and sex abuse trainings. Jane is a cum laude graduate of Boston University.



JANE HYUN

Jane is founder and president of Hyun & Associates, a global leadership strategy and executive coaching firm, which consults to Fortune 500 companies, MBA programs, and social enterprises. A popular speaker on the topics of cultural fluency, Asian talent, leadership, and women, she advises organizations on building effective multicultural teams and designing practical solutions for developing the future talent pipeline. Previously, she was VP of human resources/talent at JP Morgan, and director of recruiting at Deloitte and Resources Global. A graduate of Cornell University with a degree in economics and international studies, she is active with the Women's Alumnae Council, and serves on the Toigo Foundation's Circle of Advisors. She appears regularly on international media, including CNN, CNBC, NPR, *Wall St. Journal*, *Forbes*, and *Fortune*. She is the author of the groundbreaking book, *Breaking the Bamboo Ceiling* and coauthor of *Flex: The New Playbook for Managing Across Differences*.

WORKSHOP PRESENTERS



CHRIS JANSEN

Chris is senior lecturer at the University of Canterbury, New Zealand, working with leaders studying in the masters of educational leadership and post graduate diploma of strategic leadership. Through his consulting role at www.leadershiplab.co.nz, Chris and his colleagues design and implement leadership programmes (cohorts of 20-40 leaders for 9-12 months) across the education, health, business, government, and community sectors. Chris has been engaged with international schools in Asia, Pacific, and Africa for over 15 years in a range of roles: facilitating workshops and retreats, coaching senior leaders, strategic planning with governance boards, etc. Currently Chris is partnered with a number of Asian international schools implementing comprehensive leadership development programmes. Chris has a PhD in management, a M.Ed (counselling), and a background as a deputy principal, researcher, physical education teacher, and counselor: www.ideacreation.org

PHIL JOHNSON

Phil is director of the Singapore office of Control Risks, a firm based in the UK that consults on various forms of risk management worldwide.



MIKE JOHNSTON

Mike helps lead schools towards greater sustainability and improved learning. He has empowered students, teachers, and leaders in the places he has worked—such as Canada, Scotland, Mexico, Russia, Qatar, and Singapore—to know they really can make a difference in the world. He has led workshops and keynoted for teachers and administrators around the world on sustainability, global curriculum K-12, and how service learning should not just be what you do, but who you are as a school. As a member of the Compass Education team he is part of a growing community of passionate educators aiming to equip schools as learning communities to educate and act for a sustainable future. He has dedicated much of his time to not only ensuring students are properly prepared for the world's most pressing issues but that they have the skills and desire to take action. In pursuing his doctorate in organizational systems Mike helps to inspire and lead schools through times of change.



CUSHLA JONES

Cushla joined the teaching team at Marist Brothers International School in 2011 and is currently the head of elementary. This is her first full-time administrator role. Prior to this role she was an elementary classroom teacher, elementary curriculum coordinator, and literacy coach. Cushla has also served as a senior team leader, school-wide ICT facilitator, and literacy coach in Waikato, New Zealand. Her educational passion is creating innovative, divergent thinking schools that maximize learning for all students, regardless of learning profile.



CHIP KIMBALL

Chip serves as the superintendent of Singapore American School. He joined SAS after 16 years in the Lake Washington school district in Redmond, Washington, where he served as chief technology officer, assistant superintendent, and deputy superintendent before becoming superintendent in 2007. Chip has a bachelor's degree in biology from Whitworth University, a master's degree in science education from Eastern Washington University, and a doctorate in educational leadership from University of Southern California.



ROBERT LANDAU

Robert's career has spanned over 40 years as a teacher, principal, and director in Switzerland, Indonesia, the USA, Czech Republic, China, Cambodia, and Singapore. In 1998 he became the founding director of the International School of Monterey (the first international charter school in the U.S.). In 2011, he had a life changing experience as the education director of the Liger Learning Center in Phnom Penh. Liger is a foundation school offering promising, yet economically disadvantaged children an educational, extra-curricular, and leadership opportunity of a lifetime. Robert and his colleagues traveled over 4000 km throughout Cambodia and screened over 12,000 students to choose the 50 amazing children at the center. The center's goal is to encourage the students, after university, to return to their country to make an enduring difference. In 2013 Robert became the founder and board chair of Cambodia's Future Foundation which offers economically disadvantaged Cambodian high school students university scholarships. Robert currently serves as executive director of the Hawaii Association of Independent Schools.



BARCLAY LELIEVRE

Barclay is the new high school principal at Shanghai Community International School in Hongqiao having most recently worked as deputy head, secondary curriculum at NIST International in Bangkok.



KATHY LIMMER

Kathy is the director of advancement at Taipei American School.

WORKSHOP PRESENTERS



HEATHER LINHARDT

Heather brings to the conference a combined experience of 18 years in education & organisational development in North America, Asia, and Europe. Her current passion is to raise the level of environmental sustainability dialogue in the SE Asia region. Currently, she works for commercial development and sustainability at Hong Kong Academy. Formerly, she was in Latin America for 10 years, where she was the executive director of Outward Bound Mexico. She also served as founding director of Foundation Fuego Nuevo, and an executive coach for prospective MBA students at the University of the Environment in Mexico.



LAURA LIPTON

Laura is co-director of MiraVia, LLC. She is an international consultant whose writing, research, and seminars focus on effective and innovative instructional practices and on building professional and organizational capacities for enhanced learning. Dr. Lipton engages with educational agencies designing and conducting workshops on learning-focused supervision, developing learning communities, data-driven dialogue, and strategies for building professional expertise for teachers and administrators. Laura is author and coauthor of numerous publications related to organizational and professional development, learning-focused schools, and data-based practice. Her most recent publications include *Learning-focused Supervision: Developing Professional Expertise in Data-driven Systems* and *Got Data? Now What?*



DAVID LOVELIN

David has been an administrator for 10 years (9 years in high schools in public schools in Oregon as a dean, athletic director, vice principal, and principal). He is currently the middle school principal at Korea International School. During his time in the , Dr. Lovelin worked with many students, families, and teachers supporting students with disabilities. In 2012 he finished his doctoral study titled: Perception of pervasive developmental disorder services: Experiences of educators, parents, and students during the individual education plan process.



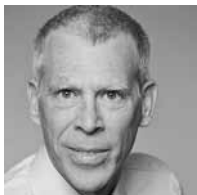
RAMI MADANI

Rami currently serves as the director of curriculum and professional development at the International School of Kuala Lumpur, Malaysia. Prior to that he worked in international schools in Yemen, Zambia, and India, serving students and faculty at all school levels. He has taught subjects ranging from mathematics to music to theory of knowledge. He has designed a variety of professional development and training programs for teachers. In addition, Rami is an IB Diploma consultant and is passionate about aligning a school's systems with its mission, and ensuring that curriculum and professional development are differentiated, sustainable, and relevant.



ANNA MARSDEN

Anna is head of school at International School Suva in the Fiji Islands. This is her first position as head of school. Before moving to Fiji she worked in Swaziland and Zimbabwe.



DERON MARVIN

Deron is the director at the International School Yangon (ISY) in Myanmar. He was an elementary school principal at ISY and a middle school principal at the International Community School in Addis Ababa (ICS). Prior to administration, he was a middle and high school teacher in such places as Guangzhou, China; Chennai, India; and in San Francisco, CA, (U.S.U.S.A.). Mr. Marvin holds degrees from Teachers College Columbia University, Michigan State University, and San Francisco State University. He is a deep thinker and deep reader who is always in search of the best method to approach new situations and critical issues. Deron has written articles and given workshops on effective leadership strategies for instructional leaders.

VJACESLAVS MATVEJEVS

Vjaceslavs is originally from Latvia (EU), now working at International Christian School in Hong Kong. He has more than 10 years' experience in international education serving as an information and technology literacy department chair, as well as developing and coordinating online learning in Europe, Africa, and Asia. In addition, he is enjoying teaching digital literacy and introduction to programming in both online and face-to-face environments. Vjaceslavs is a multi-platform in education proponent looking for means to a successful digital content implementation. Prior to education, he spent more than 14 years in international businesses working at Microsoft and Samsung.



MARK McELROY

Mark, director of learning innovation at Shekou International School, is an amped enthusiast and promoter of student-led learning.

WORKSHOP PRESENTERS

KATE McKENNA

Kate has been a vice principal at Shanghai American School for one year. Prior to her vice principal role she served as a teacher on special assignment and guidance counselor.



LAURIE McLELLAN

Laurie is in his seventh year as director at Nanjing International School. He has held school leadership positions in Colombia, Vietnam, Belgium, Sri Lanka, and China. Since adopting a new mission four years ago, Laurie has been trying to make the mission an authentic part of the everyday experience at NIS. The drive towards creative thinking led to the building of a funky design centre at NIS where the principles of design thinking are permeating the programme across the school. Using design thinking principles to work towards strategy was a complex, frustrating and exhilarating experience. For 2016-17 Laurie has been granted a sabbatical to work on graduate studies to fill his greatest learning deficit — inclusion.



MINA MERKEL

Mina consults in both private and public sectors in governance and institutional strategic planning and specializes in executive coaching, change management, organizational and leadership development, value stream mapping, training and mentoring programs for boards, leaders, employees, students, parents, faculty and administration. Mina lived and worked for General Motors in Europe, Asia, and South America for over 20 years. She served on the board of directors of Frankfurt International School and Graded, American International School of Sao Paulo, and consulted as Graded's facilities project manager during the 2-year planning stages of a complete renovation of their K-12 campus. Mina designed and facilitated governance conferences for the Association of American Schools in Brazil and the Association for American Schools in South America (AASSA). She taught a postgraduate level course in change management at Temple University in Tokyo, Japan. She co-developed the Tokyo chapter of a global non-government organization, Room to Read. The Merckels have been customers of international schools — their children completed their entire education in international schools.



NANCY HARGRAVE MEISLAHN

Nancy is dean of admission and financial aid at Wesleyan University.



CATRIONA MORAN

Catriona worked as an elementary teacher in Ireland, her homeland, for seven years before embracing the international and American education system overseas in 1989. She has worked as principal at Nishimachi International School, Japan, and at Taipei American School. Currently, Dr. Moran serves as assistant superintendent at TAS. She has a masters in educational administration from the University of Southern Queensland, Australia, and a doctor of education in leadership studies from the University of San Diego. Leading school programs, implementing program change, evaluating teachers, and chairing WASC accreditation teams has fostered in Catriona a great appreciation for data collection and analysis in decision making, program evaluation, and instructional improvements. In 2013, she was awarded the National Distinguished Principals Award by the United States Department of Education and the National Association of Elementary School Principals.



BEN MORGAN

Ben is the UWCSEA director of IT. An experienced international educator and IT professional, Ben has responsibility for both the educational use of technology to support teaching and learning, and the IT infrastructure and administrative systems at UWCSEA.



MARIJANA MUNRO

Marijana has been an international educator for the past 15 years and is currently the head of school at Marist Brothers International School. She holds masters degrees in education and leadership and management in education. Marijana has previously facilitated workshops, locally and abroad, and is particularly focused on school reform and in-context professional development.



SIEBERT (SEPPIE) MYBURGH

Seppie has been an international educator in Taiwan for the past decade and served the last four years as principal at Morrison Academy. In 2009 she completed an M.Ed. through Indiana Wesleyan and obtained a principal certificate from the Principals' Training Center. Seppie is currently pursuing an Ed.D. through the University of Bath.

WORKSHOP PRESENTERS



MICHAEL NACHBAR

Michael is the founding executive director of the Global Online Academy and resides with his wife and two children in Seattle, WA.



DAVID NEUDORF

Dave is currently the director of technology at the International School of Kuala Lumpur. He has been in international education for over 20 years and a technology leader in international schools for more than a decade working in Russia, Saudi Arabia, Thailand, Indonesia, and most recently Malaysia. Dave is a Google Apps for Education certified trainer, and an Apple Distinguished Educator.

HIEU NGUYEN

Nguyen Van Hieu joined the board in 2011 and was elected to the position of chair in January 2015. He is a member of the finance committee, served as the board secretary in 2012-13, as chair of the finance committee in 2013-15, and as chair of the buildings and facilities task force in 2012-13. Hieu worked for Oracle Vietnam in 1995 and later became its managing director until 2002. He then held a number of regional management positions in the Asia Pacific region for Oracle based in Singapore until 2007, at which time he decided to return to Vietnam as an independent entrepreneur. He is currently involved in green cement technologies and has investments in Vietnam's IT services industry. Hieu is Australian with a bachelor of electrical engineering degree from the University of New South Wales, Australia. He has two children at UNIS Hanoi.



KEN O'CONNOR

Ken is an independent consultant on grading and reporting. A graduate of the University of Melbourne (B.A. Hon) and the University of Toronto (M.Ed), he has been a staff development presenter in 46 states in the (U.S.U.S.A., nine provinces and one territory in Canada, and in 20 countries outside North America. His 23-year teaching career includes experience as a geography teacher and department head at six schools in Toronto and Melbourne (grades 7-12) starting in 1967. Ken was a curriculum coordinator responsible for student assessment and evaluation and geography for the Scarborough board of education (and then the Toronto District school board) from March 1990 to June 1999. He is the author of *The School Leaders Guide to Grading*, Solution Tree, 2013, *A Repair Kit for Grading: 15 Fixes for Broken Grades*, Second Edition, Pearson, 2011, *How to Grade for Learning: Linking Grades to Standards*, Third Edition, Corwin, 2009, and *Fifteen Fixes for Broken Grades: A Repair Kit*, Pearson, Toronto, 2012.

SHANNON O'DWYER

Shannon is the elementary school principal at Beijing BISS International School. She has taught in a variety of school settings, both in China and throughout Australia. She has leadership experience in literacy, ESOL practices, enrichment, and technology integration. She is inspired by inquiry, connectivity, and transformative learning in her school, every day.



BRIAN ÓMAOILEOIN

Brian is the primary school principal at United World College of South East Asia. He has been an international school educator for the past 21 years as a teacher, a grade level leader, a vice principal in charge of student well-being, and, for the past nine years as principal. Brian was educated in Ireland and holds a B.Ed from the National University of Ireland and a master's degree in educational management from the University of Sheffield. He has presented at educational conferences on topics including global citizenship, middle leadership, school leadership, and service learning. He sits on the advisory board of the Common Ground Collaborative. <https://www.uwcsea.edu.sg/dover-campus/junior-school>



PAUL O'NEILL

Paul is the director of learning and innovation at the American School in Japan. He works with a learning innovation team of learning coaches, curriculum and media specialists to support transformational learning.



DOUGLAS OTA

Doug's father is Japanese, while his mother traces her ancestry to England. Their divorce showed him and his brother how to operate between worlds. The loss of his stepfather and brother grounded Ota in grief. He has made a career out of wondering where he and others belong. Ota migrated east to study religion at Princeton, then further east to study clinical child psychology at the University of Leiden, going on to become a child psychologist with the Dutch Psychological Association. For many years, he was a counselor at the American School of the Hague. He now works in private practice. Half of Ota's professional activities are devoted to counseling adolescents, individuals, couples, and families (www.dougota.nl). The other half is devoted to consulting with international schools on building programs that address the challenges and opportunities of mobility. He is the author of *Safe Passage: How Mobility Affects Peoples and What International Schools Should Do About It*.

WORKSHOP PRESENTERS



CHERYL PALAMAREK

Originally from Canada, Cheryl joined Hong Kong Academy in August of 2015 working as the early childhood learning support coordinator. Prior to this position, she worked in international schools as director of admissions, primary school assistant principal, and early childhood educator. As well, Cheryl has been involved as a TESMC (teaching ESL students in the mainstream classroom) teacher trainer, and accreditation coordinator.

JACQUIE PENDER

Jacquie is a principal at Yokohama International School.

BRETT PINNEY

Brett is the head of elementary at NIST International School and has worked in international education for the past 15 years.



JOEL PRESTI

Joel is associate director for international implementation at The College Board

DERRICK QUINET

Derrick was previously the Athletic Director at the International School of Kenya and recently appointed Athletic Director at the International School of Bangkok. He has been working in athletic administration for over 13 years in international schools, including London, Cameroon, and Kazakhstan.



TAREK RAZIK

Tarek, Mark, and Stacy are all administrators at the International School of Beijing. With teacher leadership and close collaboration, the group has been planning, developing, and refining the Futures Academy model as an expression of the school's strategic plan. The school has undertaken a serious commitment to developing project-based learning for all ISB students and in the Futures Academy, PBL is the primary instructional model.



ANGELA REILLY

Angela is in her third year working in admissions at Hong Kong Academy. Prior to this she has taught learner support in international schools, worked with young people at risk of school and social exclusion, and in developing anti-bullying policies for the Scottish government.



MICHAEL ROURKE

Michael is an assistant principal at Western Academy of Beijing



TINA SANTILLI

Tina is the middle school principal at Shanghai Community International School in Hongqiao having last worked as deputy head, secondary pastoral at NIST International School in Bangkok.



KEVIN SCHOOLING

Current Position: Head Principal Kevin currently directs operations, provides oversight management, implements strategic objectives and delivers overall faculty and staff support, as lead administrator in service to International School of Wuxi. He also provides administrative and technical collaboration to the additional five branches of International Schools of China (ISC) with an approximate enrollment of 1,600 students. Kevin regularly liaises with Chinese administration and other Wuxi municipality authorities, including the Boards of International School of Wuxi and Tianjin International School.

WORKSHOP PRESENTERS



TARA SIMEONIDIS

Tara began her career as an educator teaching elementary school in New York City. She then spent 20 years at Ridgefield Academy, an independent school in Fairfield County, Connecticut—as head teacher in pre-school, 1st, 2nd, and 4th grades, and finally as lower school principal. During her 14 years in that role, she led her school through its state accreditation and reaccreditation processes and was then selected to serve on the State Commission of Membership and Accreditation of the Connecticut Association of Independent Schools. Data driven and detailed, these processes require months of organizing as well as intense collaboration with all stakeholders. Tara also established the school's first integrated and sequential curriculum for the pre-K through 4th grade program. A graduate of Queens College (CUNY), she holds a master of science in curriculum development from Western Connecticut State University. Tara was appointed lower school principal at Taipei American School in 2013.



MARTIN SKELTON

Martin's passion is learning, how it happens, how we know it is happening, and what can be done to make it happen better and more often. He owes this to his first mentor - Fred Tiramani—who, many years ago, quietly pointed out that whilst his students liked him he wasn't helping them learn a great deal. It took him about four years to realise what Fred meant. Since then, learning has underpinned his work as a teacher, principal (twice), curriculum designer, writer, presenter, director of a large group of schools, and consultant to companies and schools around the world. Martin designed and led the development of the international primary curriculum, co-designed and developed the international middle years programme, and developed the looking for learning protocol. He has worked with thousands of teachers over the years, often at conferences, but more often in schools and classrooms (which is where he believes the real action goes on.)



JUSTINE SMYTH

Justine is an assistant principal at Western Academy Beijing.



JENNIFER SPARROW

Jennifer began her career as a middle school social studies and RLA teacher at Singapore American School. She then moved to Hong Kong International School where she spent three years as a teacher and five years as an administrator. In 2009, Jennifer returned to SAS to serve first as the director of assessment and educational data and then as the executive director of teaching and learning. She is currently the SAS deputy superintendent. Jennifer has her bachelor of science in elementary education degree from Kansas State University, her master of education degree from the University of South Carolina, and holds a professional license through the Kansas State Board of Education. She has several additional certifications in the areas of assessment, use of data, and supporting professional learning communities.

CATHERINE STEINER-ADAI (Keynote Speaker)

See page 28

STACY STEPHENS

Stacy, Tarek, and Mark are all administrators at the International School of Beijing. With teacher leadership and close collaboration, the group has been planning, developing, and refining the Futures Academy model as an expression of the school's strategic plan. The school has undertaken a serious commitment to developing project-based learning for all ISB students and in the Futures Academy, PBL is the primary instructional model.



SHERI STICE

Nationally board certified master athletic administrator, Sheri retired from public education after 38 years in its service. Sheri began her career as a teacher/coach and moved steadily forward as a master teacher, department chair, assistant principal, district coordinator for physical education, and spent her last 17 years as an athletic director in Cypress Fairbanks ISD in Houston, Texas, with direct responsibility for 550 coaches, 17 middle schools, and 10 high schools. She has served in key positions at the local, state, and national levels in the field of athletic administration. Her honors include induction into the Texas High School Hall of Honor, NIAAA Distinguished Service Award, NFHS Citation, NIAAA Award of Merit, and she was a contributing author to NIAAA's *Guide to Interscholastic Athletic Administration*. Sheri is currently the certification coordinator of the NIAAA. Her capacity in that role is one of support to athletic administrators across the globe.



ANN STRAUB

Ann currently resides in Middlebury, Vermont, after serving as the director of curriculum and staff development at International School Bangkok for 11 years. Prior to working in Thailand, Ann was an educator in Vermont working with learners ranging from elementary school to adult graduate school students. She is currently a trainer for the Principals' Training Center course "Curriculum Leadership in the International School," and has facilitated the TTC "Leadership Tools" course for 7 years. Ann consults with international schools on teacher leadership skills and curriculum development, enabling teams to focus on student learning, and to develop curriculum and assessment focused on understanding. Currently, Ann works with the Council of International Schools as an intercultural advisor and professional development consultant. She holds a master's degree and a certificate of ed leadership from SUNY Buffalo.

WORKSHOP PRESENTERS



JAMES STRONGE

James is president of Stronge and Associates Educational Consulting, LLC, an educational consulting company that focuses on teacher and leader effectiveness with projects internationally and in many U.S. states. Additionally, he is the Heritage Professor of Education, a distinguished professorship, in the educational policy, planning, and leadership area at the College of William and Mary in Williamsburg, Virginia. He has authored, co-authored, or edited 23 books and more than 150 articles, chapters, and technical reports, most recently, *West Meets East: Best Practices from Expert Teachers in the U. S. and China* (2015). A most recent project is publishing a research-to-practice book series with SolutionTree Publishers on what the best effective teachers do. Also, he is working on a) research regarding what effective teachers of at-risk students in the U. S. and China do to be successful and b) research for a new book on world-class schools.



TIM STUART

Tim is the executive director of R&D and strategic programs at Singapore American School. He has recently served as the high school principal of Singapore American School and Jakarta International School. He holds an Ed.D. from Seattle Pacific University, an M.Ed from The College of New Jersey, and a B.A. from Wheaton College.

KEN SU

Ken is currently the Athletic and Activity Director at Kaohsiung American School, Kaohsiung City in Taiwan. He has previously worked as a team translator/international coordinator for Taiwan Professional Baseball League and as an international scouting consultant for Boston Red Sox, Minnesota Twins and New York Yankees.



JENNIFER SWINEHART

Jennifer is the MYP/curriculum coordinator at Hong Kong Academy and teaches MYP English and DP literature in the secondary school. She earned a bachelor of arts degree in Latin and classical studies at the University of Missouri and completed her masters of science degree in education through SUNY-Buffalo State. Jennifer co-facilitates the Teachers Training Center course "Personalizing Learning for Your Student" through the Principals' Training Center and runs workshops on concept-based curriculum and instruction at international schools in China. She has presented on inclusion, differentiation, collaborative school cultures, homework, and student metacognition at recent International Baccalaureate (IB), East Asia Regional Council of Overseas Schools (EARCOS), Association of China and Mongolia International Schools (ACAMIS) and Next Frontier: Inclusion Conferences and is in the process of becoming a cognitive coaching workshop trainer. Jennifer is the author of a chapter on student metacognition in *The Right to Literacy in Secondary Schools: Creating a Culture of Thinking* (Teachers College Press, 2009) and is currently completing her doctoral dissertation about student perceptions of the ways cognitive, metacognitive, and affective skills are taught in her school.



STEVEN TURCKES

Steven leads the K-12 educational facilities group of Perkins+Will, an international award-winning architectural firm specializing in the research-based planning and design of innovative and sustainable educational facilities.

LOUNG UNG (Keynote Speaker)

See page 12



BERNADETTE VAN HOUTEN

Bernadette, director of Consultants Intercultural Communication, is Dutch, British-born, and educated in Belgium and the U.S.A.. She has an academic background in communication disorders, language development, and education of the deaf and hard of hearing. Later specialisations include cross-cultural theory and medical anthropology. Bernadette has lived and worked in Central America, the Caribbean, Southeast Asia, North America, and Europe, and has over 35 years teaching experience at all levels both in national and international schools and universities. She is the founder and first chair of the European Council of International Schools' cross-cultural committee. Bernadette is a lecturer in cross-cultural management at Webster University, a corporate cross-cultural coach, and an international speaker on intercultural competence and methods of inclusion. She is a consultant / trainer for The Council of Europe and a member of the International Academy of Intercultural Research.



MELANIE VBRA

Melanie joined WAB in August 2013 as high school principal. She has worked as an international teacher and leader for almost 20 years. Melanie has held various leadership positions including high school principal, dean of students, DP coordinator, and CAS coordinator. She has a special interest in technology and how it can support and enhance learning, as well as a passion for the arts and love of literature.

WORKSHOP PRESENTERS



TIM WALSH

Tim is currently a middle school principal. Originally a science educator, he has numerous years of international school experience both as a teacher and administrator in Europe and Asia and considerable experience in the United States. His passion is building an environment supportive of the learning and well-being needs of middle school students.



SUSAN WALTER

After many successful years in business, Susan invested in her passion for education and went back to university in 2001, gaining a first class honours degree in primary education with music and qualified teacher status in the UK. She is currently deputy head of primary at Garden International School in Kuala Lumpur, Malaysia. Susan believes passionately in education, making learning relevant, challenging, and exciting for all learners, and in many ways following the mantra of Dr. Seuss's *Cat In The Hat*, "It's fun to have fun but you've got to know how!"



JAMES WARNOCK

James is a consultant with the Boston-based consulting firm Research for Better Teaching and has over 30 years of experience in education. His consulting work centers on instructional leadership, classroom instruction, supporting schools and districts in developing standards-based supervision/ evaluation systems, and working with principals of underperforming schools. He has provided technical assistance to schools in Russia as part of a U. S. Department of State community connections program and has conducted teacher training in Australia. For 15 years Jim directed the Sino-American Seminar on Educational Leadership for the University of Vermont's Asian Studies Outreach Program and has traveled and worked extensively throughout China. Prior to working with Research for Better Teaching, Jim was assistant superintendent of schools for the city of Burlington, Vermont, and has also served as a secondary principal, K-12 staff developer, and teacher. He is a coauthor of *The Skillful Leader II: Confronting Conditions that Undermine Learning* (2008) and completed his undergraduate and graduate work at Brown University and the University of Vermont. Jim is the father of two grown children and lives with his wife, Carol, in Lincoln, Vermont.



JILL WATSON

Jill is currently the curriculum coordinator at AISG. Before moving into curriculum leadership, Jill was a MS and HS English and drama teacher in Canada, Kuwait, Saudi Arabia, and Ecuador. She is passionate about working with teachers to design relevant, innovative curriculum, and believes that teacher effectiveness and curriculum quality are the keys to outstanding learning.



SEAN WATT

Sean has been in leading student service roles for over ten years in both boys and co-education schools. In his current role as deputy head of school preparatory at Prince Alfred College (Australia), he helps coordinate well-being across the college. Sean is the developer of this workshop which he has facilitated through parts of Asia and Australia and based the findings on work he has done in these regions and through the (U.S.U.S.A.). He has also developed webinars around this topic. Sean works with elite athletes around developing their emotional capital and now enjoys mentoring and training coaches and teachers.

CINDY WATTERS

Cindy joined Singapore American School this fall as executive director of support services. Previously, she served as a middle school principal for Seattle Public Schools, and taught at Shanghai Community International Schools. She has worked in public and private education for 23 years and is an experienced principal, learning support educator, teacher, and central office administrator.



DEB WELCH

Deborah is the CEO of the Academy for International School Heads (AISH).



JENNIFER WEYBURN

Jennifer is deputy superintendent for educational programs and student learning at Shanghai American School. Previously, Jen was middle school head at Atlanta International School. Her educational background includes: an Ed.D. from Vanderbilt; an MA from Columbia Teachers College; and a BA from Yale.

WORKSHOP PRESENTERS



JULIAN WHITELEY

Julian has worked in a variety of schools in Europe, South America, and Asia. He has been involved in the leadership and management of schools for over 20 years and until last year was head of the United World College of South East Asia. After a brief sojourn in the UK, he is now overseeing the development of Phuket International Academy as it works towards becoming a UWC.



CORY WILLEY

Cory is the student advisory coordinator at International School Manila. He coordinates student leadership, advisory, and service learning in the middle school. He also coaches high school basketball and softball. Cory previously taught in the U.S., the Netherlands, and South Korea. He is currently in the dissertation phase of his doctorate in educational leadership. In his free time, he enjoys travel, sports such as basketball and running, and sampling delicious craft beers.



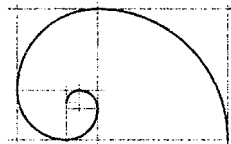
AMANDA WOOD

Amanda has been an educator for 18 years and a learner for her entire life. She has taught in both elementary and middle school classrooms where she focuses on meeting the unique learning needs of all students. Currently, Amanda is an elementary deputy principal at Singapore American School, the largest single campus international school in the world and one of a few model PLC schools outside of North America.



PAUL WOOD

Paul is executive principal of YK Pao Secondary School, Shanghai. He previously worked at schools in Yokohama, Ottawa, Dar es Salaam, Guangzhou, and Beijing. His MA in educational management is from the University of Bath (dissertation topic: international school recruitment and retention).



This is a **“BAG-FREE”** Conference. For several years, delegates suggested we not provide a conference bag as part of the registration fee. We listened to our members and eliminated conference bags. Instead of bags, EARCOS will donate an amount of money equal to the cost of bags for all delegates to the **OPERATION SMILE FOUNDATION (OSF)**, which is dedicated to providing free surgeries to repair cleft lip, cleft palate and other facial deformities for children around the globe.



<http://www.operationsmile.org/>

DELEGATE LIST

SCHOOL MEMBERS

CAMBODIA

International School of Phnom Penh
Barry Sutherland

CHINA

Access International Academy Ningbo
Liz Taylor
Dan Waterman

American International School

Hong Kong
Andrew Chiu
Pamela Smith
Darren Smith (*Spouse*)
Teresa Wong

American International School of Guangzhou

Bern Carmody
Shirley Chan
Mark Elliott
Aaron Finley
Elizabeth Gale
Michel Gerebtzoff
Eve Huang
Gary MacPhie
Karolina Nogalska
William Qian
Jason Rieff
Theressa Smith
Jill Watson
Winston Zhang

Beijing City International School

Allen Lambert

Beijing International Bilingual Academy

Jane Krader
Larry Leaven
KC Pang Pang

Canadian International School of Hong Kong

DJ MacPherson
Cora Chan
Barbara Dacho
Rob Grantham
Isabella Ho
Lisa Kipfer
Tamiko Lippit
Eunice Tan

Chinese International School

Justin Alexander
Tonya Porter

Concordia International School Shanghai

Janie Andrich
Chris Bishop
Evelyn Chaveriat

Mark Gandy
Nicholas Kent
Kelly Jo Larson
Curt Larson
Tony Liu
Steve Nurre
Mary Nurre (*Spouse*)
Andrea Schuitman
Fred Voigtman

Dalian American International School

Michael Felker
Suzanne Loughran
Tiffany Wei
Terry Wolfson

Harbour School, The (HK)

Jadis Blurton
Christine Greenberg
Fiona Wallis

Hong Kong Academy

Stephen Dare
Leanne Dunlap
Heather Linhardt
Cheryl Palamarek
Angela Reilly
Jennifer Swinehart
Dale Willetts

Hong Kong International School

Natalie Broderick
Jennifer DeLashmutt
Abbi DeLessio
Don Drake
Denise Dyette
Lauren Fine
Ken Fowler
Patrick Hurworth
David Kan
Harold Kim
Eunei Lee
Sharon Leung
Joy Okazaki
Ron Roukema
Alan Runge
Sherri Runge (*Spouse*)
Joel Scheiwe
Sam Soranson
Dustin Wood
Hui Xu

International Christian School - Hong Kong

Jerry Buckner
Tim Cresswell
Kathryn Glenn
Vjaceslavs Matvejev
Gregory Whiteman
Pam Whiteman (*Spouse*)

International School of Beijing

Tania Buyuklieva
Emily Chan
Jo Cole
Keith Collins
Jon Eichelberger
Edward Grulich
Mark Hardeman
Tina Herman
Jon Hill
Philip Hu
Mimi Lee
Gerrick Monroe
David Munro
Marc Murphy
Garrett Nunan
Simon Parker
Tarek Razik
Richard Robinson
Sabine Rogge
Clarissa Sayson
Stacy Stephens
Mara Warwick
Saeri Yuk
Cliff Zeng

International School of Dongguan

Raedel Bagley
Howard De Leeuw
David Falconer
Joyce Huang
Horace Song
Vivian Yuan

International School of Qingdao

Alison Allen
Karen Anderson
Debbie-Sue Blanks
Ronald Brace
Diane Sonam
Bekah Tuesink
Christine Wei

International School of Tianjin

Mick Hilleson
Amrita Singh
Jenny Zhai
Max Zhu

Nanjing International School

Kasson Bratton
Julia Guesten
Brenda Lbergeron
Louise Liu
Laurie McLellan
Arek Owczarek
Monique Taylor
Arden Tyoschin
Holly Wang

Shanghai American School

Jonathan Borden
Lyndon Chao
Steve Doleman

Marcel Gauthier
Karlsson Glen
Sascha Heckmann
Jorgen Hoeven
Richard Mueller
Claire Mueller (*Spouse*)
Todd Parham
Alan Preis
Becky Read
Helene Reiter
Jennifer Weyburn
Alan Yeung

Shanghai Community International School - Hangzhou International School

Andrea Andrade (*Spouse*)
Lawrence Lee Balli
Jason Dwi
Daniel Eschtruth
Daniel Jubert
Tina Kasono
Barclay Lelievre
Russell O'Neill
Tina Santilli
Budiyan Seng
Jeffry Stubbs
Robert van der Eyken
Ben Voegelé

Shekou International School

Rachel Brooker
Dale Cox
Carlene Hamley
Barry Jenkin
Liz Jheeta
Matthew Ryan Johnson
Mark McElroy
Mark Robertson-Jones
Jeannie Sung
Brent Wang

Shenzhen College of International Education

Joe Greenwood

Suzhou Singapore International School

Chris Allen
Richard Bruford
Becki Clentworth

Teda International School

Andrew Frezludeen
Yvonne Williamson

Tianjin International School

Jim Belcher
Rachel Scroggins
Nicholas Strong

UIS, Guangzhou

Mindi Dryer
Neil McBurney
Amanda McDonald

DELEGATE LIST

David Morgan
Joan Philp

Western Academy of Beijing

Elaine Au
Madeleine Brookes
Huiman Cheng
Michael Christiansen
Casey Cosgray
John D'Arcy
Martin Halpin
Courtney Lowe
Suzi Roberts
Justine Smyth
Melanie Vrba
Wang Yan

Wuhan Yangtze International School

Erika Carlson
Joel Gibson
Jeff Kingma
Justin Perry
Amanda Rowe
Scott Shaw

Xiamen International School

Peter Burnside

FIJI

International School Suva

Mark Halabe
Anna Marsden
Indira Sharma
Kristofer Stice
Jacquelyn Terry
Rosi Uluiviti

INDIA

Oberoi International School

Stephen Augeri
Neil McWilliam
Davi Sanchez Netto
Matthew Sipple
Puja Srivastava

INDONESIA

Bali Island School, formerly Bali International School

Kib Roby
Denise Walsh

Bandung Independent School

Marijana Drezgic
Jane Medina
Marci Russell

Canggu Community School

Warren Bowers
Beccy Fox

Global Jaya School

Kelly Dennis Millar
Nicolas Puga

Nicolas Puga
Sarah Verdaguer
Tamara Louise Wyachai

Hillcrest International School

Darren Berg
Tim Cripe
Karen Cripe (*Spouse*)

Independent Schools of Riau

Jessica Davis
Bruce EngelFried (*Spouse*)
Gena Englefried
Alasdair Maclean
Joshua Smith

Intercultural School of Bogor

Jim Anderson

Jakarta Intercultural School

Regina Alcorn
Tim Carr
Christina Devitt
Elsa Donohue
Shauna Feeney
Sheryl Gruber
Dan Machacek
Liesbeth Manning
Julia Reynen
Megumi Runturambi
Sinta Sirait
Jack Standa
Georgeann Taylor
Rosie Upson
Alethea Young

Medan Independent School

Matthew Gaetano

Pasir Ridge Intercultural School

Seamus Marriott

Surabaya Intercultural School

Gregory Clark
Kyra Gailis
Arvis Gailis (*Spouse*)
Feny Ong
Febriani Pratiwi
Gavin Rostron

JAPAN

American School in Japan, The

Scott Adams
Glenda Baker
Genta Branstetter
Ed Ladd
Erin Nelson
Paul O'Neill
Rick Weinland

Canadian Academy

Elizabeth Andrews
Kim Conlin
Sim Cook

Kevin Elliott
Trevor Rehel
Jon Schatzky
Robert Smailes
Heikki Soini
Stephen Taylor

Christian Academy in Japan

Thomas Norton
Sheila Norton

Fukuoka International School

Kurt Davis
Diane Lewthwaite
Terry Swain

Hokkaido International School

Neil Cooke
Barry Ratzliff

Kyoto International School

Adam McGuigan

Marist Brothers International School

Cushla Jones
Marijana Munro

Nagoya International School

Carol Walter
Erik Olson-Kikuchi
Matthew Parr

Nishimachi International School

Mihoko Chida
Steven Greenberg
Dan Weiss

Osaka International School

Bill Kralovec
Steve Lewis
Kurt Mecklem

Osaka YMCA International School

John Murphy

Seisen International School

Paul Mitchell
Colette Rogers

St. Mary's International School

Michael DiMuzio
Saburo Kagei
Dan Sharp

St. Michael's International School

Gill Tyrer

Tohoku International School

James Steward

Yokohama International School

Susie Clifford
Craig Coutts

Leanne Erickson
Jacquie Pender
John Snowball
Dennis Stanworth
Brinya Tananone

LAOS

Vientiane International School

Jane McGee
Paramy Vilayvong
David Williams

MALAYSIA

Alice Smith School

Gavin David Lazaro
Ricki Fritz
Fiona Howells
Roger James Schultz
Peter Lee
Guy Perring
Marama Schnitker
Sarah Emma Shine
Gemma Silk
Tina Yeung

Dalat International School

Brian Brewster
Carin Roylance
Shantel Seevaratnam
Brian Weidemann
Shawna Wood

Garden International School

Matthew Corbett
Ashley Cornfoot
Jose Diez
Catherine Lambert
Nicola Mason
Susan Walter
Colter Watt
James Wellings

International School of Kuala Lumpur

Chantal Bremner
Michael Callan
Peter Casey
Margaret Cheng
Charles Davis III
Omer Ehtisham
Jeff Farrington
Timothy Heck
Norma Hudson
Steven Katz
San San Kee
Julia Love
Rami Madani
Laurence Myers
Shanthi Nathan
David Neudorf
Kelly O'Hale
Azra Pathan
Richard Petersen

DELEGATE LIST

Mont'Kiara International School

Anita Brady
John Gilbertson
Kelly Gilmore
Paul Henderson
Ryk Newcombe
Murray Te Huki

Raffles American School

Jonathan Condo
Rob Mockrish
Kerstin Mockrish

MONGOLIA

International School of Ulaanbaatar

Tuul Arildii
Saha Meyanathan
Maree Raeburn
Robert Stearns

MYANMAR

Ayeyarwaddy International School

Aung Ko Latt
Saundi Phillips
Justin Rankin
Gary Robson
Zaw Zaw

International School of Myanmar

Bryn Gabriel

International School Yangon

Nirmala Jayaram
Rebekka Jensen
Deron Marvin
Sarah Pritchard
Laurie Ransom
Liz Shick
Elena van Lare

Yangon International School

Deanna Emond
Bruno Emond (*Spouse*)
Elizabeth Hoang
Courtney Konyin
Michael McCool
James Thang Om
Greg Von Sprecken
Melanie Von Sprecken (*Spouse*)

PHILIPPINES

Brent International School Baguio

Celeste Coronado
Ryan Graeme Mackinnon
Todd Wyks

Brent International School Manila

Heather Atkins
Jason Atkins
Rufino Bomasang
Joaquin Buenaflor
Sonia Bustamante
Michelle Jingco

Ronald Knapp
Robert Kuan
Catherine Ong
Brett Petrillo
Charles Rapaport
Dick Robbins
Teresa Robbins (*Spouse*)
Arthur Scibal
Heather Shaye (*Spouse*)

Brent International School Subic

Patrick Higgins
Dominguez Lianne
Griarte Sheila Marie
Davis Stephen
Silva Ximena

Cebu International School

Ted Mockrish
Emma Peligro
Cynthia Sicilia
Lou Sollano

EARCOS Office

Vitz Baltero
Ver Castro
Edzel Drilo
Dick Krajczar
Sherry Krajczar
Bill Oldread
Joe Petrone
Mary Petrone
Elaine Repatacodo
Robert Viray

Faith Academy, Inc.

Brian Foutz
Tosca Nathan
Peter Winslade

International School Manila

Adam Campbell
Mike Dickinson
Stephanie Hagedorn
Brandon Hoover
Michelle Mapua
Amanda Pekin
Mark Pekin
Mike Rourke
David Toze
Cory Willey

SINGAPORE

Chatsworth International School

Daniel Costich
Louise Favaro
Mario Gauci
Mark McCallum
Kim Riemer
Tyler Sherwood

International Community School-Singapore

Erin Alary
Jenn Cantrell
Mandy Chaplin
Mike Crabtree
Katie den Hartog
John Kennedy
Don Rohl
Florence Tan
Lydia Zuidema

ISS International School

Margaret Alvarez
Ching Oi Chan
Mun-E Chan
Joyce Chia
Grace Chock
Karen Kaylor
Weng Kam Leong
Clarence Lim
Tim Walsh
Nicola Zulu

Singapore American School

Chris Beingessner
Treena Casey
Jason Cone
Tamera Fillinger
David Hoss
Chip Kimball
Cristina (Tina) King
Deborah Kriger
Jo McIlroy
Doug Neihart
Chris Raymakers
William Scarborough
Ken Schunk
Jennifer Sparrow
Vanessa Spier
Dennis Steigerwald
Tim Stuart
Mona Stuart
Ben Summerton
Arpana Vidyarthi
Cindy Watters
Anthony Wong
Amanda Wood

Stamford American International School

Christie Powell

United World College of South East Asia

Sue Bradshaw
Lizzie Bray
Jonathan Carter
Sinéad Collins
James Dalziel
Chris Edwards
Nancy Fairburn
Stuart MacAlpine
Margie Mitchell

Ben Morgan
Karen O'Connell
Brian O'Maoileoin
Marianne Yong-Macdonald

SOUTH KOREA

Asia Pacific International School

Euysung Kim
Bruce Knox
Andy Murphy
Scott Paulin

Busan Foreign School

Vanessa Allepuz
Sunjung Kim
Diane Lund
Glenn Saunders
Robert Thomas

Chadwick International School

Sun Hoo Chung
Andrea Clark
Angela Ferguson
Connie Kim
Hejee Park

Daegu International School

Scott Jolly
Sarah Jolly
Chris Murphy
Donna Neill

Gyeonggi Suwon International School

Brian Brumsickle
SoungBok Cho
Darryl Harding

Gyeongnam International Foreign School

Charles Campbell

Korea International School

Lou Bailey
Ken Brock (*Spouse*)
Steve Cathers
Paula Cathers (*Spouse*)
Daniel Kilback
Bevo LaRue
David Lovelin
Theresa Lovelin (*Spouse*)
Justin O'Connor
Traci Osterhagen
Patrick Rich
Danielle Rich
Tara Verenna (*Spouse*)

Korea International School-Jeju Campus

Carl Brennehan
Jim French
Cynthia Martinez
Bina Shah
Kristine Stamp-Jerabek

DELEGATE LIST

Amos Stamp-Jerabek
Benjamin Wilkins

Korea Kent Foreign School
Hye Jin Kim
Edward Zrudlo

Rainbow International School
Emin Huseynov

Seoul Foreign School
Barry Benger
Colm Flanagan
Timothy Gray
Jeff Holcomb
June Kang
Stuart Kent
Jeff Kersting
Blair Lee
Sally McEachen
Peter McOrist
Jack Moon
Esther Myong
Damian Prest
Misty Shipley

Seoul International School
Ivan Atanaskovic
Peter Brodhead
Michael Colaianne
Art DeFilippo
Jim Gerhard
Hyung-Shik Kim
Amy Valerio
Hong Eun Pyo (*Spouse*)
Peter Kahl

Taejon Christian International School
Joshua Chun
Tom Penland
Shirley Penland (*Spouse*)
Mark Pleasants
Mike Sciocchetti
Zane Warnken

Yongsan International School of Seoul
Jeong Hwa Chu
Gregg Garman
Sean Garrick
Ray Johnson
Linda Johnson (*Spouse*)
Homin Kang
Mike McCarthy
Brendon McCarthy
Jill McCarthy (*Spouse*)
Andrea McCarthy (*Spouse*)
Robin Parsons
Lee Parsons
Lindsey Powell
Virginia Prairie
Mark Rosenbaum

TAIWAN
American School in Taichung
Anthony Keen
Derek Kensinger
Annie Tung

Hsinchu International School
Arturo Meneses

Kaohsiung American School
Victor Boulanger
Eric Chang
Yulin Chen
Candy Chiu
Thomas Farrell
Debbie Farrell (*Spouse*)
Eric Kao
Denny Ko
Ken Lin
Carmen Peters
Eric Peters (*Spouse*)
Dawn Rock
Ken Su
Charles Tseng
Yin-Pin Wang

Morrison Academy
Missy Basnett
Doug Bradburn
Larry Dilley
Bev McCrary
Tim McGill
Susanna Myburgh
Seppie Myburgh
Barry Owen
Matt Sawatzky

Taipei American School
Fred Brust
Michelle Hiteman
Kathy Limmer
Catriona Moran
Steve Panta
Boh Ruffin
Tara Simeonidis
David Sinclair
Benjamin Thompson
Sonia Urbom

THAILAND
American School of Bangkok, The
Ryan Barnick
Matt Bolthouse
Liwen Lai
Veena Narula
Nisanart Tavedikul
Tom Yates

Bangkok Patana School
Carol Battram
Tony Berghuis
Tony Blake
Jason Cooper

Matthew Mills
Peter Taylder

Chiang Mai International School
Sharon Bryant
Ronelda Capadona
Christopher Capadona
David Filbeck
Bradley Schmock
Peay Tananone
Esther Wakeman
Raymond Whitney

Concordian International School
Gabe Kemp

Grace International School
Linda Fisher
Carol Hylden

International Community School- Bangkok
Scott Hayden
Luc Lemley
Mutarica Pacachol
William Sharp

International School Bangkok
Kelly Armitage
Chad Bates
Lori Boll
Elizabeth Bredin
Vivien Brelsford
Sarah Clover
Nimit Damrongrat
Andrew Davies
Diana Drummond
Dennis Harter
Jose (Tico) Oms
Derrick Quinet
Laura Stewart
Wendy Vanbramer
Cindy Warner-Dobrowski
Nisha Westerman

ISE International School
Kristen Korczynski
Doug Musco
Heather Naro

KIS International School
Linda Belonje-De Vries
Michael Hirsch
Sally Holloway
Piyarat Khanthap
June Van Den Bos

Lanna International School Thailand
Kevin Pugh
Hugh Williams

Nakornpayap International School
Narvinder Ahuja
Dean Bordeaux

Graham Bowker
Benjamin Devere White

NIST International School
Jane Cooper
Julian Edwards
Kate Grant
Sandra Helmig
Rosalind Kulmanochwong
Brett Penny
Kevin Rose
Maija Ruokanen
Poonam Sachdev
Jesse Scott
Teresa Tung

Phuket International Academy
Krysten Fort-Catanese
Riki Teteina
Julian Whiteley

Prem Tinsulanonda International School
Alun Cooper

Ruamrudee International School
Shalee Cunningham
Gretchen DePoint
Tim Fitzgerald
Daryl Imanishi
Fr: Jetana Kitcharoen
Fr: Apisit Kritsaram
Linda Lund
Dan Smith
Fr: Yuthana Sriprapha

Thai-Chinese International School
Steven Ballowe
Yosapol Changchareonkij
Shih-Hui Chung
Shyr Tair Fwu
Hannah Hartman
Khanchit Juthapornmanee
John McGrath
Suhat Praisankul
Gerald Schoen
Thanat Thatthongthae
Brent Zeise

Wells International School - On Nut Campus
Antonio Boff
Cindy Chen
Ray de la Pena
William Jones
Perna Paryani
Rekha Sachdej
Pranee Srisai
Wes Strydom
Peng Suvilaisunthorn
Chang Yao-Lang

DELEGATE LIST

VIETNAM

Concordia International School Hanoi

Pat Frerking
Kristin Kappelmann
Rich Sherwood
Steve Winkelman
Amy Winkelman (*Spouse*)
Tim Winterstein

International School Ho Chi Minh City

Christine Byrne
Suzanne Murray
Thanh Thu Nguyen
Steve Pham
Michael Roberts

Saigon South International School

Phuong Hoai Dinh
Tina Fossgreen
Jacob Hendrickson
Dan Keller
Ha Noi Nguyen
Zachary Post
Barbara Reynolds
Mark Sylte

United Nations International School of Hanoi

Tarique AL-Isa
Len Archer
Chip Barder
Megan Brazil
Bakhodir Burkhanov
Nitasha Chaudhuri
Mike Cyrus
Yoon Durbin
Janet Field
Ed Gilbreath
Gabit Ismailov
Pete Kennedy
Bronagh Martin-Lucardie
Jean Munro
Hoa Ngo Thi Quynh
Hieu Nguyen Van
Maeve O'Donovan
Sayeh Peterson (*Spouse*)
Amie Pollack

ASSOCIATE MEMBERS

AUSTRALIA

Athletes Dream Pty Ltd

Ash Smith

Australian Council for Educational Research

Michelle Chung
Sarah Elder

CEI Pty Ltd Trading as Raeco

Trevor McCann
Chhaya Patel

HART Sport Australia

Greg Harten
Stephen Porter

Modern Teaching Aids Pty Ltd

Janelle Atley
Leila Elischer

Pronin International

Nick Pronin

Schrole

Rob Graham

Synergetic Management Systems

Rob Ince
Gary Stoneham

Teacher Recruitment International (TRI)

Elizabeth Lee

CANADA

Teach Away Inc.

David Macfarlane

CHINA

Cigna & CMB Life Insurance Company Limited

Jennie Li
Greta Tong
Jenny Whitaker

Compass (China) Management Services Co., Ltd

Ricardo Castro
Tony Xue

CRS Education

Oliver Knapman
Duy Lyford

International Insurance Solutions

Michael Hu
Ally Tan

International Schools Services (ISS)

Laura Benson
Charles Gregory

JLT Lixin Insurance Brokers Co., Limited

Lily Chen
Kari Hakanen
Pete Whittington

MSH INTERNATIONAL

Sharon Cheng
Gloria Shen

Pacific Prime

Jason Armer
Pierre de Mirman
Jonathan Hsieh
Neil Raymond

Perkins Eastman

Sherry Han
Ron Vitale

Rocket Science Sports

Julie Collignon

21st Century Learning International Limited (HK)

Michael Boll
Graeme Deuchars
Justin Hardman
Dana Watts

3P Learning (HK)

Paul McMahon
Ryan Robbie

Dragonfly Limited (HK)

Daniel Thomassin

Hill & Associates Ltd. (HK)

Mike Groves
Lester Lim

iGroup (Asia Pacific) Ltd (HK)

Tristan Barter

One World Cover | Health Insurance Specialists (HK)

David Bortz
Michael Pennington

Pearson Education (HK)

Kanagaa Sundari Arumugam
Savaree (Kat) Garner

INDONESIA

Island Connections International

Jennie Blair-Christensen
Paul Christensen

IRELAND

Houghton Mifflin Harcourt International Publishers

Suzanne Noor
Jean Olopai
William Packard
Chanaboon Phungkunpra
Craig Tranter
Walker Wang
Conor Wickham

JAPAN

AQIA

Luke Whitehead

Cezars Kitchen K.K.

Chris Zarodkiewicz
Phillip Smith

MALAYSIA

ABILITY EXPEDITIONS SDN BHD

Phil Austen-Smith

Taylor's Education Sdn Bhd

Lynne Cadenhead
Hilliger Denise
David Griffiths
David Hallas
Alison Hampshire
Najah Haroman
Mark Hatherell
Chris Lynn
Michael Moreton
Paul Rogers
Pugh Suzy
Emily Vallance
Claire Waller
Peter Wells
Graeme Young

NETHERLANDS

Council of International Schools (CIS)

Christine Green
Michael Green
Graham Ranger

PHILIPPINES

Human Edge Software Corporation

Edna Enriquez
Ana Marmon
Patrick Nickholds
Mark Sampson

SINGAPORE

Aon

Mark Kelly
Neelay Patel
Gary Tok

Bus Run Pte Ltd

Jiten Pitkar
Johann Poppenbeck

EduTect Inc.

Anna Gomez

Furnware

Grant van der Kruk
Lynn Wasson

Hussey Seating Company

Mark Cowley
Phuong Dinh

IEN Consultants (Singapore) Pte Ltd

Regina Ng
Kevin Sullivan

DELEGATE LIST

International Baccalaureate

Sebastien Barnard
Julian Jefferys
Faizol Musa
Monita Sen

Kotobuki Seating International Pte Ltd

Florent Barbot
Jeremy Goh
Kazundo Katsukura
Patricia Too

Rising Tide Asia

Amit Burman
Kate Farrell
Peter Harris

Vertical Payment Solutions Pte Ltd

Darren Box

SPAIN

Endicott College

Rick Pacheco

SWITZERLAND

etr educational travel

Andrea Cotting
Greg Godar

THAILAND

Autex Industries Ltd

Jai Guinness

Jostens International

Patrick Roberts

Lloyd International Media Inc.

Jonathan Taylor
Pattana Taylor

SCI Employee Benefits Ltd

Nick Cartledge
Gavin Snook

True Teaching Pte Co. Ltd

Nadine Tyro

UNITED KINGDOM

Edvectus Limited

Gary Yeung

BridgeU

Hayley Elias
Lucy Stonehill

Cambridge International Examinations

Daryl Khong
Ben Schmidt

Capita SIMS International

Peter Heginbotham

CES Holdings Ltd.

James Gavin
Mark Robson

EquipMySchool.com

Donna Hill
Stuart Rickard

Fieldwork Education

Isabel Du Toit

Findel Education Resources

Helen Dauncey
Jonathan Marfleet

Furlong

Steve James
Patikan (Apple) Limsuvanrot

iSAMS

Alastair Price
Stuart Reid
Jamie Reid

Teachanywhere

Lotte Baker
Matthew Peck

Titus Learning

Mike Bennett
Sebastian Francis

VPJ Solutions Ltd

Val Jones

WCBS International

Richard Gaskell
Ian Hunter
Greg Martin
Grace Shi
Sami Yosef

UNITED STATES

Accrediting Commission for Schools, WASC

Marilyn George
Harlan Lyso
David Ottaviano
Barbara Parker
Joe Stucker

ACHIEVE3000

Cindy Hager

Association of Christian Schools International

Tim Shuman

Better Chinese LLC

James Lin

Carney, Sandoe & Associates

Fred Wesson

Center for the Advancement & Study of International Education

Odette Schuler
Cindy Toland

Clements Worldwide

Scott Lockman

College Board, The

Clay Hensley
Joel Presti

Curriculum Associates, LLC

Lynn Notarainni

East Carolina University

Chris Janson
Matthew Militello

EduTect Inc.

Darren Phillips

ExploreLearning

Thom O'Brien
Suzanne Saraya

Faria Systems Inc.

RVenus Lai

FCD Educational Services

Kari Yuen

Finalsite

Vincent Jansen

Follett

Karl Dzelzkalns
Jenna Emerson
Abigail Meyer
Tim Ramsey
Steve Siegel

Forward Motion Edu, LLC

Melissa Carnrite
Zachary Colandrea

Frosch Travel

Bob Goodrich

Gopher Sport

Kevin Brooke

Hawaii Association of Independent Schools

Robert Landau

inRESONANCE

Ryan McFarlane
Kevin McAllister

International Schools Services (ISS)

Rob Ambrogi
Liz Duffy
Lila Leung

Johns Hopkins University Center for Talented Youth

Jon Goldstein
Beatrix Li

Learning A-Z

Marc Cabianca

Missoula Children's Theatre (MCT, Inc)

Terri Elander

New England Association of Schools & College (NEASC)

Michael Popinchalk

Northwest Evaluation Association | NWEA

Lance Atchison
Shoshana Blauer

Perkins+Will

Steve Turckes

Perma-Bound Books

Sherman Tom

Raymond James Financial Services Inc. Member FINRA/ SIPC

James Barnette, Jr.
Lara Yates

Rediker Software, Inc.

Toni Jacobs

Responsive Classroom/Center for Responsive Schools, Inc.

Mary Beth Forton
Alice Yang

Sam Felicia & Associates

Sam Felicia
Molly Felicia (Spouse)

SEARCH Associates

David Cramer
Barry Drake
Gez Hayden
Nick Kendall
John Ritter
Ray Sparks

SSATB (Secondary School Admission Test Board)

Aimee Gruber

The International Educator (TIE)

Ilana Broman
Nikki Gundry

DELEGATE LIST

TieCare International

Stephen Boush
Diane Cramer
David Lim
Lance Roberts
Linda Roberts
Mark Tomaszewski

University of Nebraska High School

Charlotte Seewald

University of San Francisco

Walt Gmelch
Glenys Hill-Rada
Roger Rada
Darrick Smith

Veracross

Aaron Vogelzang
Alisha Vogelzang (Spouse)

Virco, Inc.

Dan Hansen

Washington State University

Shannon Calderone

Wenger Corporation

Nancy Wagner

INDIVIDUAL MEMBERS

Peppy Aminarti (Spouse) (China)
Henny Anggraeni (Indonesia)
Capri Anjaya (Indonesia)
David Bedford (China)
Michael Belkin (Taiwan)
Henri Bemelmans (Indonesia)
Lisa Biasillo (Cambodia)
Azucena Camagan (Philippines)
Kathy Cheska (Spouse) (Taiwan)
John Cheska (Taiwan)
Mary Chua (Philippines)
Ian Clayton (HK, China)
Gerald Donovan (Indonesia)
Maxine Driscoll (Australia)
Jennifer Feliciano (Indonesia)
Deidre Fischer (Australia)
Daryl Forde (Indonesia)
Vishal Ganguli (China)
David Hall (Singapore)
Liam Hammer (Indonesia)
Jonathan Heath (Indonesia)
James Helbringer (Thailand)
Amy Hollinger (USA)
Scott Jones (Germany)
Cammy Jones (Spouse) (Germany)
Jo Kolbe (China)
Plato Leung (China)
Michael Lucero (Indonesia)
Barrie Mccliggott (Japan)

Alex Metelev (Myanmar)
Frank Mills (USA)
Michael Nachbar (USA)
Oscar Nilsson (China)
Andri Nurchayani (Indonesia)
Sean O'Maonaigh (Vietnam)
Thelma Poetiray (Indonesia)
Penter Prawidjaya (Indonesia)
Anna Prieto (Myanmar)
Elena Racho (Indonesia)
Albert Racho (Spouse) (Indonesia)
Glen Radojkovich (Singapore)
Kevin Schooling (China)
Richard Sidharta (Indonesia)
Esterlita Sitanggang (Indonesia)
Howard Stribbell (Macau)
Doreen Stribbell (Spouse) (Macau)
Xiaohang Sumner (China)
Yustina Sunarti (Indonesia)
Siska Susilawati (Indonesia)
Yu Ann Tan (Singapore)
Geoff Ward (Singapore)
Endang Wrestitaty (Indonesia)
Hanson Yeung (China)

PRESENTERS

Harvey Alvy (USA)
Chris Betcher (Australia)
Mike Connor (USA)
Alec Couros (Canada)
Marc Frankel (USA)
Chris Gould (Australia)
Chris Green (Australia)
Jane Hyun (USA)
Chris Jansen (New Zealand)
Mike Johnston (Singapore)
Laura Lipton (USA)
Mina Merkel (USA)
Ken O'Connor (Canada)
Douglas Ota (The Netherlands)
Martin Skelton (London)
Catherine Steiner-Adair (USA)
Sheri Stice (USA)
Ann Straub (USA)
James Stronge (USA)
Loung Ung (USA)
Bernadette Van Houten (The Netherlands)
James Warnock (USA)
Deb Welch (USA)

NON-MEMBERS

AUSTRIA

Debra Lechner

CAMBODIA

Tracy France
Andy Gordon
Pam Sephton

CHINA

John Ainsworth (HK)
Amy Atkinson
Michael Bevis
Amanda Bremner (HK)
Sophie Che
Hannah Cole (HK)
Steve Fennelly (HK)
Timothy Gallagher
Hunter Gambill
Robert Gambill
Rebecca Graf
Jane Hendley (HK)
Belinda Holland
Roger Jiang
Daniel Legault
Jing Li
Ben Loran (HK)
Amos Lyso (HK)
Richard Mast
Shirley Mead
Dick Moore
Tony Moriz
Fred Runkel
Lee Sanders
Nancy Shaw
Juliet Shu
Michael Spencer
Noel Thomas
Christopher VanVolkom
Sandra Webster (HK)
Paul Wood
Ally Wu
Cynthia Zhang

EAST TIMOR

Olivia Soares

INDIA

Shaina Ganapathy
Shrirang Sarda
Vikram Shah
Beverly Sortland
Deborah Wei

INDONESIA

Henny Anggraeni
Capri Anjaya
Paul Bawden
Gerald Donovan
Daryl Forde
Liam Hammer
Matt Harris
John Milliss
Nadya Nadya
Andri Nurcahyani
Thelma Poetiray
Penter Prawidjaya
Elena Racho
Albert Racho
Michelle Reynolds
Yustina Ries Sunarti
Richard Sidharta
Fransiska Susilowati

Sarah Tielman
Brenda Williamson

JAPAN

Robert Skinner

KAZAKHSTAN

Willem van der Sluis

MALAYSIA

Jessica Hale
Claire McLeod
Lennox Meldrum
Graeme Naftel
Kerry Smith

MONGOLIA

Joanne Effa
Geshel Megan

NEW ZEALAND

Adrian Smith
Henriette Tuzzolino

PAKISTAN

Susan Boyer

PHILIPPINES

Sharon Adis
Anthony Paul Calado
Ma. Regina Mojica
Mary Grace Carmela Ong
Charisse Marie Raagas
Avic Suarez
Maria Isabel Valente

QATAR

Steve Massiah

SAUDI ARABIA

Kyle Brewerton
Alex Pethan

SINGAPORE

Kevin Hannah
Roxanne Binas
Cherie Boltong
Daniel Brown
Vince Burke
Deidre Hazlewood
Angela Henderson
Lawrence Humphrey
Amy Lee
Clement Lee
Jacqueline McNalty
Sherry Ng
Olivia Ng
Mifrand Obach

SOUTH AFRICA

Lucia van Wyk

DELEGATE LIST

SOUTH KOREA

Brian Heldenbrand
Woong Lee
Sara Ma
Joanne Oh
Roger Pelham
Mark Stock

TAIWAN

Martina Chao Wen Chen
Jess Cheng
Hanyun Chiang
Stephen Cravak
Melanie Hall
Christine Huang
Marina Lin
Jane Lin
Ming-Yuan Tsai
Peichen Wu
Min Yeh

THAILAND

Brad Augustine
Kyle Bilodeau
Johanna Cooper
Fabio Corvaglia
Victor Giam
Tasnim Hararwala
Narisa Lertnamwongwan
Kevin Mauritson
Ibrahima Naite
Cecilia Ng
Ian Rysdale

USA

Jessica Balli
Patrick Callahan
Nancy Hargrave Meislahn
Andrea Mendoza
Bruce Mills
James Stoffer

Rico Tan
Ioana Wheeler

VIETNAM

Thomas Annis
William Johnson
Thu Le
David Miles
Garth O'Donnell
Thu Tra Phi
Nolan Stringfield
Van Tran
Tim Vanderpool
Anh Vien
Dominic Vigil

INMAX GUESTS (USA)

Stephane Allagnon
Valerie Bostick
Rod Chamberlain

Lee Ann Delima
Ruth Fletcher
Wendi Kamiya
Anna Liem
Chai Reddy (*Hawaii*)
Holoua Stender (*Hawaii*)

GUESTS

Bea Cameron
Larry Hobdell
Jim Hulbert
Jane Hulbert
Robert Imholt
Diane Jacoutot
Shannon O'Dwyer
Tom Ulmet

Acknowledgments

Heartly WELCOME and special THANKS to **Dr. Larry Hobdell** of U.S. Department of State Office of Overseas Schools for continuing support of EARCOS schools.

Very special THANKS to student performers and school leaders:

Mr. James MacDonald, *NIST International School*
Dr. Shalee Cunningham, *Ruamrudee International School*
Dr. Andrew Davies, *International School Bangkok*

Special THANKS to staff of the **Shangri-La Hotel**

Johan Chan, *Director of Sales & Marketing*
Sivaporn Chaiyasuta, *Director of Sales - MICE*
Sunar Ngamnitayahong, *Senior Events Manager*
Urasa Nicrothanon, *Assistant Director of Events Management*

Special THANKS to Golf Committee for organizing the Annual EARCOS Golf Tournament, especially CHAD BATES, *International School Bangkok*

Gratitude extended to the **Thailand Convention and Exhibition Bureau (TCEB)** for their support of this conference and its participants.



Thank you to
Thailand Convention & Exhibition Bureau (TCEB)
for their generous support of this year's
EARCOS Leadership Conference 2015.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

14th EARCOS Teachers' Conference 2016

We are pleased to announce the 14th annual EARCOS Teachers' Conference (ETC2016) in International School Manila, Philippines scheduled for March 31 - April 2, 2016.

Theme: "Innovating Arts and Motion."



We have a host of excellent keynote speakers and workshop presenters. Our keynoters are: **JEAN BLAYDES MOIZE, MARK JENKINS** and **DOUG GOODKIN**. We think the conference will prove to be professionally stimulating and will provide you with an opportunity for networking and building camaraderie.

STRAND

Physical Education
Visual Arts
Film
Design Technology
Performing Arts:
- Choral Music
- Dance
- Drama
- Strings
- Band
Technology
Counseling
General Education Topics

PRE-CONFERENCE

Alec Couros
Melissa Cox
Marilyn George
David Gleason
Kristi Mally
Barbara Sunday
Ted and Carolyn Temertzoglou

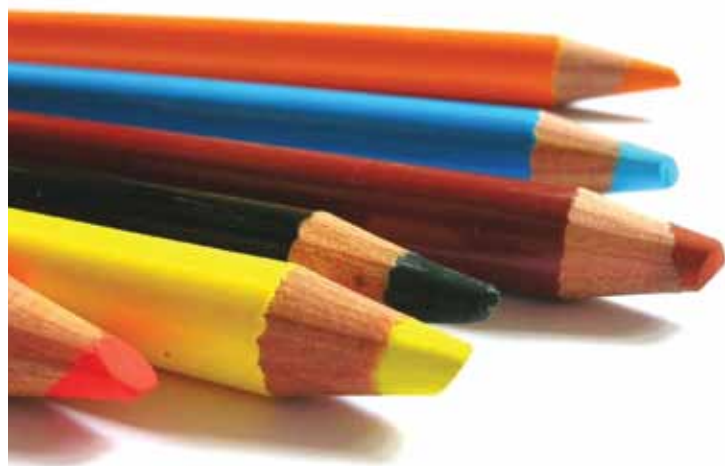
TOPIC

Technology
AP Music Theory
Accreditation
Counseling
Physical Education
AP Studio Art
Physical Education

SPECIAL PRESENTERS

Maria Eleanor Barlongay
Rolf Becker
Christopher Bill
Jean Blaydes Moize
Peter Boonshaft
Andrea Capranico
Ashley Casey
Matt Chadwick
Alec Couros
Melissa Cox
Ringo Dingrando
Steve Dodd
Christina Dy
Robert Gillespie
David Gleason
Terry Goetz
Doug Goodkin
David Gran
Jennifer Hartley
Dinah Helgeson
Mark Hill
Kevin Honeycutt
Toym Imao
Mark Jenkins
Gerry Leonardo
Kristi Mally
Cameron McHale
Breen O'Reilly
Joan Pipkin
Brian Russell
Rencie Santos
Barbara Sunday
Carolyn Temertzoglou
Ted Temertzoglou
Andy Vasily

Dance
Film
Band
Physical Education
Band
Film
Physical Education
Design Technology
Technology
AP
Design Technology
Physical Education
Art
Strings
Counseling
Dance
Music, Orff
Film
Drama
Choral
Drama
Art and Technology
Artist
Photo, Adventure
Art
Physical Education
Action Research
Film
Strings
Design and Technology
Art
AP
Physical Education
Physical Education
Physical Education



If you have any questions,
please contact the EARCOS office or email
Elaine Repatacodo, ETC Coordinator at Irepatacodo@earcos.org
www.earcos.org/etc2016/

EARCOS

would like to thank our sponsors

Speaker Sponsorship



Other Sponsors



“Thanks to all our advertisers who help to make this conference possible.”



Thank you to
THAILAND CONVENTION & EXHIBITION BUREAU (TCEB)
for their generous support of this year's
Leadership Conference 2015.