

**Preliminary Conference Program Outline – subject to change
(updated, Oct. 21, 2016)**

	Time	Event Name	SUNDAY, OCTOBER 23, 2016		ROOMS
Oct. 23 SUN	0800 - 1600	EARCOS SECRETARIAT			PERLIS ROOM
			MONDAY, OCTOBER 24, 2016		
Oct. 24 MON	0800 - 1600	EARCOS SECRETARIAT			PERLIS ROOM
	08:30 - 16:00	EARCOS BOARD MTG.			BOARDROOM 1 MEZZANINE
	Time	TUESDAY	TUES, OCTOBER 25, 2016		ROOMS
Oct. 25 TUES	07:00-21:00	EARCOS REGISTRATION			PERLIS ROOM
	08:00-20:00	International School Leadership Program USF/WSU			BOARDROOM 3 MEZZANINE
	08:30-16:30	IB PRECON	<p>IB Category 3 workshop Title: Understanding Leadership Facilitator: Nigel Forbes Harper</p>	<p>Description: Leadership is a social construct, positioned in time and place and influenced by personality." This workshop aims to expose, test, and critique the assumptions upon which each participant's own style, definition and understanding of leadership are based. Leadership theory and current research will form the basis for discussion with case studies and the participants' own experiences being used to explore leadership, cross-cultural investigations and the impact of culture on leadership styles and practices. There will be an emphasis on the complex, contextual and holistic nature of leadership, and participants will build deeper understandings of how to adapt their leadership style in different contexts. The workshop will include an introduction to the capabilities and intelligences, core themes and leadership processes that are considered to be most supportive of effective leadership in a range of IB contexts. In line with IB philosophy, participants will be encouraged to develop an investigative mindset, become more inquiry- based and reflective practitioners while modeling life-long learning. Action research will be introduced, helping candidates identify major issues that leaders may face, while planning possible responses that reflect an awareness of local context. Participants will develop and articulate a deeper understanding of their own philosophy, and draft a personal philosophy statement that can then be evaluated as to relevance and effectiveness with reference to daily practice in IB World Schools, through using a reflective journal or blog.</p>	ARTHUR'S BAR Upper Deck)

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	08:30-16:30	Curriculum Coordinators' Precon	In a contemporary world, what might it mean to be a 'learning focused school'? - what might this look like? How do we define and plan for that? Facilitators: RAMI MADANI, ISKL PAUL O'NEILL, ASIJ	Schools today continue to realign and refocus their mission or "true north" as they navigate a changing world for their students. Most schools approach this through a strategic planning or accreditation process. Although many schools are becoming familiar with the ideas and possibilities of "learning to learn" these ideas have not necessarily permeated the landscape as fully as they need to (Claxton, 2008). Claxton believes that in the past, schools have focused on quick fix solutions and that we need to push beyond tinkering with the content and exams. However it is the wholehearted exploration of questions such as these that need to shape our mission and practices: What kind of competencies, processes and skills do we want to cultivate and sustain with our teachers in order to achieve that learning for our students? What kind of curriculum is best suited to developing the dispositions and skills to enable young people to prosper? What systems and processes can be used to address the above two questions in your school? This session will explore desired student outcomes and the change factors that may cause us to challenge the status quo. We will look at how school systems can be simplified to focus more on the outcomes and the development of a knowledge base that supports the school's direction and tools for evaluating progress. This session will be ideal for learning and curriculum leaders seeking to reflect on the learning focus of their schools and to develop processes and tools that will help them implement and sustain meaningful support mechanisms for teachers. Claxton, G.(2008) What's the point of School - Rediscovering the Heart of Education, Oxford. Guy Claxton is one of the UK's foremost thinkers on creativity, learning and the brain.	SELANGOR 1 ROOM
	08:30-16:00	LTP DR. MARC FRANKEL	Leadership thru Partnership	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. Away from busy day-to-day life, you can identify shared goals for their school. For the newly appointed head, board chair, or trustee, LTP proves particularly valuable to forge a positive and effective relationship. For the trustee and school head with a well-established relationship, LTP offers an opportunity to gain fresh perspectives on styles of collaboration in the context of new challenges and priorities. LTP is structured to benefit the following people: **New heads of school and their board chair. **New board chairs and their head of school. **Board chairs and heads of school that have not participated in a prior LTP	PERAK ROOM
	08:30-16:30	WASC	WASC Focus on Learning Accreditation Training		SARAWAK ROOM
	8:30- 16:30	APAC/AD	APAC ACTIVITY DIRECTORS' MEETING		BOARDROOM 1 MEZZANINE
	8:30- 16:30	ACAMIS BOARD MEETING			BOARDROOM SUITE A (Business Centre)
	10:00 - 10:30	MORNING COFFEE BREAK			Meeting Room Foyer
	12.00 noon - 13.00 pm	LUNCH	WORKING BUFFET LUNCH - everyone from the meeting above will have lunch together		SABAH ROOM
	3:00 - 3:30	AFTERNOON COFFEE BREAK			Meeting Room Foyer
	Time	WEDNESDAY	WED., OCTOBER 26, 2016		
OCT. 26 WED.	07:00-21:00	EARCOS REGISTRATION			PERLIS ROOM
	08:00-20:00	International School Leadership Program USF/WSU			BOARDROOM 3 MEZZANINE (CAN USE #4 TOO)

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		PRE-CONFERENCES	PRE-CONFERENCE TITLES	DESCRIPTIONS	
08:30-16:30		IB PRECON (2nd day)	(This is a continuation of Tuesday's workshop) IB Category 3 workshop Title: Understanding Leadership Facilitated by: Nigel Forbes Harper		ARTHUR'S BAR (Upper Deck)
08:30-16:00		SCHOOL BOARD PRECONFERENCE	MINA MERKEL (Session A) - Good Governance: In Service of Great Schools (Targeted for general school board members, especially those <u>attending EARCOS for the first time</u> and who have never had a formal board training seminar. Appropriate also for those wanting a refresher on the essentials of governance.)	<i>What is the difference between great boards and those that fail to serve their constituencies well? Come find out in this all day conference on good governance. Striving for an understanding of the unique needs of international school boards versus corporate or other non-profits, we will experience together the role of the board as a whole, a school board's reason for being, and learn the primary responsibilities of the entire board. We will dive into the role of an individual board member, exploring together who needs to be on the "school (board) bus" and learn what skills and personalities will help and hinder. We will tackle the board efficacy question about how to work with the Head of School and each other. We will learn from each other about committee structure, charter and whom we need versus whom we know. This session will engage board members through experiential exercises on how to become a mission-driven school board. Recommended for all new board members, boards in total and all board members new and tenured interested in having some fun and learning together.</i>	KEDAH ROOM
		SCHOOL BOARD PRECONFERENCE	DR. MARC FRANKEL with Abigail DeLessio [Session B] - Beyond Good Governance: Multiplying Your Board's Impact (Preconference for School Board Members, <u>who have previously attended a board training seminar</u>)	<i>Created for experienced international school trustees, this workshop uses dynamic presentations, real-life case studies, and small- and full-group discussions to show how you can leverage your unique positions as governors and board chairs to have a long-lasting, positive impact on your schools. Our topics will include: How smart boards evaluate school performance; What it means for a board to develop "strategic awareness;" Successful engagement between boards and stakeholders in the school community; Dealing with changing school demographics; Financial strategies for uncertain times; Preparing for leadership succession; and much more. Participants will have access to a special online toolkit of resources for addressing these topics and will leave with an action ideas to share with their fellow board members.</i>	SARAWAK ROOM
08:30-16:00		BUSINESS MANAGERS' (EARASBO) PRECONFERENCE			AT ISKL
			INDIVIDUAL PRECONFERENCES:		
08:30-16:00		JENNIFER ABRAMS PRECON	Hard Conversations Unpacked - Extending the Learning	<i>Continuing the learning from the first Having Hard Conversations workshop, Hard Conversations Unpacked is an extension and deepening of the work of becoming more comfortable with conflict. The workshop revisits the key elements of the book, Having Hard Conversations, such as the outcome mapping and scripting protocol, and goes deeper to provide additional strategies for being more confident and compassionate when faced with situations involving conflict. (You do not have to have seen previous workshops on hard conversations to attend this session.) Participants will learn how to</i> <ul style="list-style-type: none"> • Keep conflict at a cognitive level that is more psychologically safe • Understand the differences between a problem to be solved and a polarity to be managed • Analyze possible covert organizational influences at play during a hard conversation • Look at a hard conversation through the lenses of culture, generation and gender, cognitive style and belief system • Respond productively when conflict escalates both in one-on-one and in group situations 	SELANGOR 1 ROOM
08:30-16:00		Margaret Alvarez (ISS International School, Singapore), Liz Duffy (International School Services), Anna Marsden (International School of Suva, Fiji), Joe Petrone (EARCOS) PRECON	Leaders Mentoring Leaders in a Virtual Environment	EARCOS is launching an important new service to members. This service – EARCOS Leadership Mentoring- aims to support colleagues new to leadership, new to the region and those facing new challenges. This pre-conference aims to introduce leaders to the aims and structure of the new service and to equip participants with some of the skills that are necessary to be effective mentors. These skills will include appropriate questioning techniques, working with diversity, effective use of social media, as well as facilitating effective planning. Opportunities will be available to give important feedback to the ongoing development of the EARCOS mentoring program. Pre-conference participants will be given the opportunity to take part in the EARCOS pilot program that will be launched shortly after the ELC. and will have access to the EARCOS resource bank designed to support mentor relationships.	LAFITE

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08:30-16:00	<p>JONATHAN BORDEN PRECON</p>	Confucius Met Piaget – But How Did They Get Along?	<p>Based in part on Jonathan Borden’s book <i>Confucius Meets Piaget</i>, this workshop will examine the cultural, historical, and philosophical backgrounds of many of our East Asian students’ nations, focusing on the challenges that these children face when attending our western style schools. The workshop will look at cross-cultural theory as applied to East Asian and Western cultures, the intertwined and often tragic histories of China and Korea and how this history has molded both national and educational cultures, and child-rearing habits of China and Korea, specifically looking at the influence of Confucian thought on family structure and dynamics. Following up this pre-conference will be workshops dealing with specific ways that teachers, counselors, and administrators can effectively work with these students and families, specific educational issues associated with each of these cultures, university systems and their structure including the college entrance process, academic stress and the reasons behind it, hierarchy and bullying, re-entry after attending international schools, and finally, a chance for participants to bring scenarios and case studies to the table for discussion and consideration.</p>	PERAK ROOM
08:30-16:00	<p>EeQBAL HASSIM PRECON</p>	Leading transcultural schools	<p>Transcultural schools are a given, not just an aspirational goal for education. If transculturalism is not recognized or acknowledged, we are not looking hard enough or in the right places. This workshop focuses on leading transcultural schools. This leadership supports individuals and groups within the school community to recognize and navigate the implications of transcultural connections and processes. Through the workshop, participants will: - Recognize the need for leading transcultural schools and the various aspects of this leadership within a school - Examine the theoretical underpinnings of leading transcultural schools, focusing on the interculturalism and transnationalism nexus - Be introduced to some of the features of good intercultural leadership based on the research literature - Reflect on their own capabilities for leading transcultural schools as well as those of others.</p>	SABAH ANTE
08:30-16:00	<p>LANCE KING PRECON</p>	Developing Resilient, Self-Regulated Learners	<p>Research shows that resilient learners are those who can handle adversity in a positive way and create success for themselves through their own actions. They are students who believe it is possible for them to grow and develop both their intelligence and their ability to learn, and they know how to benefit from every failure. Self-regulated learners are those who have mastered the skills of effective learning to a level of proficiency where they are confident of being able to learn from any person, at any time, in any place, through any media, under any conditions. These are the students who have inculcated all the essential skills of the 21st Century and who have the most competitive advantage in both the academic world and the world of business and enterprise. This course looks at structures and strategies of teaching, learning and assessment that promote in students the development of both resilience and self-regulation.</p>	BOARDROOM A
08:30-16:00	<p>LAURA LIPTON PRECON</p>	Data-Driven Dialogue: Practical Strategies for Collaborative INQUIRY	<p>This interactive session explores and applies a three-phase Collaborative Learning Cycle that guides productive collective inquiry. Participants investigate strategies and structures that reduce defensiveness and create shared responsibility for student learning. We will hone practical tools for discovering assumptions, promoting data-focused inquiry and developing shared understandings of both problems and possible solutions. These understandings become the foundation for dynamical planning processes. Topics include: using data to focus a group’s attention and energy, applying The Collaborative Learning Cycle (a three-phase model for guiding data-driven dialogue and collaborative inquiry) and extending a repertoire of facilitative tools for inviting and sustaining the thinking of group members. Increase your confidence when facilitating difficult conversations as you use data to promote professional interactions about tough-to-talk-about topics.</p>	PAHANG
08:30-16:00	<p>RAMI MADANI PRECON</p>	<p>International School Curriculum: Creation, Relevance and Sustainability (This session is for people NEW to the curriculum position)</p>	<p>If you are an administrator who wishes to deepen your understanding of curriculum, or are new to a curriculum position in your school, this workshop will provide the tools to launch and sustain curriculum in your school. Have you often wondered how the countless hours spent on curriculum development could really improve student learning? How is teachers’ time best spent when it comes to planning for teaching and learning? Does the curriculum process and all of the terminology baffle you? How can the curriculum be sustainable in our international schools? This workshop will address these queries plus more, including a focus on understanding, curriculum leadership, and subject area reviews based on learning needs.</p>	LEMON GARDEN TERRACE

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	08:30-16:00	JENNNIFER SPARROW PRECON	<i>Moving from Co-blab-orating to Collaborating: Helping Teams Be Learning-Focused</i>	<i>Collaboration happens when teammates work toward the same outcomes, resulting in shared work, thinking, and responsibility. Unfortunately, many teams end up co-blab-orating, where conversations do not result in shared thinking, go nowhere, or go in several different directions. This pre-conference explores strategies that help teams collaboratively focus on student learning. This includes understanding what a learning-focused team is and is not, strategies for ensuring the focus stays on learning (including the Professional Learning Community at Work framework), and strategies to address different team dynamics. The result will be teams that focus on student learning by working smarter, not harder.</i>	JOHORE ROOM
	08:30-16:00	DEB WELCH PRECON	<i>Take charge of your professional growth: A Leadership Portfolio for Heads & Deputy Heads of School</i>	<i>Heads and Deputy Heads of School provide feedback to many on their staffs and yet frequently lack mechanisms to reflect on their own development. Regardless of whether you are in your twentieth or second year of the headship, you want to keep growing, learning from experience, and improving. In this preconference, we will use a leadership portfolio to assist those at the helm that includes self-assessment against a comprehensive set of standards and indicators. The portfolio also provides examples of evidence linked to the standards that prove helpful for goal setting. We will use one another as resources as well because the wealth of experience IN THE ROOM will be impressive! This session will be most appropriate for heads of school but would also be relevant for deputy heads and those interested in growth of leadership.</i>	KELANTAN ROOM
	08:30-16:00	KENDALL ZOLLER PRECON	<i>Hacking Leadership - a disturbing guide for an adaptive culture</i>	<i>Hacking Leadership: a disturbing guide for producing an adaptive culture Participants explore leadership from a systems perspective drawing on Heifetz and Linsky's Adaptive Leadership model and Zoller's Communicative Intelligence. We explore ways of orchestrating conflict, identifying how values drive and influence the implementation of change. Hacking leadership is a model for creating innovations by orchestrating conflict instead of having it sing to you. Participants will also explore how communicative intelligence contributes to leadership.</i>	PENANG ROOM
	08:30-14:30	MARILYN GEORGE WASC	<i>WASC Visiting Committee Chair Training</i>		DC 1 ROOM (Training Room)
	9:00- 16:30	APAC/AD	APAC ACTIVITY DIRECTORS' MEETING		BOARDROOM 1 MEZZANINE
	10:00 - 10:30	MORNING COFFEE BREAK			Meeting Room Foyer Basement 2, Lower lobby
	12.00pm- 1.00pm	LUNCH PRECONFERENCES	LUNCH - everyone from the meeting above will have lunch together		SABAH ROOM
	1:30 - 4:30	APAC Heads Meeting			BOARDROOM 2 MEZZANINE
	15:00 - 15:30	AFTERNOON COFFEE BREAK			Meeting Room Foyer Basement 2, Lower lobby
	8:30- 16:30	ACAMIS BOARD MEETING			BOARDROOM SUITE A (Business Centre)

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THURSDAY	Time	THURSDAY	THURS.,OCTOBER 27, 2016	ROOMS	
			FIRST DAY OF CONFERENCE		
Oct. 27 THURS	06:30-6:00pm	EARCOS REGISTRATION		PERLIS ROOM	
	08:00-6:00pm	International School Leadership Program USF/WSU		MEZZANINE BOARDROOM 3	
		EXHIBIT OPEN		BASEMENT II FOYER	
	08:00-08:10	MUSICAL OPENING by ISKL Musicians Musical Directors: Jaymin Baird, Vince Cee, Dan Miles and Thara- Malaysian Cultural Club (MYClub) Advisor		Grand Ballroom	
	08:10 - 08:30 Am	Conference Opening Welcome to Delegates Margaret Alvarez, EARCOS Pres., Dr. Larry Hobdell, Regional Officer, Office of Overseas Schools, U.S. Department of State and Dick Krajczar, EARCOS Exec. Director		Grand Ballroom	
	KEYNOTE 8:30 - 9:15 Am	Introduction to the Speaker Ms. Liz Duffy, President, ISS Sponsored by International Schools Services	SIR JOHN JONES Creative Leadership or Preparing Our Students for a World that Doesn't Exist - the good news and the bad news is schools make the difference.	Grand Ballroom	
	09:15-10:00 Am	TEA & COFFEE BREAK Sponsored by UNIVERSITY OF SAN FRANCISCO	" VISIT OUR EXHIBITORS "	Meeting Room Foyer Basement 2, Lower lobby	
	10:00 - 4:45	Athletic/Activity Directors Institute		BOARDROOM 1	
	10:00 - 4:30	EARASBO/ BUSINESS MANAGER'S PRECON, (continued) Facilitators: MIKE RODMAN and TIM KING	BUSINESS MANAGER'S PRECON (continued) Business Manager's Guide to Implementing a Successful Enterprise Risk Management Program	Messrs. Rodman and King will explain the benefits of ERM, and the process used to identify, analyze, and prioritize the operational, financial, reputational, regulatory, and political risks faced by international schools. They will conduct an interactive exercise that will provide the attendees with practical experience with the ERM risk assessment process, setting the stage for a discussion of how to establish a sustainable ERM risk identification, evaluation, and risk-mitigation program within the school. A second session, Key Risks Facing International Schools: Insurance Solutions, will be presented in which Messrs. Rodman and King will discuss certain major risks commonly faced by international schools and available insurance coverage to help finance the damages should a loss occur.	GALLELRY 1 AT CONCORDE HOTEL

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	10:00 - 4:30	SCHOOL BOARD PRECON (continued) - this would be a combined session for both Frankel's and Merkel's group. The topic will focus on current issues facing boards in EARCOS schools and will be led by BRIAN JOHNSON, Board Chair, ASIJ.	SCHOOL BOARD PRECON, continued, essentially an all-day job-alike (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.)		KEDAH ROOM
	THURSDAY	Time	THURS.,OCTOBER 27, 2016		ROOMS
THURSDAY	10:00-11:15	SESSION I (15 workshops)			
	1	Athletic/Activity Directors Institute BRAD SCHMOCK	Office of Student Life - Thinking Beyond Our Departments	Chiang Mai International School (CMIS) is a relatively small school (graduating approximately 40 students each year) with high academic standards and a very involved student body. As a way to improve communication and reduce tension among classroom teachers, student organization advisers, and athletic coaches who were all competing for the time, attention, and energy of the same students, CMIS, under the leadership of Bradley Schmock, began the Office of Student Life in 2015. This presentation will explore the concept of Student Life and discuss the value added to student learning when we think beyond our department.	BOARDROOM 1
	2	KEVIN BAKER and Shelly Wille	Your First International School Headship	There is limited career development advice for educational leaders aspiring to the headship. This panel presentation by three new Heads of School in EARCOS will seek to raise this conversation and support future leaders by sharing their career journey that led them to their first international headship in the EARCOS region, the lessons they have learned, and the advice they would give (and the advice of other experienced Heads from around the world) to future aspiring new international school heads. The session will conclude with a collaborative discussion by all workshop participants.	ARTHUR'S BAR (UPPER DECK)
	3	MEGAN BRAZIL, Nitasha Chaudhuri & Stephen Lush	Teachers as Leaders of their Own Learning - Creating an inquiry based, teacher centred model of professional development	We all have high expectations for student learning in our schools - to be inquiry based, to ensure students have voice, choice and accountability for their learning. How can we provide similar learning experiences for our teachers and empower them to become self directed learners? The Elementary Leadership Team at UNIS Hanoi tackled this question and committed themselves to developing a year-long professional development programme for teachers that mirrored our expectations for students. Our presentation will focus on what we felt to be the essential ingredients of a high quality PD programme for adult learners. Our case study will include an overview of the successes, failures, lessons learned, practical protocols and tools used in our pilot year that may be helpful for other schools taking this same journey. This is not a presentation of a polished product, but a sharing of our own professional inquiry as we work towards building a robust PD programme in our school.	PAHANG ROOM
	4	SONIA BUSTAMANTE	A Googling Administrator	I would like to share how I use Google to effectively communicate and analyze data in my school. After attending two Google Summits, watching several YouTube videos, and nagging my IT/Computer Departments I am summing up all of my legwork and providing it to you in this one professional setting. I am not claiming to be an expert; I am simply showing you the potential of Google in your school community beyond the classroom. This is recommended for any school level Principal or administrator who is looking for ways to improve their communication, and how they gather and look over their school data.	PENANG ROOM

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		CHRIS CAPADONA/ Nel Capadona	<i>Steadying the Ladder: Using Peer Observation to Engage and Empower Your Staff</i>	<i>What makes teachers actually look forward to their next observation? What makes a peer observation system effective? Presenters will address these questions along with sharing the basic principles of effective peer observation. Presenters will describe a method of peer observation that develops a culture of collaborative adult learning. Topics will include, practical scheduling solutions, pre/post-conferencing 'look fors', crafting observation-focus questions, and data collection roles. Presenters will illustrate the power and perils of school-based, peer observations by providing time for school leaders to reflect and discuss their observation practices.</i>	SABAH ANTE ROOM
	5	TIM CARR ELSA DONOHUE	<i>"Walking the Talk, Living the Mission,"</i>	<i>What is the essence of your school? The answer can and should guide and animate your work. Becoming a mission/vision-based school has been a revelation at JIS, as it's an easy thing to say and a challenge to do. We've found that a sustained focus on our core creates impressive rewards, including a palpable impact on both student learning and community strength. Collectively identifying, communicating, and then living by some important words has created the conditions for health and innovation.</i>	SARAWAK
	6	JENNY CHIANG	<i>Understanding Volunteers (and ultimately donors)</i>	<i>Let's ponder our best volunteers and how we can meaningfully engage them for the school. We'll examine the characteristics of positive partnerships between volunteers and staff. What do volunteers want from volunteering and what do they expect from staff? At the same time, we'll discuss what staff need from volunteers, how to better understand and motivate them, and how to manage their expectations. Finally, we'll examine volunteer trends.</i>	BOARDROOM- A
	7	DARIN FAHRNEY/ SIMON BRIGHT/ DARLENE POLUAN	<i>Quest @ SAS reimagines learning: Developing an all-day personalized program</i>	<i>How do you change educational institutions? Put a math teacher, a science teacher, and a humanities teacher into a room, and empower them to innovate. After an extensive R&D journey, SAS reimagined learning and created a unique all-day program for a cohort of 24 seniors. It is called Quest. Quest provides personalized, skills-based education through interdisciplinary projects while still maintaining a high standard of rigor necessary for colleges. It's a small program, but hopes to have a big influence. Hear about our journey to wrap the best of our thinking into an innovative new program that inspires change.</i>	JOHORE
	8	CLAY HENSLEY/ Nancy Hargrave Meislahn	<i>Big Trends in College Admissions, and What They Mean for the EARCOS Community</i>	<i>With the popularity of American-style higher education within the EARCOS region, understanding the important trends and emerging new practices in U.S. college admissions is essential for school leaders. This interactive session will feature both a veteran U.S. college admissions leader, as well as international expert from the College Board. Discussion will focus on the trends most pertinent for EARCOS school leaders to understand as they support their students' aspirations. Participants will gain data-driven insights into the university admissions landscape, as well as a fuller qualitative understanding of emerging trends, such as the Coalition for Access & Affordability's new college application portal.</i>	SELANGOR 1
	9	SIR JOHN JONES	<i>Real Connectedness and the Magic-Weaving Business -</i>	<i>what brilliant leaders and teachers think, say and do.</i>	SABAH ROOM
	10	LANCE KING	<i>Courage, Resilience and Failing Well</i>	<i>What is the significance of failure and a student's reaction to it? - How can students (and teachers) learn how to fail well? - What is the role of attribution of causality in success, failure and subsequent motivation? - How can teachers model flexible mindsets and develop the process focused classroom? - How do Locus of Control and Learned Helplessness ideas contribute to the nature of resilience? - How can students learn to be more resilient? - How can a school develop a resilience focused culture?</i>	KELANTAN
	11	DAVID LOVELIN/ Tara Verenna	<i>How to Start a Design and Innovation Program from the Ground Up?</i>	<i>How to bring applied and innovative courses to your middle school. Korea International School has adapted from traditional limited opportunities to offering a multitude of innovative courses. Over a period of three years KIS has expanded to include a 6th grade elective wheel (Foundation, Computers, Art, Design Thinking), Stage Craft, Costuming, Individual Engineering, Collaborative Engineering, all levels of Music, Applied Robotics (EV3), Roving Robotics (EV3), 2D/3D Art, Art Illustrations, Chinese, French, Korean, and Spanish. Participants will see the process and systems developed over three years including course information, costs, and staffing helping transition your programs to an applied focus.</i>	LEMON GARDEN TERRACE

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	12	RICHARD PEARCE	<i>International Mindedness':creative connection or empty signifier?</i>	<i>International-mindedness has become a central issue of International Education principle and practice, and in accreditation evaluations we are often invited to define it for each institution. This is cultural plurality in action, a welcome recognition of the variety that exists in our professional area. Yet it leaves schools with the unaccustomed task of defining their own product within the generic field by a process involving the whole community. The possible meanings of the term will be considered, some core procedures will be reviewed, and colleagues are invited to share their own experiences.</i>	DC 1-TRAINING ROOM
	13	ALAN RUNGE	<i>Organizing and Directing the Focus of a High Performing Team</i>	Following on the introduction and understandings of creating a high performing team as presented previously following Patrick Lencioni's "five dysfunctions of teams model," this session will explore what to do next once you form one. Following the models published by Patrick Lencioni in "Death by Meeting" and later expanded upon in "The Advantage" we will explore his proposed meetings model and how it can help align and focus the work of a team towards overall institutional goals and priorities. An implementation of this model at HKIS will be used as the case for consideration.	PERAK
	<u>14</u>	KEVIN RUTH	<i>PLCs: Sense or Nonsense?</i>	Professional Learning Communities continue to gain ground in schools, yet we must ask whether they are effective, relative to their putative aims. What does the evidence say? Are they glorified book groups and feel-good gatherings that have little to no effect? How PLCs are constructed and whether they have a distinct methodology make all the difference in the world. An effective PLC also must recognize fact from fiction when it comes to what makes great teaching. This interactive session will help you to frame the issues that PLCs must tackle in order to produce their desired effect.	LAFITE
	<u>15</u>	ANDY WHITNEY	<i>Ten Points that Early Childhood Educators Want School Leaders to Understand</i>	It is rare that top level school administrative leaders come from the early childhood sector. Because of this, early childhood programs may not always be given the attention that they need or deserve in a larger school environment. Speaking on behalf of early childhood educators, there are a number of points that we would like to make sure that school administrators clearly understand about our program and what we do.	NEGERI SEMBILAN ROOM
	<u>11:15 - 11:30</u>	Travel time			

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	THURSDAY	Time	THURS.,OCTOBER 27, 2016		ROOMS
THURSDAY	11:30-12:45	SESSION II (15 workshops)			
	1	AD Institute ANTHONY GILES	<i>Creativity, Activity, and Service: Making the Grade or Making a Difference</i>	<i>Inspired by Frank Bruni's recent column in the New York Times, "To Get to Harvard, Go to Haiti?," this session will examine the disconnect for some students between checking the right boxes for high school graduation and college admissions, and actual creativity, physical activity, and service, and how what we offer and the way we evaluate involvement in all three areas can make a huge difference in what students actually achieve. Participants will be encouraged to share what extra-curricular programs are working best at their schools to inspire authentic learning and how they are measuring student success.</i>	BOARDROOM 1
	2	JENNIFER ABRAMS	<i>Influence and Persuasion - Key Leadership Skills (Part 1)</i>	<i>Gone are the days when a leader's positional power was sufficient to advance an agenda. Today's successful leaders must gain commitment to ambitious goals not only from people who work for them, but also from peers and a diverse group of stakeholders who are beyond their command. See how the ability to influence and persuade others is now a critical differentiator of leaders who move people to support their goals from those who can't. Participants will: Learn to recognize influencing behaviors in themselves and others. Learn language skills that influential people use effectively on a daily basis. Learn more about resistance and the triggers that threaten people and how to help people move past those triggers. Have time to work on personal case studies and learn specific strategies to increase your influence in your own organization.</i>	SELANGOR 1 ROOM
	3	TIM CARR ELSA DONOHUE	<i>Cultivating Representational Leadership</i>	<i>A key to effective transformation of our multicultural schools is intentionally growing and empowering appropriately diverse leaders. Mindfully recruiting, growing, and feeding traditionally underrepresented groups, including women and host country staff, for key leadership positions needs to be part of our mission. Come prepared to share ideas so that we can advise the EARCOS membership.</i>	SARAWAK
	4	KIM COFINO	<i>The difference Between Ordinary & Extraordinary: Telling (and Owning) Your School's Story</i>	<i>We're all proud of our schools, our students, and our community. Our students are engaged in outstanding learning experiences on a daily basis, but these are rarely documented or shared outside the individual classroom in a purposeful way. How can we, as school leaders, highlight the amazing work of both our students and our teachers in spaces that connect within and beyond our immediate school community? Why should we share? What should we share? Where should we share? What tools should we use? We all know that if you're not telling the story of your school, someone else is! Ordinary schools leave it up to someone else to tell their story, extraordinary schools plan, coordinate and purposefully share their story with intention and focus. Leave today's workshop with an understanding of why sharing your story is so critical, how to harness the multitude of tools you can use to share your story, and an action plan for taking your school's story from ordinary to extraordinary!</i>	PENANG ROOM
	5	DR. MARILYN GEORGE	<i>Becoming Accredited: Essential Elements</i>	<i>This session will address the essential elements that must exist and be operating effectively in a school whose purpose is to move into the accreditation process that focuses on high student achievement and ongoing improvement. This includes the following areas: philosophy, governance, administration and organizational issues, staffing, instructional program, student support, culture, and resources.</i>	LEMON GARDEN TERRACE

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	<u>6</u>	DAN KELLER	<i>Leadership of international schools: Understanding and managing dualities</i>	<i>Leaders of international schools find themselves operating within a loosely defined, yet rapidly growing, specialty niche of education. The leadership context for these schools is often filled with ambiguity and complex tensions between opposing forces. This presentation proposes a two-stage framework for critically analyzing the dualities of international schools. The first stage, 'making sense of dualities', adapts Simkins' framework for sense-making in educational leadership. The second stage, 'leading dualities', utilizes Bolman and Deal's four frames of leadership. Two categories of dualities are proposed for initial consideration: spatial dualities (opening gateways across eras) and temporal dualities (bridging boundaries across cultures). Specific examples of spatial dualities are analyzed within the context of an international school. The Roman god Janus, whose two faces see opposite perspectives, is utilized as a metaphor for the simultaneous composite nature of dualities. The presentation proposes that it is the challenge of leaders to make sense of opposite perspectives within their school and leading their school community to do the same. (This presentation is based on the author's article published in the Education Management Administration Leadership Journal and selected as Paper of the Year 2015).</i>	DC 1-TRAINING ROOM
	<u>7</u>	DR. CHIP KIMBALL DR. TIM STUART Panel: SAS leadership and faculty	<i>Transforming Singapore American School - A Documentary Film and interactive discussion</i>	<i>EARCOS will be the FIRST public viewing of a recently completed documentary of the change process at Singapore American School. SAS has undergone a courageous and challenging process to dramatically improve an already successful school. This documentary captures the authentic SAS story, including personal reflections and "in the moment" struggles of faculty and leadership over the past three years. The film provides a picture of how this prominent school is taking on transforming an existing successful school to better serve students well into the future. After the viewing of the documentary, key leaders will participate in a panel discussion and interactive Q&A. The discussion will continue into the lunch hour for those interested in an even deeper discussion. The film and discussion will highlight the SAS R&D process, developed to fundamentally shift the direction of Singapore American School. The process was designed to challenge deeply held assumptions, engage faculty, shape culture, and included visitations to over 100 schools worldwide. Over 100 college admissions officers were interviewed, internationally known educational leaders were consulted, and a strategic plan is now in place reflecting what has been learned. This session will provide reflections on lessons learned and an authentic look at the impacts of change.</i>	JOHORE
	<u>8</u>	MIKE KUCZALA	<i>Creating a Kinesthetic Classroom: Teaching and Learning through Movement</i>	<i>In this highly interactive session participants will discover a six-level framework for using physical activity and movement thoughtfully and purposefully at all grade levels and in all content areas. The framework includes (1)preparing the brain,(2)providing brain breaks,(3)supporting exercise and fitness,(4)creating class cohesion,(5)reviewing content, and (6)teaching content. The prominence and importance of the brain/body connection will also be discussed and experienced. With a robust body of research that supports using movement in all classrooms as a critical tool of engagement, how to encourage teachers to create a kinesthetic classroom will be highlighted.</i>	SABAH ROOM
	<u>9</u>	DERON MARVIN	<i>Building Trust Within Your Team</i>	<i>Trust is an especially fragile but necessary entity in our work. For the conscientious leader, it takes deliberate planning and devotion to successfully realize it within their team. In this workshop, Mr. Marvin will develop your understanding of the importance of trust. Through presentation and group work, the attendees will depart with tools to employ in their own organizations.</i>	LAFITE
	<u>10</u>	MARGIE MITCHELL/ Kimlan Cook	<i>Mission Impossible: Pleasing all of the People all of the Time - Communications in Admissions</i>	<i>What would it take to have every family you communicate with become advocates of your school? Maybe impossible to get right all of the time, but this interactive session explores the essential elements offering the best prospect of a positive outcome - from the most difficult scenarios to the most mundane - and, crucially, those that won't.</i>	BOARDROOM A
	<u>11</u>	SUZANNE MURRAY	<i>21st century Safeguarding for International Schools - Policy to practice</i>	<i>This workshop consists of key aspects of the safeguarding and child protection agenda and provides an audit base to review current practice and develop a time framed action plan to support school development. It will ensure that schools turn policy into practice whilst remaining true to the business of learning.</i>	PAHANG ROOM

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	<u>12</u>	MAYA NELSON	<i>We're Inclusive...Now, What? Next Steps and the Process of Building and Implementing Special Education Programs</i>	<i>International schools are beginning to understand the importance of becoming more inclusive and serving diverse learners. With the move toward inclusion, schools are beginning to question ways to plan for and implement educational programs to support diverse learners or students with learning variations. Whether it is creating a self-contained special education program, expanding a learning resource/learning disabilities program or implementing the first support services program in your school, ideation, planning and implementation are needed. Learn about ways to plan for and put into action the steps you'll need to take in order to support building an inclusive or more inclusive program in your school.</i>	KELANTAN
	<u>13</u>	PAUL O'NEILL/ CARRIE BENNETT/ BRADY CLINE	<i>IMPACT - Passion and Purpose shaping program design</i>	<i>The American School in Japan is in the third year of implementation of the strategic plan. One of the challenges was to create more choice and opportunities for students to follow their passions. As a result the IMPACT program has emerged as a way to open up the pathways and design of learning available to students. Incorporating the concept of a capstone like program, the IMPACT is a menu of options that allow students to completely open up the options available or to use building blocks and shell courses that enable both personalised and self directed learning. Supported by a team of SPARK coaches - the Impact program has resulted in some rich and deep inquiries and explorations.</i>	PERAK
	<u>14</u>	CARY REID	<i>The UWC Mahindra College Project Based Diploma – redesigning high school</i>	<i>UWC Mahindra College has been a pioneer in education and the UWC Mahindra Project Based Diploma is our most recent innovation in experiential learning. The program is designed to support students through a process of self-directed learning, the focus of which is a student-driven project through which they engage critically with real world issues, e.g. peace and social justice, the environment and sustainability, or social entrepreneurship. To support their practical engagement, students are paired with mentors who are experts in their fields and give guidance, help develop research agendas, and provide continuous feedback throughout the project. In addition, students develop the theoretical grounding by following a rigorous and focused classroom program. The UWC Mahindra Project Based Diploma is a new and complete pre-university innovative curriculum, which we began offering to students last August 2015. Many educators talk about the need to shift from traditional curriculum and the existing structure of assessment but fail to do so because of the need for valid assessment models. With our model of project based learning combined with a formal diploma structure we aim to maintain our credibility with top universities around the world whilst allowing our students to learn through effective experiential engagement. The target audience for this session is aimed at educational leaders, who prepare students for life.</i>	SABAH ANTE ROOM
	<u>15</u>	MERCIA DE SOUZA	<i>Global Issues Network - let your students become Earth Saving Activists.</i>	<i>After a year of preparation and fundraising, the Dominican International School GIN Club, brought Bob Nameng and Soweto Kliptown Youth (SKY) from South Africa to Taiwan and hosted them for nine days of youth development through international cultural exchange in two cities, which also involved the indigenous people of Taiwan. This was the highlight of the school's GIN (Global Issues Network) projects for the year. Join the DISGIN Coordinator for a workshop about GIN activities that change ordinary kids into Earth Saving Activists.</i>	NEGERI SEMBILAN ROOM
	12:45-14:00	LUNCH	WORKING BUFFET LUNCH - everyone from the meeting above will have lunch together		SHANG PALACE, MEZZANINE FOYER, JAPANESE REST.
	12:45 - 2:00	ACAMIS HEADS LUNCH MEETING	LIGHT LUNCH		ARTHUR'S BAR & GRILL

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THURS	<u>2:00 - 3:15</u>	<u>SESSION III</u> <u>(16 workshops)</u>			
	1	AD Institute STEVE DOLEMAN	<i>The Quest for Balance: Convincing parents as to the benefits of ASA to successful college applications.</i>	<i>What is that our kids need to be capable of functioning in the adult world? This session will explore the benefits of allowing their children to be part of a comprehensive ASA program, whereby they develop to the skills and abilities that will enable them to be productive citizens of the future.</i>	BOARDROOM 1 MEZZANINE
	2	JENNIFER ABRAMS	<i>Influence and Persuasion - Key Leadership Skills (Part 2)</i>	<i>Gone are the days when a leader's positional power was sufficient to advance an agenda. Today's successful leaders must gain commitment to ambitious goals not only from people who work for them, but also from peers and a diverse group of stakeholders who are beyond their command. See how the ability to influence and persuade others is now a critical differentiator of leaders who move people to support their goals from those who can't. Participants will: Learn to recognize influencing behaviors in themselves and others. Learn language skills that influential people use effectively on a daily basis. Learn more about resistance and the triggers that threaten people and how to help people move past those triggers. Have time to work on personal case studies and learn specific strategies to increase your influence in your own organization.</i>	SELANGOR 1 ROOM
	3	JONATHAN BORDEN	<i>Working with Korean and Chinese Students: Theory into Practice</i>	<i>Building on the Pre-conference materials, we'll take a look at East Asian teaching and learning styles, the role of the student and teacher, writing styles, respect and bullying, body language, different kinds of families, working with parents, child-rearing, family discipline, dating and relationships, and traditional values in the digital age. Workshop participants will engage in building upon theory to see how and why East Asian students and families share some of the characteristics they do - and how and why they are different. Differences between various types of ethnic Chinese, and Koreans will be discussed within the educational context.</i>	SABAH ROOM
	4	JENNY CHIANG	<i>Overview of an Alumni Relations program</i>	<i>Let's examine an Alumni Relations program. The program starts with strategic plan alignment to help develop program goals, priorities and timeline. With the strategic plan and program goals to guide the program development, different outreach programs and communication are created. To evaluate the effectiveness of the program, we'll review outcomes. Fundraising trends that impact Alumni Relations programming and giving will guide future programming.</i>	BOARDROOM A
	5	DALE COX will be joined in the presentation by SIS leadership team members, including Carlene Hamley (Director of Curriculum and Learning), Mark McElroy (Director of Learning Innovation), Mike Livingston (Secondary Principal), and Christy Carrillo (Director of Early Childhood)	<i>Systemic Innovation and Expanding the "Smart Swarm"</i>	<i>Innovation can be pursued in multiple ways, including add-on and pull-out programs, as well as through changes to the daily learning of students. Applying Michael Fullan's change leadership principles can help schools infuse innovation into everyday teaching practice by developing teacher capacity and changing school culture. Shekou International School has been applying these principles to pursue sustainable, grass-roots innovations in classroom learning. The workshop will identify key principles of school change and give varied examples of their application to building an innovative "smart swarm" of teachers and administrators working to transform learning across the school.</i>	PERAK
	6	STEPHEN DARE/JENNIFER SWINEHART	<i>Building Trust in Schools - Part I</i>	<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.</i>	SARAWAK ROOM

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	<u>7</u>	ANDY DAVIES/ GABY GENESER	<i>How internationally minded are we?</i>	<i>In this session we will challenge the belief that an international school offering an international education will result in increased international mindedness. It will be argued that “more than the rubbing of shoulders” is necessary if students and faculty are to enhance their abilities in intercultural sensitivity, cross-cultural communication, and international mindedness, etc. Very practical strategies will be shared and explored.</i>	LAFITE
	<u>8</u>	LOUISE FAVARO	<i>Managing Parents When Student Issues Arise</i>	<i>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. It is not uncommon for a parent to project their own unresolved issues onto a situation, inadvertently making a low level incident more complicated for a staff member to deal with. This session focuses on managing parents, including those who defend, rescue, enable, or make their child into a victim.</i>	DC 1- TRAINING ROOM
	<u>9</u>	MARY ANN HALEY-SPECA	<i>Coaching for Learner Centered Engagement and Discourse (Part 1)</i>	<i>Learning takes place when the teacher stops talking. How do we coach teachers to insure that all students are engaged, participating in classroom discourse and doing most of the talking in order to insure understanding of what is being taught? In these sessions we will explore the requisite classroom conditions, elements of lesson design, and a repertoire of concrete moves and prompts teachers can use to create such a learning environment.</i>	PAHANG ROOM
	<u>10</u>	EeQBAL HASSIM	<i>From multicultural to intercultural</i>	<i>This workshop explores a more transformative approach to intercultural education, beyond learning about cultures to promote tolerance. Cultures are rarely discrete in a transnationalised world. Because cultural exchanges are occurring more rapidly and more dynamically than ever, cultures need to learn from and with one another in the spirit of serious engagement and dialogue. Intercultural education is about changing how people think and act with respect to cultural diversity, as well as intercultural engagement and its implications. It requires not just knowledge about cultures, but a combination of cognitive, affective and behavioural dimensions. Participants explore aspects of intercultural curriculum and pedagogy, as well as some enablers and inhibitors of good intercultural learning.</i>	KELANTAN
	<u>11</u>	JON HILL	<i>Reframing Student Discipline as Learning Opportunities</i>	<i>Fights, theft, vandalism, bullying, cheating, plagiarism... No administrator smiles when they happen, but these are perhaps the greatest teaching and learning opportunities we get in schools. Students and their parents are in crisis, and we can offer them hope and a pathway to improved relationships. This workshop is aimed at upper elementary and secondary administrators who deal with the heavy stuff and want discipline to result in real change for the better. Come ready to share what has worked for you and to pick up some new strategies.</i>	LEMON GARDEN TERRACE
	<u>12</u>	WILLIAM KRALOVEC	<i>Using Podcasting to Support Your Leadership</i>	<i>This is a practical workshop about how heads of schools and principals can produce podcasts. Podcasting can serve as a marketing tool, improve a leader's understanding of the community and ultimately, improve student learning. The workshop will deal with the technical side of sound quality and give do's and don'ts based on experience publishing podcasts on the school website. Educators will come away with a practical how to guide and may be inspired to produce podcasts at their own school.</i>	PENANG ROOM
	<u>13</u>	MARC LHEUREUX/ Genta Branstetter	<i>Using Thinking Routines To Lead Professional Dialogue</i>	<i>As leaders we strive to create a culture of thinking within our schools. We want our schools to be places where thinking is valued, models of thinking are present and thinking is documented in a variety of ways. In this session, participants will learn how to model visible thinking through the use of “Thinking Routines” with their faculty and staff. By the end of this course, participants will have practical strategies to take back to their school to influence a culture of thinking, including specific examples of how two principals at ASIJ have refined this approach to leadership.</i>	SABAH ANTE
	<u>14</u>	DEREK PINCHBECK	<i>From cultures of consumption to cultures of creation</i>	<i>Schools ought to be cultures of creation, with students and teachers actively engaged with ideas, challenges and tasks to create unique products, solutions and meaning. Too often however schools are places where students passively receive information rather than actively create meaning. As leaders how do we create cultures where active engagement and creativity by both students and staff thrives? In this workshop participants we will explore the challenges and opportunities schools face in developing a more creative learning culture.</i>	NEGERI SEMBILAN

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	15	JENNIFER SPARROW	<i>Ensuring High Quality Teams</i>	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.JOHORE	JOHORE
	16	COLTER WATT/ Nicola Mason	<i>Leveraging professional learning to drive student learning</i>	<i>How do we engage teachers in high quality collaboration and reflection, ensuring that they feel valued and are developing to be the best in a strong vibrant professional culture? Moving away from a 'one-size fits all' approach to a personalised professional learning programme in this session we will share our journey to planning, designing and implementing a dedicated programme of integrated professional learning.</i>	ARTHUR'S BAR (UPPER DECK)
	3:15-3:45	TEA & COFFEE BREAK <i>Sponsored by</i> WENGER CORPORATION	" VISIT OUR EXHIBITORS "		Meeting Room Foyer Basement 2, Lower lobby
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THURSDAY	<u>3:45 - 4:45</u>	SESSION IV (16 workshops)	THURS.,OCTOBER 27, 2016		
	1	AD Institute DEREK KENSIGNER	<i>Revamping extra-curricular clubs</i>	<i>Extra-curricular clubs are often a very rewarding and joyful experience for students and faculty, providing, among other things, opportunities for interaction with peers & collaboration with local communities. American School in Taichung is in the process of revamping how it offers clubs to it's students with a more student-centered/student-led approach. This presentation will look at how this transformational process has gone so far as well as get feedback from other activities coordinators on their approach to clubs at their respective schools.</i>	BOARDROOM 1 MEZZANINE
	2	KIM COFINO	<i>Cultivating Community: Helping Parents Understand the Power of Technology for Learning</i>	<i>In our technology-rich schools, we are often focused on ensuring that we have the right tools so that teachers and students can use technology effectively in the classroom. We spend plenty of professional development time and funds on training teachers to transform learning for their students. On top of all that, in many of our schools, we employ coaches to help teachers continue to develop their skills with technology. However, many schools still struggle to help parents understand why students (and teachers) are spending so much time with technology. Developing a parent education program, specifically around technology and learning, can help build a sense of community within the school, support teachers and schools in their efforts to transform learning, and create a network of positive and engaged parents who will advocate for the school's technology goals. This session will highlight key elements of parent education programs developed and facilitated over the past 8 years.</i>	PENANG ROOM
	3	STEPHEN DARE/ JENNIFER SWINEHART	<i>Building Trust in Schols - Part 2</i>	<i>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.</i>	SARAWAK
	4	DEIDRE FISCHER	<i>Management Skills 101: a practical approach</i>	<i>This workshop is designed for teaching and non-teaching middle managers and administrators who manage other people as part of their work in schools.</i> <i>The ability to lead and manage others requires a range of skills and experiences, as well as understanding inter-personal dynamics and different personalities ... not to mention different cultural histories within your team. Most of my management skills were learned as a result of lessons learned along my leadership journey. As an experienced Head of School, I would like to share some of my experiences together with some helpful hints. The session is designed to be interactive and practical, and it is an 'appetiser' for my 2 day workshop in November (in Bali) that supports the development of teaming skills within schools.</i>	LAFITE

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	<u>5</u>	RICHARD GASKELL/ Sami Yosef	<i>International School Market Developments</i>	<i>Richard and Sami will present the latest data on the international schools market and will highlight how today's international schools market is developing to meet the needs of different learners, with a special focus on China. There will be a section benchmarking EARCOS schools against other regional associations. The presentation will also include results from a special global survey of international schools by ISC Research and Next Frontier Inclusion (NFI) on the inclusion of students with special learning needs.</i>	JOHORE
	<u>6</u>	MARY ANN HALEY-SPECA	<i>Coaching for Learner Centered Engagement and Discourse (Part 2)</i>	<i>Learning takes place when the teacher stops talking. How do we coach teachers to insure that all students are engaged, participating in classroom discourse and doing most of the talking in order to insure understanding of what is being taught? In these sessions we will explore the requisite classroom conditions, elements of lesson design, and a repertoire of concrete moves and prompts teachers can use to create such a learning environment.</i>	PAHANG
	<u>7</u>	KEVIN HOUSE	<i>Creating ethical schools in an international context</i>	<i>An insight into how we might use a variety of leadership strategies to make international schools live up to the integrity implicit in most mission statements. The presentation starts by sketching out a broad framework of academic honesty, ethical pedagogy and moral communities, before discussing the role of school leadership in building such environments.</i>	MEZZANINE BOARDROOM 2
	<u>8</u>	SIR JOHN JONES	<i>Total Commitment</i>	<i>why every student matters and none should be left behind</i>	SABAH ROOM
	<u>9</u>	HOWARD DE LEEUW	<i>Establishing School-Wide Behavior Expectations through PBIS</i>	<i>This presentation will outline how PBIS or Positive Behavioral Interventions and Supports can be used in any school to establish clear school-wide behavior expectations to ensure a safe, consistent, predictable, and positive school environment to promote academic success. Behavior can be taught like any other content area to insure that all students have learned the expected behaviors.</i>	NEGERI SEMBILAN ROOM
	<u>10</u>	ARACELIS MALDONADO/ Jonathan Condo	<i>Implications of international mindedness on Diversity practices at international schools</i>	<i>International-mindedness is a core value of the international school community, regional organizations and accrediting agencies. Within international schools, international-mindedness is the basis of instructional practices and school culture. Schools spend valuable time educating students to be globally minded citizens. But, do international schools truly embody international-mindedness? What values do your recruiting practices reflect? What are the benefits and challenges of adopting a truly global perspective? In this workshop, we will look at the implications of adopting an international-minded perspective when staffing an international school.</i>	ARTHUR'S BAR (UPPER DECK)
	<u>11</u>	SEPPIE MYBURGH	<i>One Ring to Rule Them All</i>	<i>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 uncritical acceptance of Hattie's views and clarify meta-analysis' proper role in education.</i>	LEMON GARDEN TERRACE
	<u>12</u>	RICHARD PEARCE	<i>What is Identity?</i>	<i>There is a tension between promoting a firm, stable identity and encouraging creative, open-minded originality in the child who is growing up in a mobile life-style. Values such as grit and character are regaining prominence in mission statements, yet flexibility and inventiveness are praised as necessities for the new technological era. In dealing with these questions the word 'identity' is often invoked. Resolving this conundrum calls for a clearer idea of what identity is, how it operates, and how it is acquired.</i>	DC 1- TRAINING ROOM
	<u>13</u>	RICHARD PRATT	<i>Education for Interdependence: Three Years of the Hangzhou CIS project.</i>	<i>The Hangzhou CIS programme, open since 2013, whereby Year 10 students transfer from the Hong Kong day school to a residential campus in mainland China for the full school year, has enjoyed remarkable success. Reflecting on these first three years of operation brings out insights into the importance of interdependence, character education through community and self-fulfillment through developing personhood in relation to others. Drawing on inspiration from John Macmurray and a Daoist master living by Wudang mountain, this is intended to be a speculative session sharing the process of reflection at this stage in the development of the centre.</i>	BOARDROOM- A

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	<u>14</u>	CARY REID	Experiential Education as an essential element of high school learning	<p><i>Experience is an effective method to create change in students and the world they touch. UWC Mahindra College is moving to a world that recognizes experiential education as more than merely complementary. However, assessment requirements, rigid mindsets and the desire to stay with what is familiar and safe remain barriers to real innovation. We are delivering a rigorous and recognized educational model that sees experiential learning completely integrated into the academic program. The presentation will explore three areas of our curriculum development. Engaging with our Human reality We have already started by changing our co-curricular program – Triveni – to a project-based model. In this program students can engage in need-based projects in different areas such as, sustainability, communication, peace, social justice, and education. Our objective is to shift learning from content delivery to experience in which knowledge and skill are acquired through engagement with real-life situations. Engaging with our Natural reality Learning is best when it is fun and contextualised. In this spirit UWC Mahindra College encourages learning to take place in the outdoors. The presentation will explore ways and means of developing a meaningful curriculum through engaging with outdoor adventure, exploration, and the environment. Engaging with our Intellectual reality UWC Mahindra Project Based Diploma is a high school program designed around independent, student-driven, professionally guided, multi-disciplinary, projects. This process is focused around a rigorous academic program, through which students will develop the skills and competencies needed to excel in the 21st century. The target audience for this session is aimed at educational leaders, who prepare students for life.</i></p>	SABAH ANTE ROOM
	<u>15</u>	DEB WELCH Co-presenter: CHIP BARDER	Standards for a Head of School? Applying What We Know about Growth to the Lead Learner of a School	<p><i>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 usually 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? This session will focus on the creation of a systematic process to differentiate supervision based on standards, moving the process to a focus on self-assessment, goal setting and development of skills. This session is most appropriate for Heads of School, Board members, Deputy Heads, and those interested in the growth of school leaders.</i></p>	PERAK
	<u>16</u>	KENDALL ZOLLER	Presenting with Intelligence	<p><i>Imagine being able to speak with credibility on demand. Imagine what it would be like for you if you could, with purpose and intention, reframe resistance during a meeting or presentation while simultaneously improving rapport and group dynamics. What if you could communicate at the same level of skill and expertise as you perform within your professional technical expertise? Imagine the possibilities. This course provides the skills and knowledge of communicative intelligence so that you can reach higher levels of communicative excellence. In this session you will learn the verbal and nonverbal patterns of credibility, approachability, rapport, how to read group dynamics, as well as how to recover with grace when things don't go as planned. This hands-on course is designed and taught by Kendall Zoller, global trainer, author and originator of communicative intelligence.</i></p>	SELANGOR 1
	17:45 - 18:45	RECEPTION	Welcome Orientation for New EARCOS Heads, AND Reception for the EARCOS Board, and Special Presenters		MALAYSIAN SUITE, #2700
	19:00 - 21:00	OPENING COCKTAIL RECEPTION	<p>WELCOME RECEPTION/ CULTURAL ENTERTAINMENT</p> <p>Sponsored by <i>TieCare International</i></p>		Grand Ballroom

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	Time	FRIDAY	FRIDAY, OCTOBER 28, 2016		ROOMS
			2ND DAY OF CONFERENCE		
FRIDAY	06:45 - 07:45	Breakfast meeting for Heads of A/OS-Assisted Schools			LEMON GARDEN TERRACE
	08:00 - 6:00	International School Leadership Program USF/WSU			Mezzanine Boardroom 3
	08:00-08:10	SCHOOL ENTERTAINMENT GIS Latin Express by GARDEN INTERNATIONAL SCHOOL Students Directed by: Mr. John Long			BALLROOM
	08:10-08:15	Opening Remarks/ Announcements Morning Greetings by Steve Cathers, EARCOS Board & Head of School, Korea International School			BALLROOM
	08:15 - 09:00	Introduction to the Speaker- Mr. BK Gan, President- Taylor's Schools Sponsored by TAYLOR'S SCHOOLS	DR. RUBY PAYNE <i>A Framework for Understanding Socio-Economic Classes and Thinking</i>	<i>This session will look at the difference in environments and thinking in poverty, middle class, and wealth. Poverty and wealth is defined as the extent to which you have nine resources. Those resources can stabilize and/or de-stabilize a person's life. Topics that will be discussed are hidden rules, language, resources, tools and strategies that will increase student success and parental support. Private schools have students who have fewer resources and students who have many resources. This session will provide tools for addressing both groups.</i>	BALLROOM
	09:00 -09:45	TEA & COFFEE BREAK <i>Sponsored by</i> JLT ESSENTIALS			Meeting Room Foyer Basement 2, Lower lobby
FRIDAY	09:45 - 11:00	SESSION V (14 workshops)	FRIDAY, OCTOBER 28, 2016		
	1	CHIP BARDER	<i>Administrators and Their Children in the Same School: It can get difficult</i>	<i>This session will confront the reality of so many administrators - having their own children in the same school where they are a leader. The workshop will draw on the experiences of all present to come up with proactive strategies to use with your children and the school in order to navigate through these sometimes treacherous waters.</i>	PERAK ROOM
	2	KIM COFINO	<i>Bang for your Buck: Getting the Most of Your Technology Coach (es)</i>	<i>In our technology-rich schools, we know that changing classroom practice doesn't end with the distribution of hardware and software. Building and sustaining current teaching and learning practices requires strong pedagogical support. Many schools have hired technology coaches (sometimes called facilitators or coordinators) to fulfil this role because they understand that it is the partnership between the teacher and coach that brings out the full potential of any laptop program. However, not all coaching teams are created equally, and we can easily see that coaching is more effective in some schools than others. Is it all a matter of personality? Or skill set? Or expectations? This session will highlight key elements of a successful technology coaching program including what to expect from your coaches, as well as strategies and suggestions for hiring, building and sustaining a successful coaching team, based on experiences at International School Bangkok, Yokohama International School and NIST International School.</i>	PENANG ROOM

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	3	MARC FRANKEL	<i>Making the Match Work: From Head Search to Beyond the Honeymoon</i>	<i>Boards search for heads and candidates searching for leadership positions are two sides of a romance. As with any two individuals, the search romance is prone to delusion, fear, denial and fantasy. This workshop will have two parts, with the first focusing on how boards and candidates can keep a rational mindset during the search. The second part will be about getting beyond the honeymoon to making the marriage work. Board members and head of school candidates alike will take away immediately useful tools to enhance their chances of making a successful match.</i>	SELANGOR 1
	4	EeQBAL HASSIM	<i>The Transcultural School</i>	<i>This workshop builds on the premise that intercultural learning needs to recognise and build on the notion of the transcultural school as a given. In transcultural contexts, cultural hybrids interact to produce further hybridity. This hybridity involves students and their families, teachers, the curriculum, pedagogy, teaching and learning resources, knowledge itself, etc. This workshop will enable participants to: recognise their schools as transcultural; understand how transculturalism applies to various aspects of the school; and how to use the notion of the transcultural school to support deep and transformative learning focused on cultural connectivity, its challenges, opportunities, and consequences.</i>	KELANTAN
	5	MIKE KUCZALA	<i>Brain Principles and Brain Breaks</i>	<i>Learn why committing to physical activity is critical from the brain's perspective! There are 6 key brain principles that support using movement in all learning situations. Discover how concepts based around novelty, emotion, meaning, social interaction, concrete experience and more dictate that educators get their students up and moving. Furthermore, the question of "Why does movement enhance the learning process?" will be answered through topics such as implicit learning and academic success, state management, episodic memory, differentiating instruction, motivation and more. This session will also provide plenty of movement as participants will experience different brain breaks that are immediately usable in the classroom or group meeting situation.</i>	SARAWAK
	6	LAURA LIPTON	<i>Leading Groups: Effective Strategies for Building Professional Community (Part 1)</i>	<i>Leaders need versatility and flexibility as they bring project responsibility, technical knowledge and information to their groups. Knowing how to structure effective processes, relevant content and authentic collaboration produces work sessions that balance participation and use time efficiently to complete complex tasks. Skillful leaders are able to orchestrate task focus, develop process skills and foster collaborative relationships for their groups. Topics include: designing productive meetings and work sessions, energizing groups, supporting information processing and facilitating challenging conversations.</i>	PAHANG ROOM
	7	RAMI MADANI	<i>Innovative, Differentiated and Sustainable Orientation Program for New Teachers</i>	<i>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 a data driven 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.</i>	LEMON GARDEN TERRACE
	8	MINA MERKEL	<i>Collaborative Facilitation</i>	<i>Want to learn how to improve meeting or class facilitation and interject with dynamic collaboration? This session includes the latest techniques on how to foster collaboration and facilitate to all learning styles using Honey and Mumford's model (Activist, Theorist, Pragmatist, and Reflector). It will introduce and/or remind participants of the many influences and cultural norms that are at play in the boardroom and/or classroom. How situational leadership plays into the outcomes you are attempting to reach. This session is intended for all board members, administrators, and teachers.</i>	JOHORE ROOM
	9	RUBY PAYNE	<i>Hidden Rules in Wealth and Poverty</i>	<i>This session will focus on the hidden rules in wealth and poverty that students and parents often bring to the institution. Strategies will be given to address the issues.</i>	SABAH ROOM

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	10	MIKE RODMAN/ TIM KING	<i>What Keeps You Up At Night: Viewing Risks from All Angels</i>	<i>In this session, we will look at specific challenges international schools face protecting their reputation, managing business continuity and understanding how the Board is protected, among other critical risk management topics. Built on examples from around the globe, practical advice will be offered that anyone can take back to the school and implement regardless of current risk management practices.</i>	DC 1- TRAINING ROOM
	11	MONA STUART	<i>The Optimal Admissions Case Study at Singapore American School</i>	<i>Selective admissions. Open admissions. Inclusive admissions. Take-whomever's-breathing admissions. Are there any other options?</i> <i>Four years ago, we asked ourselves what it would look like to develop an Optimal Admissions approach at Singapore American School. And, since then, we've gained new energy to build the kind of learning community that best serves kids and educators alike. This presentation is an introduction to Optimal Admissions at SAS, a way of shaping our school's future, one applicant and one cohort at a time. You will be given a solid admissions framework against which to evaluate your approach, one that can be personalized and adapted to fit your school's unique identity and vision.</i>	BOARDROOM A
	12	SARAH VERDAGUER/ Nicolas Puga	<i>Moving from Appraisal to Growth and Development</i>	<i>A school's journey from the subjective approach of appraisal to a self-reflective review of professional standards. Too often the appraisal process is a time consuming and laborious responsibility of leadership, which has little or no impact on real sustainable teacher development or change within the school. The journey was the result of our school's desire to change the appraisal mind-set into a positive professional development exercise which could be driven by teachers. The session will share the implementation process, the challenges experienced and some initial successes, as well as assist interested school's to begin their own positive changes.</i>	LEFITE
	13	KAREN WHITTAKER	<i>Travelling the Transdisciplinary Highway: Making the Connections</i>	<i>How International School Suva Primary strengthened the transdisciplinary nature of the school's program through commitment, collaboration and inclusion. We would love to share how our journey and the road we are continually travelling has enhanced teaching and learning in our school. A practical look through the eyes of an intrepid educator using tools, timetables and the PYP.</i>	ARTHUR'S BAR (UPPER DECK)
	14	KENDALL ZOLLER	<i>Acknowledging Resistance using Communicative Intelligence</i>	<i>Imagine being able to speak with credibility on demand. Imagine what it would be like for you if you could, with purpose and intention, reframe resistance during a meeting or presentation while simultaneously improving rapport and group dynamics. What if you could communicate at the same level of skill and expertise as you perform within your professional technical expertise? Imagine the possibilities. This course provides the skills and knowledge of communicative intelligence so that you can reach higher levels of communicative excellence. In this session you will learn the verbal and nonverbal patterns of credibility, approachability, rapport, how to read group dynamics, as well as how to recover with grace when things don't go as planned. This hands-on course is designed and taught by Kendall Zoller, global trainer, author and originator of communicative intelligence.</i>	SABAH ANTE ROOM
	10:00 - 11:15	AD Institute DEREK KENSINGER	<i>Sound Mind (fullness), Sound Body</i>	<i>This presentation will be an opportunity to share/discuss the pros & cons of implementing mindfulness activities in co-curricular/extra-curricular programs in the international school setting.</i>	BOARDROOM 1 MEZZANINE
	<u>11:00 - 11:15</u>	Travel time			

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	Time	FRIDAY	FRIDAY, OCTOBER 28, 2016		ROOMS
FRIDAY	<u>11:15 -12:30</u>	SESSION VI (16 workshops)			
	1	JENNIFFER ABRAMS	<i>Being Generationally Savvy: Communicating Effectively Across Generations</i>	<i>Have you noticed your newer teachers feel and look and act differently than novice colleagues you remember? Are you hearing of communication challenges between colleagues of different ages? Are you becoming aware more employees want a life-work balance vs. a work-life balance? Generational factors might be coming into play. Who are these four generations in our workplaces? What are their strengths and needs? What structures and communication protocols should we design to work well with them all? And, what knowledge do we need to help every group thrive? Using Jennifer's book, The Multigenerational Workplace: Communicate, Collaborate and Create Community, this workshop will provide tools, resources on this increasingly intriguing topic. Participants will learn how to Formulate a better understanding of each generation's motivations and needs in the workplace Learn tools that will translate into better more effective collaboration for generationally diverse teams</i>	SELANGOR 1 ROOM
	2	Facilitated by Margaret Alvarez (ISS International School Singapore), Liz Duffy and Beth Pfanni (International Schools Services), Anna Marsden (International School of Suva, Fiji), Clarissa Sayson (International School of Beijing)	Women and Leadership	<i>Learn and discuss some of the unique challenges facing women leaders as well as proven strategies for surmounting those challenges. This workshop will review the key findings in What Works for Women at Work by Joan C. Williams and provide opportunities to discuss how the patterns Williams identifies and strategies she recommends play out in different cultures. Both women and men are welcome to attend this session. Immediately following the workshop, there will be a Women and Leadership Lunch for educators of all ages and experiences to share fellowship and informal conversation about this important topic.</i>	SARAWAK
	3	JONATHAN BORDEN	<i>Keeping our Asian Students Emotionally Safe: Straddling Two (or more) Cultures</i>	<i>This workshop will take a look at the process and challenges that face Korean and Chinese students as they find themselves often caught between the cultural expectations of their Asian parents and the more western demands and philosophies of our schools. How do they effectively straddle two or even three cultures, all pulling in different directions and sending them dramatically different messages? This challenge is heightened when they become "hidden immigrants and return to their home countries, often to attend universities. The college entrance and selection process, issues of hierarchy and respect, hazing, life as a college student, social norms, family dynamics, Asian family expectations, dating, and military service will be explored. Participants are welcome to bring and share stories of their own alumni.</i>	LAFITE
	4	JENNY CHIANG	<i>Practice the basics of the fundraising cycle: identify, cultivate, ask, steward</i>	<i>We'll review the Who, What, When, Where and How to ask for a gift. Launching an advancement program with constituent relations program, annual giving campaign, major gift program, and stewardship.</i>	BOARDROOM A
	5	MINDI DRYER	<i>Managing Email Overload: Etiquette, Policy & Tips to Increase Productivity</i>	<i>Responding to and managing a large volume of emails is always a challenge in the workplace. Everyone from teachers to Heads of Schools and assistants can be overwhelmed with the amount of emails received each day. This session will look at some of the issues and give you tips on a how to manage emails. It will also look at possible email etiquette guidelines and policies that can be used at your school to increase productivity and decrease stress each day!</i>	ARTHUR'S BAR (UPPER DECK)
	6	SIR JOHN JONES	<i>Why Change is Mandatory but growth is only optional.</i>	<i>Committing to change and not just making but being the difference.</i>	SABAH ROOM
	7	DANIEL KILBACK	<i>From Oral History to Digital Narrative</i>	<i>All international schools have stories to tell - stories that are both enriched and complicated by the transience of each school's population. As schools grow and change, holding on to individual contributions is crucial to understanding the present, appreciating the past, and being able to move productively into the future. Imagine if, as a new administrator, you could quickly pull up a digital timeline outlining the origins, evolution, and future goals of any project, program, or initiative. Learn how to utilize technology to shift from documenting via a fleeting oral history to establishing a more permanent digital narrative.</i>	KELANTAN ROOM

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	8	DR. CHIP KIMBALL VANESSA SPIER	<i>Building a communications platform for International schools</i>	<i>Communication - Communication - Communication. Every initiative, every school's reputation, and every strategic plan demands effective communication or even the most valiant plans are at risk. This is especially true in an increasingly competitive environment. More than ever, international schools need to tell their authentic stories and tell the stories effectively across a variety of platforms. With a relatively small staff and limited budget, communications at Singapore American School have evolved drastically over the past five years. We will explore how building the right team, identifying the school's real differentiators, and balancing immediate and strategic needs contributed to success in driving recruitment and retention while enhancing relationships and reputation. We will look at the school's wider visioning and strategic planning down to the integrated communications strategy employed today, the specific tools used, and our learning along the way.</i>	KEDAH ROOM
	9	LAURA LIPTON	<i>Leading Groups: Effective Strategies for Building Professional Community (Part 2)</i>	<i>Leaders need versatility and flexibility as they bring project responsibility, technical knowledge and information to their groups. Knowing how to structure effective processes, relevant content and authentic collaboration produces work sessions that balance participation and use time efficiently to complete complex tasks. Skillful leaders are able to orchestrate task focus, develop process skills and foster collaborative relationships for their groups. Topics include: designing productive meetings and work sessions, energizing groups, supporting information processing and facilitating challenging conversations.</i>	PAHANG ROOM
	10	DAVID NEUDORF/ RAMI MADANI	<i>Leveraging Google Apps for Education in Creating Transformational Organizations</i>	<i>Free/open technologies such as Google Apps for Education (GAFE) are making transformational changes in learning institutions. As access to powerful technologies improves steadily what is the impact on education? The International School of Kuala Lumpur (ISKL) is arguably the leader in Google Apps integration and implementation in South East Asia. Google Apps for Education (GAFE) is a suite of Google's web-based tools and is free to schools. At ISKL, GAFE has transformed our practices. Google Apps has replaced our traditional content-management practices, our communication systems, our Learning Management Systems, our groupware and calendaring services with an integrated, collaboration-rich suite of free tools. The result has been extensive cost saving, improved efficiencies through robust, reliable cloud-based services and an improved collaborative culture. This session will showcase our current uses and provide a Q&A period for participants interested in learning more.</i>	PENANG ROOM
	11	HIEU NGUYEN/ Bob Hughes	<i>Are you a Generative Governor?</i>	<i>With the introduction of the Governance As Leadership model, understanding the concepts is only the first step. Real impact on the quality of governance comes when an individual board member is able to think about his/her own action and behavior through the generative governance lens. Come to this workshop to find out what those standards of behavior look like.</i>	LEMON GARDEN TERRACE
	12	RICHARD PEARCE	<i>Universal values; the case for and against</i>	<i>Before international schools commit to any given value-system, they need to have a collective view of the institutional values they share, and the attitude they take when values conflict among clients, community and context. The standard Western check-lists such as the IB Learner Profile and the Universal Declaration of Human Rights may not come naturally to their current community. Ways of standing back and seeing values in a wider context will be presented.</i>	DC 1 TRAINING ROOM
	13	CARY REID	<i>Preparing our students for what comes next</i>	<i>The world in which our students will live tomorrow is radically different from the one in which we as educators grew up. Students and the ways in which they learn have also changed. Recognizing that students have changed and the world has changed requires us to think about how we teach and think about how we can continue to connect with learners. High school, and especially grades 11 & 12 are more important than ever because our students must be ready to meet an ever more challenging world that requires more from adults and requires it earlier. We know that the demands of tomorrow will more complex than the challenges, which we provide within our current academic structure. Today, around the world, students with the best education are being accepted into colleges and at work, yet are underperforming. Two options come up – either colleges/work are not asking for what they want or students are not being prepared for colleges/work. Neither of these options should be possible if we have good students receiving a good education. Maybe we need to revisit our concepts of i) a good student, and ii) a good education. The target audience for this session is aimed at educational leaders, who prepare students for life.</i>	SABAH ANTE ROOM

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	14	TIM STUART	<i>Professional Learning Communities In International Schools</i>	<i>In this session, Tim will share insights from his latest book "Global Perspectives: Professional Learning Communities in International Schools", published by Solution Tree in 2016. We will explore what it means to be a learning-focused international school and how Professional Learning Communities introduce breakthrough conversations to improve both student and teacher learning.</i>	JOHORE
	15	DEB WELCH	<i>Might a Headship be in you Futue? 7 Vital Skills that Aspiring and New Heads Need to Know</i>	<i>If you have considered a position as head of an international school, are new in a headship, or are curious to know more about the position, then this preconference is for you. This highly interactive session will provide you with practical information for preparing and seeking a headship as well as a comprehensive picture of the position. How is the head of school different from the principalship and other leadership positions? What missteps would you want to avoid? Experienced heads of school know there are seven vital skills that you need to know in order to be successful. Come to figure out if the headship is for you and leave knowing that you have advice from those who know what it takes.</i>	PERAK ROOM

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	<u>16</u>	ANDY WHITNEY	Elements of a Quality Early Childhood Program	A quality early childhood learning environment includes much more than simply painting, block play and nap time. A quality program offers a balanced, holistic approach which includes learning opportunities not just in the cognitive developmental area but also aimed at children's physical growth and, perhaps more importantly at this age, their social and emotional growth. Research clearly indicates that competence in social and emotional skills are much better predictors of future school success than simply using academic achievement as a metric. This presentation will provide attendees with an overview of those elements which should be a part of every early childhood program. How does your school compare?	NEGERI SEMBILAN ROOM
	<u>11:15 -12:30</u>		AD JOB ALIKE The Role of AD...A Provider or Mentor? STEVE DOLEMAN	Steve Doleman will lead a discussion about the role that the AD plays in your school. What are the expectations that your school has created around the role you play in your school? Are you expected to mentor your sports coaches or merely there to provide a service to your coaches as they go about their business?	BOARDROOM 1
	<u>12:30 -1:45</u>	LUNCH			SHANG PALACE , MEZZANINE FOYER JAPANESE REST. ARTHUR'S BAR
FRIDAY		Women and Leadership Luncheon	Facilitated by Margaret Alvarez (ISS international School Singapore), Liz Duffy (International Schools Services), Anna Marsden (International School of Suva, Fiji), Clarissa Sayson (International School of Beijing)	Learn and discuss some of the unique challenges facing women leaders as well as proven strategies for surmounting those challenges. This workshop will review the key findings in What Works for Women at Work by Joan C. Williams and provide opportunities to discuss how the patterns Williams identifies and strategies she recommends play out in different cultures. Both women and men are welcome to attend this session. Immediately following the workshop, there will be a Women and Leadership Lunch for educators of all ages and experiences to share fellowship and informal conversation about this important topic.	MEZZANINE (VEGETARIAN AREA)
FRIDAY	1:45 - 2:30	AGM *Annual General Meeting (for EARCOS Heads only)	EARCOS ANNUAL GENERAL MEETING		KEDAH ROOM
AFTER AGM	2:30 -4:30	*Job A-like for Heads of Large Schools	COURTNEY LOWE Western Academy of Beijing		KEDAH ROOM
AFTER AGM	2:30 -4:30	*Job A-like for Heads of Medium Schools	CHIP BARDER United Nations International School of Hanoi		SABAH ANTE
AFTER AGM	2:30 -4:30	*Job A-like for Heads of Small Schools	DENISE WALSH Bali Island School		SELANGOR 1
			JOB A-LIKES SESSIONS:		
	1:45 - 4:30	Admissions Personnel	JULIA LOVE International School of Kuala Lumpur		LAFITE
	1:45 - 4:30	High School Principal	DAVE MUNRO International School of Beijing LIZ ANDREWS Canadian Academy		PERAK
	1:45 - 4:30	Middle School Principals	GRETCHEN DEPOINT Ruamrudee International School		PENANG
	1:45 - 4:30	Elementary School Principals	DAN KELLER Saigon South International School		SARAWAK

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	1:45 - 4:30	Development	JENNIFER SWINEHART Hong Kong Academy		LEMON GARDEN
	1:45 - 4:30	Curriculum Coordinators	TAMARA WYACHAI Global Jaya School MAYA DRAZGIC Bandung Independent School		JOHORE
	1:45 - 4:30	Human Resources	MIMI LEE International School of Beijing		NEGERI SEMBILAN
	1:45 - 4:30	I.T. Directors	DAVID SINCLAIR Taipei American School		BOARDROOM A
	1:45 - 4:30	Board Members	Board Members (if necessary)		KELANTAN
	1:45 - 4:30	Deputy Head of Schools	MARK HARDEMAN International School of Beijing??		BOARDROOM B
	<u>3:00 - 3:30</u>	TEA & COFFEE BREAK <i>Sponsored by</i> BRIDGE U			Meeting Room Foyer Basement 2, Lower lobby
	<u>4:30</u>	ISS HEAD OF SCHOOLS MEETING Rob Ambrogi, ISS			PAHANG
SATURDAY	Time	SATURDAY	SAT., OCTOBER 29, 2016		ROOMS
SATURDAY			3RD DAY OF CONFERENCE		
	06:45 - 07:45		WASC Breakfast meeting for EARCOS Accreditation Committee		LEMON GARDEN TERRACE
	06:45 - 07:45		Breakfast Meeting for Heads of Small Indonesian Schools		Within Lemon Garden Terrace
	08:00-18:00	International School Leadership Program USF/WSU			Mezzanine Boardroom 3
	08:00-08:10	MIKIS Dinosaurs by Daniel Bukvich Music Director- Mindy Ruskovich			Sabah Room

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	08:10-08:15	<p>Opening Remarks Morning Greetings by Tarek Razik, EARCOS Board & Head of School, International School of Beijing</p>			Sabah Room
	08:15-9:15	<p>LEADERSHIP STORIES</p> <p>Sponsored by Carney, Sandoe & Associates</p>			Sabah Room
	09-15 - 10:00	<p>TEA & COFFEE BREAK <i>Sponsored by</i> INTERNATIONAL INSURANCE SOLUTIONS</p>			Meeting Room Foyer Basement 2, Lower lobby

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SATURDAY	10:00 - 11:15	SESSION VII (17 workshops)	SAT., OCTOBER 29, 2016		
	1	AD INSTITUTE	AD Job Alike continued		BOARDROOM 1
	2	MARGARET ALVAREZ/ DEIDRE FISCHER	Inclusive Practices for Diversity in School Leadership/Administration	This workshop builds on work from ELC 2014 and 2015. After exploring the concept of diversity and whether it was essential for leadership teams in international schools, we developed a set of principles that school leaders could implement in their schools. This session will focus on the development of tools to promote diversity and to measure the effectiveness of diversity practices. The session is designed to be interactive and practical so that our participants can have important 'take-aways' that can be implemented in schools.	SABAH ANTE
	3	THOMAS FARRELL/ Yu-lin Chen	Building a world class school that is recognized by a world-class architectural magazine is all about teamwork and trust	After being the Superintendent of Schools for the building or major renovations of 6 schools and learning from our mistakes during each project, we got it right on this one. Kaohsiung American School is a curriculum-based, LEED approved, transparent, and technology advanced school that was truly built for creativity and a liberal arts education. In addition to meeting the needs of KAS, this school (that will be finally completed this month), has also been recognized as the cover story for Taiwan Architect Magazine of April, 2016. We will talk about how essential it is to plan well, include many, trust the architects and builders, educate the school community as you build, stay positive, and dream big.	ARTHUR'S BAR (UPPER DECK)
	4	BECCY FOX	Cultural Intelligence: how to help new staff members work in a new culture.	This is a presentation developed as part of the new staff induction programme, for both expat and host country teachers at Canggü Community School. It is aimed at helping us understand and manage working in a different culture. The intention is to help us see situations through different cultural lenses, from different points of view. School leaders will have the opportunity to discuss how they can increase understanding of cultural differences in their school and encourage their team to approach new and challenging situations with confidence, knowledge and a sense of humour.	KEDAH ROOM
	5	MARY ANN HALEY-SPECA	Analyzing Teaching and Communicating with Substance about What We See (Part 1)	How can we engage teachers in conversations about instructional practice that lead to growth, insight and learning? In these concurrent sessions we will explore a framework for analyzing the many facets of everyday teaching and developing shared language for talking about instructional practice. We will also practice a structure that organizes our analysis of what we see, focuses our conversations, invites teacher reflection, and provides concrete, specific and substantive feedback that teachers can hear, interpret and use to grow in their practice.	PAHANG ROOM
	6	MATT HARRIS	Embedding Digital Citizenship Schoolwide Including Integration Across All Subjects and Grade Levels	Making digital citizenship a central part of the school's academic program and not just an add-on is critical for meeting students' present and future needs. In this session, we will talk about approaches for embedding digital citizenship ethos and standards for all stakeholder groups in the school. We will investigate empowerment and ambassador programs for students and parents. We will talk about methods for integrating digital citizenship in all classes without taking away instructional time. We'll draw upon Common Sense Media and Southwest Grid for Learning to offer valuable curriculum resources and enable certification for all teachers and administrators.	PENANG ROOM
	7	MIKE KUCZALA	Movement, Physical Activity and Professional Development: What a Classroom Teacher Needs to Know	The possibility for change and evolution in the classroom has never been greater. Technology brought a first wave of significant change; now movement, physical activity and new types of equipment that allow for more and different ways to move in a classroom setting are growing in popularity because of their effectiveness. For teachers to understand the broad scope of what it means to use movement thoughtfully and purposefully they need to be aware of the 6-part framework, ways to implement the framework, the resources available to support the framework, and also be exposed to the types of equipment that are available for classroom use such as standing desks, pedal desks, strider desks, ellipse desks, balance desks and more.	SABAH ROOM

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	8	JAMES DALZIEL	Reflective Leadership	<p>School Leadership: Ten Lessons from Outdoor Education - For countless generations our ancestors have ventured into the wilderness seeking adventure, challenge, and a broad range of personal rewards. Through these experiences we have developed many well known aphorisms which, I argue, can have a direct and positive transfer to our work as international school leaders. This session will draw upon lessons gained from the trail, the campsite and the mountaintop and apply them to our daily professional lives. From how we choose to manage our time, work with others, and create strategic plans, the wisdom gained from adventures in the wild can help deepen our understanding and sharpen our thinking at work. So double tie your boots and adjust your pack as we venture together down the trail for a reflective session focused on our own professional leadership.</p>	LEMON GARDEN TERRACE
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	<u>9</u>	MINA MERKEL	Conflict Resolution for Boards and Administration	Have you ever wondered what appropriate behavior in a boardroom looks like? What shared beliefs do you have regarding what is appropriate behavior? How board members and administration treat one another is key success factors for all schools. What is in bounds and what is out of bounds as it relates to board meetings? Is there a way to minimize and possibly eliminate conflict? Come to this session recommended for Boards and Administration to learn structure to deal with conflict when it arises.	SELANGOR 1
	<u>10</u>	DAVID MUNRO STACY STEPHENS	Doing High School Differently	We often think the unique challenges of high school (university admissions, AP and IB programs and exams, and parent expectations) make changing this system insurmountable. ISB has been grappling with this very challenge. Our school has come up with a unique approach to "doing high school different" and this session will explore the rationale, processes, research, and implementation of these programs with time embedded to consider how schools can deliver and create alternative pathways within traditional structures of time, units, and university admissions.	LAFITE
	<u>11</u>	HEATHER NARO/ Kristen Korczynski	Having crucial conversations	As the international school market is inundated with new schools and an increasing number of teacher applicants, it is essential that school leaders hire quality educators. However, we all know that mistakes are made and we end up with human resource situations that demand intervention. Since it is in the best interest of students and student learning to staff our schools with quality teachers and administrators, we cannot shy away from confronting the facts and having difficult conversations. This workshop will explore strategies to engage in crucial conversations, the importance of reference checks, the potential for individualized intervention plans and the need to establish a network of mentors.	KELANTAN ROOM
	<u>12</u>	RUBY PAYNE	Strategies for better behaviour and relationships	This session will address several ways to improve behavior and relationships with students and parents. These tools include voices, staying out of the triangle, and reframing. Specific strategies for males will also be discussed.	SARAWAK
	<u>13</u>	ANGELA REILLY STEPHEN DARE	The devil is in the detail	What happens when an admissions policy is not watertight, a family is non-compliant and a Board is not fully aware of the intricacies of the issue? This interactive and hands on session will bring to the surface challenges that schools, admissions teams and transient families face when trying to get enrol children into an international school. There is no simple solution. Writing a policy can be different from implementing it. One single word can be interpreted different ways. This presentation explores the myriad of perspectives that have to be considered when negotiating difficult admissions and enrollment situations.	BOARDROOM A
	<u>14</u>	JENNIFER SPARROW	Strengths-Based Leadership	There are three things effective leaders do: invest in the strengths of themselves and their employees, surround themselves with the right people and then maximize their team, and understand their followers' needs (Rath & Conchie). This workshop will outline how one school has used StrengthsFinder 2.0 and the concepts of StrengthsBased leadership to positively transform its culture. Practical strategies will be shared for how this tool can be used with administrators, board members, faculty, staff, and students.	JOHORE
	<u>15</u>	NISANART TAVEDIKUL	Mindfulness in Education	Mindful education is applied in schools to help children, students and teachers to improve their capacities for concentration, attention, conflict resolution and empathy, often resulting in improved student performance and classroom environments. Researchers have proven that learners receive, retain, and process information at their maximum level because mindful practices maximize human brain capacity, techniques involving breathing and fun movements to music. Participants will be introduced to a mindful curriculum, consisting of three components: self-awareness, emotional intelligence, and mental development. Participants will practice easy breathing techniques and movements that generate calmness, focus, and relaxation in order to understand how students benefit from mindful practices.	DC 1 TRAINING ROOM
	<u>16</u>	DEB WELCH	Maximize Your Impact as the Lead Learners	<i>How can the HOS and other leadership in the school best shape the conditions for continuously improving learning? In what ways might a school's mission, vision and learning principles facilitate this? What structures such as space, pacing, curriculum, collaborative teaming and decision-making might be put in place to best support student learning? This session will offer strategies that have the impact of truly impacting learning.</i>	PERAK ROOM

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	<u>17</u>	ANDY WHITNEY	Allowing Children to Grow and Develop Naturally - A response to parents who want more and more (and more) for their young child	<p>We all want what is best for our children. We want them to have many opportunities to participate in a wide variety of activities in academics, sports, art and music. However, some parents clearly feel that schools are not doing enough in these areas. They lobby for either a more rigorous curriculum or they enroll their children in enrichment programs outside of school. There is a very active “industry” which caters to these parents. This industry’s subtle insinuation to parents is that children not taking advantage of these opportunities will somehow be “behind” their peers who do participate. An abundance of activities, organizations, tutors, events and materials are now available to families, often at a significant financial cost, to supplement their child’s education. Most early childhood and early elementary teachers would agree that at the end of each day their young students have had enough school. After school time should be considered “down time” and primarily devoted to open-ended, child-initiated activities. Brain research indicates that there are disadvantages or even dangers of providing too much in the way of academics or other structured extra-curricular activities to our young children. But... where do we draw the line? How do we, as educators, respond to these parents? What can we say to convince parents of the dangers of pushing their children too hard and too fast? This presentation will explore the challenges that schools today face when trying to provide a robust but balanced program for their students while satisfying their parents’ requests at the same time. We will identify not only the concerns but also look at what the school can recommend to parents to optimize their child’s development and ensure school success – all without adding undue stress and anxiety to their young lives.</p>	NEGERI SEMBILAN ROOM
	<u>11:15 - 11:30</u>	Travel time			
	11:15 - 14:00	MRISA HEADS’ MEETING			BOARDROOM II MEZZANINE

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SATURDAY	<u>11:30 - 12:45</u>	<u>SESSION VIII</u> (16 workshops)	SAT., OCTOBER 29, 2016		
	1	JENNIFER ABRAMS	Hard Conversations Unpacked - Extending the Learning	Hard Conversations Unpacked is a workshop that focuses on becoming more comfortable with the energy of conflict. The workshop revisits the key elements of Abrams' book, <i>Having Hard Conversations</i> , such as the outcome mapping and scripting protocol, and goes deeper to provide additional strategies for being more confident and compassionate when faced with situations involving conflict. Participants will learn how to Keep conflict at a cognitive level that is more psychologically safe. Look at a hard conversation through a variety of lenses including culture, generation and gender. Respond productively when conflict escalates both in one-on-one and in group situations.	SELANGOR 1 ROOM
	2	Dr. Steven E. Ballowe Dr. John McGrath (he just earned his doctorate) Ms Hannah Hartman	Strategic Planning: A Survival Guide for Heads of School	This strategic planning process eliminates surprise expectations by a board, by providing the accountability and evaluation report for the HOS and Board. The process identifies objectives, designates "who" is responsible, "when" reports are due and enables fantastic communication and transparency of school and board objectives. Best of all, it stops any end of the year surprise additions with the final evaluation of the HOS.. The annual review of the strategic plan by stakeholders provides the "report card" for the HOS and Board. At the same time, the process allows for the strategic plan to be reviewed and modified to the next school year.	NEGERI SEMBILAN ROOM
	3	JONATHAN BORDEN	Sharing the Story: Making Sense of our Teaching Stories with Asian Students	Participants should bring and be willing to share their own specific academic or behavioral issues to the table for discussion, sharing insights, applying theory to practice, and taking home potential strategies to address real challenges in their schools related to working with East Asian students and their families. This wrap up session of this series of workshops by Dr Jonathan Borden provides time for participants to hear from others about what works, what doesn't, and how to achieve real collaboration and success with East Asian families.	SABAH ANTE ROOM
	4	JENNY CHIANG	Strategies for building an advancement office with top advancement professionals	With personnel as the most valued asset to our schools, let's be sure that we identify the top people and engage the best performers. We'll spend this session answering some of these questions: What are some common characteristics of talented fundraisers? What Myers-Briggs personality type is best suited for fundraising? How do we recruit and retain talented staff?	BOARDROOM A
	5	KIM COFINO	Looking for Learning in a Digital Classroom	Our teachers and students have access to a wide variety of devices - everything from one laptop per student, to sets of iPads or tablets for each classroom. But how do we know that those devices are being used to transform learning, and not just replicate what's always been done, now in digital form? Or even worse, when the technology is used just for the sake of using technology, with no true purpose at all? What should we be looking for when observing teachers and students in action? How can we tell that student learning is deeper, more authentic, or more relevant to today's world when they're using digital tools? How do we know that student learning is reaching the transform level of the SAMR framework when we have only a few minutes in each classroom?	PENANG ROOM
	6	JUDITH CURTIS	Knowing yourself as a leader- Ability and Agility	This session will focus on looking at your leadership strengths: how to build on them and how to avoid them becoming your weaknesses! We will also look at how different situations demand leadership agility not just leadership ability. This session will be of use to anyone holding a leadership position or looking to grow in this area.	SABAH ROOM
	7	MARC FRANKEL	Letting Data Drive Your Strategy	This workshop will walk participants through a methodology for using data - both qualitative and quantitative - as a basis for developing and revising strategic plans. Our approach guides governors and administrators to focus on what matters most for creating enduring school success. Our aim is to bring an element of rigor to the strategy-making exercise, while still allowing space for schools to innovate. Attendees will take away a model they can use to strengthen how their school approaches strategic planning.	SARAWAK ROOM

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	<u>8</u>	MARY ANN HALEY-SPECA	Analyzing Teaching and Communicating with Substance about What We See (Part 2)	How can we engage teachers in conversations about instructional practice that lead to growth, insight and learning? In these concurrent sessions we will explore a framework for analyzing the many facets of everyday teaching and developing shared language for talking about instructional practice. We will also practice a structure that organizes our analysis of what we see, focuses our conversations, invites teacher reflection, and provides concrete, specific and substantive feedback that teachers can hear, interpret and use to grow in their practice.	PAHANG ROOM
	<u>9</u>	VIRGINIA HUNT/ Kristel Solomon Saleem	Continuum for Effective Teaching Partnerships (Exploring Shared Cognition)	The session will look at a framework to support leaders in developing teaching teams in developing effective teaching partnerships that will allow teachers to apply a common understanding and explore the complexities of working collaboratively on an ongoing basis. The continuum is applicable and appropriate for various teaching roles throughout a school.	PERAK ROOM
	<u>10</u>	MATTHEW JOHNSON	Foundational Leadership: Supporting New Administrators	The early years for a new administrator are critical in building a solid foundation as an effective school leader. We have aspired and worked tirelessly for many years to get to this point. Focused and intentional actions will support our reputation and the ability for us to be positive change agents within our school. This workshop will focus on practical strategies and suggestions toward building a positive leadership foundation, managing and maneuvering difficult conversations and situations, and creating a clear vision and philosophy of what it looks, sounds, and feels like to be an effective leader in today's international schools.	ARTHUR'S BAR (UPPER DECK)
	<u>11</u>	LANCE KING	Designing a School-Wide '21st Century Learning Skills' programme	What are the structural features of a 21st C learning skills programme? - What programmes are successfully in place around the world? - What are the key Cognitive, Affective and Meta-cognitive 21st C skills? - Are there differences between Core Generic and Subject Specific 21st C skills? - How do 21st C skills teaching and assessment practices differ from those for subject matter - What are the steps of development of the 21st C skills across a student's school life? - How can you map out 21st C skills both horizontally and vertically?	KELANTAN ROOM

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	<u>12</u>	RICHARD PEARCE	Dealing with Culture: why one size doesn't fit all	When people from different places disagree, culture is commonly blamed. But culture is not just an irritating detail, it is the system by which we learn how to live our lives. This is being revealed by recent research in a number of separate academic fields. A modern model of what culture is and how it works leads to a simple common-sense procedure for approaching cultural conflicts in International Schools.	DC 1-TRAINING ROOM
	<u>13</u>	MAIJA RUOKANEN	Collaborative Learning Environments	We all talk about collaboration and how it enhances student learning. We expect it from our students and we hope our teachers would engage in it too. But sometimes our learning environments are not very conducive to collaboration and it becomes more of the 'buzz word' than reality in schools. For the past six years, NIST International School has been working on making our learning spaces more collaborative, encouraging sharing and de-privatizing of our practice. How did we go about it? Come and hear about our process and what practical steps we took to make our learning environment more collaborative.	LEMON GARDEN TERRACE
	<u>14</u>	JENNIFER SPARROW	Be a Leading School. Not a Lucky School	Examining data about student learning AND professional practice data ensures a school is leading, not lucky. This can only be effective if teachers feel safe and know how to engage with the data. This workshop will overview the concept of lucky versus leading schools, share teacher-friendly protocols that match specific types of data, and provide strategies for helping teachers feel safe while engaging in analysis of results.	JOHORE
	<u>15</u>	JAIME THISTLETON	Developing Middle Leaders	This presentation will focus on the importance of the Middle Leader in educational settings and showcase how the Alice Smith School is adapting its practices through a distributive leadership style and internal continuing professional development.	LAFITE
	<u>16</u>	ROB THOMPSON DR. NORMA HUDSON DAVID PERRAU	New Campus Build - Lessons Learned at ISKL	ISKL 's new campus construction is underway. We discovered the land in February 2012. We obtained encouragement from the Malaysian Government in July 2012. The design phase commenced in December 2012. There was a long journey until April 2016 when a Development Agreement was signed to enable construction to commence on the site. We will explore the lessons learned along the way and share advice and opinions on governance, budgets, project management structures, loan financing and other challenges.	KEDAH ROOM

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	<u>12:45 - 2:00</u>	LUNCH			SABAH ROOM, SHANG PALACE, MEZZANINE FOYER, JAPANESE REST.
SATURDAY	<u>2:00 - 3:15</u>	<u>SESSION IX</u> (15 workshops)	SAT., OCTOBER 29, 2016		
	<u>1</u>	ASHLEY CORNFOOT	Creating Dynamic Learning Spaces	How do dynamic learning spaces enable greater choice and flexibility? How much does the learning environment impact learning? This presentation will explore the best practice in classroom design and the research behind it; provoking discussion about how we can ensure that our schools provide the best environment for learning.	PERAK ROOM
	<u>2</u>	EeQBAL HASSIM	Global Citizenship education and intercultural competence	Global citizenship education is a responsibility of schools, as our futures become increasingly co-created and shared. Creative and collaborative solutions to complex issues that exist, and are yet to exist, must guide education today and into the future. Core to developing global citizenship is intercultural competence, which seeks to enable students to adapt to cultural perspectives and complexities, to transform the way they think about and engage with diverse peoples. Participants explore ways to make global citizenship a reality through the development of intercultural competence.	KELANTAN ROOM
	<u>3</u>	LANCE KING	Designing inquiry-based lessons to practice 21st century skills and develop Self-Regulation	What are the structural approaches and lesson design strategies for improving students' understanding and transfer of knowledge and skills? - How can inquiry questions be used to develop dialogue and higher order thinking - How can learning experiences be designed to use 21st C skills, achieve subject objectives and promote the development of self-regulated learning?	JOHORE ROOM
	<u>4</u>	MIKE KUCZALA	Creating a Kinesthetic Classroom: Teaching and Learning through Movement	In this highly interactive session participants will discover a six-level framework for using physical activity and movement thoughtfully and purposefully at all grade levels and in all content areas. The framework includes (1)preparing the brain,(2)providing brain breaks,(3)supporting exercise and fitness,(4)creating class cohesion,(5)reviewing content, and (6)teaching content. The prominence and importance of the brain/body connection will also be discussed and experienced. With a robust body of research that supports using movement in all classrooms as a critical tool of engagement, how to encourage teachers to create a kinesthetic classroom will be highlighted.	SABAH ROOM
	<u>5</u>	ERIN LILLIS KENT	Reading and Writing Workshop in International Schools: Advancing Progress and Avoiding Pitfalls in K-8 Literacy Reform	What is Reading and Writing Workshop? Does it look the same in every school? What are the benefits and drawbacks of adopting this approach to school-wide reading and writing instruction? This session first defines workshop teaching, giving an overview of the why, what and how of this increasingly popular teaching methodology. Embedded in this introduction are answers to frequently asked questions from international schools: Does workshop work with high populations of English Language Learners? Can workshop work in PYP schools? How do we maintain and grow workshop expertise with a transitory teaching staff? etc. Finally, leaning on our school's 9 years of experience using workshop as a component of balanced literacy, I'll give advice and warnings on how to reform or refine an institution's K-8 literacy program.	DC 1- TRAINING ROOM
	<u>6</u>	LAURA LIPTON	Learning-focused Conversations: Consulting, Collaborating and Coaching for Professional Excellence	This session explores the what, why and how of learning-focused relationships between professional colleagues. These sessions offer practical tools, specific templates, and technical tips for educators whose role is to develop and expand instructional and content expertise in others. We will focus on the tools necessary to be growth agents not change agents, and introduce a Continuum of Interaction from consulting (sharing expertise and providing technical assistance), to collaboration (shared planning and problem solving), to coaching (a non-judgmental interaction which promotes reflection and develops professional capacity) for navigating conversations conversations that engage practitioners of all experience levels with thoughtful instructional planning, reflecting and problem solving. Learn to use time-effective structures in one-to-one and small group interactions that focus conversations, maintain momentum and develop targeted thinking skills.	PAHANG ROOM

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	<u>7</u>	LAUREN MEHRBACH/ Chris Beingessner	Teacher Feedback to Support Student Agency	This session will share current research on teaching behaviors that dampen or boost student agency, the capacity and propensity for learners to take purposeful initiative, and our leadership team's work on designing teacher feedback to support agency. Our aim is for participants to leave with a stronger understanding of how to support student agency in their schools, as well as useful tools to support teacher growth.	BOARDROOM A
	<u>8</u>	MINA MERKEL	Strategic Planning: Key Stakeholders collaboration in Board Strategic Planning Process	Learn the process of strength finding with the key constituencies of a school to feed into a board's strategic planning process. Students, parents, teachers, staff and board members all play a very important role in identifying what makes your school great today and what would we like to see in your future. Most, if not all, accreditation organizations recommend and/or require involvement of these very important stakeholders. Come learn how to facilitate broad constituent focus group brainstorming sessions that will positively impact the strategic planning process learning strategies on how to navigate the turbulent waters so sessions don't sink into the 'venting' abyss. Intended for Board members and school leadership current and future!	SELANGOR 1
	<u>9</u>	THEODORE MOCKRISH	Principal Intercultural Competency and Teacher Trust in EARCOS International Schools	This workshop presents findings from a May 2016 research study on principal intercultural competency and teacher trust in the EARCOS region. The purpose of the study is to better understand how intercultural competency may affect the nature of trust in EARCOS schools. Variables related to intercultural competency and trust, including the organizational nature of schools, were included in the study. This workshop is for principals to connect issues of trust and intercultural competency with faculty members, and for superintendents to consider how intercultural competency and trust may support hiring practices, turnover, diversity, and school culture.	LEMON GARDEN TERRACE
	<u>10</u>	KEN MORRISON	Transformation - From Quiet Library to Lively Learning Hub	In less than one school year, the team of teachers and administration at Busan Foreign School worked together to transform our library into a lively learning space where students choose to spend significant time each week. This participatory presentation will share the steps we took as well as give media-rich examples of our students in action. Participants in the presentation will share examples of what is working in their schools and we will discuss needed next steps to transform our libraries into learning hubs of researching, creating and connecting.	PENANG ROOM
	<u>11</u>	RUBY PAYNE	Strategies to improve academic performance	This session will focus on the tools that improve academic achievement: mental models, planning tools, conceptual frames, expert rubrics, etc. The role of abstract representational systems in learning will be examined.	SARAWAK
	<u>12</u>	KURTIS PETERSON/ Sam Sherratt	Inquiry-based Leadership	We would like to share our approach and experiences of building leadership using inquiry. It would include some strategies and challenges to developing leadership capacity in staff. Session will be hands-on and focus on thinking and doing rather than us droning on at the front of the room.	KEDAH ROOM
	<u>13</u>	DR. TIM STUART DR. SASCHA HECKMANN	Professional Learning Communities in Progressive International Schools	<i>Professional Learning Communities provide a strong framework for creating a 21st Century Learning environment. By bringing students into the PLC conversation, a school can increase student agency; create relevant learning experiences, offer authentic assessment opportunities for students and accelerated learning.</i> <i>We will unpack how to engage students in the collective responsibility for their own learning by asking the 4 PLC questions: What do I need to know and be able to do? How will I know that I have learned it? What will I do if I am not learning? What will I do if I already know it?</i>	LAFITE
	<u>14</u>	JAMES WELLINGS	Flexible Learning - Driving Innovation Through Large Scale Enquiry	Professional learning for teachers and student learning in the classroom are often separated and compartmentalized. This workshop will explore how we can create opportunities to bring both of these worlds together to create a genuine learning culture. Through the exploration of enquiry based practices and the creation of perceived low risk environments, the learning needs of both adults and children can be developed together in a very real and meaningful way.	PERAK ROOM

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	15	KENDALL ZOLLER	Presenting with Intelligence (REPEAT)	Imagine being able to speak with credibility on demand. Imagine what it would be like for you if you could, with purpose and intention, reframe resistance during a meeting or presentation while simultaneously improving rapport and group dynamics. What if you could communicate at the same level of skill and expertise as you perform within your professional technical expertise? Imagine the possibilities. This course provides the skills and knowledge of communicative intelligence so that you can reach higher levels of communicative excellence. In this session you will learn the verbal and nonverbal patterns of credibility, approachability, rapport, how to read group dynamics, as well as how to recover with grace when things don't go as planned. This hands-on course is designed and taught by Kendall Zoller, global trainer, author and originator of communicative intelligence.	SABAH ANTE ROOM
	17:45-18:45	Cocktail Reception	Reception and Welcome to Exhibitors and EARCOS Board Members		MALAYSIAN SUITE #2700
	19:00 - 21:00	CLOSING RECEPTION Sponsored by SEARCH ASSOCIATES	CLOSING RECEPTION Sponsored by SEARCH ASSOCIATES		GRAND BALLROOM
SUNDAY	Time		SUNDAY, OCTOBER 30, 2016		ROOMS
SUNDAY	<u>Morning</u>	GOLF GOLF GOLF	INFORMATIONS FOR THIS WILL COME OUT SHORTLY...		
	<u>08:30-16:00</u>	WASC Marilyn George	WASC: Focused Visiting Committee Member Training		JOHORE Room
	09:30-10:00		Morning Coffee Break		Foyer
	12:00-14:00		Buffet Lunch		Penang Room