

# Programme

Select a day: [Friday 18th](#) | [Saturday 19th](#) | [Sunday 20th](#)

Click on each of the speakers' names to see their biography.

Sessions indicated with a  will be translated into Portuguese.

*Oficinas e apresentações indicadas com  terão interpretação para o português.*



## Friday - Pre-Conference Workshops

1.00 – 1.30	Arrival and Registration   <i>Chegada e Recepção</i>
<b>Whole afternoon courses:</b>	
<b>01</b>	<b>Student-Driven Differentiation Course</b>
<p>1.30 – 5.00</p> <p>Dr Rhonda Bondie, Anne Baldisseri, Mariana Boschi &amp; Andrea Davis</p> <p>Chapel</p>	<p>An Early Years curriculum needs to provide opportunities for children to develop social, emotional and intellectual skills such as critical thinking, problem solving, social and emotional awareness, creativity and self-regulation. At the same time, we know that children must practice academic goals such as cutting, counting, decoding and holding a pencil correctly. In this course we will give an example of a strategy called Flag Time that supports children in developing these skills. It will include such rigorous planning, ongoing formative assessment and the effective use of time in order to provide children with challenging, targeted and personalized experiences to help them master these academic goals. Participants will have the chance to self-assess how they perform a certain skill using a rubric in order to take part in a 'mini' Flag Time. Participants will also come to appreciate how this strategy was implemented and developed, through a process that involved collaborative inquiry using thinking routines and protocols for Looking at Student Work. Participants will have the opportunity to practice different routines and activities that can be used to implement a strategy such as Flag Time and will be able to choose the approach that best fits their own context.</p>
<b>02</b>	<b>Special needs toolkit course</b>
<p>1.30 – 5.00</p> <p>Dr Kelly Tanner</p> <p>Room 501</p>	<p>As educational professionals, we are faced with the day-to-day challenges of including pupils with a variety of learning needs in the classroom and making sure that pupils are constantly making progress. This course will focus on evidence-based strategies designed to help pupils with special educational needs advance with their learning. It is important to remember that there are no magic answers that are being hidden from us! Schools, parents and pupils often have the answers to their own problems when asked the right questions. We will focus on setting up pupils with their individual education plans, asking the right questions to generate solutions and putting together a toolkit of ideas that can support schools with the inclusion of pupils with special educational needs.</p>

<b>Workshop session 1:</b>	
<b>03</b>	<b>The mixed ability history classroom: Chaos or cohesion?</b>
<p>1.30 – 2.30</p> <p>Helen Gonçalves History Teacher St. Paul's School</p> <p>Room 221</p>	<p>Do you enjoy or feel overwhelmed by your mixed ability history classroom? Do you wonder how you can help all your pupils to become engaged and able historians? Do you feel that providing simultaneous support and independence are seemingly impossible bedfellows? This workshop will share teaching ideas that will help you provide access and challenge for all your pupils, whilst ensuring that attainment and progression are made by all, not just the few. The emphasis is on practical ideas and strategies, largely taken from the workshop leader's own practice, that have proved to be particularly effective with classes from KS3 to IB (ages 11 – 18). Be prepared to work collaboratively in small groups during the workshop and, ideally, all participants should bring one teaching idea or resource for use in the mixed ability history classroom that they are willing to 'swap' at the end of the workshop.</p>
<b>04</b>	<b>Data collection, Processing and Analysis in science lessons</b>
<p>1.30 – 3.00</p> <p>Dr Jon Dicks Director of Science and Head of Chemistry</p> <p>Mr Peter Green Head of Physics</p> <p>Dr Camila Hartmann Head of Biology</p> <p>Science 1 and Science 5</p>	<p>This is a set of 3 brief presentations on practical strategies for use in Science lessons, led by the Heads of Biology, Chemistry and Physics at St. Paul's School.</p> <ol style="list-style-type: none"> <li>1. Use of data-logging to build understanding and fun in science lessons (Dr Jon Dicks)</li> <li>2. Helping pupils unravel measurement and data analysis in practical experiments - made simple (Mr Peter Green)</li> <li>3. Teaching statistical analysis to non-mathematically gifted pupils (Dr Camila Hartmann)</li> </ol>
<b>05</b>	<b>Process-based theatre and drama as classroom tools</b>
<p>1.30 – 3.00</p> <p>Pete Sandars, Rodrigo Seidl and Maria Cristina Pentreath English &amp; Drama Department St. Paul's School</p> <p>Drama studio</p>	<p>This interactive workshop will discuss how drama techniques can be used to bring subjects to life, and will cover techniques that can be used to create a process-based theatre programme. The workshop leaders will illustrate how drama can make lessons more dynamic, both within and outside the drama department. A brief overview of key theoretical points will be given, but the focus of the workshop will be on practical examples of how to plan a process-based theatre programme; methods that encourage discussion and student participation; and, finally, rehearsal exercises that promote the creative process and empower pupils. The value of this format is that pupils are placed at the centre of each project, allowing them to take part in the creation of the performance piece through collaboration. This approach enables the teacher/director to cater for every pupil, no matter what their ability level or prior experience may be. When the focus is on the process over the end-product, the experience of making theatre becomes a powerful tool in developing teamwork skills, confidence, self-worth, creativity, in addition to learning about the art form.</p>

<b>06</b>	<b>Applying Psychomotricity in schools</b>
<p>1.30 – 3.00</p> <p>Cristina Oliveira P.E. Teacher St. Paul's School</p> <p>PPMP</p>	<p>During the workshop the speaker will explore the meaning of psychomotricity, who benefits from it, how different psychomotricity, the evaluation methods, how it can be applied inside schools, the project that has been carried out at St. Paul's School, and she will share some activities with the participants who will have the opportunity to experiment them in practice.</p> <p><b>Fully booked</b> <b>Esgotado</b></p>
<b>07</b>	<b>Supporting literacy school-wide</b>
<p>1.30 – 3.00</p> <p>Learning Support Unit St. Paul's School</p> <p>Room 223</p>	<p>The learning support unit at St. Paul's school works with children of all ages, from 3 years old all the way to 18 years old. Working with such a broad age range makes us well aware of the need to differentiate practices used. We understand the importance of establishing separate techniques which motivate and support each different age group. In this workshop we would like to share and discuss our choices of different approaches used throughout the school. Based on our professional backgrounds we put theory into practice to successfully target the pupils' needs. We work with child-centred learning and expect that with tailor made, engaging lessons, every child is able to thrive. The work presented to pupils is adapted to suit their particular interest and needs. To conclude, our main focus is bringing out the best in our pupils and enabling them to accomplish targets set in their learning.</p> <p><b>Fully booked</b> <b>Esgotado</b></p>
<b>08</b>	<b>Identificando distúrbio no processamento auditivo</b>
<p>1.30 – 3.00</p> <p>Fabiola Mecca Plenavox</p> <p>Room 222</p>	<p>Objetivo: Habilitar o professor a identificar crianças em idade escolar de risco para alterações do processamento auditivo</p> <p>Conteúdo:</p> <ul style="list-style-type: none"> <li>• Definição de processamento auditivo</li> <li>• Distúrbio do processamento auditivo</li> <li>• Sinais e sintomas das alterações de processamento auditivo</li> <li>• Medidas de screening para detecção de alterações da função auditiva.</li> </ul> <p><b>Fully booked</b> <b>Esgotado</b></p>
<b>BC</b>	<b>The Development of School Leadership in England: Possible options for Brazil</b>
<p>1.30 – 3.00</p> <p>Adrian Ingham, Education Consultant (Sponsored by the British Council)</p>	<p>The selection and training of Headteachers is a topic that has risen up the agenda of education policy in Brazil, since national and international research data demonstrates the impact of professional school leadership on student performance.</p> <p>For the past 15 years, the English education system has invested substantially in school leadership development strategies, making the country a pioneer in this field. In one of its research reports, the OECD identifies the English system as exemplary in its approach, highlighting the collaborative work among schools that has resulted from recent investment. Furthermore, the Learning Curve</p>

Sixth Form Centre	<p>report, developed by The Intelligence Unit of the Economist, indicates that England's education system is among the top ten in the world, with particular recognition being given to the search for continual policy improvement.</p> <p>Sharing the common cause of promoting quality and equity in Brazilian public education, the British Council and Itaú Social Foundation resolved to join forces and undertake an in-depth study of the development of school leadership in England. By 'school leadership' what is meant is the role of the school's Headteacher or principal, but also senior teachers and school managers who all contribute nowadays beyond their own school to the development of the broader education system.</p> <p>The report <b>The Development of School Leadership in England – Possible options for Brazil</b> seeks to extend knowledge of the professional development of Headteachers in England, as well as to support and inspire strategies that describe, strengthen and refine the role of the Headteacher in school leadership.</p> <p>We welcome all educators who wish to learn more about the English experience and debate ways to move forward in supporting the development of relevant solutions in Brazil.</p>
2.30 – 3.30	Coffee Break   <i>Intervalo do café</i>
<b>Workshop session 2:</b>	
<b>09 Nurturing excellence in the teaching of Geography</b>	
<p>3.30 – 5.00</p> <p>Adam Norton, Head of Geography, St. Paul's School</p> <p>Room 216</p>	<p>This will be a discussion group looking to share ideas and strategies that might be implemented in order to improve any aspect of the delivery of the teaching of Geography (any topics or skills) within schools. Past workshops have focused mainly on sharing ideas linked to senior/secondary school curricula, but prep/primary-level teachers are equally welcome. If you would like any ideas or help with regard to teaching Geography and sharing ideas, please sign up.</p>
<b>10 Historical concepts and the Inquiry based lesson</b>	
<p>3.30 – 5.00</p> <p>Josh Bolland, Head of History, St. Paul's School</p> <p>Room 225</p>	<p>This workshop will examine The Big Six(c) Historical Concepts as proposed by Canadian historian and professor Peter Seixas and the integration of these concepts into inquiry based lessons. We will examine the following questions: What is historical thinking and how do we assess it? What is the best model for inquiry based lessons and what does an inquiry look like in practice in the history classroom? How do we give effective inquiry lessons and still cover curriculum requirements? Please join us if you are interested in learning about these concepts and method or if you already have experience that you would like to share. Recommended for those teaching IB due to changes in the curriculum.</p>
<b>11 A maths curriculum for all shapes and sizes</b>	
3.30 – 5.00	<p>This workshop will look at the causes, consequences, successes, and challenges of a whole-school project undertaken by teachers across the</p>

<p>Constanza Dayller, Max Devenport, Selma Gonçalves and Juliana Reydon</p> <p>St. Paul's School</p> <p>Room 219</p>	<p>school with the aims of creating a more cohesive and coherent mathematics curriculum across the year groups, and making the learning of maths more meaningful, giving pupils and teachers the chance to go deep into the real meaning of maths beyond the confines of a syllabus. We will explore how the project came about in the first place, the challenges it has encountered (a rubric covering the learning progression for pupils from age 5 to 18 in all areas of maths) and how it is being used across the school's different departments to enrich pupils' learning. We will also tackle the logistics of putting such a project together as well as how to get it into practice for the first time. Participants will be encouraged to think about how they may apply the principles of such a project to their own practice as well as to do some hands-on learning, developing some practical ideas that can be put into action in their own classrooms after the workshop.</p>
<p><b>12</b></p>	<p><b>Making ESL pupils' literacy easier through transferring language skills</b></p>
<p>3.30 – 5.00</p> <p>Nathalie Homem de Mello</p> <p>St. Paul's School</p> <p>Monica Rossini Chapel School</p> <p>Room 208</p>	<p>In the development of literacy in bilingual settings, where English is not often the pupils' home language, teachers who have the ability of transferring skills which the children already have in L1 to L2, will be able to reduce the time and difficulties involved in learning to read, write and develop knowledge in the second language. Our workshop aims to help teachers identify these skills and, in a practical manner, show different ways in which to promote this transfer in cross-curricular areas.</p>
<p><b>13</b></p>	<p><b>Desenvolvimento de voz e fluência em crianças na idade escolar</b></p>
<p>3.30 – 5.00</p> <p>Marcia Menezes, Plenavox</p> <p>Room 220</p>	<p>Objetivo: Habilitar o professor a identificar crianças em idade escolar de risco para alterações de voz e fluência.</p> <p>Conteúdo:</p> <ul style="list-style-type: none"> <li>• Desenvolvimento de voz e fluência</li> <li>• Sinais e sintomas para alterações da voz e da fluência (gagueira)</li> <li>• Medidas de screening para detecção de alterações de voz e da fluência.</li> </ul>
<p><b>14</b></p>	<p><b>Neuropsicologia e o ensino</b></p>
<p>3.30 – 5.00</p> <p>Maria Alice Fontes, Neuropsychologist, Plenamente</p> <p>PPMP</p>	<p>Este workshop pretende discutir com detalhes a avaliação neuropsicológica e sua aplicação no campo escolar. Iremos apresentar o processo de investigação dos diversos transtornos de aprendizagem, desde a entrevista com os pais e escola, até o significado dos testes de atenção, memória, funções executivas, linguagem e inteligência. Pretendemos discutir os perfis cognitivos de cada um dos principais transtornos: TDAH, Transtorno do Déficit de Atenção; TNVA, Transtorno Não Verbal de Aprendizagem, além dos desafios nas Habilidades Sociais e Comportamentais. Nós iremos analisar as recomendações para pais e professores, com objetivo de alcançar o</p>

	tratamento mais eficiente possível para cada um destes transtornos.
<b>ELOS</b>	<b>Gestão de Sala de Aula</b>
<p>3.30 – 5.00</p> <p>Vanessa Brasileiro Gama &amp; Katia Veloso, Elos Educacional (Sponsored by Fundação Lemann)</p> <p>Room 217</p>	<p>Este workshop abordará o tema planejamento a partir da teoria do Alinhamento Construtivo, enfatizando a importância de definir objetivos claros antes de iniciar a aula. Além disso, trabalhará também com a o engajamento dos alunos na aula, pensando em como elaborar boas perguntas para desenvolver as habilidades cognitivas nos estudantes.</p>
<b>AC</b>	<b>Exploring power relations and recognizing potential in educational settings</b>
<p>3.30 – 5.00</p> <p>ACER Brasil</p> <p>Music 1</p>	<p>This will be an interactive workshop to which it is hoped that participants will come completely open-minded. The workshop will be co-led by a group of young teenagers from ACER Brasil. We shall explore the relations of power that exist but are often not explicit in the teacher-pupil relationship as well as open the debate on the different ways of perceiving potential in pupils, and what this means for teachers in their day-to-day professional activities.</p>
<b>15</b>	<b>Film première (subtitled   legendado)</b>
<p>5.00 – 6.30</p> <p>Fundação Maria Cecília Souto Vidigal</p> <p>Theatre</p>	<p>Fundação Maria Cecília Souto Vidigal will be launching an exclusive film on research conducted in relation to childhood development and the early years learning window in partnership with a number of charitable organisations. This is an inspirational film that aims to raise awareness on the importance of the first years of a person's life. The film examines how fundamental it is to take good care during this sensitive period, and the impact that these early years have on today and on the future. The film demonstrates how science has proven why this is such an important period, and at the same time portrays the challenges of families with young children in Brazil and around the world.</p> <p><i>A Fundação Maria Cecília Souto Vidigal vai lançar um filme exclusivo sobre pesquisa realizada em relação ao desenvolvimento infantil e a janela de aprendizagem dos primeiros anos, em parceria com várias organizações caritativas. Esse é um filme inspirador que visa conscientizar sobre a importância dos primeiros anos da vida. Esse filme demonstra o quanto que é importante ter cuidado nessa fase tão sensível, e o impacto que os primeiros anos da vida têm sobre o presente e sobre o futuro. O filme aborda a forma em que a ciência tem provado a importância dessa fase, e ao mesmo tempo demonstra as dificuldades que famílias com crianças pequenas enfrentam no Brasil e ao redor do mundo.</i></p>



## Saturday

7.30 – 8.30	Coffee and Registration   <i>Café e Inscrição</i>
8.30 – 8.45	Opening Ceremony   <i>Cerimônia de Abertura</i>
8.45 – 9.15 Camilla Croso Theatre	Opening Address:   <i>Discurso de Abertura:</i>  Education Reform and the 2030 targets <i>Reforma da Educação e as metas para 2030</i>
<b>16</b>	<b>Keynote address - The magic-weaving business</b> <b><i>Palestra principal - Criando magia na educação</i></b>
9.15 – 10.45 Sir John Jones Theatre	<p>Research suggests that 80% of the jobs primary school children will do have not been invented yet so we are preparing our young people for a world that doesn't exist. To thrive in this world we will all need creativity, ingenuity, portability &amp; flexibility. The best way to develop such abilities in our children is to surround them with adults who possess the same abilities. Teachers of great imagination who are passionately committed to the relentless pursuit of excellence. <i>The good news is teachers will make a difference; the bad news is teachers will make a difference.</i> Sir John will speak on the changing world and the changing needs of education, and the fact that the quality of the relationship between teacher and pupils needs to remain constant – great teachers make a difference. What does this greatness look like? How can we make excellence a habit? What does excellence mean?</p> <p><i>A pesquisa sugere que 80% dos empregos que as crianças do ensino infantil e fundamental exercerão ainda não foram inventados, então estamos preparando os nossos jovens para um mundo que ainda não existe. Para prosperar neste mundo todos precisamos de criatividade, engenhosidade, mobilidade e flexibilidade. A melhor maneira de desenvolver tais habilidades em nossas crianças é cercá-las com adultos que possuem as mesmas habilidades. Professores de grande imaginação que estão apaixonadamente comprometidos com a busca incessante da excelência. A boa notícia é que os professores farão toda a diferença; a má notícia é que os professores farão toda a diferença. Sir John apresentará sobre o mundo em mudança e as novas necessidades da educação, e do fato que a qualidade do relacionamento entre professor e aluno precisa ser constante – grandes professores fazem toda a diferença. Como podemos tornar a excelência um hábito? O que significa a excelência?</i></p>
10.45 – 11.15	Coffee and Exhibition   <i>Café e Exposição</i>
<b>17</b>	<b>Single-sex education, confidence and women in the workplace</b>
11.15 – 12.45 Helen Fraser Science 5	From the perspective of being chief executive of the UK's Girls' Day School Trust, which educates 20,000 girls in 26 schools across the UK, Helen Fraser will talk about the ways in which single-sex schools work to build confidence and resilience in girls, to give them their protected space in which to develop their full potential, and enable them to make informed but unconstrained choices about interests, subjects and careers. This presentation will address the importance of encouraging girls to be disruptive, in a good sense, in the classroom, and to work

	<p>against tendencies towards perfectionism and fear of failure. She will link the way in which girls are socialised, in a single-sex and a co-ed environment, to what happens to women in the workplace – a workplace which around the world fails to get equal numbers of women and men to senior positions. She will look at 'gender-policing' in adolescents and ask why so few girls in UK co-ed schools study physics or maths. She will then move on to consider that single-sex education can produce girls who are confident, composed, committed and courageous (the Girls' Day School Trust's 4 Cs) and who are able to embark on an adult life which no one could say, on any continent, is yet as easy as it should be for women.</p>
<b>18</b>	<p><b>🔊 Pupil-engaged assessment</b> <b>Avaliação participativa</b></p>
<p>11.15 – 12.45</p> <p>Ron Berger</p> <p>Theatre</p>	<p>The most important assessment that takes place in schools is not a yearly test. It happens where we cannot see it: inside the heads of students. Every student continually assesses his work and actions: is this paper good enough to turn in, do I understand this concept well enough, is my behaviour respectful? If we wish to use assessment to go beyond ranking students—to use it to ignite learning—the most important shift is to put students themselves in the driver's seat. This interactive workshop will share strategies that compel students to reflect on their growth toward clear goals, collect evidence of that growth, and present that evidence and their goals in a range of presentation formats. Using videos and actual student work from high-achieving schools, we will consider what makes assessment come alive for students, and how to build a constellation of assessment structures that give students a vision of where they stand academically and inspire and guide them to improve.</p> <p><i>A avaliação mais importante que acontece nas escolas não é uma prova anual. Acontece aonde não podemos vê-la: dentro das cabeças dos alunos. Cada aluno avalia continuamente o seu trabalho e as suas ações: "este trabalho que fiz é suficiente para entregar?", "entendo bem este conceito?", "o meu comportamento é respeitoso?" Se quisermos usar a avaliação para ir além de classificar os alunos, e usá-la para acender o desejo de aprender – a mudança mais importante é colocar os próprios alunos no controle da situação. Esta oficina interativa abordará estratégias que obrigam os alunos a refletir sobre o seu crescimento em direção a objetivos claros, a coletar provas do crescimento, e apresentar aquelas provas e seus objetivos em uma variedade de formatos de apresentação. Usando vídeos e trabalhos reais de alunos das melhores escolas, vamos considerar o que traz vida à avaliação para os alunos, e como construir uma constelação de estruturas de avaliação que dão aos alunos uma visão do seu desempenho atual e como inspirar e orientá-los a melhorar.</i></p>
<b>19</b>	<p><b>Do it yourself learning</b> Promoting a culture of self-regulated learning</p>
<p>11.15 – 12.45</p> <p>Dr Rhonda Bondie</p> <p>Art 1 &amp; 2</p>	<p>When instruction is designed to address different learning needs, students are often expected to work by themselves or together in small groups. Therefore, facilitating the development of a competent, self-regulated learner is imperative to the effective functioning of an individual classroom. Instruction must be differentiated. Participants will learn how to promote student driven learning through goal setting, monitoring, and reflection and structured student choice.</p> <p><b>Outcomes:</b> Participants will be able to implement with students:</p> <p><b>Fully booked</b> <b>Esgotado</b></p>

	<ol style="list-style-type: none"> <li>1. Goal setting,</li> <li>2. Student self-monitoring and evaluation of learning,</li> <li>3. Structured student choice,</li> <li>4. Using the classroom as a resource for learning, and</li> <li>5. Using peers as a reliable feedback source.</li> </ol> <p>Participants will be able to explain self-regulated learning theory to a colleague and/or parent.</p>
<b>20</b>	<b>Peer observation</b>
<p>11.15 – 12.45</p> <p>Margaret MacLean</p> <p>Music 2</p>	<p>Peer observation, in which small groups of practitioners observe one another's work, take notes, and discuss with each other what they learned, is a useful way to gather information about adult practice in the school, reflect on it, and use it to improve teaching and learning.</p> <p>Research suggests that peer observation can benefit teachers, students, and schools by:</p> <ul style="list-style-type: none"> <li>✓ Focusing on student work;</li> <li>✓ Pinpointing successful instructional and learning improvement;</li> <li>✓ Helping practitioners develop a shared language about teaching and learning;</li> <li>✓ Helping a faculty develop a learning community and build habits of reflective practice;</li> <li>✓ Share a knowledge base by being public with their work.</li> </ul> <p>Peer observation is not intended to be used for teacher evaluation; it is part of a "peers helping peers" process. Successful peer observation involves more than putting the processes in place – it requires will, a clear purpose, sufficient time, and good communication. This session is an introduction to these materials for Directors, Managers, Coaches, Teacher Leaders, and anyone responsible for guiding people to collaborate effectively together.</p>
<b>21</b>	<b>Corrective feedback</b>
	The pivotal role of oral corrective feedback in second language development
<p>11.15 – 12.45</p> <p>Dr Roy Lyster</p> <p>Theatre foyer</p>	<p>Teacher-student interaction has considerable potential for promoting language development by means of teacher questions and feedback that provide learners with the scaffolding they need in order to understand, participate, and engage with both language and content. This workshop will identify a range of scaffolding techniques and then focus on the effectiveness of different types of oral corrective feedback. Teacher talk comprising feedback that creates opportunities for students to engage in contextualized practice will be presented as more effective ways to promote language development than feedback intended only to correct errors. Drawing on empirical classroom research, this workshop will explore the practical implications for teachers who still face the timeless questions of when, what, and how to correct.</p>
<b>22</b>	<b>Non-discrimination and inclusive education</b>
<p>11.15 – 12.45</p> <p>Camilla Croso</p> <p>Science 4</p>	<p>The workshop will approach the manifestations of multiple forms of discrimination in education, discussing causes and consequences. Concrete cases from different parts of the world will be put forward, with a special emphasis on Latin America. On the ground experiences as well as legislation and public policies that have been put forward in order to promote inclusive education and non-discrimination will also be discussed. Reference will be made to the United Nation's CEDAW Committee - on gender discrimination in education - and to the</p>

	Interamerican Commission on Human Rights - on discrimination against people with disabilities - will be brought to debate.
<b>23</b>	<b>Child friendly individual education plans</b>
11.15 – 12.45 Dr Kelly Tanner Science 1	<p><b>Fully booked</b> <b>Esgotado</b></p> <p>Pupils can often become demotivated and distracted when they feel that things are being done to them rather than with them. This workshop will focus on how to seek pupils' views using a range of resources to construct Psychology and how to make sure that these views are not only listened to but also acted on and represented in their individual education plans. We will look at how to help pupils understand the strengths of their own and develop their motivation for monitoring their progress through creating child friendly individual education plans.</p>
<b>24</b>	<b>E-safety – safeguarding our children in their digital lives</b>
11.15 – 12.45 MadCode Science 7	<p>In any school, safeguarding and e-safety continues to remain of the highest priority. It is for this reason that MadCode (<a href="http://www.madcode.com.br">www.madcode.com.br</a>) offers parents and teachers some very specific and up-to-date technical advice. MadCode is Coding School for Kids and Teens, founded by parents who develop how technology can be used more effectively within learning. Currently MadCode teaches students from several institutions enrolled in schools, communities and own Learning Centres.</p> <p>The following topics will be covered:</p> <ul style="list-style-type: none"> <li>- Educating Digital Citizens</li> <li>- Survey: Children's real behaviour online in Brazil</li> <li>- A map of the most current and frequently used technologies by children and the most common risks</li> <li>- LIVE DEMO (with real time interaction)</li> <li>- Tips and practical tech advice for parents</li> </ul>
<b>25</b>	<b>O impacto do aprendizado no desenvolvimento da criança</b>
11.15 – 12.45 Ely Harasawa, Fundação Maria Cecília Souto Vidigal Music 1	<p><b>Fully booked</b> <b>Esgotado</b></p> <p>A Fundação Maria Cecília Souto Vidigal apresenta uma pesquisa científica realizada que uniu o conhecimento de diversas áreas profissionais sobre o desenvolvimento da criança e o impacto do ensino infantil no desempenho futuro. Mais informações em <a href="http://www.fmcsv.org.br">www.fmcsv.org.br</a>.</p>
12.30 – 2.00	Lunch and Exhibition   Almoço e Exposição
<b>26</b>	<b>Integrating language and content</b> <b>Integração da linguagem e do conteúdo</b>
1.45 – 3.15 Dr Roy Lyster Theatre	<p>All teachers use language to teach and their students need language to learn. This makes all teachers responsible for ensuring their students' continued language development. While approaches to language across the curriculum and content-and-language integrated learning are widely advocated, the nitty-gritty of integrating language and content remain challenging for many teachers. This workshop will address this challenge by illustrating the feasibility and effectiveness of an integrated approach comprising noticing and awareness activities followed by opportunities for guided and autonomous practice. The</p>

	<p>sequence begins with the noticing phase in a context mainly devoted to content and then zooms in on language during the awareness phase and guided practice before returning to a primary focus on content during the autonomous practice phase.</p> <p><i>Todos os professores usam a linguagem para ensinar e seus alunos precisam de linguagem para aprender. Isso faz com que todos os professores sejam responsáveis por assegurar o desenvolvimento linguístico contínuo dos seus alunos. Enquanto abordagens à linguagem em todo o currículo, e aprendizagem que integra o conteúdo e a linguagem, são amplamente defendidas, o âmago da questão da integração de linguagem e conteúdo permanece um desafio para muitos professores. Esta oficina irá abordar este desafio ilustrando a viabilidade e eficácia de uma abordagem integrada, e incluirá atividades que trabalham nas habilidades de sensibilização e percepção dos participantes, e em seguida oferecerá oportunidades para prática guiada e autônoma. A sequência começa com a fase da percepção em um contexto dedicado principalmente ao conteúdo e, em seguida, foca na linguagem durante a fase de sensibilização e a prática guiada, antes de retornar a um foco primário em conteúdo durante a fase de prática autônoma.</i></p>
<b>27</b>	<b>What making the difference looks like in practice</b>
<p>1.45 – 3.15</p> <p>Sir John Jones</p> <p>Chapel</p>	<p>In his workshop Sir John will encourage delegates to reflect upon issues raised in his keynote. Delegates will be invited to consider practical strategies to ensure that schools have a positive impact on the life chances of every child, placing the relationship between the school and the community at the centre of all effective practice.</p> <p><b>Fully booked</b> <b>Esgotado</b></p>
<b>28</b>	<b>The art of powerful questions</b>
<p>1.45 – 3.15</p> <p>Margaret MacLean</p> <p>Music 2</p>	<p>Questions are a prerequisite to learning and a window into creativity. Questions motivate fresh thinking and challenge our assumptions. Questions lead us to the future. In this session we will explore the art of creating more powerful questions</p> <p>Participants will</p> <ul style="list-style-type: none"> <li>✓ Apply the question formulation technique to a pressing question they face</li> <li>✓ Experience a text rendering activity</li> <li>✓ Produce more effective open and closed questions</li> <li>✓ Problem solve a student's learning problem using questions</li> </ul> <p><b>Fully booked</b> <b>Esgotado</b></p> <p>This workshop is for Directors, Managers, Coaches, Teacher Leaders, and anyone responsible for guiding people to collaborate effectively together.</p>
<b>29</b>	<b>A culture of quality</b>
<p>1.45 – 3.15</p> <p>Ron Berger</p> <p>Theatre foyer</p>	<p>When students enter a school building, they enter a culture, and that culture shapes the vision of possibility they see in themselves, the standards they hold for their work and behaviour, and the futures of students and human beings. Regardless of their backgrounds, students want to fit in, and if the school culture promotes engagement, challenge, integrity and kindness, students will shift their dispositions to elevate these qualities. We are often seeking a quick fix in education—the new strategy that will give us overnight achievement—but it is the culture and community that create quality. In this workshop we will consider how</p> <p><b>Fully booked</b> <b>Esgotado</b></p>

	schools build cultures that join high standards for academics with high standards for character, and how those strands work together. Using artefacts and videos from successful schools, we will focus on how strong cultures are built and maintained, and what kind of school structures promote a culture of quality that suffuses staff professional culture and student culture.
<b>30</b>	<b>An introduction to the BSO standards</b>
1.45 – 3.15 Penta International  Science 3	The British Schools Overseas standards were created by the UK government to provide a framework for the regulation and inspection of schools delivering a British curriculum overseas. Schools that are inspected against these standards are, therefore, officially recognised by the UK government. Penta's talk will introduce the standards and add detail to the mechanism of inspection against them. This provides school leaders with a framework to benchmark against and within which to identify goals for strategic planning and school improvement in a British international context.
<b>31</b>	<b>Coding in action</b>
1.45 – 3.15 MadCode  Science 11	MadCode will teach a class for young children who will have access to this kind of learning for the first time. They will be challenged to solve problems by applying logical thinking and basic algorithm building rationale. Participants are welcome to watch how the class proceeds and will be able to talk to MadCode personnel afterwards to exchange experiences.
3.15 – 4.15	Coffee and Exhibition   <i>Café e Exposição</i>
<b>32</b>	<b> Debate Panel</b> <b><i>Painel de debate</i></b>
4.00 – 5.00  Theatre	Join Dr Rhonda Bondie, Camilla Croso, Helen Fraser and Dr Kelly Tanner discussing our theme "The challenge of Gender in education today", chaired by Ilona Ferrão De Sousa.  <i>Venha ouvir Drª Rhonda Bondie, Camilla Croso, Helen Fraser e Drª Kelly Tanner discutindo o tema: "O desafio do gênero na educação de hoje", presidido pela Ilona Ferrão de Sousa.</i>
5.00 – 6.00	Cocktail Reception sponsored by Sodexo   <i>Coquetel patrocinado pela Sodexo</i>



Sunday

7.30 – 8.30	Coffee and Welcome   <i>Café e Recepção</i>
<b>33</b>	<b>🎧 Keynote Address – Beautiful work</b> <b><i>Palestra principal – Belo trabalho</i></b>
8.30 – 10.30 Ron Berger Theatre	<p>When a student is done with schooling and enters adult life, she will be judged not by her scores on standardized tests of basic skills, but by the quality of her character and the quality of her work. This is true regardless of what life choices she makes. If quality work is a key to success in life, why is this not at the centre of what we focus on in schools? Imagine what school would be like if it focused deeply on supporting and compelling students to do beautiful work—work that is complex, accurate, elegant and well-crafted. In any field—science, mathematics, history, literature and the arts—work of beauty and value is transformational. When a student creates work that is far beyond what she thought possible, that student is never the same. This presentation will explore this topic with stunning examples from students of all ages.</p> <p><i>Quando um aluno sai do contexto escolar e entra na vida adulta, ele não será julgado por suas notas em provas padronizadas que testam habilidades básicas, mas pela qualidade do seu caráter e da qualidade do seu trabalho. Isto é verdade, independente das escolhas de vida que faz. Se um trabalho de qualidade é a chave para o sucesso na vida, porque não é o foco das escolas? Imagine o que a escola seria como se focasse em apoiar e incentivar os alunos a fazer belo trabalho - trabalho que é complexo, preciso, elegante e bem realizado. Em qualquer campo - ciência, matemática, história, literatura e artes - trabalho de beleza e de valor é transformacional. Quando um aluno cria trabalho que vai muito além do que imaginava ser possível, aquele aluno nunca mais será o mesmo. Esta apresentação irá explorar este tema com exemplos impressionantes de alunos de todas as idades.</i></p>
10.30 – 11.00	Coffee and Exhibition
<b>34</b>	<b>Peer observation</b>
11.00 – 12.30 Margaret MacLean Music 2	<p>Peer observation, in which small groups of practitioners observe one another's work, take notes, and discuss with each other what they learned, is a useful way to gather information about adult practice in the school, reflect on it, and use it to improve teaching and learning.</p> <p>Research suggests that peer observation can benefit teachers, students, and schools by:</p> <ul style="list-style-type: none"> <li>✓ Focusing on student work;</li> <li>✓ Pinpointing successful instruction and areas needing improvement;</li> <li>✓ Helping practitioners develop a shared language about teaching and learning;</li> <li>✓ Helping a faculty develop a learning community and build habits of reflective practice;</li> <li>✓ Share a knowledge base by being public with their work.</li> </ul> <p>Peer observation is not intended to be used for teacher evaluation; it is part of a "peers helping peers" process. Successful peer observation involves more than putting the processes in place – it requires will, a clear purpose, sufficient time, and good communication. This session is an introduction to these materials for Directors, Managers, Coaches, Teacher Leaders, and anyone responsible for</p>

**Fully booked**  
**Esgotado**

	guiding people to collaborate effectively together.
<b>35</b>	<b>What making the difference looks like in practice</b>
11.00 – 12.30 Sir John Jones Music 1	<p>In his works, Sir John will encourage delegates to reflect upon issues raised in his keynote. Delegates will be invited to discuss practical strategies to ensure that schools have a positive impact on the life chances of every child, placing the relationship between student and teacher at the centre of all effective practice.</p> <p><b>Fully booked</b> <b>Esgotado</b></p>
<b>36</b>	<b>Wellbeing, character and mindfulness</b> <i>Bem-estar, caráter e atenção plena</i>
11.00 – 12.30 Sir Anthony Seldon Theatre	<p>Schools the world over are recognising they are responsible not just for the exam results of their students but also their mental health, their character development and their resilience. This session will discuss trends in the world. It is being given by Sir Anthony Seldon, who is President of the International Positive Education Network (IPEN).</p> <p><i>Escolas de todo o mundo estão reconhecendo que eles respondem não apenas pelos resultados dos exames de seus alunos, mas também pela sua saúde mental, o seu desenvolvimento pessoal e sua capacidade de resistência. Esta oficina abordará as tendências do mundo. Ela será apresentada por Sir Anthony Seldon, quem é presidente da Rede de Educação Positiva Internacional (IPEN).</i></p>
<b>37</b>	<b>Assessing thinking when students learn in small groups</b>
11.00 – 12.30 Dr Rhonda Bondie Art 1 & 2	<p>Rigorous discussions provide a rich source of assessment data revealing student understanding, thinking processes and products, vocabulary use, questions, and ability to apply knowledge. In this webinar, participants will explore small group management techniques that promote student autonomy and accountability and routines for collecting and analysing assessment data during lessons. Participants will discover how to ensure that discussions are independent the teacher is free to collect rich formative assessment data and use this data on their feet to tailor instruction to student learning needs.</p> <p><b>Fully booked</b> <b>Esgotado</b></p> <p><b>Outcomes:</b> Participants will be able to implement with students a group learning routine where the teacher's role is to:</p> <ol style="list-style-type: none"> <li>1. listen to and observe student learning.</li> <li>2. collect and analyse assessment data through a group learning routine.</li> <li>3. use assessment data to tailor instruction to address specific student learning needs during a lesson.</li> </ol>
<b>38</b>	<b>Single-sex education, confidence and women in the workplace</b>
	<p>From the perspective of being chief executive of the UK's Girls' Day School Trust, which educates 20,000 girls in 26 schools across the UK, Helen Fraser will talk about the ways in which single-sex schools work to build confidence and resilience in girls, to give them their protected space in which to develop their full potential, and enable them to make informed but unconstrained choices about interests, subjects and careers. This presentation will address the</p>

11.00 – 12.30 Helen Fraser Science 5	importance of encouraging girls to be disruptive, in a good sense, in the classroom, and to work against tendencies towards perfectionism and fear of failure. She will link the way in which girls are socialised, in a single-sex and a co-ed environment, to what happens to women in the workplace – a workplace which around the world fails to get equal numbers of women and men to senior positions. She will look at 'gender-policing' in adolescents and ask why so few girls in UK co-ed schools study physics or maths. She will then move on to consider that single-sex education can produce girls who are confident, composed, committed and courageous (the Girls' Day School Trust's 4 Cs) and who are able to embark on an adult life which no one could say, on any continent, is yet as easy as it should be for women.
<b>39</b>	<b>Teacher collaboration for biliteracy development</b>
11.00 – 12.30 Dr Roy Lyster Theatre foyer	Biliteracy instruction empowers students to develop strong connections between languages and to draw on all available resources to maximize language learning. But how can teachers encourage students to draw on their knowledge of two languages while developing a sense of linguistic and contextual integrity for each language on its own? One way is for teachers of different languages but of the same group of students to collaborate to co-design biliteracy tasks that begin in one language and continue in the other. This workshop will present ways to support students biliteracy development through literacy-based learning activities that cross boundaries between language arts classes. To create coherence across the curriculum in this way, children's literature will be highlighted as a rich source of content that serves both to stimulate student motivation and to reinforce cross-lingual connections.
<b>40</b>	<b>Child friendly individual education plans</b>
11.00 – 12.30 Dr Kelly Tanner Science 1	Pupils can often become demotivated and distracted when they feel that things are being done to them rather than with them. This workshop will focus on how to seek pupils' views using ideas from the social Construct Psychology and how to make sure that these views are not only listened to but also acted on and represented in their individual education plans. We will look at how to help pupils understand their own role and to develop their motivation for monitoring their progress through creating child friendly individual education plans.
<b>41</b>	<b>e-Segurança e bem-estar dos alunos no mundo digital</b>
11.00 – 12.30 MadCode	Em qualquer escola ou instituição de ensino, a liberdade dos alunos trafegarem em ambientes virtuais e redes sociais de forma segura e protegida (comumente chamadas de eSafety)vêm se tornando a mais alta prioridade. A MadCode ( <a href="http://www.madcode.com.br">www.madcode.com.br</a> ) busca empoderar e ensinar pais e professores sobre os comportamentos das crianças e adolescentes online e as ferramentas para minimizar risco, com base em conhecimento técnico. A MadCode é uma Escola de Programação (Coding School) para Crianças e Adolescentes fundada por pais preocupados com o ensino da tecnologia de forma eficaz no âmbito da aprendizagem. Atualmente a MadCode ensina alunos de diversas instituições

Science 7	matriculados em escolas, comunidades e seus próprios Centros de Ensino. Os seguintes temas serão abordados na oficina:  - Educando cidadãos digitais - Pesquisa prática: os reais comportamentos online das crianças e adolescentes no Brasil - Um mapa das tecnologias mais atuais e frequentemente utilizados por crianças e adolescentes e os riscos mais comuns - Demonstração ao vivo (com interação em tempo real) - Dicas e conselhos práticos de tecnologia para os pais
12.30 – 2.00	Lunch and Exhibition   Almoço e exposição
<b>42</b>	<b>Do it yourself learning</b> Promoting a Culture of Self-Regulated Learning
1.30 – 3.30  Dr Rhonda Bondie  Art 1 & 2	When instruction is designed to address different learning needs, students are often expected to work by themselves or together in small groups. Therefore, facilitating the development of autonomous, self-regulated learners is imperative to the effective learning environment where instruction must be differentiated. Participants will explore how to provide student driven learning through goal setting, monitoring, and reflection and structured student choice.  <b>Fully booked</b> <b>Esgotado</b> <b>Outcomes:</b> Participants will be able to implement with students: 1. Goal setting, 2. Student self-monitoring and evaluation of learning, 3. Structured student choice, 4. Using the classroom as a resource for learning, and 5. Using peers as a reliable feedback source. Participants will be able to explain self-regulated learning theory to a colleague and/or parent.
<b>43</b>	<b>The art of powerful questions</b>
1.30 – 3.30  Margaret MacLean  Music 2	Questions are a prerequisite to learning and a window into creativity. Questions motivate, prompt thinking and challenge our assumptions. Questions lead us to the future. In this session we will explore the art of asking more powerful questions  <b>Fully booked</b> <b>Esgotado</b> Participants will: ✓ Apply the question formulation technique to a pressing question they face ✓ Experience a more engaging activity ✓ Produce more effective probing questions ✓ Problem solve a current issue or dilemma using questions  This workshop is for Directors, Managers, Coaches, Teacher Leaders, and anyone responsible for guiding people to collaborate effectively together.
<b>44</b>	<b>Pupil-engaged assessment</b>
1.30 – 3.30  Ron Berger  Theatre foyer	The most important assessment that takes place in schools is not a yearly test. It happens where we cannot see it: inside the heads of students. Every student continually assesses his work and actions: is this paper good enough to turn in, do I understand this concept well enough, is my behaviour respectful? If we wish to use assessment to go beyond ranking students—to use it to ignite learning—the most important shift is to put students themselves in the driver's seat. This interactive workshop will share strategies that compel students to reflect on their

	<p>growth toward clear goals, collect evidence of that growth, and present that evidence and their goals in a range of presentation formats. Using videos and actual student work from high-achieving schools, we will consider what makes assessment come alive for students, and how to build a constellation of assessment structures that give students a vision of where they stand academically and inspire and guide them to improve.</p>
<b>45</b>	<p><b>Corrective feedback</b> The pivotal role of oral corrective feedback in second language development</p>
<p>1.30 – 3.30 Dr Roy Lyster Chapel</p>	<p>Teacher-student interaction has considerable potential for promoting language development by means of teacher questions and feedback that provide learners with the scaffolding they need in order to understand, participate, and engage with both language and content. This workshop will identify a range of scaffolding techniques and then focus on the variable effectiveness of different types of oral corrective feedback. Teacher talk comprising feedback that creates opportunities for students to engage in contextualized practice will be presented as more effective catalysts for second language development than feedback intended only to promote noticing of target forms during interaction. Drawing on empirical classroom research, this workshop will explore the practical implications for teachers who still face the timeless questions of when, what, and how to correct.</p>
<b>46</b>	<p><b>What making the difference looks like in practice</b> <i>Prática que faz toda a diferença</i></p>
<p>1.30 – 3.30 Sir John Jones Theatre</p>	<p>In his workshop Sir John will encourage delegates to reflect upon issues raised in his keynote. Delegates will be invited to consider practical strategies to ensure that schools have a positive impact on the life chances of every child, placing the relationship between student and teacher at the centre of all effective practice.</p> <p><i>Em sua oficina Sir John vai incentivar os participantes a refletir sobre questões levantadas no seu discurso de abertura. Os delegados serão convidados a considerar estratégias práticas para garantir que as escolas tenham um impacto positivo sobre as oportunidades de vida de todas as crianças, colocando a relação entre aluno e professor no centro de toda prática eficaz.</i></p>
<b>47</b>	<p><b>Problem solving approaches for Special Educational Needs</b></p>
<p>1.30 – 3.30 Dr Kelly Tanner Science 1</p>	<p>Often the answer is right there in front of us but we are too involved in the situation to see a different way of doing things. This workshop is designed to get us thinking about asking the right types of questions to colleagues, parents and pupils in order to move away from the problem and towards the solution. We will practice many of our questions both individual and group problem-solving approaches, but the solution focused questioning to generate strategies.</p>

48	<b>An introduction to the BSO standards</b>
1.30 – 3.30 Penta Science 3	The British Schools Overseas standards were created by the UK government to provide a framework for the regulation and inspection of schools delivering a British curriculum overseas. Schools that are inspected against these standards are, therefore, officially recognised by the UK government. Penta's talk will introduce the standards and add detail to the mechanism of inspection against them. This provides school leaders with a framework to benchmark against and within which to identify goals for strategic planning and school improvement in a British international context.
49	<b>Coding in action</b>
1.30 – 3.30 MadCode Science 11	<p>MadCode will teach a class for young children who will have access to this kind of learning for the first time. They will be challenged to solve problems by applying logical thinking and basic algorithm building rationale. Participants are welcome to watch how the class proceeds and will be able to talk to MadCode personnel afterwards to exchange experiences.</p> <p style="text-align: center;"><b>Fully booked</b> <b>Esgotado</b></p>
3.30 – 4.00	Coffee and Exhibition   <i>Café e Exposição</i>
50	<p><b>Closing Address: Schools and universities in the 21st century</b> <i>Palestra de encerramento: Escolas e universidades no século 21</i></p>
4.00 – 5.30 Sir Anthony Seldon Theatre	<p>Schools and universities the world over are addressing 20th century needs in largely 19th century ways. This factory education model is no longer appropriate. The lecture will give a vision about what 21st century education can and must be.</p> <p><i>Escolas e universidades do mundo inteiro estão abordando as necessidades do século 20 em maneiras que de grande parte, são do século 19. Este modelo de educação de "fábrica" já não é adequada. A palestra dará uma visão sobre o que a educação do século 21 pode e deve ser.</i></p>
5.30 – 5.45	Closing Ceremony   <i>Cerimônia de encerramento</i>