



## In-house workshops

Session 1 – Thursday, April 6<sup>th</sup>

16:00 – 17:00

### 1 Cultivating Creativity through the Visual Arts

*Aisling McConville, San Silvestre School*

This workshop is aimed towards teachers of Upper School/Secondary and It will provide a platform for discussion on the following points:

- How teaching strategies within the Visual Arts can be transferable to other subjects
- Creativity should not be a unique initiative/activity rather a constant in all school environments
- How classroom environments can foster curiosity and imagination
- How time is needed to develop and nurture ownership of ideas and willingness to veer from the syllabus or timetable to ensure creative outcomes
- How creativity can be killed by allowing freedom without focus.

### 2 The Shared Value Model: An Innovative Strategy to Bring Global Citizenship and Ethical Leadership To Entire School Communities

*Bill Cotter, Students Shoulder to Shoulder*

Most schools seek a comprehensive approach to nurturing a global ethos in all students. The vision for school leaders, serious about this educational aim, is programming that integrates the experiences and values of global citizenship into the fabric of school culture.

This workshop explores an innovative partnership between forward-thinking schools, carefully selected NGOs, businesses, and philanthropists. Using a shared-value model, espoused by Harvard Business School's Michael Porter, these partner segments work together to create deep, authentic experiences in global citizenship for full-school communities.

Learn how a group of independent school educators used this model to create the Global Schools Coalition (GSC), an organization of college preparatory schools that share in the resources of Students Shoulder-to-Shoulder to create a broad range of programming for students, faculty, and school communities. The core of this programming includes service-based, international courses in global citizenship and professional development for teachers. The educational aim is to build cohesive, innovative global identities for school communities applying the shared value model.

### 3 Eat well - Study well

*Ana Letícia Moraes, Sharon Halaban, Talita Pessoa, St. Paul's School*

How healthy habits influences pupils academic performance. Creative ways to encourage teenagers to have a healthy life.

### 4 Using protocols to engage pupils and enhance learning

*Siobhain Allum, Victoria Hughes, St. Paul's School*

This workshop will focus on sharing with participants some brief information regarding the development and success of protocols (structured routines) in the educational setting, before turning to some practical hands on examples of a variety of routines which can be used across all age ranges and subjects to engage pupils and enhance their learning.

### 5 Creative ways of engaging in maths and English

*Thishani Wijesinghe, Bethan Hindley, St Pauls School*

We will be sharing techniques and strategies to motivate and engage learners in core subjects. Our strategies work by providing students with a challenge but also mean they learn whilst having fun, debunking the myth that core subjects are boring! We also invite you to bring successful strategies from your lessons to the workshop, in order to share ideas with each other.

**6 Newly appointed secondary head's survival kit to remain alive at Bede's**

*María Laura Provvisionato, María Castiñeiras, Guillermina Caruso, Bertie Noble, Bede's Grammer School*

The purpose of this workshop will be to share with the audience how we work in our Secondary School: how a credits system works, how students can decide on what they want to study, the importance of tutorials and the appointment of prefects to build leadership skills. We will share, from different perspectives, the obstacles we encountered in the process, the impact those pillars have in our students, and how they helped to build autonomous learners.

**7 Great Mission! but Poor Vision?**

*John Heard, CIS*

Does your school have a great mission statement but in reality a poor overall vision?

This session will attempt to unravel the Pandora's Box of various fundamental statements used by schools. Which is your favourite statement *du jour* – philosophy, mission, vision, values, objectives, goals or something else?

What does it all mean and what fits where? How can schools use these important guiding principles to improve the quality of education they offer?

**8 Promoting autonomous learning in creative classrooms**

*Karin Holle, Colegio Altair*

If you want your students to think out of the box, try to transform your class using innovative strategies. I will share my personal experience and the strategies used to develop autonomous and active learning in a creative environment while challenging the students to exceed given standards and their own expectations.



## In-house workshops

### Session 2 – Friday, April 7<sup>th</sup>

16:00 – 17:00

- 9 Developing a schoolwide vocabulary for teaching** *Tom Gething, Lancaster School*  
This workshop is sharing how our school went through the process of creating a common language of teaching, from early years all the way to the diploma classrooms. That language now feeds into a performance development process and our CPDL program.
- 10 Developing a successful PSE programme in Secondary** *Patricia Moane, San Silvestre School*  
The objective of this workshop is to share different elements which contribute to the success of a PSE (Personal and Social Education) programme in Secondary.
- 11 Creativity in the bubble: facilitating a 'growth mindset' in our schools** *Luke Liddle, ISCA*  
Thinking outside the box, questioning the norm, problem-solving, acknowledging cultural differences, innovation; these are all creative qualities our students will need in order to be the entrepreneurs, innovators, and leaders of their future economy. But how do we enable this in our schools that are, by their very nature, within a bubble of independent schooling? This workshop aims to build on the notion of a 'fixed' versus 'growth' mindset, and take a pragmatic look at the challenges and ways we can push creativity in our schools to better prepare our students for their futures.
- 12 Build it and they will come! The transformation of a secondary school library** *Sofia Sengenberger, St Andrews Scots School*  
In this workshop, after a brief introduction on the concept of Student Centred Learning, we will discuss how spaces, layout and design foster different learning predispositions and opportunities for students and adults nurturing collaboration and creativity. We will share a story of transformation: from Library to Learner Space in St. Andrew's Scots School and there will be time for Q&As.
- 13 Thinking small about thinking big** *James Diver, St. Paul's School*  
Looking at how small changes around a school can have a big impact
- 14 Generating creative ideas through theatre and art techniques** *Simone Rebelo, Rodrigo Seidl, St. Paul's School*  
This workshop aims to investigate a set of theatre and art techniques that can be used to generate and stimulate creative ideas which can then be used to produce dramatic performances, art pieces, or creative writing. This is a practical workshop in which participants will try out the activities themselves and discuss how these can be implemented in lessons.
- 15 Ensuring progress and English language acquisition whilst respecting children's right to play** *Amy Clifford, Juliana Reydon, St. Paul's School; Laura Falsztyn, Jennifer Fletcher, St Nicholas School*  
In this workshop, we will share practice, presenting our approach to learning in the early years, the uniqueness of our school settings and the challenges we face. The workshop aims to bring together professionals who work in early years settings to share ideas, problem-solve challenges and discuss some of our fundamental beliefs about early childhood education and bilingualism.
- 16 Retirement planning for expatriate teachers** *Christopher Wicks, Bridgewater Financial Services*  
This will be an interactive discussion of the key retirement issues facing expatriate teachers, including: How much do you need? Funding options, state and teachers' pension, investment in retirement, estate planning, questions.

## **17 Exploring power relations and recognising potential in educational settings**

*ACER Brasil*

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.



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### Session 3 – Saturday, April 8<sup>th</sup>

10:00 – 11:00

#### 18 London College of Music exams

*Lee Ward, St. Paul's School*

This is to introduce the concept of practical vocal and instrumental exams and written music theory examinations for pupils in our schools. Currently the LCM is the only award making body which visits South America. St. Paul's is the only school in Brazil offering these exams. The exams are internationally recognised and offer a readymade, quantifiable curriculum for music teaching in our schools which our pupils enjoy the challenge of.

#### 19 The creative teacher

*Rosario Mendivil de Mata, San Silvestre School*

This workshop will look at the opportunities and challenges of a 21<sup>st</sup> century teaching and learning paradigm to developing and nurturing creative teachers.

#### 20 Drama: un recurso creativo mediante el uso de juegos teatrales como motivadores en el aula

*Carmen Robinson, San Silvestre School*

El arte dramático posee una serie de dinámicas que pueden ser utilizados como motivadores en el aula. Muchas de estas dinámicas aplicadas en el aula apoyan a la creación literaria. Al hacer más vívida la experiencia mejora la visualización de acciones, personajes y ambiente de lo que deseamos contar.

Estos ejercicios son también un buen punto de partida para desarrollar otras habilidades como el trabajo en equipo, la escucha, la atención y la autoevaluación. En este taller los asistentes experimentarán de manera interactiva algunas de estas dinámicas.

#### 21 Teacher Education and Professional Development: An International Perspective

*Peter Sorensen, Nottingham University*

International research indicates that teacher quality is a key factor in determining the learning of students. In the so-called 'knowledge age', teachers are tasked with preparing students for more uncertain futures. Lists of skills required of teachers to prepare students effectively, and of students in being prepared for a globalised future, abound. Common to many such lists are an emphasis on 'creativity' and 'collaboration'. However, teacher education standards in many countries have limited focus on such skills and where certification is required it tends to be non-portable.

The increasingly interconnected world has also seen a huge growth in the number of international schools, where particular challenges and opportunities arise in relation to teachers' professional development. This workshop draws on the experience of the highly successful Post Graduate Certificate of Education (International) (PGCEi) course, based at the University of Nottingham, in examining the features of teacher education courses that have the potential to support teachers across international contexts. These features will be examined in the light of the experiences of the participants in the workshop. The aim will be to identify and share processes that can help support teachers' professional development in their schools.

#### 22 Creative ways of ensuring positive transition between schools

*Christopher Newton, St. Paul's School*

The transition from primary to secondary school (moving from Years 6-7/ages 11-12 years old) presents challenges and opportunities. Significant factors to consider in this transition process are the academic and social changes occurring during this particular phase in a child's life. From empirical research on transition which I have conducted over the past three years, I will focus on the social, emotional and academic adjustment of pupils to change. The first part of the workshop will cover my experiences relating to transition. Rich data from questionnaires and interviews with students, teachers and parents will also inform my understanding of the transition process. I will then suggest creative ways in which an exciting and positive transition can be ensured

for all parties concerned with the process. Participants will be asked to contribute their thoughts and share experiences of the transition process.

### **23 Encouraging creativity in humanities – sharing best practice**

*Alistair Kennedy, Rodrigo Seidl, St. Paul's School*

The workshop shall begin with a presentation on use of IT, flipped learning and drama in the history department at St. Paul's School. Participants will break into smaller groups to discuss the effectiveness of their own practice, and share best practice. Each group will share their findings and discuss the benefits and challenges of the strategies identified. The workshop will close with an opportunity for participants to share contact details and establish clusters so that they can share their experiences and resources.

### **24 Enhancing teaching and learning through a closer understanding of students**

*Derek Devine, GL Assessment*

This workshop will outline how data from assessments of ability and attitudes are essential to build up a true picture of the student.

Derek Devine, GL Education's International Consultant, will explain how, by combining these two data sets, we can see things from both the teacher's and the learner's perspective to understand what we should expect of them and what they feel capable of.

With reference to case study material from international schools Derek will explain how the data helps you to:

- Identify Gifted and SEN students, as well as underachievers
- Set realistic, but challenging targets
- Understand the causes behind disengaged groups or individuals
- Reveal fragile learners who may lack the resilience to face challenges

### **25 Creative mathematics classes**

*Alan Downie, LAHC*

We will explore both finding creative ways to approach the teaching and learning of mathematics as well as using mathematics as a vehicle for fostering creativity. Appropriate for all ages and abilities – come prepared to be challenged!

### **26 Teacher appraisal**

*Andy Cino, Newton College*

*"...traditional teacher evaluation is a failed system. It doesn't improve student learning, it is immensely time and energy consuming and it destroys the culture of trust in schools." (Powell & Kusuma Powell: Teacher Supervision, 2015)*

We will examine this statement and propose models that are effective and do not destroy the culture of trust in schools.