



**CEESA 25<sup>th</sup> Anniversary Conference**  
**Transforming Education Through Global Citizenship**  
**March 12-14, 2015, Dubrovnik, Croatia**

**KEYNOTE SPEAKERS**  
**Friday March 13**

**MICHAEL FURDYK**

*Sponsored by International Schools Services (ISS)*



**Michael Furdyk** is the Co-founder of TakingITGlobal ([www.tigweb.org](http://www.tigweb.org)), which provides innovative global education programs that empower youth to understand and act on the world's greatest challenges.

In the past, he turned his interest in technology into several successful online companies, including MyDesktop.com, which sold to Internet.com in 1999. In 2008, he was named by *Contribute Magazine* as one of 10 Tech Revolutionaries Redefining the Power and Face of Philanthropy.

Michael has appeared on the Oprah Winfrey Show, presented at TED, and was named one of Teen People's "Twenty Teens that will Change the World". Over the last decade, he has keynoted over 100 events across sectors, sharing his social media expertise and insights on youth engagement and educational reform to audiences in over 30 countries. He sits on several non-profit boards, including the Re-Inventing Schools Coalition, and on the International Advisory Council for Microsoft's Partners in Learning program

**Keynote address:** *"Imagining Future Friendly Schools: Global Citizenship and Student Voice in a Digital World"*

**Description:**

Michael Furdyk will share his decade-long journey with TakingITGlobal (TIG) and how he created an online network engaging millions of students in taking action on the world's greatest challenges. TIG has engaged more than 40 million young people in 13 languages in informal learning, and it has a growing community of more than 4,000 schools in 140 countries taking their classrooms global. Michael will tell stories of educators collaborating to engage their students in challenge-based learning, as he explores what it means to be a Future Friendly School in this complex, rapidly changing world.



MICHAEL FURDYK, cont.

*Sponsored by International Schools Services (ISS)*

Follow up sessions:

➤ **For Leaders: “Becoming a Future Friendly School”**

Future Friendly Schools inspire their students to become social innovators through adopting a technology-rich, challenge-based learning approach. In this session, you will discover and reflect on innovative practices from schools around the world in the areas of global citizenship, student voice, and environmental stewardship. Are you interested in joining TakingITGlobal’s network of Future Friendly Schools? You’ll also learn more about the certification process and how your school can be a part of this global partnership!

➤ **For Educators: “Take Your Classroom Global with TakingITGlobal for Educators”**

Michael will take educators through a hands-on demonstration of many of TakingITGlobal’s online offerings, showing you the variety of tools, programs, and resources you can use in your classroom to inspire, engage, and empower your students to become active global citizens and create positive change through their learning activities. With more than 4,000 schools in 140 countries as part of the TIGed network, there are many opportunities to join or create a collaborative project and share it with the world!



  
KEYNOTE SPEAKERS, cont.  
Saturday March 14

**Heidi Hayes Jacobs**  
*Sponsored by Insurance Services International*



**Heidi Hays Jacobs** is Executive Director of the Curriculum Mapping Institute and President of Curriculum Designers, Inc. She is an internationally recognized expert in the fields of curriculum and instruction having consulted nationally and internationally on issues and practices pertaining to: curriculum mapping, dynamic instruction, and 21<sup>st</sup> century strategic planning. She is the author of seven books, most recently, *Curriculum 21: Essential Education for A Changing World* published by ASCD.

**Keynote address:**      *"Creating a Contemporary International School:  
Creating a 21st Century Learning Environment"*

**Description:**

How do we lead the transition from old models of schooling to new forms for teaching and learning? In this exciting and cutting edge keynote, Heidi will look at practical visioning for new versions of school that will match 21<sup>st</sup> century learners. The transition will require bold moves, practical steps, and rebooted missions. She will take the four most basic program structures: schedules, student grouping patterns, faculty organization, and space (both physical and virtual) and challenge us to reinvent them and reunite them to move into a learning environment to support our students as we prepare them for their future. How can each of us as professionals employ and model the new literacies: digital, media, and global? New roles and possibilities for principals, teachers, learners, and community will be explored. Bring your laptop or tablet to get the most from the presentation

**Follow up sessions:**

➤ *"Quality Digital Media Project through Collaborative Rubric Creation"*

How can we help our learners create QUALITY media projects? It is tempting to succumb to the excitement of seeing our learners generate new products whether podcasts, video-casts, Animotos, Little Bird tales, or Prezis. We will explore the question of how to make them of quality-engaging, technically competent, and communicative. You will engage in collaborative media rubric design not only as an engaging activity, but as a strategy to implement with your learners.

  
**Pre-Conference Sessions**  
Thursday, March 12

*“Engage. Inspire. Enable: Activating students to make a dent in the universe” by Ewan McIntosh*

In recent years, talk around ‘design thinking’ has created a false dichotomy between the way ‘creative’ people think, and the way schools think. “Designerly” thinking and “teacherly” thinking are not always a million miles apart. Drawing on the creative dispositions encouraged in those using the process of design thinking, this day will build on Formative Assessment ‘godfather’ Dylan Wiliam’s propositions around the importance of:

- i. Sharing learning objectives and success criteria
- ii. Engineering activities that elicit evidence of learning
- iii. Soliciting and giving quality feedback
- iv. and v. Activating students as owners of their learning, and as instructional resources for each other

Ewan will take each concept on which existing formative assessment practice is built, and explore how one might plan deeper projects that harness each teaching and learning concept, and which facilitate deep immersion in content, rather than a perfunctory skate across curriculum. You will then experience an entire cycle of the design thinking process, using specific pedagogy from Wiliams’ work at each phase.

#### **Ewan McIntosh**



**Ewan McIntosh** is the founder of NoTosh Limited, a Scotland and Australia-based company with a global reputation for researching and delivering new learning opportunities for some of the world’s top creative companies and school districts. McIntosh was a French and German High School teacher, Scotland’s first National Advisor on Learning and Technology Futures and has been advisor on the digital agenda to the European Commission Vice President. He currently sits on the Expert Group advising the Scotland Cabinet Minister for Education. In 2010, McIntosh

launched the world’s first iPad Investment Fund. Companies in which he has invested feature in Apple’s Top 30 All-Time Best Selling Apps.

He brings together the lessons learned from some of the world’s most creative companies with what current research shows works best for learning. The results are seen in hundreds of more engaged schools around the world, harnessing design thinking, better formative assessment and creativity to improve learning.



## Pre-Conference Sessions, cont.

Thursday, March 12

### *“Change, Conflict and Difficult Conversations: Navigating Your Way With Grace” by Fran Prolman, Sponsored by The College Board*

Join Fran for this practical, highly engaging institute that analyzes the complexities and challenges of change. Walk away with specific strategies to address loss, fear, resistance and anxiety. Provide a proactive scaffold to invite resourcefulness, energy, focus and confidence. In addition, expand your repertoire of skills to facilitate difficult conversations. Prepare to minimize defensiveness, maximize active listening, and stick to the data without making it personal. This institute is for school heads, elementary and secondary administrators, teacher leaders, and those aspiring to a leadership position.

#### **Professional Development Outcomes, Participants will:**

- Define the phases and stages of change that everyone goes through when true adaptation is occurring
- Analyze the research behind “The Change Cycle” and “The Implementation Dip” as it relates to your faculty
- Expand your communication and skills and structures to support your faculty as they navigate through change
- Diagnose the chessboard of your faculty as they relate to change, and differentiate your supervision accordingly
- Consider the preparation steps for having a difficult conversation with a staff member
- Analyze the power of multiple sources of data and documentation, word choice, phraseology, voice one and body language as you relay your message
- Analyze selected case studies and the conversations that need to take place in response to them
- Design an action plan for your next steps in promoting positive approaches to change and reflection based on data.

#### **Fran Prolman, Sponsored by The College Board**

The founder, president and senior consultant of The Learning Collaborative<sup>21</sup>, Fran Prolman is an internationally recognized teacher, administrator, author, consultant and keynote speaker. She is known for her depth of knowledge, dynamism, energy, practical application and proven track record of results. Fran earned her Doctorate in Teacher Training, International Education and Organizational Development from George Washington University and a Master’s degree in Educational Administration and Curriculum and Instruction from the University of Pennsylvania. She has been a two-time Fulbright

Scholar in both India and Israel, and has presented numerous papers, workshops and keynote speeches nationally and internationally.

Fran brings you 30 years of experience providing multifaceted work with organizations and school systems throughout the United States and the world. She was the first Understanding by Design cadre trainer designing curriculum training throughout the United States, a faculty member for ASCD and the senior consultant at Research for Better Teaching training trainers and educating thousands of administrators and teachers in effective learning practice.





## Pre-Conference Sessions, cont.

Thursday, March 12

Fran Prolman, *Sponsored by The College Board*, cont.

Fran focuses on building human capacity through a variety of avenues. She facilitates leadership retreats for teachers, administrators and executives; delivers organization-wide keynote speeches and workshops, coaches to build highly functional teams; assists organizations and teams in the appropriate use of data, designs professional growth and evaluation systems and brings insight to the change process.

She is a frequent presenter for the U.S. Department of State, European Council of International Schools, the Association for Supervision and Curriculum Development, Central and Eastern European Schools Association, Near East South Asia Association of International Schools, African Association of International Schools, the Tri-Association for the Caribbean and Central America and numerous client school systems in the United States.

*“CIS International Accreditation: shaping the future of international education together” by Graham Ranger*

CIS is developing a new evaluation/accreditation protocol for implementation in 2016/17. This workshop-style session will bring CIS/CEESA members up to date with these developments, which include an evaluation/accreditation Protocol that reflects CIS' unique mission, values, services and Membership, emphasizing:

- CIS' leadership of international education to support our Members;
- Embracing intercultural perspectives and diversity;
- The development of collective international education knowledge, based on research and data gathered from evaluation visits in the field;
- Principled, in line with our Code of Ethics and the UN Rights of the Child; and
- Both supportive of continuous school improvement and challenging to all schools.

We will examine together, through a workshop-style approach, the goals for the development of the new Protocol, and the distinctive differences between the CIS/NEASC 8<sup>th</sup> edition and the new CIS protocol. These include:

- a 5 year cycle instead of a 10 year cycle, more reflective of schools' strategic planning cycles;
- differentiation, to allow accredited schools with no active Special Issues more scope to identify their own priorities for joint evaluation;
- greater emphasis on the development of inter-culturalism in all aspects of school life;
- a focus on teaching and students' learning, related to but distinct from the curriculum offered;
- being a manifestation of the CIS Mission, values and Code of Ethics, embracing the UN Rights of the Child; and the UN Declaration of Human Rights;
- more prominence to a school's measures to protect and safeguard the child, incorporating the recommendations of the International Task Force on Child Protection;
- all compliances (health, safety, security, for example) as well as financial information, being uploaded in advance of a visit and verified or otherwise, on site;



## Pre-Conference Sessions, cont.

Thursday, March 12

*“CIS International Accreditation: Shaping the Future of International Education Together” by Graham Ranger, cont.*

- consideration of how a school adds value, in the broadest sense, to the student;
- a greater role for Business/Finance Managers;
- smaller, more focused teams of volunteers, better supported and trained;
- a web-based system, AdvancEd’s ASSIST, by which schools build their Self-Study throughout the cycle of accreditation and through which teams build their reports.

### Graham Ranger



**Graham Ranger** is Director of School Support & Evaluation at The Council of International Schools (CIS), where he has overall responsibility for the evaluation and accreditation of CIS member schools, around 450 of which are accredited or in the process of accreditation. He joined CIS in August 2012 from The British School, New Delhi where he was Head of School for five years. There he taught on the IB Diploma Programme (Theory of Knowledge), and was an IB Examiner. In Delhi, he helped design and implement a new school campus, bringing the school’s capacity from 700 to a planned 1350. He joined the school in July 07 after five years as Director of Education for the English Schools Foundation (ESF) in Hong Kong, a group of 21 schools. Whilst there, he oversaw the introduction of the IB programmes (PYP and DP) across the Foundation and helped develop two new K-12 schools, Renaissance College and Discovery College, offering PYP/MYP and the Diploma Programme. These two new schools were developed by ESF in partnership with the Hong Kong SAR government. As Director of Education, he moved the external quality assurance model away from school inspection to CIS evaluation/accreditation, and helped develop a systematic professional development programme for the 2000 teachers, including a developmental programme for middle leaders in partnership with a local university. This programme, Leading Upstream, has since been accredited by universities in Britain, Australia and in Hong Kong. He also led the development of a performance development model, based on a model of defining standards in teaching and learning and target-setting. At its core is effective lesson observation and simultaneous support and challenge for teachers. This re-focuses the role of a school leader to one centred on making sure that every lesson counts. His doctorate, awarded by The University of Durham (England) in 2012, focuses on the professional development needs of Heads of international schools. His fieldwork, spread over a three-year period, took place across India. He lives in Leiden, The Netherlands and is married with three daughters.



## Pre-Conference Sessions, cont.

Thursday, March 12

*Digital-Media-Global Boot Camp: Upgrading Curriculum, Assessment, and Instruction", by Heidi Hays Jacobs, Sponsored by Insurance Services International*



- Develop strategies for helping learners create QUALITY 21st century media projects and using web resources to revise dated content, skills, and assessments aligned to the CCSS.
- Create a personal professional development portfolio for each participant
- Employ tagging strategies to assist teachers in creating a digital tool clearinghouse tailored to each class and unit of study
- Develop assessment types employing new media making formats from video-cast creation, to podcasting, and open source software.
- Shape global connections through strategic applications, point to point webcasting, and global partnership products.
- Examine interdisciplinary focus areas such as sustainability, media literacy, and globalization, as well as how to modernize each discipline area.
- Develop D-M-G project based learning assessments where digital tools, media making, and global connectivity.
- DO THE WORK SESSION: Time will be provided for you to design and work on your curriculum with feedback.
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NOTE: Dr. Jacobs will provide a free follow up troubleshooting webinar in the spring to all CEESA participants who attend the pre-conference.







## Pre-Conference Sessions, cont.

Thursday, March 12

*An Aspiring Leader's Educational Toolkit:  
Getting and Keeping that First Senior Management Position  
A practical workshop for women leaders in international schools*

Presented by

Global Women's Leadership Assembly

A CEESA pre-conference day to focus on empowering women to seek and retain senior management posts in international schools.

Shared leadership by five current CEESA Directors namely **Mamie Heard** (IS Krakow), **Kathleen Naglee** (IS Estonia), **Mary Russman** (IS Latvia), **Ellen Stern** (AIS Zagreb) and **Jane Thompson** (Istanbul ICS).

### Program:

09.00-12.00	Morning Sessions starting with Introductions * Followed by other sessions chosen by participants.
12.00-13.00	Networking Lunch (Lunch cost included in registration.)
13.00-17.00	** Afternoon Sessions

### \* Choices to Consider:

- "Why Should I Become a CEO--What's In It For Me?"
- "Cracking Open the Door--Resumes and Interviews"
- "Taking the Mystery Out of School Budgeting and Finance—It's Only Arithmetic, Ladies!"
- "Assessing the Match between Candidate/Head and Board"
- "I Like Being a Principal/Coordinator/Teacher. . . Why Leave My Comfort Zone?"
- "Avoiding Minefields and Quicksand"
- "Negotiating Your Salary and Benefits"
- "Hot Topics"
- CV Clinic
- How Else Can We Help? Other Topics. . .

### \*\* Afternoon Sessions:

We will come prepared to present on any/all of these topics—the more of these sessions we do, the more we find that the wishes, needs, hopes and dreams of the participants will vary. Rather than imposing our schedule on the participants, we'll listen to you at the beginning and design the day to make the best use of everyone's time. Flexibility is an important skill for any educational leader to possess and we'll do our best to be flexible to maximize the value of the day.



## Pre-Conference Sessions, cont.

Thursday, March 12

**“Learning InnovatEd”** (by invitation only) facilitated by Joseph Barder

In line with CEESA mission and vision, this pre-conference institute will focus on collaboration and innovation in learning that is occurring across the region. For one day, the most innovative, enthusiastic change agents from around CEESA will come together to share projects and initiatives in their schools, as well as develop relevant, regional learning initiatives on which they can collaborate, facilitated by the latest educational technology.

This particular pre-conference will be run along the same type of format as an UnConference, meaning that all participants are expected to contribute as much as they are expected listen.

There are no “typical” unconferences, as the agenda is set by the participants at the beginning, and everyone in attendance is expected to have a certain level of expertise in the field (in this case: international education and innovative learning).

As such, we are seeking those educators that are willing to make mistakes, try new methods, but above all, share their failures and successes with their peers.

Currently, we are not canvassing the general teacher population of each school, but asking that building administrators, tech coaches/integrationists, curriculum coordinators, and tech directors approach those individuals - within their school - that exhibit the sort of growth mindset that will thrive at this type of conference and make it a success.

The presenters will need to ensure that they have the following ready for their workshop:

- 1-2 minute “elevator speech” on their topic
- 20 minute presentation/discussion/interactive piece for the openspace sharing
- 60-90 minute hands-on workshop

They should keep in mind that the longer workshop will most likely be a collaboration with another teacher in the same field or style of innovation, and possibly be presented at the main conference. The “top” workshops (i.e. voted upon by the attendees of the pre-conference) will be selected for sharing during the main conference in any of the formats above, and CEESA may select them for future one-day webinars and workshops throughout the year.

Joseph Barder



Joseph Barder is the current ICT Coordinator at the International School of Helsinki where he is engaged in both the technical and educational sides of implementing technology in a variety of ways at school. While he is considered “the tech guy” by many at the school, he maintains that he is as much a fan of whiteboards, scissors and construction paper as he is about laptops and tablets in the classroom, and that educational innovation truly comes from the way we use the technology we have available to us. He enjoys cheering on Seattle sports teams and the University of Michigan and any vacation where he can “unplug” and surf (waves, not the internet).



## Pre-Conference Sessions, cont.

Thursday, March 12

### Board Governance by David Ottaviano

This Pre-Conference session is by invitation only. It is open to CEESA Board Members and Directors.

**CEESA Objective:** *Improve the fiduciary nurturing of schools through board trustee development.*

Topics to be covered:

#### 1) Leadership through Partnership: Optimizing The Head-Board Chair Relationship

Finding success 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 offers just such a space.

The workshop will provide school heads and board leaders strategies for a successful working relationship

#### 2) Trends and hot topics for international schools

What are the 10 trends and hot topics which will change your school. This discussion is for school heads and Board Trustees and will detail the current forces that affect the near and short term viability of your school.

#### 3) Governance Title: "Getting Down to Basics: The Fundamentals of Board Governance and Trusteeship"

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



#### **David A. Ottaviano, Ed.D.**, Senior Consultant Triangle Associates

David's extensive experience as a head of school includes 10 years as a public school superintendent in New Jersey and 19 years as head of private, international schools in Serbia, Italy, Japan and Romania. With his years of headship, he has rich expertise in strategic planning, international recruitment, board training, special education and operations management; he brings strong experience and a fresh analytical perspective to the table to help schools in their quest for improvement.



**CEESA supported Cohorts**  
(3-days sessions / March 12-14)  
(By invitation only)

❖ **Mathematics Cohort / Session #5 Geometry and Measurement, facilitated by Erma Anderson**

The program is a cohort program made up of 15 credit hours of coursework focusing on mathematics content specific to K-8 AERO/Common Core.

The design of the program is a coherent sequence of 5 Institutes designed to expand teachers' understanding of the AERO/Common Core Standards, how students learn that content, evidence of student understanding, and how to work with peers in a mentoring relationship.

The Mathematics Specialist In International Schools Program leads to a Mathematics Specialist Certificate.

❖ **European Literacy Coaching Cohort / Session #5, facilitated by Carrie Ekey and Shannon Stanton**

This CEESA and ECIS sponsored training is designed to help cohort participants to support their schools while deepening their own knowledge of literacy and assessment. They will learn ways to facilitate small groups of teachers in the analysis of student work, begin to understand adult learners; as well as analyze the curricular components necessary to a balanced literacy program. Mid-way through the year; Shannon Stanton or Katherine Casey, literacy consultants, will join the group and provide training in coaching models of demonstration teaching, coaching conferences, and side-by-side coaching. The cohort participants will deepen their coaching skills as well as continue to strengthen their professional network of teachers leaders.





## Conference Institute Presenters

Friday March 13 – Saturday March 14

Fran Prolman, *sponsored by The College Board*



### **"Transforming Instructional Practice through Formative Assessment"** (Friday repeated on Saturday)

What evidence of student learning do you collect? Building upon Dylan William's research and presentation last year at CEESA, his practical workshop focuses on real time, formative assessments which provide proof of student learning embedded throughout the classroom lesson and unit. An end-of unit test is a unit too late. Expand your repertoire of practical, student centered, highly engaging strategies to provide evidence of learning, data for reflection, and ways to modify instruction. In addition, expand your repertoire of questioning strategies to promote higher-level thinking, student reflection and self-assessment.

### **"Introduction to Adaptive Schools Structures" (offered on Friday)**

The quality of our conversations and the quality of our school relationships is the energy that produces the quality of our organizational work. And yet, is something we don't pay much attention to. This introductory workshop will provide an overview of the skills necessary in developing and facilitating efficacious, thoughtful collaborative groups. We:

- Identify the structures necessary for challenging the isolating silos that exist in schools and departments
- Discuss the process necessary for organizations and meetings to be high functioning
- Name and practice the Seven Norms of Collaboration to create trusting collaborative groups
- Build collective identity and capacity within yourself, and back in your school.

Elizabeth Imende-Cooney is founder and director of Advancing Educators, a design firm that guides and



supports high-quality teaching in schools. She earned her B.A. in English from Wake Forest University and her Ed.M in Teaching & Learning and Adult Development from Harvard University. Elizabeth was licensed as a staff developer by Research for Better Teaching in Acton, Massachusetts, the organization with the longest and most successful track record of any professional development provider in the United States for building in-house professional development capacity to ensure skillful teaching. Elizabeth is also a Jay Mctighe Associate for the Europe, Africa and Asia regions helping international schools that are adopting the Understanding by Design framework to train and support their faculty in its implementation. With over a decade of experience in her field, Elizabeth has led over 2000 educators and administrators in school-based graduate courses and workshops. In her work, Elizabeth helps schools to institutionalize the study and application of research-based instructional practices to improve instruction and increase educators' confidence and skill in analyzing their practice. Elizabeth designs and presents professional development programs in a way that fosters the development of professional learning communities within schools. In addition to her work in American public and private schools, Elizabeth has consulted for schools and educational organizations in Latin America, Asia and East and Southern Africa and presented on a range of educational topics including curriculum planning, thinking skills, instructional strategies, developing coaches and teacher leaders, skillful data use and student motivation.



## Conference Institute Presenters, cont.

Friday March 13 – Saturday March 14

Elizabeth Imende-Cooney, cont.

### Institutes:

#### ***"Global Citizenship As A Driver For The Design of Authentic Assessments"* (offered on Friday and Saturday)**

We would be hard pressed to find a school that did not state as part of their strategic plan a commitment to developing students as responsible, contributing citizens to their communities. This workshop explores how to transform that school mission statement from a lofty goal into measurable learning outcomes by:

- a) making the development of students' identities as global citizens an overarching curricular learning goal
- b) using that learning goal to drive the design of authentic assessments
- c) considering what is required of the teacher instructionally to move students towards that goal

This session will actively involve participants in some design work:

- writing essential questions that prompt meaning-making around global citizenship
- designing an authentic assessment that is aligned with a global citizenship learning goal

#### ***"If Global Citizenship is the Learning Goal, What Teacher Roles and Methodologies Work Best?"* (offered on Friday)**

If we make improved global citizenship an explicit learning goal, then we must consider what teacher roles and methodologies most effectively serve that end. In this session we will examine this relationship between learning goals and teaching roles for global citizenship. Participants will be actively involved in analyzing the learning goals and teaching roles for two video-recorded lessons, one primary and one secondary, where improved global citizenship was an intended learning outcome. This session will better equip you to evaluate the match between your instructional approach and the capacities you are striving to develop in your students around global citizenship.

Ewan McIntosh



#### ***"Make Stuff Happen - The Three Horizons for Learning Innovation" / Part I & II* (offered on Friday)**

A 180-minute (double) session, bringing lessons from the creative industries on how to harness innovators in your school or, if you are that innovator, how to get your ideas to spread and succeed beyond the four walls of your classroom.

How can students, teachers and school leaders in the education world innovate, share and build on new ideas, taking them out of individual classrooms to have a wider impact? What could schools ever learn from luxury fashion houses, political campaigners, global tech, media and telecommunications companies, and the world's biggest businesses of tomorrow, the startups?



## Conference Institute Presenters, cont.

Friday March 13 – Saturday March 14

### ***"Make Stuff Happen - The Three Horizons for Learning Innovation" / Part I & II (offered on Friday), cont.***

You can achieve ambitious visions for learning through swift innovation by borrowing from the people who invent, create much from little, and refine their ideas with a swiftness few of those large corporations, Government or schools have seen.

Learn more through practical steps, workshop activities for your own teams in your learning environment, and plenty of real success stories, to help kick-start the innovation for you.

### ***"Behind the learning scenes of the World's Youngest Ever TEDxKids Event" (offered on Friday)***

Ewan McIntosh was asked to help students who were struggling with Speaking and Listening at one North-East England Primary School, back in 2011. The suggestion made to Ewan was that, with the right technology as a hook, these students might find an interest to get over their challenges with literacy. The project Ewan developed with the school team made use of children's natural curiosity above all as a vehicle to permit all children to achieve greater heights in their speaking, writing, listening and creative confidence.

### **Rick Nelson**



**Rick Nelson**, is the Manager of Safety and Prevention for the International School Bangkok. Rick brings extensive experience working internationally with school and experiential education programs. Rick served as the Athletic and Activity Director for international schools in Poland, Hawaii, Romania and Vietnam. He also served ten years as the K-12 District wide Youth Development Coordinator for the White Bear Lake School District in Minnesota, USA. Rick is a seasoned program leader and instructor and has lead outdoor adventure and cultural immersion trips for students throughout North America, Europe and parts of South America, Asia and Africa. Rick has a Master's Degree in Organizational Leadership, is a Certified Professional Coach and has served as a Wilderness Emergency Medical Technician.

### **Institute:**

#### ***"Managing Risk in Curricular and Co-Curricular Programs"***

International school programs take on tremendous responsibilities and risk each year.

The pressure and stress of offering a multitude of experiential curricular and co-curricular

programs can take a toll on the school administration and in particular, the Athletic/ Activity Director(s).

The AD is also likely to be involved when a crisis hits the program.



## Conference Institute Presenters, cont.

Friday March 13 – Saturday March 14

### *"Managing Risk in Curricular and Co-Curricular Programs", cont.*

This workshop explores the use of best practices in risk management and how these practices can assist program administrators, teachers, coaches and advisors as they manage their curricular and co-curricular programs. Topics will range from background checks and child protection, to emergency medical protocols both on and off campus. Participants will take part in a variety of case studies, interactive emergency response scenarios, and discussions on the current research and standards for program planning and risk management.

Enrollees who will derive greatest benefit: Coaches, Activity Sponsors, & Co-Curricular Program Managers seeking to define and improve their operational procedures & practice.

#### David Gleason



**Dr. David Gleason** is a clinical psychologist with over 25 years of providing counseling, consulting and neuropsychological assessment services within independent schools. David earned a B.A. in Psychology & Theology (1982) and an M.A. in Counseling Children & Adolescents (1987) from Boston College before earning a Psy.D. at the Massachusetts School of Professional Psychology (1993). After serving for several years as Administrative Director of Student Support Services (full-time psychologist in residence) at St. Paul's School in Concord, New Hampshire, Dr. Gleason opened his own clinical practice in 2000. Subsequently, in 2002, eager to reconnect with an independent school faculty, Dr. Gleason joined Concord Academy in Concord, Massachusetts, as that school's Consulting Psychologist. In his private practice, Dr. Gleason provides psychotherapy, as well as comprehensive psychological and neuropsychological assessments to independent and international school children and adolescents. In addition to his clinical work, Dr. Gleason has taught psychology courses at the secondary, undergraduate and graduate levels and has presented professional workshops and seminars at numerous independent schools and at several national conferences in the US, and at international conferences in Asia and Europe. David and his wife, Amy – a math teacher at another independent boarding school – have been fully immersed in the world of independent schools as they have raised their three children while living on a boarding school campus.

#### Institute

##### *"Immunity to Change" (Part I & II, offered on Friday)*

*Challenging "The Way We Do Things Around Here!"*

In your role as teacher and/or administrator, what important changes would you make – if you were certain about being able to make them – that would not only excite you, but that would also result in your being even more effective in your work? Each year, teachers and administrators face enormous challenges such as preparing and executing the academic, athletic, artistic and other extracurricular programs of the entire school.





## Conference Institute Presenters, cont.

Friday March 13 – Saturday March 14

### *"Immunity to Change" (Part I & II, offered on Friday), cont.*

Through it all, these adults work hard to manage the often-competing demands of their various school constituencies, including students, parents and colleagues. Although flooded by this deluge of executive tasks, to their great credit, most still strive to make helpful changes in their effort to promote their primary mission: to educate and prepare students for an ever-demanding world.

To that end, most teachers and administrators set genuine improvement goals and then work hard to achieve them. However, all too frequently, and even with the best intentions, many encounter unforeseen – and unacknowledged – barriers that not only impede progress toward their goals, but also, that result in a return to "the way we do things around here," an established pattern of well-reinforced ways of functioning. How can we recognize and understand these hidden barriers? Most importantly, how can we dislodge these barriers not only to make the changes we so desire, but also, to enrich our overall school functioning and fulfill the mission of educating and preparing our students effectively?

In this workshop, participants will discover a rich theoretical framework \*\* and engage an associated interactive exercise designed specifically to help them recognize, understand and dislodge "hidden barriers" to their desired changes. Bolstered by this new information, teachers and/or administrators will be empowered to set new goals that respectfully bypass their previously hidden barriers, and that lead, ultimately, to deep, effective and lasting changes.

\*\*Based on *The Immunity To Change*, by Robert Kegan and Lisa Lahey

### **Institute**

### *"Global Citizenship, International Mindedness and the Challenge of Coping with Internal and External Change" (offered on Saturday)*



Co-presenter: [Peggy Pelonis](#), a transnational psychologist and educator, is Dean of Student Affairs at the American Community Schools (ACS) of Athens (Greece), and founder of the ISOS Counseling and Education Center (Athens, Greece). She is currently in the final stages of a doctoral education program, building on her years of individual and community services, and adding to her Bachelors of Science in Psychology and English Literature, Master of Science in Counseling Psychology, License in Family Therapy, clinical psychology specialization (NCP), and Executive Master in Business Administration. A Certified Clinical Hypnotherapist, other post-graduate initiatives include Emotional Freedom Technique (EFT) training, and specialist certifications earned from the Resilience Counseling Center, Harvard Training Institute, the Virginia Satir Network, serving on Middle States Association accreditation team and Chair of the Guidance Committee in the European Council for International Schools (ECIS)



## Conference Institute Presenters, cont.

Friday March 13 – Saturday March 14

*"Global Citizenship, International Mindedness and the Challenge of Coping with Internal and External Change" (offered on Saturday), cont.*

### **Description:**

The challenge of international schools is to educate students capable of moving beyond cultural barriers, tolerant of differences, resilient and able to cope with the myriad of changes taking place internally, locally and globally. While adolescents prepare for a highly competitive world, the pressures of navigating curriculum, internal changes, friendships and activities can create pressures that increase their vulnerabilities. Similarly, teachers responsibility to cover the curriculum, teach in innovative ways and address learning differences can further amplify these pressures. How do we teach students to cope and thrive without thwarting their natural developmental stages? This workshop will address the challenges of coping faced by students and teachers within the school environment, will offer a model of 'change' within which healthy coping can take place, and will provide participants with practical ways to address these issues and best prepare thriving global citizens of tomorrow.

### Jane Larsson



Jane Larsson is the Executive Director of the Council of International Schools (CIS), a membership community of over 650 schools and 500 universities and colleges working collaboratively for the continuous improvement of international education. Jane has served the international education community for 20 years, with a focus on educational recruitment and selection, and the development of collaborative partnerships to enable and support educational exchange and the development of international and intercultural perspective. At CIS, Jane has led a restructuring of the organization to consolidate leadership and appoint key personnel to evaluate and develop services aligned with membership needs.

Prior to her appointment at CIS, Jane was Director of International Partnerships with the Visiting International Faculty Program (VIF) in Chapel Hill, North Carolina, where she led outreach to promote international educational exchange, establishing relationships with ministries of education, universities, international schools and educational associations. She began her career in international education as the Director of Educational Staffing and Publications for International Schools Services (ISS) providing recruitment services and resources to international schools.

Jane has been an active member and contributor to global and regional international associations, including service to the IB North America as a Professional Development partner for teacher training at both VIF and ISS. She has presented at meetings of educational associations of teachers, counselors, and leaders in the USA on topics related to effective international recruitment and selection.



## Conference **Institute** Presenters, cont.

Friday March 13 – Saturday March 14

Jane Larsson, cont.

A native of the USA, she is a graduate of the State University of New York at Oneonta where she received a Bachelor of Science degree in French Education. Her love for language and culture first crystalized during a yearlong stay with a family in Tours, France as part of her university studies. Jane lives in Leiden, The Netherlands, has one adult daughter, and considers herself fortunate to have close friends around the world, many of whom she's met during her work in international education.

**Institute:**

*International Task Force on Child Protection – What we've learned and what's next*

**Description:**

Effective child protection practices and a shared commitment to minimize risk to students, families and staff, is a unifying factor which binds quality International school communities together worldwide, regardless of location, curriculum or school size. As educators, school and organizational leaders, we appreciate that collaborative initiatives produce the best results. Over 100 volunteers from the international education community, including school leaders, recruiting agencies, accreditation/inspection agencies and governmental law enforcement and child protection agencies have come together to apply our collective resources, expertise, and partnerships to help international school communities address child protection challenges. During this session, you'll learn about our findings and recommendations thus far. Time will be allocated for participants to share their own challenges and ask questions.



## Conference Workshop Sessions

Friday March 13 – Saturday March 14

### CEESA: Then, Now and the Future by David Cobb and Alan Conkey

Celebrating the 25th Annual CEESA Conference is a good opportunity to reflect on the events that brought the association to its current position and think about where it might go in the future. Alan Conkey, former director at the American International School of Zagreb and the International School of Prague, was one of the founding directors and David Cobb, former director of the American School of Warsaw and Executive Director of CEESA lived through most of the ins and out of CEESA's journey. They will present a short history of the association with the intent of showing how its past shaped its present and prepares it for the future. Come relive the wild and unforeseen path the region took since the '80s or just learn why things are so different from the "good old days".

#### David Cobb



David Cobb retired in 2011 from being the Executive Director of CEESA after nineteen years of stewardship. Prior to that he was the director of the American School of Warsaw, administrator in Saudi Arabia and the U.S. Virgin Islands. He took great pleasure working with the CEESA directors, teachers and students over the years and is currently enjoying life in the slow lane while living in the Bay Islands of Honduras

#### Alan Conkey



After teaching 12 years in Oregon, Alan began his overseas career teaching at the John F. Kennedy Schule in West Berlin in 1980. He then spent the next nineteen years as head of four international school: The American School of Zagreb in Croatia, The International School of Prague, Czech Republic, Academia Cotopaxi in Quito, Ecuador and The American International School of Rotterdam in The Netherlands. He holds a B.A. and M.Ed. from the University of Oregon and is A.B.D. from Boston University.

Alan was one of the founding member and president of the Central and Eastern European Schools Association, served on the European Council of International Schools board and on the board of the Academy for International School Heads. He has served as a board consultant to two boards in the UAE.

He was a full-time Senior Governance Consultant with the Council of International Schools (CIS) for seven years, he traveled worldwide presenting On-Site Governance and Partnership Governance Workshops for schools and boards. He then spent one year as Senior Consultant for Leadership Searches for CIS. He also worked with schools on special projects especially in the areas of policy development and leadership.

He is now self-employed with his own consulting firm, Educational Consultants International, and continues to present Board workshops but now on a limited basis. He also assists schools with policy issues and leadership. He serves as a mentor for school heads under the auspices of AAIE and Wilkes University. When not working, he enjoys time at home in Florida playing golf - lots of golf.



## Conference Fees (€uros) / Participant's Conference Registration Fee

<b>Registration Pre-Conference in €uro</b> includes coffee/tea breaks & lunch.	
Member	125
Associate Member	125
Non Member	150
<b>Registration Conference * in €uro</b> includes coffee/tea breaks, lunch, keynote & workshop sessions, CEESA Activities and Celebration	
Member	400
Associate Member	400
Non Member	450
Retired educators	300
* CEESA educator presenter receives a discount of €uro 75. The discount should be shared if there is more than one presenter per workshop	
<b>Registration AD/AC in €uro</b> includes coffee/tea breaks, lunch, keynote & workshop sessions, CEESA Activities and Celebration on Friday and Saturday	
Member and Associate Member	350
Non-Member	450
<b>Miscellaneous Costs in €uro</b>	
Spouse's fee (includes coffee/tea, lunch, keynote sessions, CEESA Activities and Celebration)	250
CEESA Celebration for guests	80

