



# PROGRAMME



IB regional Conference Africa, Europe and Middle East 2015  
Conférence de la région Afrique, Europe et Moyen-Orient de l'IB 2015  
Conferencia regional de IB África, Europa y Oriente Medio de 2015

*The Hague • 29 October - 1 November*  
*La Haye • du 29 Octobre au 1<sup>er</sup> Novembre*  
*La Haya • del 29 Octubre al 1 de Noviembre*



International Baccalaureate  
Diploma International  
Diplomado Internacional

# The International Baccalaureate Mission statement

## Education for a better world

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# Déclaration de mission du Baccalauréat International

## L'éducation pour bâtir un monde meilleur

Le Baccalauréat International a pour but de développer chez les jeunes la curiosité intellectuelle, les connaissances et la sensibilité nécessaires pour contribuer à bâtir un monde meilleur et plus paisible, dans un esprit d'entente mutuelle et de respect interculturel.

À cette fin, l'organisation collabore avec des établissements scolaires, des gouvernements et des organisations internationales pour mettre au point des programmes d'éducation internationale stimulants et des méthodes d'évaluation rigoureuses.

Ces programmes encouragent les élèves de tout pays à apprendre activement tout au long de leur vie, à être empreints de compassion, et à comprendre que les autres, en étant différents, puissent aussi être dans le vrai.

# Declaración de principios del Bachillerato Internacional

## Una educación para un mundo mejor

El Bachillerato Internacional tiene como meta formar jóvenes solidarios, informados y ávidos de conocimiento, capaces de contribuir a crear un mundo mejor y más pacífico, en el marco del entendimiento mutuo y el respeto intercultural.

En pos de este objetivo, la organización colabora con establecimientos escolares, gobiernos y organizaciones internacionales para crear y desarrollar programas de educación internacional exigentes y métodos de evaluación rigurosos.

Estos programas alientan a estudiantes del mundo entero a adoptar una actitud activa de aprendizaje durante toda su vida, a ser compasivos y a entender que otras personas, con sus diferencias, también pueden estar en lo cierto.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.


The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



### The 2015 Africa, Europe and Middle East Regional Conference offers a broad variety of sessions:

- Plenary sessions
- Featured sessions
- Workshop sessions
- Focus groups
- Expo sessions from our exhibitors, supporters and sponsors

The conference programme booklet contains different types of information in one or more of the official working languages: **English, French** and **Spanish**. All Pre-conference sessions are in **English**. Translations are not provided, due to the high level of interactivity.

All plenary sessions are conducted in **English**. Live **French** and **Spanish** translations are available.  Please obtain a headset at the entrance of the room for live translations. All other sessions can be conducted in **English, French** or **Spanish**. The session description in this conference programme booklet reflects the language of the presentation.




### Diverses séances seront proposées lors de l'édition 2015 de la conférence de la région Afrique, Europe et Moyen-Orient de l'IB :

- séances plénières ;
- séances tenues par des conférenciers invités ;
- séances d'atelier ;
- groupes de discussion ;
- séances tenues par les exposants, contributeurs et bienfaiteurs de l'IB.

Le programme de la conférence renferme des informations d'ordres différents, rédigées dans une ou plusieurs langues de travail officielles de l'IB, à savoir **l'anglais, le français et l'espagnol**.

Toutes les séances précédant la conférence se tiendront en **anglais**. En raison de la forte interactivité qui les caractérise, aucune traduction ne pourra être proposée.

Toutes les séances plénières se tiendront en **anglais**. Des traductions simultanées seront proposées en **français** et en **espagnol** . Pour en bénéficier, les participants pourront se procurer un casque à l'entrée de la salle. Toutes les autres séances se tiendront en **anglais**, en **français** ou en **espagnol**. La langue de chaque intervention est précisée dans les descriptions des séances fournies dans le programme de la conférence.




### La conferencia regional de IB África, Europa y Oriente Medio de 2015 contará con una amplia variedad de sesiones:

- Sesiones plenarias
- Sesiones con oradores destacados
- Talleres
- Grupos de discusión
- Presentaciones de nuestros expositores, patrocinadores y entidades colaboradoras

El programa de la conferencia ofrece distintos tipos de información en una o varias de las lenguas de trabajo oficiales del IB: **español, francés e inglés**.

Todas las sesiones previas a la conferencia se celebrarán en **inglés** y, dado su alto nivel de interactividad, no contarán con servicio de interpretación.

Todas las sesiones plenarias se celebrarán en **inglés** y contarán con interpretación simultánea al **español** y **francés** . Para escuchar la interpretación a estas lenguas, obtenga unos auriculares en la entrada de la sala. La descripción de cada sesión que encontrará en este programa de la conferencia refleja la lengua en que se desarrollará la sesión.

#### IB AEM REGIONAL CONFERENCE ON YOUR MOBILE!

Download the free IB Events app for iPhone or Android here:

<https://guidebook.com/app/IBEvents/>

OR search the App Store or Google Play for IB Events.

When you've downloaded and opened the app, select "use code" and type in the redeem code, **"ibaem2015"**. Then select "Get this guide"!





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Username: WF\_Guest  
Password: worldforum



Word of welcome  
Discours de bienvenue  
Palabras de bienvenida a cargo  
**Adrian Kearney**



It is my great pleasure to welcome you to the 2015 IBAEM Regional Conference at the World Forum in The Hague.

It is the third time that the IB community gathers here in The Hague, the International City of Peace and Justice. In a unique twist, we are running two conferences at the same time — the annual IBAEM Regional Conference and the biennial IB Heads World Conference. Participants from both conferences will get the chance to mingle during some common sessions, providing an unprecedented opportunity to share insights, develop innovative solutions, hear inspirational thoughts and network on a global scale.

This year's exciting keynote speakers will motivate participants to both explore new ideas and cultivate greater awareness of creative aspirations in relation to international education. The regional conference theme is "Educating for Life", reminding us that we are a community of lifelong learners, contributing diverse knowledge to one another to enhance our collective growth. The IB Heads World Conference theme will focus on "Shaping the World", emphasizing the impact of international education on global developments.

Both conferences will provide platforms for discussion and dialogue with industry experts, addressing the need for a common voice that drives international education to the forefront of global priorities.

Attendance at the annual regional conference continues to flourish with more participants joining us each year. I would like to express my gratitude to everyone who submitted presentations; your commitment and expertise provides so much value to our audiences each year. I would also like to thank our sponsors and exhibitors for their continued support.

With each regional conference, I understand better that breakthroughs and great achievements seldom come when acting alone. I truly believe that the conference will give you great insight, energy and enthusiasm to take home and inspire your IB students on their journey of education for life.

Enjoy the conference!

**Adrian Kearney**

*Regional Director of the IB Africa, Europe, Middle East*



C'est avec grand plaisir que je vous souhaite la bienvenue à l'édition 2015 de la conférence de la région Afrique, Europe et Moyen-Orient de l'IB, qui se tient cette année au World Forum de La Haye.

C'est la troisième fois que la communauté de l'IB se réunit ici, à La Haye, la ville internationale de la paix et de la justice. Chose intéressante cette année, nous organisons deux conférences en même temps : la conférence annuelle de la région Afrique, Europe et Moyen-Orient de l'IB et la conférence biennale des directeurs d'école du monde de l'IB. Les participants des deux conférences pourront se rencontrer au cours de sessions communes, ce qui leur donnera une occasion unique de mettre en commun leurs réflexions, de développer des solutions innovatrices, de se laisser inspirer par les idées de leurs collègues et de tisser des réseaux professionnels à l'échelle mondiale.

Les formidables conférenciers invités cette année encourageront les participants à explorer de nouvelles idées et à cultiver une plus grande prise de conscience des aspirations créatrices relatives à l'éducation internationale. La conférence régionale a pour thème « Éduquer pour la vie », nous rappelant ainsi que nous faisons partie d'une communauté d'apprenants permanents, et que nous contribuons à l'enrichissement des connaissances les uns des autres pour progresser tous ensemble. La conférence des directeurs d'école du monde de l'IB a pour thème « Redessiner le monde », mettant l'accent sur l'influence de l'éducation internationale dans

les tendances d'évolution à l'échelle mondiale. Les deux conférences donneront l'occasion aux participants de discuter et d'échanger avec des professionnels du domaine de l'éducation internationale, pour parler ainsi d'une seule voix en vue de placer l'éducation internationale au premier plan des priorités mondiales.

La conférence régionale annuelle connaît un essor favorable, et le nombre de participants continue à croître chaque année. J'aimerais exprimer ma gratitude à tous ceux et celles qui nous ont envoyé des présentations : votre engagement et vos compétences contribuent chaque année à enrichir l'expérience des participants à la conférence. Je voudrais également remercier nos commanditaires et nos exposants pour le soutien continu qu'ils apportent à notre organisation.

Chaque conférence régionale renforce ma conviction selon laquelle c'est rarement seul que l'on arrive à réaliser de grandes avancées et accomplissements. Je suis persuadé que la conférence vous inspirera de nouvelles idées et que vous en partirez gonflés d'énergie et d'enthousiasme pour motiver vos élèves à poursuivre leur éducation tout au long de leur vie.

Je vous souhaite à toutes et à tous une excellente conférence !

### **Adrian Kearney**

*Directeur, région Afrique, Europe et Moyen-Orient de l'IB*



Es un gran placer para mí darles hoy la bienvenida a la conferencia regional de IB África, Europa y Oriente Medio de 2015, en el centro de congresos World Forum de La Haya.

La comunidad del IB se reúne por tercera vez en La Haya, la ciudad internacional de la paz y la justicia. En esta oportunidad, como novedad, celebraremos dos conferencias al mismo tiempo: la Conferencia regional anual de IB África, Europa y Oriente Medio y la Conferencia internacional para directores de Colegios del Mundo del IB, que se celebra cada dos años. Los participantes de ambas conferencias tendrán la posibilidad de interactuar durante algunas sesiones comunes para aprovechar esta oportunidad sin precedentes de compartir ideas, desarrollar soluciones innovadoras, recibir opiniones inspiradoras y establecer vínculos a una escala global.

Los interesantes oradores destacados de este año motivarán a los participantes a explorar nuevas ideas y desarrollar una mayor conciencia de las aspiraciones creativas en relación con la educación internacional. El tema de la conferencia regional "Educar para la vida" nos recuerda que formamos parte de una comunidad educativa con vocación de aprendizaje durante toda la vida, y que nos aportamos diversos conocimientos los unos a los otros para mejorar nuestro crecimiento colectivo. La Conferencia internacional para directores de Colegios del Mundo del IB se

centrará en el tema "El IB rediseña el mundo", y hará hincapié en el impacto de la educación internacional en los avances globales. Ambas conferencias ofrecerán una plataforma para el debate y el diálogo con expertos del sector, y abordarán la necesidad de alzar una voz común que sitúe a la educación internacional a la vanguardia de las prioridades mundiales.

La asistencia a la conferencia regional anual continúa prosperando gracias a la concurrencia de un número mayor de participantes año tras año. Quiero expresar mi agradecimiento a todos aquellos que han enviado presentaciones; su compromiso y experiencia ofrecen un valioso aporte a nuestro público cada año. También quisiera expresar mi gratitud a los patrocinadores y los expositores por su constante apoyo.

Cada conferencia regional me permite afianzar el convencimiento de que los grandes logros y los avances significativos rara vez ocurren cuando actuamos en solitario. Creo de verdad que la conferencia les ofrecerá un gran bagaje de información, energía y entusiasmo que llevarán consigo para inspirar a sus alumnos del IB en el camino hacia una educación para la vida.

¡Que disfruten de la conferencia!

**Adrian Kearney**

*Director de la región IB África, Europa y Oriente Medio*





## Try the New ManageBac this Fall 2015

REDESIGNED, INTEGRATED WITH iSAMS AND BETTER THAN EVER

Learn more about some of our key updates in 2015.



### New CAS Guide

Redesigned activity portfolios & reflections with built-in support for the new 7 learning outcomes.



### e-Coursework

As the developer of the new e-Coursework system, we are delighted to finally offer integration from ManageBac for May 2016. Easily organize and submit portfolio coursework from ManageBac to EC3 without manually downloading and re-uploading files.



### Spanish language

Full end-to-end Spanish translation of ManageBac including forms from the Handbook of Procedures.

Plus a few other key updates:



### Collaborative unit planning

Enhanced accordion style planner allows for collaborative real-time editing and improved resource & file sharing.



### IB Student Registry

Showcase IB student coursework to the world's leading universities via a curated public profile. Browse over 200+ IB University recognition policies.



### LaunchPad Single-Sign-On

Move seamlessly between ManageBac, OpenApply, iSAMS and our partner integrations.

## PRE-CONFERENCE SCHEDULE

THURSDAY 29 OCTOBER



**REGISTRATION FOR PRE-CONFERENCE (INCLUDING REGIONAL CONFERENCE)**  
08:30 - 10:00



**WELCOME COFFEE**  
10:00 - 10:30



**PRE-CONFERENCE SESSION**  
10:30 - 12:00



**LUNCH AND EXHIBITION**  
12:00 - 13:00



**PRE-CONFERENCE SESSION**  
13:00 - 14:30



**COFFEE BREAK AND EXHIBITION**  
14:30 - 14:45



**PRE-CONFERENCE SESSION**  
14:45 - 15:45

## CONFERENCE SCHEDULE

THURSDAY 29 OCTOBER



**REGISTRATION FOR CONFERENCE  
(FOR ALL ATTENDEES WHO DID NOT REGISTER AT PRE-CONFERENCE)**  
14:00 - 17:00



**SORIANA CONCERT | YANGTZE 1 & 2 - A BODY OF MUSICAL WORKS BY SYRIAN  
COMPOSER AND SAXOPHONIST BASEL RAJOUB**  
16:15 - 16:45



**CONFERENCE OPENING PLENARY: THANA FAROQ | THEATRE  
INTERNATIONAL SCHOOL OF THE HAGUE, HILVERSUM, HET RIJNLANDS AND AMSTER-  
DAM INTERNATIONAL COMMUNITY SCHOOL WILL COLLABORATIVELY PRESENT OUR  
OPENING STUDENT PERFORMANCE** 17:00 - 19:00



**WELCOME RECEPTION**  
19:00 - 20:30



**LATE REGISTRATION**

11:15 - 11:45



**PLENARY: PETER SENGE | THEATRE**

08:45 - 10:00



**WORKSHOP SESSION 1**

10:15 - 11:15



**COFFEE BREAK AND EXHIBITION**

11:15 - 11:45



**WORKSHOP SESSION 2**

11:45 - 12:45



**LUNCH AND EXHIBITION**

12:45 - 14:15



**FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS**

13:40 - 14:10



**PLENARY: PASI SAHLBERG | THEATRE**

14:15 - 15:15



**COFFEE BREAK AND EXHIBITION**

15:15 - 15:45



**WORKSHOP SESSION 3**

15:45 - 16:45



**FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS**

16:45 - 17:15



**COLOR CODING IN PROGRAMME**

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-  SESSION 1 (FRIDAY)
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-  SESSION 3 (FRIDAY)
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-  SESSION 5 (SATURDAY)
-  SESSION 6 (SATURDAY)
-  SESSION 7 (SUNDAY)



**PLENARY: DAVID PERKINS | THEATRE**  
08:45 - 10:00



**WORKSHOP SESSION 4**  
10:15 - 11:15



**COFFEE BREAK AND EXHIBITION**  
11:15 - 11:45



**WORKSHOP SESSION 5**  
11:45 - 12:45



**LUNCH AND EXHIBITION**  
12:45 - 14:15



**FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS**  
13:40 - 14:10



**WORKSHOP SESSION 6**  
14:15 - 15:15



**COFFEE BREAK AND EXHIBITION**  
15:15 - 15:45



**FEATURED SESSION : KEN WEBSTER | THEATRE, ROBERT COE | ATLANTIC  
ROSEMARY HIPKINS | PACIFIC** 15:45 - 16:45



**FOCUS GROUPS/ EXPO SESSIONS/ ASSOCIATION MEETINGS**  
16:45 - 17:15



**BUSSING TRANSPORTATION TO CONFERENCE EVENING VENUE** (ARRANGED BY THE IB)  
18:00 - 19:00 (PLEASE REFER TO TRANSPORT DETAILS ON PAGE 144)



**CONFERENCE EVENING**  
18:30 - 23:30 (RETURN TRAVEL UNTIL 23:30, ARRANGED BY THE IB)

**COLOR CODING IN PROGRAMME**

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-  SESSION 3 (FRIDAY)
-  SESSION 4 (SATURDAY)
-  SESSION 5 (SATURDAY)
-  SESSION 6 (SATURDAY)
-  SESSION 7 (SUNDAY)



## CONFERENCE SCHEDULE

SUNDAY 1 NOVEMBER

### WORKSHOP SESSION 7

08:45 - 09:45



**FEATURED SESSIONS:** DEB MASTERS | MISSISSIPPI  
ROLAND KUPERS | AMAZON, SIMON BREAKSPEAR | THEATRE 10:00 - 11:00



### COFFEE BREAK AND EXHIBITION

11:00 - 11:30



**CLOSING PLENARY:** FRANCINE HOUBEN | THEATRE

11:30 - 13:00



### LUNCH AND EXHIBITION

13:00 - 14:00



**CLOSING OF THE AFRICA, EUROPE AND MIDDLE EAST REGIONAL CONFERENCE**

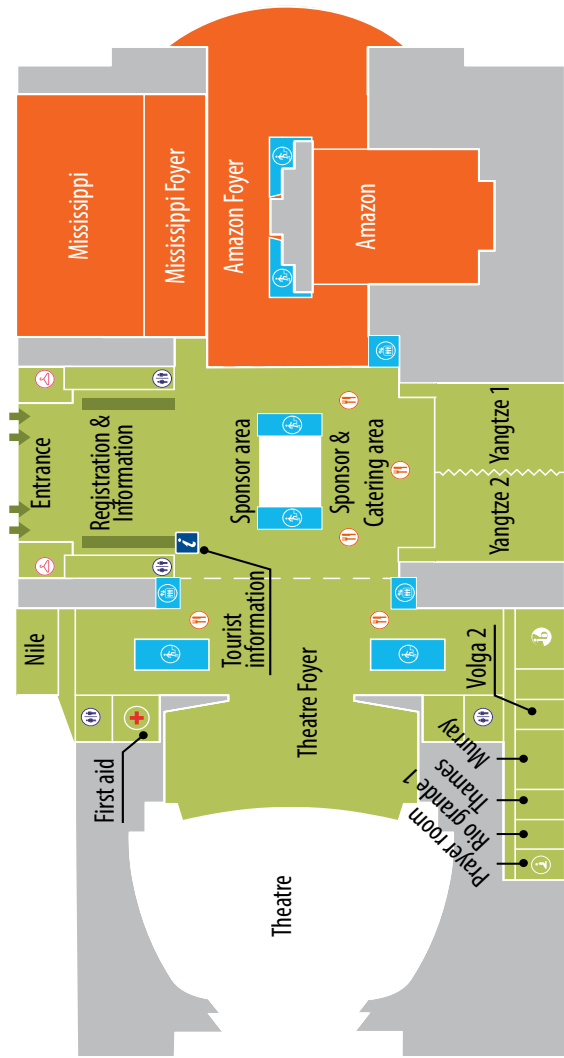
14:00





# VENUE MAP

# FIRST FLOOR 1 (RIVERS)

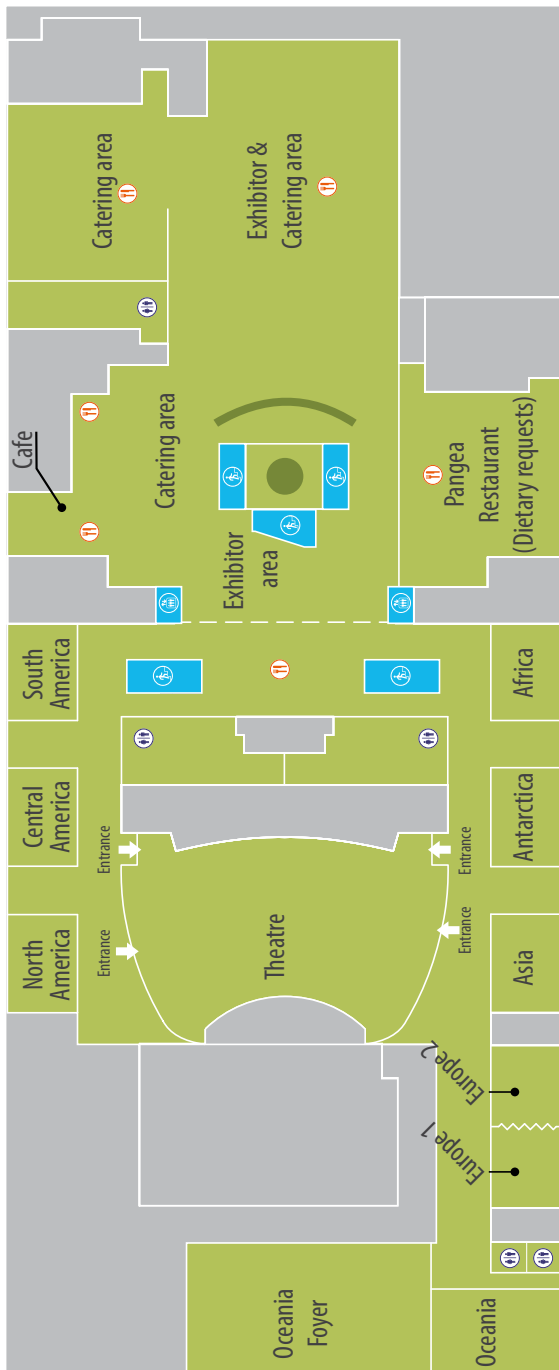


Username: WF\_Guest  
Password: worldforum

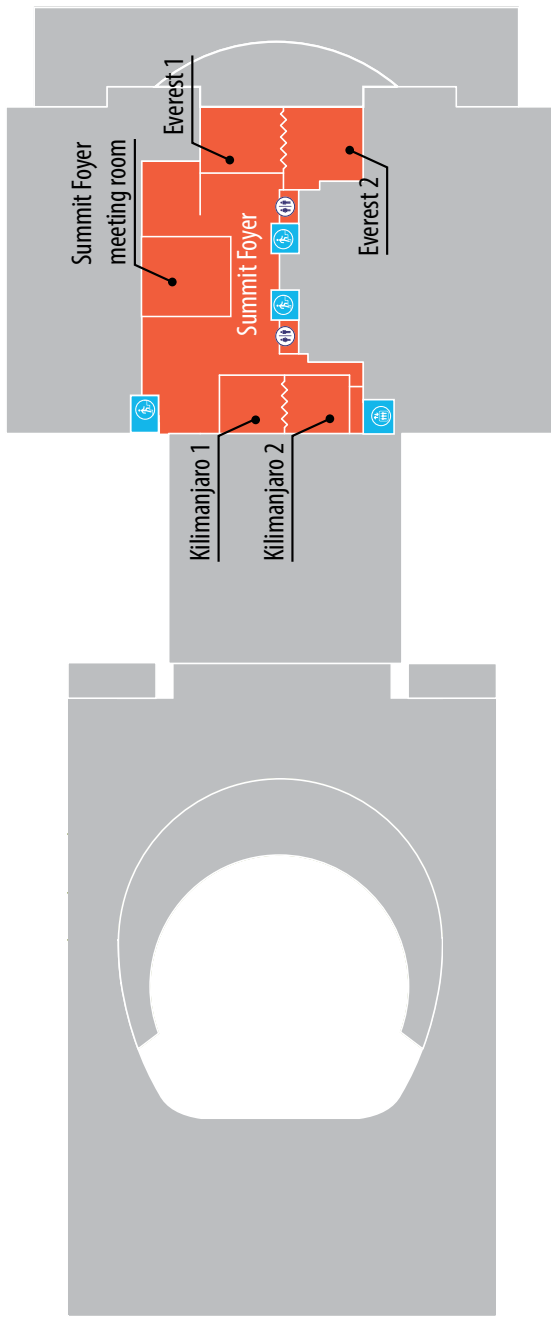


# VENUE MAP

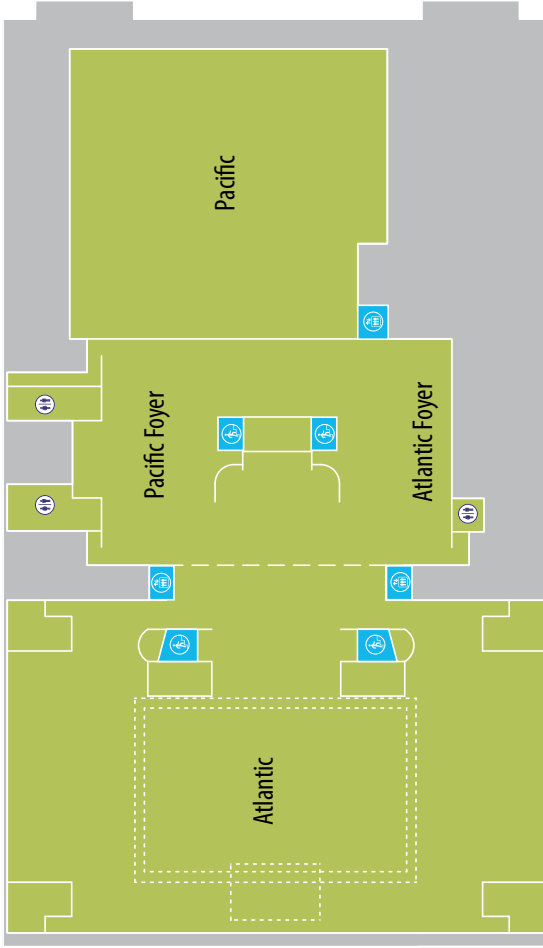
# GROUND FLOOR 0 (CONTINENTS)



	<b>IB Heads World Conference area (Friday - Saturday)</b>	
		No acces







 Cloakroom	 First aid	 Staircases
 Toilets	 Praying room	 Elevators
 Catering area	 IB Heads World Conference area (Friday - Saturday)	No access


**PLATINUM SPONSOR ● COMMANDITAIRE PLATINE ● PATROCINADOR PLATINO**

[www.follettlearning.com](http://www.follettlearning.com)



Follett specializes in the IB programmes to help schools do more with less, meet rigorous standards and prepare students for success.

Its integrated solutions and Follett IB Store help schools manage resources and reach instructional goals, all while keeping an eye on their budget. Follett believes that better content, tools and support lead to better learning — wherever learning takes place.



Follett se joint à l'IB pour aider les écoles du monde de l'IB à tirer le meilleur parti de leurs ressources, à satisfaire des normes rigoureuses et à aider les élèves à réussir leurs études.

Grâce à des solutions intégrées et à de nombreux produits de l'IB proposés sur son magasin en ligne, Follett vous permet de gérer vos ressources et d'atteindre vos objectifs pédagogiques, tout en respectant votre budget. Nous sommes convaincus qu'en améliorant le contenu, les outils et le soutien offerts, il est possible d'améliorer l'apprentissage, et ce, où que ce soit.



Follett se especializa en los programas del IB para ayudar a los colegios a alcanzar más objetivos utilizando menos recursos, a cumplir rigurosos estándares y a preparar a los alumnos para alcanzar el éxito.

Sus soluciones integradas y la tienda virtual de productos para el IB de Follett ayudan a los colegios a administrar recursos y lograr objetivos pedagógicos, mientras cuida su presupuesto.

Follett cree que contar con un mejor contenido, mejores herramientas y apoyo adicional se traduce en un mejor aprendizaje, dondequiera que tenga lugar.



## PLATINUM SPONSOR ● COMMANDITAIRE PLATINE ● PATROCINADOR PLATINO

[www.thehague.com](http://www.thehague.com)



There are 160 international institutions and organizations in The Hague, employing more than 14,000 people who are committed to working towards a safe and just world. Find out more about the organizations and what they do.

The Hague is the International City of Peace and Justice. It is the United Nations' second city, after New York. As far away as Sarajevo, Nairobi and Kabul, the name "The Hague" represents hope: Hope for millions of people that the crimes perpetrated against them will not go unpunished. Hope for a peaceful future.

Tens of thousands of people from all over the world live and work in or near The Hague. They bring extra colour to the city and highlight its unique international character. The Hague is an attractive city for international companies to base themselves; there are more than 300 in the region.

Please visit [www.thehague.com](http://www.thehague.com) for more information.



The Hague



La Haye compte 160 institutions et organisations internationales, qui emploient plus de 14 000 personnes résolues à œuvrer pour un monde sûr et juste. Découvrez-en davantage sur ces organisations et leurs activités.

La Haye est la ville internationale de la paix et de la justice. Elle est la deuxième ville de l'Organisation des Nations Unies, après New York. Aussi loin qu'à Sarajevo, Nairobi et Kaboul, « La Haye » représente le nom de l'espoir : l'espoir pour des millions de personnes que les crimes perpétrés contre eux ne resteront pas impunis. L'espoir d'un avenir de paix.

Des dizaines de milliers de personnes originaires du monde entier habitent et travaillent à La Haye. Elles donnent à la ville une dimension supplémentaire et mettent en valeur son caractère international unique. La Haye est une ville attirante pour les entreprises internationales, qui sont actuellement plus de 300 dans la région.

Veuillez vous rendre sur [www.denhaag.nl/fr.htm](http://www.denhaag.nl/fr.htm) pour plus d'informations.



Las 160 instituciones y organizaciones internacionales presentes en La Haya emplean a más de 14.000 personas comprometidas con el trabajo en pos de un mundo más justo y seguro, y dedicadas a la causa de la paz mundial. Obtenga más información sobre estas organizaciones y su labor.

La Haya es la ciudad internacional de la paz y la justicia. Es la segunda ciudad con más presencia de las Naciones Unidas después de Nueva York. En lugares tan distantes como Sarajevo, Nairobi o Kabul, el nombre de La Haya representa la idea de esperanza: la esperanza, para millones de personas, de que los crímenes cometidos en su contra no queden sin castigo. La esperanza de un futuro en paz.

Decenas de miles de personas de todo el mundo viven y trabajan en La Haya y sus alrededores. Su presencia añade color a la ciudad y destaca su singular carácter internacional. Asimismo, La Haya resulta atractiva como sede para empresas internacionales: hay más de 300 en la región.

Para obtener más información, visite la página [www.thehague.com](http://www.thehague.com).


**GOLD SPONSOR ● COMMANDITAIRE D'OR ● PATROCINADOR DE ORO**

[www.bridgeu.com](http://www.bridgeu.com)



Bridge U's award-winning university preparation platform combines data analytics, intelligent tools and streamlined administration to improve university admissions results for IB World Schools all over the world.

**Combine your intelligence with ours**

Processing over a million data points each day, Bridge U brings the power of big data to the university preparation process. Bridge U ensures up-to-the-minute accuracy, helping students to find the best fit from over 100,000 different options.

**Improve university placement results**

Bridge U captures a school's admissions data, alongside global admissions trends, to display the information you need to improve results for your school.

**Reduce admin and improve efficiency**

Bridge U's cloud-based platform supports each step of the university preparation journey, simplifying and smoothing the process for both students and advisors. Further, Bridge U's streamlined task management reduces admin, enabling university advisors to re-focus their efforts on what matters most.

**Engage students with modern, app-style tools**

The Bridge U team understands how students use technology and has designed a platform to ensure maximum engagement with interactive, social-media—inspired preparation tools.



La plateforme de préparation aux études universitaires de BridgeU, qui a été récompensée par un prix, combine des analyses de données, des outils intelligents et une simplification du processus administratif en vue d'améliorer les résultats d'admission à l'université pour les écoles du monde de l'IB aux quatre coins du globe.

**Nous combinons vos informations aux nôtres**

En procédant au traitement de plus d'un million de points de données par jour, BridgeU intègre le pouvoir des mégadonnées au processus de préparation à l'université. BridgeU garantit l'exactitude des données les plus récentes, aidant ainsi les élèves à trouver l'université qui leur convient le mieux parmi des centaines de milliers d'options.

**Nous améliorons les résultats d'admission à l'université**

BridgeU recueille les données des établissements concernant les admissions ainsi que les tendances mondiales en matière d'admission, afin de vous fournir les informations dont vous avez besoin pour améliorer les résultats de votre propre établissement.

**Nous simplifions le processus administratif au profit de l'efficacité**

La plateforme de BridgeU, qui repose sur l'utilisation d'un nuage, vous fournit de l'aide à chacune

# BridgeU



des étapes de la préparation à l'université, en simplifiant et en facilitant le processus à la fois pour les élèves et les conseillers. En outre, la simplification de la gestion des tâches par BridgeU réduit le processus administratif et permet ainsi aux conseillers de réorienter leurs efforts sur l'essentiel.

### **Nous proposons aux élèves des outils modernes, inspirés par le système des applications**

L'équipe de BridgeU sait bien comment les élèves utilisent la technologie, et la plateforme qu'ils ont mise au point a été tout particulièrement conçue pour leur fournir des outils interactifs et inspirés par les médias sociaux pour préparer leur admission à l'université.



La premiada plataforma de preparación para la universidad de BridgeU combina análisis de datos, herramientas inteligentes y una gestión eficaz para mejorar los resultados de admisión a la universidad de los Colegios del Mundo del IB.

### **Unión de su inteligencia con la nuestra**

BridgeU procesa más de un millón de puntos de datos cada día y aporta el poder de los datos masivos al proceso de preparación para la universidad. BridgeU garantiza precisión inmediata y ayuda a los alumnos a encontrar la mejor opción de entre más de 100.000 alternativas diferentes.

### **Mejora de los resultados de asignación de plazas en la universidad**

BridgeU recopila los datos de admisión del colegio, junto con las tendencias globales de admisión, a fin de proporcionarle la información necesaria para mejorar los resultados de su colegio.

### **Reducción de tareas administrativas y mejora de la eficiencia**

La plataforma basada en la nube de BridgeU ofrece asistencia en cada etapa de la preparación para la universidad, y simplifica y facilita el proceso para alumnos y asesores. Asimismo, la gestión eficaz de tareas de BridgeU reduce las labores administrativas y permite a los asesores universitarios volver a centrar sus esfuerzos en lo más importante.

### **Interacción de los alumnos con herramientas modernas, como aplicaciones informáticas**

El equipo de BridgeU sabe cómo los alumnos utilizan la tecnología y ha diseñado una plataforma para garantizar que saquen el mayor partido a las herramientas interactivas de preparación inspiradas en los medios sociales.

## SPONSORS



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[www.pamojaeducation.com](http://www.pamojaeducation.com)



Pamoja is the only provider approved by the IB to teach Diploma Programme (DP) courses online. Every day we teach thousands of students across the globe, leveraging the very best educational technology to boost student achievement.



Our DP courses reflect the academic rigour of the IB curriculum. Carefully developed by IB subject matter experts, they are constructed by experienced instructional designers and taught by top IB teachers.

Our students become knowledgeable, internationally minded, independent learners, developing the essential study skills they need for success at university and in employment.



Pamoja est le seul fournisseur approuvé par l'IB pour l'enseignement des cours du Programme du diplôme en ligne. Chaque jour, nous enseignons à des milliers d'élèves dans le monde entier, en tirant parti de la meilleure technologie pédagogique pour stimuler la réussite des élèves.

Les cours du Programme du diplôme de Pamoja reflètent la rigueur scolaire des programmes d'études de l'IB. Développés avec soin par des spécialistes de matière de l'IB, ces cours sont élaborés par des concepteurs pédagogiques expérimentés puis enseignés par des enseignants de l'IB.

Les élèves deviennent informés et sensibles à la réalité internationale, ce sont des apprenants indépendants qui développent les compétences d'étude essentielles dont ils ont besoin pour réussir à l'université et dans le monde du travail.



Pamoja es el único proveedor aprobado por el IB para impartir cursos del Programa del Diploma (PD) en línea. Enseñamos cada día a miles de alumnos de todo el mundo aprovechando la mejor tecnología educativa para ayudarlos a que logren sus objetivos.

Los cursos del PD que ofrece Pamoja reflejan el rigor académico del currículo del IB. Los cursos son desarrollados cuidadosamente por expertos en las asignaturas del IB y diseñadores didácticos con gran experiencia, e impartidos por excelentes profesores del IB.

Los alumnos llegan a ser personas informadas e instruidas, con mentalidad internacional e independientes, que adquieren las técnicas de estudio esenciales para poder alcanzar el éxito en la universidad y en el mundo laboral.



**pamoja** |



Every day, we teach more **IB Diploma** students than any other **IB World School**.

**we are**

the only provider approved by the  
IB to teach Diploma Programme  
courses online



Increasing access to an IB education.

[www.pamojaeducation.com](http://www.pamojaeducation.com)

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[www.education.cambridge.org](http://www.education.cambridge.org)



Cambridge University Press International Education is driven by a simple imperative: to work alongside educators and learners to provide individuals with accessible, inspirational learning resources that lead them to a lifetime of achievement.



Cambridge University Press is proud to share the gold-standard tradition and contemporary relevance of the University of Cambridge. For Cambridge University Press, academic rigour, innovative thinking and leading edge practices are crucial aspects of delivering the excellent, fully rounded education that the 21st century learner demands.

Cambridge University Press is a world leading international education publisher, providing educational materials, resources and services to teachers and learners from ages 3—19 in more than 160 countries.

Cambridge University Press is a not-for-profit organization and follows the core values of the University of Cambridge, ensuring "all of its publications reflect" the Cambridge standards around encouraging and supporting critical thinking, thinking skills, problem-solving and creativity.

.....



Cambridge University Press International Education est motivé par un impératif simple : collaborer avec les professionnels de l'éducation et les apprenants pour fournir à tous des ressources pédagogiques accessibles et stimulantes, qui leur permettent de réussir tout au long de leur vie.

Cambridge University Press est fier de partager à fois la tradition d'excellence et la modernité de l'Université de Cambridge. Pour Cambridge University Press, la rigueur scolaire, la pensée créative et les pratiques innovatrices comptent parmi les aspects essentiels qui contribuent à l'éducation équilibrée et de haute qualité qu'exigent les apprenants du XXI<sup>e</sup> siècle.

Cambridge University Press est une maison d'édition d'envergure mondiale spécialisée dans l'éducation internationale, qui propose des ressources pédagogiques et des services éducatifs aux enseignants ainsi qu'aux apprenants âgés de 3 à 19 ans, dans plus de 160 pays.

Cambridge University Press est une organisation à but non lucratif, qui respecte les valeurs fondamentales de l'Université de Cambridge, afin de s'assurer que toutes ses publications reflètent les principes qui sont chers à l'université, à savoir l'encouragement et le soutien de la pensée critique, des compétences de pensée, de la résolution de problèmes et de la créativité.





La educación internacional de Cambridge University Press está impulsada por un simple imperativo: colaborar con educadores y alumnos para proporcionar recursos de aprendizaje accesibles e inspiradores que marquen el camino de una vida llena de éxitos.

Cambridge University Press se enorgullece de compartir la tradición modélica y la relevancia contemporánea de la Universidad de Cambridge. Considera el rigor académico, el pensamiento innovador y las prácticas de vanguardia como aspectos cruciales para poder ofrecer la educación excelente y perfectamente equilibrada que demandan los alumnos del siglo XXI.


Cambridge University Press es una editorial líder mundial en el campo de la educación internacional que proporciona materiales, recursos y servicios educativos a docentes y a alumnos de entre 3 y 19 años en más de 160 países.

Es una organización sin ánimo de lucro y sigue los valores principales de la Universidad de Cambridge a fin de garantizar que todas las publicaciones reflejen los estándares de la universidad en cuanto al fomento y el apoyo del pensamiento crítico, las habilidades de pensamiento, la resolución de problemas y la creatividad.




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[www.managebac.com](http://www.managebac.com)


 ManageBac is the leading online learning platform for IB World Schools and the trusted choice in more than 1,800 IB World Schools worldwide. ManageBac provides coordinators, teachers, students and parents with a more efficient alternative to paper forms, Word® documents on shared drives and Excel® spreadsheets.



It is designed as a turnkey system to support effective implementation and management of the IB programmes.

 ManageBac est la plateforme d'apprentissage en ligne la plus réputée pour les écoles du monde de l'IB, qui représente la solution idéale pour plus de 1 800 écoles du monde de l'IB réparties aux quatre coins du globe. ManageBac fournit aux coordonnateurs, aux enseignants, aux élèves et aux parents une solution de remplacement plus efficace aux formulaires papier, aux documents Word® sur lecteurs partagés et aux feuilles de calcul Excel®.

Il s'agit d'un système « clé en main », conçu pour améliorer l'efficacité de la mise en œuvre et de la gestion des programmes de l'IB.

 ManageBac es la plataforma líder de aprendizaje en línea para Colegios del Mundo del IB en la que confían más de 1.800 colegios en todo el mundo. ManageBac proporciona a los coordinadores, profesores, alumnos y padres alternativas más eficientes a los formularios en papel, los documentos de Word® en unidades de almacenamiento compartidas y las hojas de cálculo de Excel®.

Está diseñado como sistema preconfigurado para asistir en la implementación y la gestión efectivas de los programas del IB.



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[www.kognity.com](http://www.kognity.com)



Kognity provides digital textbooks for the Diploma Programme designed to be interactive and personal and to cater to different learning styles by combining text with videos and animations.

Teachers and students receive automatic feedback of students' progress and knowledge strength, allowing teachers to flip the classroom and individualize the teaching, and allowing students to understand their strengths and weaknesses.



**Kognity**



Kognity propose des manuels scolaires numériques pour le Programme du diplôme conçus pour être interactifs et personnalisables, afin de s'adapter à différents styles d'apprentissage en associant des textes à des vidéos et à des animations.

Les enseignants et les élèves reçoivent un retour d'information automatique sur les progrès et les connaissances des élèves, permettant ainsi aux enseignants d'« inverser » la salle de classe et d'individualiser l'enseignement, et aux élèves de comprendre leurs points forts et leurs points faibles.



Kognity proporciona libros de texto digitales para el Programa del Diploma, diseñados para ser interactivos y personalizados, y satisfacer los diferentes estilos de aprendizaje al combinar texto con videos y animaciones.

Los profesores y los alumnos reciben comentarios de forma automática sobre el progreso y las destrezas de conocimiento de los alumnos, lo cual permite a los profesores aplicar el concepto de clase invertida e individualizar la enseñanza, y a los alumnos ser conscientes de sus puntos fuertes y débiles.



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[www.isams.co.uk](http://www.isams.co.uk)



iSAMS offers a world-class management information system (MIS) that transforms the way schools access, manage and communicate information. Entirely browser-based, the single database and suite of integrated portals and apps are accessible globally via any platform and any device—perfect for connecting the whole school community.



The organization's experienced and dedicated software team is constantly developing and enhancing the MIS for our 500+ schools. This allows iSAMS to streamline and enhance its information management while it focuses on delivering excellence for its pupils.

iSAMS is proud to work with some of the most highly acclaimed schools in the world.



iSAMS propose un système d'information de gestion (SIG) de classe mondiale, qui transforme la manière dont les établissements accèdent à l'information, la gèrent et la diffusent. L'accès à cette base de données et à l'ensemble des applications et des portails intégrés se fait au moyen d'un navigateur, ce qui rend le système accessible dans le monde entier sur toute plateforme et tout appareil, quel qu'il soit, une solution idéale pour connecter l'ensemble de la communauté scolaire.

L'organisation possède une équipe informatique expérimentée et dévouée, qui contribue au développement et à l'amélioration continus du SIG pour plus de 500 établissements. Cela permet à iSAMS de simplifier et de parfaire sa gestion de l'information pour proposer un outil d'excellence à ses élèves. iSAMS est fier de travailler avec des établissements comptant parmi les plus réputés du monde.



iSAMS ofrece un sistema de información de gestión (MIS, por sus siglas en inglés) de primera clase que transforma el modo en que los colegios acceden a la información, la gestionan y la comunican. Basado completamente en un navegador, la base de datos única y el conjunto de aplicaciones y portales integrados son accesibles globalmente mediante cualquier plataforma y cualquier dispositivo, lo cual resulta perfecto para conectar a toda la comunidad escolar.

El equipo experimentado y especializado a cargo del programa informático de la organización desarrolla y mejora continuamente el sistema para nuestros más de 500 colegios. Esto permite a iSAMS simplificar y mejorar la gestión de la información al mismo tiempo que proporciona servicios excelentes a sus alumnos.

iSAMS se enorgullece de colaborar con varios de los colegios más prestigiosos del mundo.



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[www.integration21.ru/en/news/index.php](http://www.integration21.ru/en/news/index.php)



21st Century Integration School strives to encourage in its students a fundamental set of qualities highlighted by the organization's code of ethics.

Its aim is to train and educate inquisitive, intelligent young people, sensitive to the problems surrounding humanity and striving to create a better world.



21st Century Integration School cherche à développer chez ses élèves un ensemble de qualités fondamentales mises en relief dans le code de conduite de l'organisation.

Elle a pour mission de former et d'éduquer des jeunes gens curieux, intelligents, sensibles aux problèmes concernant l'humanité et désireux de créer un monde meilleur.



El colegio 21st Century Integration School se esfuerza por inculcar en sus alumnos una serie fundamental de cualidades destacadas en el código de ética de la organización.

Su objetivo es formar y educar a jóvenes inquisitivos, inteligentes y sensibles a los problemas del ser humano, que se esfuerzan por crear un mundo mejor.



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[www.haesemathematics.com.au](http://www.haesemathematics.com.au)



Haese Mathematics is a specialist publisher of mathematics textbooks and software for schools, especially schools that offer the IB Diploma Programme and Middle Years Programme (MYP).

Its books are well known throughout IB World Schools and others, and the publisher is noted for its student-friendly approach and purpose-built interactive software.

At this year's conference, Haese Mathematics is looking forward to showcasing MYP mathematics textbooks that include new activities to support global contexts and to demonstrate Haese Mathematics' recently introduced interactive website.

Haese Mathematics is also looking forward to meeting current customers and getting to know new ones.



Haese Mathematics est une maison d'édition spécialisée dans la publication de manuels et de logiciels de mathématiques destinés aux établissements scolaires, en particulier à ceux qui proposent le Programme du diplôme et le Programme d'éducation intermédiaire de l'IB.

Ses ouvrages jouissent d'une excellente réputation au sein des écoles du monde de l'IB et de nombreux autres établissements, qui sont séduits tant par son approche adaptée aux besoins des élèves que par ses logiciels spécialement conçus pour favoriser l'interactivité.

À l'occasion de cette conférence, Haese Mathematics aura le plaisir de présenter sa collection de manuels dédiés aux mathématiques du Programme d'éducation intermédiaire, qui inclut de nouvelles activités de soutien pour ce qui est des contextes mondiaux, ainsi que son site Web interactif qui a récemment été mis en ligne.

Haese Mathematics se réjouit à l'idée de faire connaissance avec ses clients, à la fois actuels et potentiels.



Haese Mathematics es una editorial especializada en libros de texto y software de matemáticas para colegios, especialmente colegios que ofrecen el Programa del Diploma y el Programa de los Años Intermedios del IB.

Sus libros son muy conocidos en los Colegios del Mundo del IB y en otros colegios. La editorial destaca por su material fácil de utilizar para los alumnos y por el software interactivo creado especialmente como acompañamiento.

En la conferencia de este año, Haese Mathematics espera presentar sus libros de texto de Matemáticas para el PAI, que incluyen nuevas actividades para respaldar los contextos globales, y mostrar su nuevo sitio web interactivo.

Haese Mathematics también espera ver a sus clientes habituales y conocer clientes nuevos.



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[www.pasco.com](http://www.pasco.com)



Help students "think science" with PASCO Scientific's award-winning, state-of-the-art science learning environment. Integrating STEM and the latest standards-based content, probeware and data collection and analysis software, PASCO science solutions are easy to use, cost-effective and work on your devices: iPad®/iPhone®, Chromebook™, Android™ tablets and phones, and Mac® and Windows® computers.

**PASCO**®  
scientific



Aidez vos élèves à « vivre la science » grâce à l'environnement d'apprentissage primé et ultramoderne de PASCO Scientific, qui intègre les tout derniers contenus reposant sur des normes et sur les sciences, les technologies, l'ingénierie et les mathématiques, ainsi que sur une instrumentation de laboratoire et des logiciels de recueil de données et d'analyse de pointe. Les solutions scientifiques de PASCO sont faciles à utiliser, offrent un bon rapport qualité-prix et fonctionnent sur tous vos appareils : iPad®, iPhone®, Chromebook™, tablettes et téléphones Android™, ordinateurs Mac® et Windows®.



Ayude a los alumnos a "pensar científicamente" con el premiado entorno de aprendizaje de ciencias de última generación de PASCO. Las soluciones de PASCO para la enseñanza de ciencias integran la ciencia, la tecnología, la ingeniería y las matemáticas con los contenidos más recientes basados en normas, los instrumentos científicos informatizados, y los programas informáticos para recoger y analizar datos. Estas soluciones son fáciles de usar, económicas y funcionan en sus dispositivos: tabletas y teléfonos iPad®/iPhone®, Chromebook™ y Android™, así como computadoras de Mac® y Windows®.



### SILVER SPONSOR ● COMMANDITAIRE ARGENT ● PATROCINADORER PLATA

<http://np-intesco.org/en>



A non-profit partnership for providing assistance in international schools development, INTESCO (NP INTESCO) is a non-profit organization assisting its members in carrying out activities aimed at developing international educational programmes in educational institutions of the Russian Federation and at distributing of best practices from Russian schools in the international educational space.



Organisation en partenariat à but non lucratif fournissant une aide au développement d'établissements scolaires internationaux, INTESCO fournit un soutien à ses membres en contribuant à l'élaboration de programmes d'éducation internationale dans des établissements de la Fédération de Russie ainsi qu'au partage de bonnes pratiques pédagogiques au sein des établissements du pays axés sur l'éducation internationale.



INTESCO (NP INTESCO), una alianza sin fines de lucro creada para proporcionar asistencia para el desarrollo de colegios internacionales, ayuda a sus miembros a llevar a cabo actividades orientadas a desarrollar programas de educación internacional en establecimientos educativo de la Federación de Rusia, y a distribuir las mejores prácticas de los colegios rusos en el ámbito de la educación internacional.





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[www.psw.com.au](http://www.psw.com.au)



Uniforms are meant to be consummate to the values a school wishes to extol. Uniforms should be professional and demonstrate your school brand. They must also meet a standard of comfort and practicality for the students and be hard wearing and value driven for parents.

How do you make your brand stand out from the rest as well as satisfy all your stakeholders? Let PSW show you the most important things to consider and how you would reinvigorate your brand.



L'uniforme est conçu pour refléter les valeurs que prône un établissement scolaire. Il doit donc être professionnel et valoriser la marque de votre établissement. Les élèves devront le trouver confortable et pratique, tandis que les parents s'intéresseront à son aspect résistant et à son bon rapport-qualité-prix.

Comment mettre en valeur votre marque et la distinguer des autres tout en satisfaisant les parties intéressées ? Faites confiance à PSW pour mettre le doigt sur l'essentiel et vous aider à redynamiser votre marque.



Los uniformes están concebidos para representar los valores que desea realzar un colegio. Deben lucir profesionales y demostrar la marca de su colegio. También deben cumplir los estándares de comodidad y funcionalidad para el alumno y de durabilidad y respeto a los valores para los padres de familia.

¿Cómo lograr que su marca se destaque frente a las demás y satisfacer a todas las partes interesadas? Permita que PSW le muestre los aspectos más importantes que debe considerar y formas de revitalizar su marca.



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<http://mekteb.az/en/>



School-Lyceum 6 in Baku, Azerbaijan is a large and highly respected local state school. It presently boasts a small but growing international section.

Starting with the Diploma programme and expanding into the Primary Years programme, it is now a fully accredited IB World School and currently working towards accreditation in the Middle Years programme in order to offer a more international section for local students who wish to pursue the IB programme and philosophy.

It will be expanding over the next three to five years, not only in the scope of courses offered and quality of education, but in physical space to offer courses and extra-curricular activities, particularly for Community Service for PYP and MYP activities, and CAS for DP as its numbers grow.



OFFICIAL SITE OF THE  
**SCHOOL NO 6**



School-Lyceum 6 est un établissement scolaire public local de grande envergure situé à Bakou, en Azerbaïdjan, qui jouit d'une excellente renommée. Il comprend actuellement une petite section internationale qui connaît une croissance rapide.

L'établissement a commencé par proposer le Programme du diplôme puis le PP et compte désormais parmi les écoles du monde de l'IB.

Il travaille maintenant à l'obtention de l'accréditation pour le PEI afin de proposer une section plus internationale aux élèves locaux qui souhaitent suivre le programme de l'IB et sa philosophie.

L'établissement prévoit de se développer au cours des trois à cinq prochaines années, non seulement par rapport aux cours enseignés et à la qualité de l'éducation, mais aussi en ce qui concerne son espace physique. Il souhaite en effet proposer des cours supplémentaires et des activités extrascolaires, en particulier des activités de service communautaire dans le cadre du PP et du PEI ainsi que pour le programme CAS du Programme du diplôme, au fur et à mesure que grandit l'effectif scolaire.



El Colegio-Lyceum 6 de Bakú (Azerbaián) es un prestigioso colegio público estatal de gran extensión. Actualmente cuenta con una sección internacional reducida pero en crecimiento.

El colegio empezó impartiendo el PD, expandió su oferta al agregar el PEP y, a día de hoy, cuenta con la acreditación de Colegio del Mundo del IB.

Actualmente está realizando el proceso de acreditación en el PAI a fin de poder ofrecer una sección más internacional para los alumnos locales que deseen seguir los programas y la filosofía del IB.

En los próximos tres a cinco años, el colegio vivirá una expansión, no solo en lo que respecta al alcance de los cursos ofrecidos y la calidad educativa, sino también en cuanto al espacio físico, a fin de ofrecer otras asignaturas y actividades extracurriculares, especialmente las de servicio comunitario en el PEP y el PAI, así como Creatividad, Actividad y Servicio en el PD, a medida que aumente el número de alumnos.



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Notre approche d'incitation au dialogue s'inspire de Socrate et invite les élèves à développer et à reconnaître leur propre processus de pensée. Les professeurs profiteront du temps alloué en classe pour soulever des questions philosophiques telles que « Qu'est-ce que la belle vie ? » ou « Quelles sont mes obligations envers mon prochain ? », afin de susciter des débats animés et une analyse réfléchie des textes étudiés.

Des cours optionnels d'arts appliqués aboutissant à une représentation finale donnent aux élèves l'occasion idéale d'exprimer leur créativité.

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Nuestro método de fomentar el diálogo se remonta a los tiempos de Sócrates e invita a los alumnos a desarrollar y reconocer las mejores formas de pensar. Los profesores utilizan las horas lectivas para

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plantear cuestiones filosóficas tales como “¿qué es la buena vida?” y “¿qué le debo a mi vecino?” a fin de dar pie a un debate reflexivo y animado, así como a un estudio detenido del texto en cuestión.

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### The Conference Evening is taking place in The Hague's stylish City Hall

Spui 70, 2511 BT, The Hague

#### All in white

The Conference Evening will be hosted in the Atrium of The Hague's modern and monumental City Hall. The 4,500-square-metre Atrium is the heart of the building in terms of both design and usage. Because of its form and white colour, people in The Hague call their City Hall "The Ice Palace". The building was designed by American architect Richard Meier. Natural light plays an important role and streams into the building, reflected by the whiteness of the interior space. The open design of the building is meant as an invitation for people from The Hague and elsewhere to enter. The Hague City Hall stands on the intersection of the old city and the modern high-rise section of town. Only a five-minute walk away, you'll find a medieval Knight Hall « Ridderzaal », in the center of Dutch Parliament and many more historical buildings.

18.30 – 19.30 *Welcome reception*

19.30 – 23.30 *Conference evening and entertainment (Dress code: Semi-formal)*

*Bus transportation will be provided to and from the World Forum conference venue, please refer to the transport details on page 144*





La soirée de la conférence se déroulera dans le superbe hôtel de ville de La Haye.

Spui 70, 2511 BT La Haye

### Tout en blanc

La soirée de la conférence se tiendra dans l'atrium de l'hôtel de ville de La Haye, connu pour son style moderne et monumental. L'atrium, d'une superficie de 4 500 mètres carrés, représente le cœur du bâtiment, tant par son architecture que par l'usage qui en est fait. La forme et la couleur blanche de l'hôtel de ville lui ont valu d'être surnommé « le palais de glace » par les résidents de La Haye. Conçu par l'architecte américain Richard Meier, le bâtiment jouit d'un grand flot de lumière naturelle, qui est reflétée par la blancheur de son espace intérieur. Le style ouvert du bâtiment a également été pensé comme une invitation lancée aux habitants de La Haye et d'ailleurs d'y entrer en toute liberté. L'hôtel de ville se situe à l'intersection entre la vieille ville et le quartier des affaires moderne de La Haye. À cinq minutes à pied de l'hôtel de ville se trouvent la Salle des chevaliers « Ridderzaal », située au centre du parlement néerlandais, et de nombreux autres monuments historiques.

*18h30 – 19h30 Réception de bienvenue*

*19h30 – 23h30 Repas du soir et divertissements (Code vestimentaire: semi- formelle)*

*Le transport aller-retour sera assuré en bus entre l'hôtel de ville et le World Forum (lieu de la conférence) S'il vous plaît se référer aux détails de transport à la page 144*



## La velada de la conferencia se llevará a cabo en el elegante edificio del ayuntamiento de La Haya.

Spui 70, 2511 BT, La Haya

### Velada de blanco

La velada de la conferencia se celebrará en el atrio del moderno y monumental edificio del ayuntamiento de La Haya. El atrio (4500 m2) constituye el corazón de esta construcción, tanto en lo que respecta al diseño como al uso. Debido a su forma y su color blanco, los ciudadanos de La Haya han dado al edificio del ayuntamiento el apodo de "El Palacio de Hielo". El edificio fue diseñado por el arquitecto estadounidense Richard Meier. La incidencia de la luz natural que penetra en el edificio, reflejando la blancura del espacio interior, tiene un papel destacado. El diseño abierto del edificio también ha sido concebido como una invitación para que los habitantes de La Haya y los visitantes de otros lugares se sientan libres de ingresar. El ayuntamiento está situado donde convergen la parte antigua de la ciudad y la zona moderna, con edificios de gran altura. Tras una breve caminata de cinco minutos podrá visitar el salón medieval « Ridderzaal », ubicado en el centro del parlamento neerlandés, y muchos otros edificios históricos.

*18.30 a 19.30 horas Una recepción de bienvenida*

*19.30 a 23.30 horas Cena de la conferencia y espectáculo Código de vestir: Semi formal*

*Se suministrará un servicio de traslado en autobús de ida y vuelta entre el edificio del ayuntamiento y el centro de congresos World Forum (lugar de celebración de la conferencia), Por favor, consulte los detalles del transporte en la página 144*

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THURSDAY 29 OCTOBER 17:00 - 19:00 | THEATRE

Opening and plenary  
Séance plénière d'ouverture  
Sesión de apertura  
Thana Farooq



Born and raised in Yemen, Thana is a street and documentary photographer. At the age of 16, Thana was granted a scholarship to finish high school in Canada, where she completed the IB Diploma Programme (DP). Obtaining a second scholarship, she travelled to the USA to study International Relations and Photography at Clark University.

Thana currently works on her Everyday Yemen project, where she documents street stories during the civil war. She is also a freelance photographer and contributor at StepFeed, New Internationalist and Alsfair Alaraby magazines.

Previously Thana worked with Oxfam Yemen documenting child brides in the country. Thana's work was featured in prominent magazines such as *Vocative*, *CNN Arabic* and *Zenith*. It has also been displayed in a number of exhibitions in the USA and Yemen, and lately at the Arab World Institute in Paris, where she exhibited work looking at the Yemeni women behind the stereotypes.

**Thana's session at this year's conference**

## The power of untold stories in education and learning

Photography as an art is a powerful tool to influence an audience's understanding and thinking. During Thana's opening plenary, she will share her journey in becoming the storyteller and photographer she is today and how pictures can shed light on the unobvious to eliminate ignorance and educate and inspire communities, even during times of war.



Née et élevée au Yémen, Thana Faroq est photographe documentaire et photographe de rue. À l'âge de 16 ans, elle a reçu une bourse qui lui a permis de terminer ses études secondaires au Canada, où elle a suivi le Programme du diplôme de l'IB. Après l'obtention d'une seconde bourse, elle s'est rendue aux États-Unis pour étudier les relations internationales et la photographie à l'Université Clark.

Dans le cadre de son projet Everyday Yemen (Le Yémen au quotidien) sur lequel elle travaille actuellement, Thana Faroq documente des histoires de rue dans le contexte de la guerre civile. Elle est aussi photographe indépendante et collabore avec les magazines *StepFeed*, *New Internationalist* et *As-Safir Al-Arabi*.

Auparavant, Thana Faroq a travaillé avec Oxfam Yemen pour documenter le mariage des enfants. Les travaux de Thana ont été publiés dans des médias renommés tels que *Vocativ*, *CNN Arabic* et *Zenith*. Ils ont aussi été présentés lors de nombreuses expositions aux États-Unis, au Yémen et, récemment, à l'Institut du monde arabe à Paris où Thana Faroq a exposé des œuvres montrant les femmes yéménites, au-delà des stéréotypes.

### Thème de la présentation de Thana Faroq pour la conférence régionale 2015

## Le pouvoir des histoires non écrites dans l'éducation et l'apprentissage

En tant qu'art, la photographie représente un outil puissant pour orienter la compréhension et la réflexion d'un public donné. Durant la séance plénière d'ouverture qu'elle présentera, Thana Faroq racontera le parcours qui lui a permis de devenir la conteuse et photographe qu'elle est aujourd'hui, et expliquera comment les images peuvent éclairer des zones d'ombre pour lutter contre l'ignorance et pour éduquer et inspirer les communautés, même en temps de guerre.



Nacida y criada en Yemen, Thana es fotógrafa de calle y de documentales. Con 16 años recibió una beca para finalizar sus estudios secundarios en Canadá, donde completó el Programa del Diploma (PD) del IB. Con una segunda beca, se trasladó a Estados Unidos para estudiar relaciones internacionales y fotografía en la Universidad Clark.

Actualmente Thana trabaja en el proyecto "Everyday Yemen", en el que documenta historias callejeras durante la guerra civil yemení. Además, es fotógrafa autónoma y colabora con las revistas *StepFeed*, *New Internationalist* y *As-Safir Al-Arabi*.

Anteriormente ha trabajado con Oxfam Yemen documentando casos de matrimonio infantil forzado en dicho país. El trabajo de Thana se ha publicado en destacadas revistas como *Vocativ*, *CNN Arabic* y *Zenith*. También ha formado parte de varias exposiciones en Estados Unidos y Yemen, y recientemente ha expuesto su obra en el Instituto del Mundo Árabe en París, donde ofreció una visión de la mujer yemení más allá de los estereotipos.

### Sesión de Thana Faroq en la conferencia de este año 2015

## El poder de las historias no contadas en la educación y el aprendizaje

La fotografía como arte es una poderosa herramienta para influir en el entendimiento y el pensamiento de quienes ven las imágenes. Durante la sesión de apertura, Thana compartirá su trayectoria hasta convertirse en la narradora de historias y fotógrafa que es hoy, y cómo las imágenes pueden arrojar luz sobre lo que no resulta evidente para acabar con la ignorancia y educar e inspirar a las comunidades incluso durante tiempos de guerra.



FRIDAY 30 OCTOBER 08:45 - 10:00 | THEATRE

Plenary session  
Séance plénière  
Sesión plenaria  
Peter Senge



Peter M. Senge is a senior lecturer at the Massachusetts Institute of Technology and founding chairperson of the Society for Organizational Learning. He is author of *The Fifth Discipline: The Art and Practice of the Learning Organization* (1990, revised 2006). With more than two million copies sold worldwide, *The Fifth Discipline* was identified by the Harvard Business Review in 1997 as one of the seminal management books of the past 75 years and by Financial Times as one of the five most important management books.

He has co-authored, a number of organizational learning Fieldbooks as well as *Presence: Human Purpose and the Field of the Future* (2004) and, most recently, *The Necessary Revolution: Working Together To Create a Sustainable World* (2010). In 1999, Dr. Senge was named by The Journal of Business Strategy as one of the 24 people who had the greatest influence on business strategy over the last 100 years. The Financial Times, Business Week, and The Wall Street Journal counted him among the world's most influential business thinkers.

**Peter's session at this year's conference**

## The river in which we are swimming: Making sense of the global renaissance in education

The last 25 years has seen remarkable innovations and novel approaches in education. Diverse initiatives have spread around the world, stemming from a deep longing to give children rich soils to grow in, and to help our societies address the deep changes needed in the coming decades. What prevents these innovations from spreading more widely?

Our experience points to two major limitations: lack of clarity and consensus around our overarching focus, and lack of sophistication in leading and managing the change process. Across diverse success stories, we see three recurring themes: understanding and caring for self (mind-body system), understanding and caring for others (social system), and understanding and caring for the larger systems (community, economy and ecology). Leading systemic change requires a deep commitment to "be the change"—namely, integrating the internal and the external, creating spaces for change rather than trying to dictate and control, and never losing sight of how we as change leaders may need to change ourselves.



Peter M. Senge est maître de conférences au Massachusetts Institute of Technology et président fondateur de la Society for Organizational Learning.

Il est l'auteur du livre intitulé *La cinquième discipline – L'art et la manière des organisations qui apprennent* (édition française publiée en 1992), qui s'est vendu à plus de deux millions d'exemplaires dans le monde. En 1997, la *Harvard Business Review* a reconnu cet ouvrage comme étant un des livres de gestion qui font le plus autorité depuis les 75 dernières années, alors que le *Financial Times* l'a nommé comme étant l'un des cinq plus importants livres de gestion.

M. Senge a coécrit un certain nombre de guides de terrain sur l'apprentissage organisationnel et a publié le livre intitulé *Presence: Human Purpose and the Field of the Future (2004) et, plus récemment, The Necessary Revolution: Working Together To Create a Sustainable World.*

Le *Journal of Business Strategy* (1999) a nommé Peter Senge parmi les 24 personnes qui, au cours du siècle dernier, ont exercé la plus grande influence sur les stratégies d'entreprise. Le *Financial Times*, le *Business Week* et le *Wall Street Journal* l'ont désigné parmi les penseurs les plus influents du milieu des affaires.

## Thème de la présentation de Peter M. Senge pour la conférence régionale 2015

### *The River in Which We Are Swimming: comprendre le renouveau mondial de l'éducation*

Au cours des 25 dernières années, le domaine de l'éducation a été marqué par l'apparition d'innovations remarquables et d'approches novatrices. Diverses initiatives se sont répandues dans le monde entier, nées d'un profond désir d'offrir aux enfants un terrain fertile propice à leur développement et à leur épanouissement en tant qu'individus, et d'aider nos sociétés à répondre aux grands changements nécessaires au cours des prochaines décennies. Quelles sont les raisons qui empêchent ces innovations de se répandre plus largement ?

Deux principaux obstacles ressortent de notre expérience : le manque de clarté et de consensus quant à la priorité absolue que nous accordons à la direction et à la gestion du processus de changement, et quant à notre manque d'expertise en la matière. L'examen de plusieurs modèles de réussite nous permet de dégager trois grands thèmes récurrents : comprendre et se soucier de son bien-être (système corps/esprit), comprendre et se soucier du bien-être des autres (système social) et comprendre et se soucier du bien-être des systèmes plus vastes (communauté, économie et écologie).

Instaurer un changement systémique exige que l'on s'engage résolument à « être le changement », c'est-à-dire à intégrer l'interne et l'externe, à créer des espaces de changement plutôt qu'à essayer d'imposer sa volonté et de contrôler, et à ne jamais perdre de vue que nous, les meneurs du changement, pouvons aussi devoir changer.





Peter M. Senge es profesor principal del Instituto Tecnológico de Massachusetts (MIT) y presidente fundador de la Society for Organizational Learning (SoL).

Es el autor del libro *La quinta disciplina: el arte y la práctica de la organización abierta al aprendizaje* (publicado originalmente en inglés en 1990 y, en edición revisada, en 2006), del cual se han vendido en todo el mundo más de dos millones de ejemplares. En 1997, *Harvard Business Review* consideró que era una de las cinco obras más influyentes que se han escrito sobre el tema de la gestión en los últimos 75 años. Por su parte, el *Financial Times* lo clasificó como uno de los cinco libros más importantes publicados sobre gestión.

Peter ha sido coautor de varios manuales prácticos sobre aprendizaje en las organizaciones, así como del libro *Presence: Human Purpose and the Field of the Future* (presencia: el propósito humano y el campo del futuro), publicado en 2004, y más recientemente de la obra *La revolución necesaria*.

En 1999, la revista *Journal of Business Strategy* escogió a Senge como una de las 24 personas que han tenido la mayor influencia en la estrategia de negocios en los últimos 100 años. El *Financial Times*, *Business Week* y *The Wall Street Journal* lo consideran uno de los pensadores más influyentes del mundo en el campo de los negocios.

## La sesión de Peter en la conferencia de este año

### El río en que nadamos: cómo dar sentido al renacimiento global en el ámbito educativo

En los últimos 25 años se han presentado innovaciones notables y enfoques originales en el campo de la educación. Por todo el mundo han surgido diversas iniciativas, que se derivan de un profundo anhelo de proporcionar a los niños terrenos fértiles donde puedan crecer y ayudar a nuestras sociedades a abordar los profundos cambios que se requieren en las próximas décadas. ¿Qué impide que dichas innovaciones se propaguen más ampliamente?

Nuestra experiencia apunta hacia dos limitaciones principales: la falta de claridad y consenso sobre nuestro objetivo general y la ausencia de sofisticación en la forma en que se dirige y gestiona el proceso de cambio. En todas las experiencias satisfactorias se ven de manera recurrente tres temas principales: comprensión y cuidado de sí mismo (mente y cuerpo), comprensión y cuidado de los demás (sistema social), y comprensión y cuidado de sistemas más amplios (comunidad, economía y ecología).

Dirigir un cambio sistémico requiere un compromiso profundo para “ser el cambio”, esto es, integrar lo interno con lo externo, crear espacios para que ocurra el cambio en lugar de prescribirlo y controlarlo, y no perder nunca de vista la posibilidad de que los líderes del cambio debamos cambiar.



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FRIDAY 30 OCTOBER 14:15 - 15:15 | THEATRE

## Plenary session Séance plénière Sesión plenaria Pasi Sahlberg



Pasi Sahlberg is a Finnish educator, author and scholar. He has worked as schoolteacher, teacher educator, researcher and policy advisor in Finland and has studied education systems and reforms around the world.

His expertise includes school improvement, international education issues, classroom teaching and learning, and school leadership. His best-selling book *Finnish Lessons 2.0: What can the world learn from educational change in Finland* (Teachers College Press, 2015) won the 2013 Grawemeyer Award.

Pasi is a former Director General of Centre for International Mobility and Cooperation (CIMO) in Helsinki and currently Professor of Practice at Harvard University's Graduate School of Education in Cambridge, Massachusetts, USA.

### Pasi's session at this year's conference

## Finnish Lessons 2.0: Myths, facts and ideas for improving your school

Educators around the world are always interested in what makes some education systems perform better than others and why some seem to be

stuck in mediocrity. Since the year 2000, much of that attention has been on Finland.

There are numerous theories and explanations for what makes education better. Some of them are true and some are not. In this presentation, Pasi will explore common myths, established facts and helpful ideas from Finnish schools and Finland's education system.

He will explain the key characteristics of Finland's school system and how they resonate with those in other countries. In the end, Pasi will offer his own set of lessons—including both policy-level and practical ideas—for conference attendees to improve education through their own work.

Pasi Sahlberg est un professionnel de l'éducation, auteur et chercheur finlandais. Il a travaillé en tant qu'enseignant, formateur, chercheur et conseiller politique en Finlande et a étudié les systèmes d'éducation et les réformes de nombreux pays.

Ses domaines de spécialisation incluent l'amélioration des établissements scolaires, les questions relatives à l'éducation internationale, l'enseignement et l'apprentissage en classe et la direction des établissements. Son livre *Finnish Lessons 2.0: What can the world learn from educational change in Finland* (Teachers College Press, 2015) a rencontré un énorme succès et remporté le prix Grawemeyer en 2013.



Pasi Sahlberg a été à la tête du Centre pour la mobilité et la coopération internationales (CIMO) à Helsinki et enseigne actuellement au sein de la faculté des sciences de l'éducation de l'Université Harvard, à Cambridge (Massachusetts, États-Unis).


### Thème de la présentation de Pasi Sahlberg pour la conférence régionale 2015

## Leçons finlandaises 2.0 : mythes, réalités et idées d'amélioration pour votre établissement

Les professionnels de l'éducation du monde entier cherchent toujours à comprendre ce qui rend des systèmes éducatifs plus efficaces que d'autres, et pourquoi certains continuent à s'enliser dans la médiocratie. Depuis l'année 2000, l'attention s'est en grande partie tournée vers la Finlande.

Il existe de nombreuses théories et explications sur ce qui rend un système éducatif plus efficace. Certaines d'entre elles sont vraies tandis que d'autres sont fausses. Au cours de cette présentation, Pasi Sahlberg examinera les mythes courants, les réalités et les idées utiles recueillies dans les établissements finlandais et dans le système éducatif de Finlande.

Il explorera les principales caractéristiques du système éducatif finlandais et établira des comparaisons avec celles d'autres pays. Enfin, il présentera ses propres leçons, notamment ses idées pratiques et ses idées en matière de politique éducative, qui permettront aux participants à la conférence d'améliorer le monde de l'éducation à travers leur propre travail.

 Pasi Sahlberg es un educador, autor y académico finlandés. Ha ejercido como docente, capacitador docente, investigador y asesor en materia de políticas en Finlandia, y ha estudiado los sistemas y reformas de la educación de todo el mundo.

Su experiencia se centra en la mejora de los colegios, las cuestiones relacionadas con la educación internacional, la enseñanza y el aprendizaje en el aula y el liderazgo en los colegios. Su best seller titulado *Finnish Lessons 2.0: What can the world learn from educational change in Finland* (Teachers College Press, 2015) recibió el premio 2013 Grawemeyer Award.

Pasi fue director general del CIMO (Centre for International Mobility and Cooperation) en Helsinki y actualmente es profesor de práctica en la Facultad de Estudios de Posgrado en Pedagogía de la Universidad de Harvard, en Cambridge, Massachusetts (EE. UU.).

### La sesión de Pasi en la conferencia de este año

## Lecciones finlandesas 2.0: mitos, datos e ideas para mejorar un colegio

Los educadores de todo el mundo están siempre interesados en los temas de qué factores llevan a algunos sistemas educativos a obtener mejores resultados que otros, y por qué algunos parecen atascados en el imperio de la mediocridad. Desde 2000, gran parte de la atención relativa a esos temas se ha concentrado en Finlandia.

Existen numerosas teorías y explicaciones sobre los factores que hacen que la educación sea mejor. Algunas son ciertas y otras no. En esta presentación, Pasi explorará mitos comunes, hechos establecidos e ideas útiles procedentes de los colegios y el sistema educativo de Finlandia.

Explicará las características clave del sistema educativo de Finlandia y por qué tienen acogida en los de otros países. Finalmente, Pasi ofrecerá su propio conjunto de lecciones, tanto en el ámbito de las políticas como el de las ideas prácticas, que pueden ayudar a los asistentes a la conferencia a mejorar la educación por medio de su trabajo.

SATURDAY 31 OCTOBER 08:45 - 10:00 | THEATRE

Plenary session  
Séance plénière  
Sesión plenaria  
David Perkins



David Perkins is the Carl H Pforzheimer, Jr, Research Professor of Teaching and Learning at the Harvard Graduate School of Education, recently retired from the Senior Faculty. He is a founding member and senior co-director of Project Zero, an R&D institute operating for 45 years at that institution.

He has maintained long-term programme of research and development on thinking skills, creativity, learning with understanding, and organizational learning and collaborated on educational initiatives in several parts of the world.

David has spoken and published widely on the themes of thinking, understanding and learning. He is the author of many articles and several well-known books, including *Future Wise*, *Making Learning Whole*, *Smart Schools*, *Outsmarting IQ*, *The Eureka Effect*, and *King Arthur's Round Table*.

**David's session at this year's conference**

## Future Wise: Educating our children for a hanging global world

We all want learning that matters. We want learning that makes a deep difference in students' lives.

Of course, much of what learners typically study from kindergarten to graduate school does matter to their lives. However, a lot of it doesn't. It's too piecemeal, too peripheral, too out of tune with our complex, globalized, digitalized and rapidly changing society.

Whereas traditionally we educate for the known, today's world also asks us to educate for the unknown, preparing learners with knowledge, understandings, skills and attitudes for thriving in the 21st century.

In this presentation, David Perkins profiles contemporary trends around the world and charts the opportunities and challenges of education that is truly "future wise".



David Perkins est titulaire de la chaire Carl H. Pforzheimer de professeur-chercheur dans le domaine des approches de l'apprentissage et de l'enseignement au sein de la faculté des sciences de l'éducation de l'Université Harvard. Il a récemment pris sa retraite de son poste de professeur, qu'il occupait depuis de nombreuses années. Il est un membre fondateur et co-directeur du Project Zero, un institut de recherche et de développement qui existe depuis 45 ans au sein de cette institution.

Il a mis en œuvre des programmes de recherche et de développement de longue durée sur la pensée critique, la créativité, l'apprentissage par la compréhension et l'apprentissage organisationnel. Il a également participé à des initiatives éducatives dans plusieurs parties du monde.

Les travaux de David Perkins sont largement publiés et il s'exprime régulièrement sur les thèmes de la pensée, de la compréhension et de l'apprentissage. Il est l'auteur de nombreux articles et de plusieurs ouvrages connus, notamment *Future Wise*, *Making Learning Whole*, *Smart Schools*, *Outsmarting IQ*, *The Eureka Effect* et *King Arthur's Round Table*.

## Thème de la présentation de David M. Perkins pour la conférence régionale 2015

# Un avenir judicieux : éduquer nos enfants pour une société mondialisée en constante évolution

Nous aspirons tous à un apprentissage qui compte vraiment. Nous voulons un apprentissage qui change profondément la vie des élèves.

Bien entendu, une bonne partie de ce que les apprenants étudient depuis la maternelle jusqu'à l'enseignement supérieur leur importe beaucoup dans la vie. Toutefois, une grande partie de ce qu'ils étudient ne revêt aucune importance, car ce contenu est trop fragmenté, trop accessoire et pas assez en phase avec notre société complexe, mondialisée, numérique et en constante évolution.

Tandis que, traditionnellement, nous éduquons les apprenants dans la perspective de ce qui est connu, le monde d'aujourd'hui exige aussi que nous les instruisions dans la perspective de ce qui est inconnu afin de les équiper avec les connaissances, compréhensions, compétences et attitudes nécessaires pour s'épanouir au XXI<sup>e</sup> siècle.

Dans cette présentation, David Perkins décrit les tendances mondiales actuelles et présente les possibilités et les défis d'une éducation véritablement « judicieuse pour l'avenir ».



David Perkins es titular de la cátedra de investigación Carl H. Pforzheimer Jr., profesor de Enseñanza y Aprendizaje de la Facultad de Estudios de Posgrado en Pedagogía de la Universidad de Harvard y, hasta hace poco, miembro del cuerpo docente de mayor rango. Es uno de los miembros fundadores y codirector sénior de Project Zero, una entidad de investigación y desarrollo que lleva 45 años en funcionamiento en esa institución.

Ha llevado a cabo programas de investigación y desarrollo de larga duración sobre las habilidades de pensamiento, la creatividad, el aprendizaje con comprensión y el aprendizaje organizativo, y ha colaborado en iniciativas educativas en diversos lugares del mundo.

David es autor de numerosas charlas y publicaciones sobre los temas del pensamiento, la comprensión y el aprendizaje. También ha escrito un gran número de artículos y varios libros bien conocidos, como *Future Wise*, *Making Learning Whole*, *Smart Schools*, *Outsmarting IQ*, *The Eureka Effect* y *King Arthur's Round Table*.

## La sesión de David en la conferencia de este año

# Visión de futuro: educar a nuestros hijos para una sociedad global cambiante

Todos queremos que el aprendizaje tenga importancia. Queremos que el aprendizaje marque una profunda diferencia en las vidas de los alumnos.

Está claro que muchas de las cosas que los alumnos aprenden desde el preescolar hasta los estudios de posgrado tienen importancia en sus vidas. Sin embargo, muchas otras no la tienen. Son demasiado fragmentadas, periféricas, discordantes con nuestra sociedad compleja, globalizada, digitalizada, que cambia a tanta velocidad.

Mientras tradicionalmente hemos educado para lo conocido, el mundo de hoy nos pide que eduquemos para lo desconocido y preparemos a los alumnos con conocimientos, comprensión, destrezas y actitudes que les permitan prosperar en el siglo XXI.

En esta presentación, David Perkins reseña tendencias contemporáneas que existen por todo el mundo y delinea las oportunidades y los desafíos de una educación que verdaderamente prepare a los alumnos para el futuro.



Lyceum-school 6 is the only state school in Baku city that leads international programme IB.

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Diploma  
Programme



SUNDAY 1 NOVEMBER 11:30 - 13:00 | THEATRE

Closing plenary  
Séance plénière de clôture  
Sesión plenaria de clausura  
**Francine Houben**



Francine Houben, creative director of Mecanoo architecten, leads the firm to success in the Netherlands and abroad, amassing a portfolio of work that is wide-ranging, inspired by global challenges and a sustainable view on society.

Notable projects include the Delft University of Technology campus and the Library of Birmingham. Her work has received international critical acclaim, each project illustrating the three fundamental elements of her architectural vision: people, place, purpose.

She currently leads the revitalization of the Martin Luther King Jr Memorial Library in Washington, DC, and is this year's recipient of the Prins Bernhard Cultuurfonds Prize for her oeuvre.

**Francine's session at this year's conference**

**People, Place, Purpose**

Francine Houben, creative director Mecanoo architecten, will share her views on how learning can be facilitated and/or encouraged as 'learning spaces' are designed. She will take us through some of her (international) projects, to demonstrate the opportunities that public spaces offer to generate vibrant learning communities. Participants will also be able to observe how the local environment and cultural context provide distinctive features to her designs, making them unique to the people, place and purpose.





Francine Houben, directrice de la création, a mené l'entreprise Mecanoo Architecten à la réussite aux Pays-Bas et à l'étranger, constituant un vaste dossier de réalisations qui tirent leur inspiration des défis mondiaux et intègrent une vision durable de la société.

Parmi ses projets notables figurent le campus de l'Université de technologie de Delft et la bibliothèque de Birmingham. Son travail a été acclamé par la critique internationale, chaque projet illustrant les trois éléments fondamentaux de sa vision architecturale : les personnes, le lieu et l'usage.

Elle dirige actuellement la revitalisation de la bibliothèque Martin Luther King Jr. à Washington D.C. et, cette année, elle est la lauréate du prix Prins Bernhard Cultuurfonds pour son œuvre.

### **Thème de la présentation de Francine Houben pour la conférence régionale 2015**

## **Les personnes, le lieu, l'usage**

Francine Houben, directrice créative pour Mecanoo Architecten, partagera ses impressions sur comment la conception d'« espaces d'apprentissage » peut mieux faciliter et/ou encourager l'apprentissage. Elle présentera ses expériences en projets internationaux, démontrant les opportunités que proposent les espaces publics à construire des communautés d'apprentissage dynamiques. Les participants seront aussi en mesure d'apprécier comment l'environnement local et le contexte culturel peuvent contribuer à un design distinct, les rendant uniquement conçus pour les personnes, le lieu et l'usage.



Francine Houben, directora creativa de Mecanoo, es responsable del éxito de la compañía en los Países Bajos y el resto del mundo. Mecanoo cuenta en su haber con una amplia cartera de proyectos, inspirados en los retos globales y la sostenibilidad social.

Entre sus proyectos más destacados se encuentran el campus tecnológico de la Universidad de Delft y la biblioteca de Birmingham. Su trabajo ha sido elogiado por la crítica internacional y cada uno de sus proyectos ilustran los tres elementos fundamentales de su visión arquitectónica: gente, lugar, propósito.

Actualmente trabaja en la revitalización de la biblioteca Martin Luther King Jr. de Washington D. C. y este año recibirá el premio Prins Bernhard Cultuurfonds por el conjunto de su obra.

### **Sesión de Francine en la conferencia de este año**

## **Gente, lugar, propósito**

Francine Houben, director creativo Mecanoo Architecten, compartirá sus puntos de vista sobre cómo el aprendizaje puede ser facilitado y / o alentado tal y como "espacios de aprendizaje" son diseñados. Ella nos llevará a través de algunos de sus proyectos (internacionales), para demostrar las oportunidades que ofrecen los espacios públicos para generar comunidades de aprendizaje vibrantes. Asimismo, los participantes serán capaces de observar cómo el medio ambiente local y el contexto cultural proporcionan características distintivas de sus diseños, haciéndolos únicos a la gente, el lugar y propósito.

SATURDAY 31 OCTOBER 15:45 - 16:45 | PACIFIC

Featured speaker  
Conférencière invitée  
Oradora destacada  
Rosemary Hipkins



Rosemary Hipkins is a chief researcher at the New Zealand Council for Educational Research (NZCER).

She began her career as a science and biology teacher and worked for some years in teacher education before moving to NZCER.

Rose was actively involved in the development of New Zealand's national curriculum framework and has led research projects related to both curriculum and assessment innovation in New Zealand.

She is interested in how key competencies might be used as "ideas to think with", so that they are used to transform learning opportunities for students rather than simply adding to existing curriculum thinking and pedagogy.

**Rosemary's session at this year's conference**

**Learning for now and the future**

If someone asked you to explain how the learning opportunities you plan for your students now directly contribute to their future selves and lives, how would you respond? You might discuss how a particular learning episode connects with the goals of building a strong IB graduate profile,

or perhaps anticipate how essential knowledge and skills that students are developing now will be needed in certain future contexts. In either scenario, could you actually "join the dots" from the present learning experience to the students' expression of that learning in a future situation, with all its complex uncertainties and unknowns? Key competencies can play an important role in supporting teachers to design learning opportunities that explicitly seek to grow students' current and future capabilities to think and work in increasingly complex contexts. In this lecture, Rosemary Hipkins will illustrate some ways that curriculum thinking can shift if key competencies are used as "ideas to think with" when re-imagining and remixing a curriculum for both now and the future.

Rosemary Hipkins est chercheuse en chef au Conseil pour la recherche pédagogique en Nouvelle-Zélande (New Zealand Council for Educational Research, NZCER). Elle a débuté sa carrière en tant qu'enseignante de sciences et de biologie, puis elle a travaillé pendant quelques années dans la formation des enseignants, avant de rejoindre le NZCER.

Rosemary Hipkins a travaillé activement au développement du cadre pédagogique des programmes d'études de Nouvelle-Zélande, et a



dirigé des projets de recherche sur l'innovation en matière de programmes et d'évaluation au niveau national.

Elle s'intéresse à la façon dont les compétences essentielles peuvent être bien plus que de simples ajouts pédagogiques, et servir de « clés de réflexion » pour transformer l'apprentissage des élèves.

## Thème de la présentation de Rosemary Hipkins pour la conférence régionale 2015

# Apprendre pour aujourd'hui et pour demain

Si quelqu'un vous demandait d'expliquer de quelle manière les possibilités d'apprentissage que vous planifiez pour vos élèves aujourd'hui contribuent directement à leur personnalité et à leur vie de demain, que répondriez-vous ? Vous pourriez expliquer comment tel ou tel épisode d'apprentissage participe à la consolidation du profil du diplômé de l'IB ou, peut-être, prévoir la façon dont les connaissances et compétences essentielles que les élèves acquièrent maintenant s'avéreront nécessaires dans certains contextes à venir.

Dans les deux cas, pourriez-vous aujourd'hui faire le lien entre les expériences d'apprentissage actuelles et la façon dont elles se manifesteront chez les élèves dans un contexte futur, avec toutes les incertitudes et inconnues que ce futur leur réserve ?

Au cours de cette présentation, Rosemary Hipkins expliquera comment les compétences clés peuvent jouer un rôle de premier plan pour aider les enseignants à concevoir des occasions d'apprentissage visant explicitement à développer les capacités des élèves à réfléchir et travailler dans des contextes d'une complexité croissante.

Selon Mme Hipkins, il s'agit là du rôle le plus

important que les compétences clés doivent jouer en ce qui concerne le programme d'études. Mme Hipkins montrera quelques-unes des façons dont la réflexion sur le programme d'études peut changer, pour peu que les compétences clés soient utilisées en tant qu'« idées au service de la réflexion » au moment de repenser et de reconfigurer le programme d'études aussi bien pour aujourd'hui que pour demain.

Rosemary Hipkins es investigadora jefe del New Zealand Council for Educational Research (NZCER). Comenzó su carrera como profesora de ciencias y biología, y se dedicó a la capacitación docente durante varios años, antes de incorporarse al NZCER.

Rose participó activamente en el desarrollo del marco curricular nacional de Nueva Zelanda, país en el que ha dirigido varios proyectos de investigación relacionados con la innovación en el campo del currículo y la evaluación.

Una de sus áreas de interés es cómo podrían utilizarse las principales competencias como "ideas que den que pensar", de modo que sirvieran para transformar las oportunidades de aprendizaje de los alumnos en lugar de ser un mero añadido al pensamiento y la pedagogía curriculares existentes.

## La sesión de Rosemary en la conferencia de este año

# Apprendiendo para el presente y el futuro

Si alguien le pidiera que explicara cómo las oportunidades de aprendizaje que planea para sus alumnos contribuyen ahora de forma directa a su futuro, ¿qué respondería? Podría discutir cómo un episodio de aprendizaje concreto se relaciona con el objetivo de crear un perfil de graduado del IB sólido, o tal vez prever en qué medida los conocimientos y habilidades esenciales que los alumnos están desarrollando en el presente serán necesarios en determinadas situaciones del futuro.





En cualquiera de los casos, ¿cree que podría trazar una línea recta entre la experiencia de aprendizaje del presente y la expresión de dicho aprendizaje en una situación del futuro, con todos sus interrogantes e incertidumbres?

En esta charla, Rosemary argumentará que las principales competencias pueden resultar de gran utilidad a los docentes a la hora de diseñar oportunidades de aprendizaje encaminadas a desarrollar la capacidad de los alumnos de pensar y trabajar en contextos cada vez más complejos en el presente y el futuro.

Rosemary defiende que esta debe ser la función curricular más importante de las principales competencias. Asimismo, demostrará varias formas en que el pensamiento curricular puede cambiar si las principales competencias se utilizan como “ideas que den que pensar” a la hora de volver a imaginar y combinar un currículo para el presente y el futuro.

SATURDAY 31 OCTOBER 15:45 - 16:45 | ATLANTIC

Featured speaker  
Conférencier invité  
Orador destacado  
**Robert Coe**



Robert Coe is Professor in the School of Education and Director of the Centre for Evaluation and Monitoring (CEM), Durham University. CEM is the largest educational research centre in a UK university and has provided assessment and monitoring systems to many thousands of schools since 1983.

Well over a million children take CEM assessments every year in more than 40 countries; it is the largest provider of computer adaptive assessments outside the US. Before embarking on an academic career, Rob Coe was a teacher of mathematics, with experience in a range of secondary schools and colleges.

He left teaching in 1995 to study full-time for a PhD at Durham University and then stayed on as a Research Associate and Lecturer. His research interests are wide-ranging and include: evaluation methodology; evidence-based education and the involvement of practitioners in research; school effectiveness and improvement, including the methodology of school effectiveness research; the use and effects of feedback, especially in performance-monitoring information systems; and the statistical comparability of examinations in different subjects and over time.

His teaching is also varied, including research methods courses from undergraduate to EdD level and specialist master's-level courses in

Experiments in Education and Educational Assessment, as well as contributing to initial teacher training. His methodological expertise lies in areas such as general statistical analysis, experimental design, meta-analysis, multilevel modelling, construct measurement and item response models.

**Robert session at this year's conference**

## What makes great teaching?

It has long been argued that 'teacher quality' is the single most important school variable influencing student achievement - but what can research tell us about the kinds of classroom practices that are likely to create the most learning for students? Most important of all, how can we best support teachers in continuing to improve their classroom practices and in realising the full benefits that research seems to promise?

In this session Professor Rob Coe will draw on a range of research, including three reviews he has co-authored: the EEF Teaching and Learning Toolkit, the Sutton Trust's 'What makes great teaching?' report and the Teacher Development Trust 'Developing Great Teaching' report (all of which will be made available to colleagues attending the session).



Robert Coe est professeur de sciences de l'éducation et directeur du Centre d'évaluation et de suivi (CEM) de l'Université de Durham. Le CEM, qui est le plus grand centre de recherche pédagogique dans une université britannique, fournit des systèmes d'évaluation et de suivi à des milliers d'établissements depuis 1983. Plus d'un million d'élèves passent les évaluations du CEM chaque année dans plus de 40 pays, et le centre est le premier fournisseur d'évaluations par ordinateur hors États-Unis. Avant sa carrière universitaire, Rob Coe enseignait les mathématiques dans des établissements secondaires et des universités.

Il a quitté l'enseignement en 1995 pour étudier à plein temps dans le cadre d'un programme de doctorat à l'Université de Durham, avant de devenir chargé de recherche et de cours. Ses domaines de recherche sont multiples et incluent:

- la méthodologie de l'évaluation ;
- l'éducation fondée sur des données probantes et l'implication des professionnels de l'enseignement dans la recherche ;
- l'efficacité et l'amélioration des établissements, notamment la méthodologie de la recherche sur l'efficacité des établissements ;
- l'utilisation et les effets du retour d'information, en particulier dans les systèmes de suivi des résultats ;
- la comparabilité statistique des examens dans différentes matières et sur la durée.

Il occupe divers postes d'enseignement, et donne notamment des cours sur les méthodes de recherche à des étudiants allant du premier cycle au doctorat. Il enseigne également au niveau Master dans le domaine des expériences

en éducation et de l'évaluation pédagogique, et participe à la formation initiale des enseignants. Sa spécialisation dans le domaine méthodologique porte sur l'analyse statistique générale, la conception expérimentale, la méta-analyse, la modélisation multidimensionnelle, les modèles de mesure et de réponse d'item.

### **Thème de la présentation de Robert Coe pour la conférence régionale 2015**

## **Quels sont les éléments définissant un enseignement de qualité ?**

On a longtemps prétendu que la « qualité de l'enseignant » était la variable la plus importante capable d'influencer la réussite scolaire des élèves. Cependant, que peut nous apprendre la recherche sur les stratégies d'enseignement susceptibles d'optimiser l'apprentissage des élèves ? Et avant tout, comment peut-on mieux encourager les enseignants à continuer et à se rendre compte de tous les bénéfices que la recherche semble promettre ?

Lors de cette session, Robert Coe s'appuiera sur plusieurs travaux de recherche, parmi lesquels trois publications dont il est également le co-auteur : le Teaching and Learning Toolkit de l'EEF, le rapport *What makes great teaching?* du Sutton Trust et le rapport *Developing Great Teaching* du Teacher Development Trust. Ces trois documents seront mis à la disposition des participants.



Robert Coe es profesor de la Facultad de Educación y director del Centro de Evaluación y Seguimiento (CEM) de la Universidad de Durham. El CEM es el centro universitario de investigación educativa más grande del Reino Unido y ha proporcionado sistemas de evaluación y seguimiento a miles de colegios desde 1983. Más de un millón de alumnos participan en sus evaluaciones cada año en más de 40 países. Además, es el principal proveedor de sistemas de evaluación adaptados informatizados fuera de EE.UU. Antes de iniciar su carrera académica, Rob Coe fue profesor de matemáticas en diversos colegios de secundaria y universidades.

Abandonó la docencia en 1995 para volcarse de lleno en su doctorado en la Universidad de Durham, donde continuó su carrera como investigador adjunto y profesor. Sus campos de investigación son muy variados e incluyen la metodología de la evaluación; la educación basada en pruebas y la participación de los docentes en la investigación; la eficacia y mejora de los colegios; el uso y efectos de los comentarios, especialmente en los sistemas de información de la supervisión del desempeño, y la comparación estadística de los exámenes de diferentes asignaturas a lo largo del tiempo.

Su experiencia como docente también es muy diversa, e incluye cursos de métodos de investigación (de nivel universitario hasta de doctorado) y cursos de másteres especializados en los experimentos en la educación y la evaluación educativa, además de su contribución a la capacitación docente inicial. Su experiencia metodológica radica en áreas como el análisis estadístico general, el diseño experimental, el metaanálisis, la creación de modelos de varios niveles, la evaluación de constructos y los modelos de respuesta a elementos.

## La sesión de Robert en la conferencia de este año

### ¿En qué se caracteriza una enseñanza de calidad?

Si bien es común el uso del argumento de que la “calidad docente”

es la variable escolar más importante que influye en el desempeño de los alumnos, ¿qué conclusiones podemos extraer de los estudios sobre los tipos de prácticas docentes que más fomentan el aprendizaje de los alumnos? Y, más importante aún, ¿cuál es el mejor apoyo que podemos brindar a los profesores para mejorar sus prácticas docentes y sacar el máximo partido a las ventajas que parecen prometer los estudios de investigación?

En esta sesión, el profesor Robert Coe se valdrá de varios estudios, entre ellos, tres informes analíticos de los que es coautor: Teaching and Learning Toolkit, de la EEF (Education Endowment Foundation), el informe de la fundación Sutton Trust, *What makes great teaching?*, y el informe de la fundación Teacher Development Trust: *Developing Great Teaching*. Estas tres publicaciones se facilitarán a los participantes en la sesión.





SATURDAY 31 OCTOBER 15:45 - 16:45 | THEATRE

**Featured speaker**  
**Conférencier invité**  
**Orador destacado**  
**Ken Webster**



Ken Webster is Head of Innovation at the Ellen MacArthur Foundation. His background is in economics education, teaching, teacher education and curriculum development. He writes extensively on the circular economy and its connections with systems thinking. He has been working at the Foundation since the end of 2009 and was a part of its establishment in 2010.

**Ken's session at this year's conference**

## **Developing a framework for thinking around a new economy**

The dynamics underlying some of the major problems of our time—a faltering economy, jobless growth, environmental degradation, resource constraints—stem from a worldview belonging to another era. The Enlightenment's scientific method was developed around the worldview that everything was mechanical in character; it was "machine-like". Driven by money as debt into a rapid and escalating growth, our emergent take-make-dispose economy worked well but only while there were plentiful resources, especially energy.

In the last few decades a new worldview has emerged; one based on systems thinking. Systems thinking is an approach for developing models to promote our understanding of events, patterns of behaviour resulting in the events, and even more importantly, the underlying structure responsible for the patterns of behaviour. It usually refers to the overwhelming majority of real-world systems: these are non-linear, feedback-rich and interdependent.

The Ellen MacArthur Foundation adopts a systems-thinking approach in its work in developing a new economic framework. It calls this the circular economy, and the idea is gaining traction in firms, governments and universities as we develop our understanding of what a regenerative economic model could mean. The circular economy is a new economic model that adopts technological advancements and meaningful innovation in design and business models to enable the high-value cycling of materials.

Teachers of all disciplines are encouraged to attend this presentation to take a big-picture tour of the boundaries we choose or ignore in the search for a framework for thinking, and how this relates to questions of growth, employment, education and more.





Ken Webster est responsable de l'innovation à la fondation Ellen MacArthur. Il a travaillé dans l'enseignement des sciences économiques, l'enseignement, la formation des enseignants et le développement des programmes. Il écrit de nombreux articles sur l'économie circulaire et ses liens avec la pensée systémique. Il travaille à la fondation depuis fin 2009 et a participé à son lancement en 2010.

### Thème de la présentation de Ken Webster pour la conférence régionale 2015

## Développer un cadre de réflexion pour une nouvelle économie

La dynamique qui sous-tend certains des grands problèmes contemporains – économie vacillante, croissance sans emplois, dégradation de l'environnement, ressources limitées – provient d'une perception du monde qui appartient à une autre époque. La méthode scientifique des Lumières s'est développée autour d'une perception du monde selon laquelle tout était de nature mécanique ; tout n'était que « mécanisme ». Animée par l'argent-dette qui lui a assuré une croissance rapide et soutenue, notre économie émergente du type extraire-fabriquer-jeter a bien fonctionné tant que les ressources étaient abondantes, notamment les ressources énergétiques.

Au cours des dernières décennies, une nouvelle perception du monde a émergé, fondée sur la pensée systémique. La pensée systémique est une approche d'élaboration de modèles favorisant notre compréhension des événements, des schémas comportementaux causant les événements et, plus important encore, de la structure sous-jacente responsable des schémas comportementaux. Elle se rapporte en général à l'écrasante majorité des systèmes du monde réel, qui sont non linéaires, riches en retour d'information et interdépendants.

C'est une approche de pensée systémique que la fondation Ellen MacArthur adopte dans le travail qu'elle effectue pour développer un nouveau cadre économique. Nous l'appelons « économie circulaire », et l'idée est en train de faire son chemin dans les entreprises, les gouvernements et les universités à mesure que nous développons notre compréhension de ce qu'un modèle d'économie régénérative pourrait signifier. L'économie circulaire est un nouveau modèle économique qui adopte les progrès technologiques ainsi que les innovations judicieuses des modèles de conception et des modèles commerciaux afin de permettre un recyclage à forte valeur des matériaux.

Les enseignants de toutes les matières sont encouragés à assister à cette présentation qui leur donnera une vue d'ensemble des limites que nous choisissons ou que nous ignorons lorsque nous cherchons à établir un cadre de réflexion, et de la façon dont cette situation est liée aux questions de croissance, d'emploi, d'éducation et plus encore.



Ken Webster es el jefe de innovación de la Ellen MacArthur Foundation. Cuenta con experiencia en las áreas de enseñanza de economía, docencia, capacitación docente y desarrollo curricular. Es un autor muy prolífico sobre el tema de la economía circular y su relación con el pensamiento sistémico. Lleva trabajando en la Ellen MacArthur Foundation desde finales de 2009 y participó en su fundación en 2010.

## La sesión de Ken en la conferencia de este año

# Desarrollar un marco para reflexionar sobre una nueva economía

Las dinámicas que subyacen a los mayores problemas de nuestro tiempo —el tambaleo de la economía, el aumento del desempleo, la degradación del medio ambiente, la escasez de recursos— se derivan de una visión de mundo que pertenece a otra era. El método científico de la Ilustración se desarrolló de acuerdo con una visión del mundo en la que el carácter de todas las cosas era mecánico; todo era equiparable a una máquina. Nuestra economía emergente del "tomar, hacer y tirar", impulsada por una concepción del dinero como deuda que desencadenó un crecimiento vertiginoso, funcionó bien mientras hubo una gran cantidad de recursos, especialmente energía.

En las últimas décadas ha surgido una nueva visión del mundo que se basa en el pensamiento sistémico. El pensamiento sistémico es un enfoque para desarrollar modelos que estimulen nuestra comprensión de los acontecimientos, los patrones de comportamiento que llevan a dichos acontecimientos y, lo que es más importante, la estructura subyacente responsable de esos patrones de comportamiento. Normalmente hace referencia a la inmensa mayoría de los sistemas del mundo real: sistemas no lineales, interdependientes y donde el intercambio de información es abundante.

La Ellen MacArthur Foundation utiliza un enfoque de pensamiento sistémico en su trabajo para desarrollar un nuevo marco económico. Es lo que conocemos como economía circular. La idea consiste en apoyarse en las empresas, los gobiernos y las universidades al tiempo que expandimos nuestra comprensión de lo que podría suponer un modelo económico regenerativo. La economía circular es un nuevo modelo económico que adopta los avances tecnológicos y la innovación significativa en los modelos de diseño y negocio para dar lugar un ciclo de materiales rentable y valioso.

Se anima a profesores de todas las disciplinas a asistir a esta presentación, que les ofrecerá una panorámica de los límites que elegimos o ignoramos en la búsqueda de un marco de pensamiento, y como todo ello se relaciona con cuestiones de crecimiento, empleo y educación, entre otras.

SUNDAY 1 NOVEMBER 10:00 - 11:00 | AMAZON

Featured speaker  
Conférencier invité  
Orador destacado  
**Roland Kupers**



Dr. Roland Kupers is an independent consultant on Complexity, Resilience and Energy Transition, as well as a Visiting Fellow at Oxford University. A theoretical physicist by training,

Roland spent a decade each at AT&T and at Shell in various senior executive functions, including Vice President for Sustainable Development and Vice President Global LNG.

He was closely involved with strategy and scenario planning. He has published widely, including in HBR, on Project Syndicate and co-authored *The Essence of scenarios* (AUP 2014), *Complexity and the art of public policy* (PUP 2014) and *Turbulence: A corporate framing of resilience* (AUP 2014).

Many of the interesting and poignant issues that students will face during their lives are deeply complex and interconnected in nature. Likely even more so than those facing previous generations, mainly driven by increased wealth, population and stresses on ecosystems. This is why the need to be complexity literate is such an increasingly important competence.

**Roland's session at this year's conference**

## **Roughly understanding the whole: Complexity as a big idea for education**

Many of the interesting and poignant issues that students will face during their lives are deeply complex and interconnected in nature, likely even more so than those facing previous generations, mainly driven by increased wealth, population and stresses on ecosystems. This is why the need to be complexity literate is such an increasingly important competence.

Over the past decades a new science of complex systems has been emerging across all disciplines. Stephen Hawking has stated his belief that it will be the science of the 21st century. In this presentation Roland Kupers will explore what complexity science is and what it is not. How can students be prepared, and how does it connect to today's education?

The good news is that the IB programmes already contain a wealth of opportunities to explore complexity. The holistic threads of IB education are an ideal starting point. The organization's mission of creating a better and more peaceful world necessarily includes the previously mentioned elements of personal development and empathy.

Integrating complexity into the curriculum implies connecting many strands in novel ways: building on what teachers are already doing; teaching a number of concepts and tools specific to complexity science; further connecting multiple disciplines; exploring how personal development and empathy are essential to practising a science of systems; valuing what we don't know; as well as choosing significant, challenging real-world topics to explore.



Roland Kupers est consultant indépendant, spécialiste des questions sur la complexité, la résilience et la transition énergétique. Il est chercheur associé à l'Université d'Oxford.

Physicien théoricien de formation, Roland Kupers a travaillé dix ans chez AT&T et dix ans chez Shell où il a occupé plusieurs postes de direction, notamment celui de vice-président pour le développement durable et vice-président Global LNG.

Il a joué un rôle important au niveau de la planification de la stratégie et de la création de scénarios. Ses travaux ont été largement publiés, notamment dans le *Harvard Business Review* et sur Project Syndicate. Il est le co-auteur de *The Essence of scenarios* (AUP, 2014), *Complexity and the art of public policy* (PUP, 2014) et *Turbulence: A corporate framing of resilience* (AUP, 2014).

## Thème de la présentation de Roland Kupers pour la conférence régionale 2015

# Appréhender l'ensemble : la complexité, une riche idée pour l'éducation

Au cours des dernières décennies, une science d'un genre nouveau a émergé dans plusieurs disciplines : la science des systèmes complexes. Stephen Hawking a déclaré qu'il pensait que

cette science serait celle du XXI<sup>e</sup> siècle. Au cours de cette présentation, nous explorerons ce qu'est la science de la complexité et ce qu'elle n'est pas. Nous examinerons la façon dont les élèves peuvent s'y préparer et comment cette science est liée à l'éducation contemporaine.

Le point positif est que les programmes de l'IB fournissent déjà une myriade d'occasions d'explorer la complexité. La trame globale offerte par le système éducatif de l'IB est un point de départ idéal. La mission de l'IB visant à créer un monde meilleur et plus paisible inclut nécessairement les éléments de développement personnel et d'empathie mentionnés précédemment.

Pour intégrer la complexité dans le programme d'études, de nombreux fils doivent être noués d'une nouvelle façon : renforcer ce que les enseignants font déjà ; enseigner un certain nombre de concepts et d'outils spécifiques à la science de la complexité ; continuer à relier de multiples disciplines ; examiner la mesure dans laquelle le développement personnel et l'empathie sont essentiels pour la pratique d'une science des systèmes ; accorder de l'importance à l'inconnu ; ainsi que choisir des sujets du monde réel significatifs et stimulants à explorer.



Roland Kupers es un asesor independiente en materia de complejidad, resiliencia y transición energética, así como profesor visitante de la Universidad de Oxford. Roland, físico teórico de formación, ocupó diversos cargos directivos en AT&T y Shell durante dos décadas, una en cada empresa, incluidos los cargos de vicepresidente de desarrollo sustentable y vicepresidente global (gas natural líquido).

Participó activamente en la planificación de estrategias y situaciones. Ha colaborado en numerosas publicaciones, incluidas HBR y Project Syndicate, y es coautor de The Essence of scenarios (AUP, 2014), Complexity and the art of public policy (PUP, 2014) y Turbulence: A corporate framing of resilience (AUP, 2014).

**La sesión de Roland en la conferencia de este año**

## Entender someramente el todo: la complejidad como idea fundamental para la educación

En las últimas décadas, ha ido surgiendo en todas las disciplinas una nueva ciencia de sistemas complejos. En opinión de Stephen Hawking, esta será la ciencia del siglo XXI. En esta presentación exploraremos qué es y qué no es la ciencia de la complejidad. Examinaremos cómo puede prepararse a los alumnos y cómo se vincula con la educación de hoy en día.

La mejor parte es que los programas del IB ya contemplan un sinfín de oportunidades para explorar la complejidad. Los elementos holísticos de la educación del IB son un punto de partida ideal. Los principios motrices de la organización que promueven la creación de un mundo mejor y más pacífico necesariamente incluyen los elementos de desarrollo personal y empatía que se mencionan más adelante.

Integrar la complejidad en el currículo implica entrelazar muchos hilos de maneras novedosas: construir sobre lo que los profesores ya están haciendo; enseñar varios conceptos y herramientas específicos de la ciencia de la complejidad; seguir vinculando múltiples disciplinas; explorar cómo el desarrollo personal y la empatía son esenciales para practicar una ciencia basada en los sistemas; valorar lo que no sabemos; y elegir temas del mundo real significativos y estimulantes para examinar.



SUNDAY 1 NOVEMBER 10:00 - 11:00 | MISSISSIPPI

**Featured speaker**  
**Conférencière invitée**  
**Oradora destacada**  
**Deb Masters**



Deb is a Principal Consultant at Cognition Education and the Director of Visible Learning<sup>plus</sup>. She manages products and services internationally for the company.

Through her extensive experience in primary and secondary teaching, Deb has a background in assessment, previously holding a senior assessment role with the Ministry of Education in Wellington. Deb also has an in-depth knowledge of e-asTTle and has been closely involved in its development since 2002.

Deb has responsibility for developing the Visible Learning professional development model in partnership with John Hattie. She is also heavily involved in developing Visible Learning training and support materials, training Visible Learning facilitators and in delivering Visible Learning training globally.

**Deb's session at this year's conference**

**Visible Learning:  
research, action and  
impact**

The Visible Learning research of Professor John Hattie now represents the findings from more than 200 meta-analyses about what works best in education. First published in 2009, the Visible Learning research base has continued to build. In this presentation, Deb Masters will describe the research and what it means for educators.

Deb Masters has worked with John Hattie since 2002 helping to build the research has also worked with Hattie and the Visible Learning team to build the research into a practical, evidence-based framework that schools can use to know their impact and evaluate.

In addition to learning about the research participants will hear about the global impact of that work in schools and education systems around the world.

From the framework and evidence that is presented in this session participants will be able to consider their school framework for success against the evidence about what really works best in education.



Deb Masters est conseillère principale de Cognition Education et dirigeante de Visible Learning<sup>plus</sup>. Elle gère les produits et services de l'entreprise à l'échelle internationale.

Grâce à une très grande expérience de l'enseignement primaire et secondaire, elle a acquis des connaissances en matière d'évaluation et a occupé un poste à responsabilité dans ce domaine au sein du ministère de l'Éducation à Wellington. Elle a également une connaissance excellente de e-asTTle et participe de près à son développement depuis 2002.

Deb Masters est responsable du développement du modèle de perfectionnement professionnel de Visible Learning, en partenariat avec John Hattie. Chez Visible Learning, elle est très impliquée dans le développement des ressources de formation et des supports, dans la formation des facilitateurs et dans la diffusion de la formation à l'échelle internationale.

### Thème de la présentation de Deb Masters pour la conférence régionale 2015

## Apprentissage visible: recherche, action et impact

Les travaux de recherche de John Hattie sur l'apprentissage visible (*Visible Learning*) présentent les conclusions issues de plus de 200 méta-analyses sur les clés du succès dans le domaine de l'éducation. Publié pour la première fois en 2009, John Hattie continue à développer sa base de recherche. Durant cette présentation, Deb Masters décrira ses travaux de recherche et ce qu'ils impliquent pour les professionnels de l'éducation.

Deb Masters travaille aux côtés de John Hattie depuis 2002 et a contribué à mettre à profit ses travaux de recherche sous forme de cadre pratique fondé sur des données probantes, que les établissements peuvent utiliser afin de mieux comprendre et évaluer leur influence.

Outre la présentation de la recherche de John Hattie, Deb Masters abordera les répercussions mondiales de ce travail dans les établissements et les systèmes éducatifs du monde entier.

À partir du cadre et des données présentés lors de cette session, les participants pourront examiner les conditions de réussite du cadre pédagogique en place dans leur établissement par rapport aux preuves révélant les clés du succès dans le domaine de l'éducation.

Deb es asesora principal de Cognition Education y directora de Visible Learning<sup>plus</sup>. Se encarga de la gestión internacional de los productos y servicios de la compañía.




Durante su larga etapa como docente de primaria y secundaria, Deb adquirió experiencia en el ámbito de la evaluación. También ocupó un alto cargo relacionado con este ámbito en el Ministerio de Educación en Wellington. Deb también conoce en profundidad la herramienta e-asTTle y ha participado activamente en su desarrollo desde 2002.

Es responsable del desarrollo del modelo de desarrollo profesional de Visible Learning, conjuntamente con John Hattie. Asimismo, ha participado activamente en el desarrollo de los materiales de apoyo y capacitación de Visible Learning, en la capacitación de facilitadores de Visible Learning y en la impartición de cursos de Visible Learning en todo el mundo.

### La sesión de Deb en la conferencia de este año

## Aprendizaje visible: investigación, acción e impacto

La investigación titulada Aprendizaje visible del profesor John Hattie representa los hallazgos de más de 200 metaanálisis sobre las prácticas que mejor funcionan en la educación. Hattie ha seguido desarrollando la base de investigación



desde su publicación original en 2009. En esta presentación, tendrá la oportunidad de conocer sus hallazgos y qué significado tienen para los educadores.

Deb Masters es la directora global del equipo de Aprendizaje visible y lleva desde 2002 ayudando a John Hattie a desarrollar su investigación. También ha colaborado con Hattie y el equipo de Aprendizaje visible para traducir la investigación en un marco práctico basado en pruebas que los colegios puedan utilizar para conocer su impacto y evaluarlo.

Además de obtener información sobre la investigación, descubrirá el impacto global de ese trabajo en colegios y sistemas educativos de todo el mundo.

A partir del marco y las pruebas que se presentarán en esta sesión, podrá comparar el marco que utiliza su colegio para evaluar el éxito con las pruebas de lo que verdaderamente funciona mejor en la educación.



SUNDAY 1 NOVEMBER 10:00 - 11:00 | THEATRE

Featured speaker  
Conférencier invité  
Orador destacado  
Simon Breakspear



Simon Breakspear is recognized internationally as a leading thinker on the future of learning and educational innovation. As the founder of LearnLabs, a global learning strategy and design agency, he helps school, system and policy leaders design and deliver high-impact strategies to enable deeper learning at scale. He has worked with and spoken to leaders across Australia, New Zealand, the USA, the UK, Europe, Canada, Israel, Hong Kong and India.

Simon works at the intersection of learning innovation and system reform. He has contributed to the Organisation for Economic Co-operation and Development Programme for International Student Assessment and Innovative Learning Environments projects and launched the global Agile Schools movement. He incubates networks of the next generation of educational leaders through emerging leaders summits and advises educational technology start-ups committed to improving the quality and equity of learning.

Simon holds bachelor's degrees in psychology and teaching. He did his graduate studies in education as a Commonwealth Scholar at the University of Oxford and as a Gates Scholar at the University of Cambridge.

**Simon's session at this year's conference**

## **AGILE LEADERSHIP FOR LEARNING: How to lead innovative change despite resistance.**

How can educational leaders navigate the pressure for stability with the imperative to innovate learning for the future? The thinking and practices of educational leadership that have secured improvement in the past are not fit-for-purpose in our fast-moving times. Educational leaders must adopt new agile mindsets and strategies in order to drive continuous improvement in learning despite complexity and resistance. Agile leadership is a simple framework for action that will enable any leader to drive impactful change for better learning. You will learn how to:

- Lead 'radical incremental' change that honours the past but designs for the future
- Drive fewer but more impactful initiatives
- Mobilise your innovators to prototype new learning through disciplined innovation

- Cultivate social learning and high-trust cultures to spread innovative practices
- Leaders will leave this presentation equipped and inspired to navigate the creative tensions, challenges and opportunities that lie ahead.



Simon Breakspear est un théoricien de premier plan, de renommée internationale, qui se consacre à l'avenir de l'apprentissage et à l'innovation en matière d'éducation. Fondateur de LearnLabs, organisme à vocation internationale spécialisé en stratégie et en conception de l'apprentissage, M. Breakspear aide les gestionnaires d'établissements scolaires ainsi que les responsables de systèmes et de politiques à concevoir et à mettre en œuvre des stratégies efficaces favorisant un apprentissage approfondi à grande échelle. Il a collaboré avec des dirigeants en Australie, en Nouvelle-Zélande, aux États-Unis, au Royaume-Uni, en Europe, au Canada, en Israël, à Hong Kong et en Inde.

Le travail de M. Breakspear se situe à la croisée de l'innovation en matière d'apprentissage et de la réforme du système éducatif. Il a contribué au programme PISA et à des projets d'environnements pédagogiques novateurs de l'OCDE, et a lancé le mouvement mondial Agile Schools. Il contribue à la mise en place de réseaux de chefs de file en éducation de la prochaine génération grâce à l'organisation de sommets réunissant les dirigeants de demain, et conseille de jeunes entreprises spécialisées en technologie de l'éducation qui sont déterminées à améliorer la qualité et l'équité de l'apprentissage.

Breakspear est titulaire de diplômes de premier cycle universitaire en psychologie et en enseignement. Il a poursuivi des études supérieures en éducation à l'Université d'Oxford où il a obtenu une bourse du Commonwealth, puis à l'Université de Cambridge où il a obtenu une bourse de la fondation Gates.

## Thème de la présentation de Simon Breakspear pour la conférence régionale 2015

# Une direction dynamique pour favoriser l'apprentissage : comment mener des changements innovants malgré les résistances

Comment les responsables pédagogiques peuvent-ils concilier le besoin de stabilité avec l'impératif de renouveler l'apprentissage pour l'avenir ? Les réflexions et les pratiques des responsables pédagogiques qui ont permis d'effectuer des améliorations par le passé ne sont pas adaptées à notre époque où tout va de plus en plus vite. Ils doivent donc adopter de nouvelles mentalités et stratégies, plus dynamiques et à même d'améliorer l'apprentissage de façon continue, malgré les difficultés et obstacles qu'ils peuvent rencontrer. Une direction dynamique est un cadre d'action simple, qui permettra aux responsables de mener des changements importants pour améliorer l'apprentissage. Vous apprendrez à :

- mener des changements radicaux et progressifs qui respectent le passé et innovent pour l'avenir ;
- prendre moins d'initiatives, mais les rendre plus efficaces ;
- mobiliser les innovateurs de votre entourage afin de créer le prototype d'un nouvel apprentissage basé sur une innovation rigoureuse ;
- développer un apprentissage social et une culture de confiance afin de diffuser des pratiques innovantes.

À l'issue de cette présentation, les responsables pédagogiques seront bien préparés et motivés pour concilier tensions créatives, défis et possibilités à venir.



Simon Breakspeare goza de reconocimiento mundial como pensador del futuro del aprendizaje y la innovación educativa. Como fundador de LearnLabs, una agencia de estrategia y diseño de aprendizaje global, ayuda a responsables educativos y políticos a diseñar y ofrecer estrategias eficaces para facilitar un aprendizaje más profundo. Ha colaborado y dialogado con responsables educativos de Australia, Nueva Zelanda, Estados Unidos, Reino Unido, Europa, Canadá, Israel, Hong Kong e India.

Simon Breakspeare trabaja en la intersección de la innovación en el aprendizaje y la reforma de los sistemas. Ha participado en los proyectos PISA y Entornos Innovadores de Aprendizaje de la OCDE, e inició el movimiento mundial Agile Schools. Con el fin de desarrollar vínculos en la próxima generación de líderes educativos, ejerce de comisario de cumbres del sector y aconseja a empresas de reciente creación dedicadas a la tecnología educativa comprometidas con la mejora de la calidad y la equidad del aprendizaje.

Simon Breakspeare tiene grados universitarios en Psicología y Magisterio. Cursó sus estudios de postgrado en educación como receptor de la beca Commonwealth en la Universidad de Oxford y como receptor de la beca Gates en la Universidad de Cambridge.

## La sesión de Simón en la conferencia de este año

# El liderazgo dinámico como impulsor del aprendizaje: cómo introducir cambios innovadores a pesar de las reservas.

¿Cómo pueden los responsables educativos reconciliar las presiones por mantener la estabilidad con la necesidad de crear innovación en el aprendizaje para el futuro? Los principios y prácticas del liderazgo educativo que hasta ahora generaban mejoras ya no se adecúan a este mundo que cambia con rapidez. Los responsables educativos deben adoptar formas de pensar y estrategias nuevas y dinámicas para poder crear mejoras continuas en el aprendizaje a pesar de la complejidad y de las reservas de algunos. El liderazgo dinámico es un marco de acción sencillo que permitirá que los responsables educativos generen cambios significativos para mejorar el aprendizaje. En esta sesión aprenderá a:

- Generar cambios importantes y progresivos que respeten el pasado a la vez que proyecten el futuro.
- Fomentar un menor número de iniciativas con un mayor impacto.
- Movilizar a sus especialistas en innovación para planificar nuevas formas de aprendizaje utilizando innovaciones rigurosas.
- Cultivar el aprendizaje social y culturas de confianza que difundan prácticas innovadoras
- Esta presentación preparará e inspirará a los responsables educativos para lidiar con las tensiones creativas, los retos y las oportunidades que se les presentarán.

## PRE-CONFERENCE SCHEDULE

THURSDAY 29 OCTOBER



**REGISTRATION FOR PRE-CONFERENCE (INCLUDING REGIONAL CONFERENCE)**  
08:30 - 10:00



**WELCOME COFFEE**  
10:00 - 10:30



**PRE-CONFERENCE SESSION**  
10:30 - 12:00



**LUNCH AND EXHIBITION**  
12:00 - 13:00



**PRE-CONFERENCE SESSION**  
13:00 - 14:30



**COFFEE BREAK AND EXHIBITION**  
14:30 - 14:45



**PRE-CONFERENCE SESSION**  
14:45 - 15:45

## CONFERENCE SCHEDULE

THURSDAY 29 OCTOBER



**REGISTRATION FOR CONFERENCE  
(FOR ALL ATTENDEES WHO DID NOT REGISTER AT PRE-CONFERENCE)**  
14:00 - 17:00



**SORIANA CONCERT | YANGTZE 1 & 2 - A BODY OF MUSICAL WORKS BY SYRIAN COMPOSER AND SAXOPHONIST BASEL RAJOUB**  
16:15 - 16:45



**CONFERENCE OPENING PLENARY: THANA FAROQ | THEATRE INTERNATIONAL SCHOOL OF THE HAGUE, HILVERSUM, HET RIJNLANDS AND AMSTERDAM INTERNATIONAL COMMUNITY SCHOOL WILL COLLABORATIVELY PRESENT OUR OPENING STUDENT PERFORMANCE** 17:00 - 19:00



**WELCOME RECEPTION**  
19:00 - 20:30



# OVERVIEW

FRIDAY 30 OCTOBER

## PLENARY: PETER SENGE | THEATRE 08:45 - 10:00



AFRICA	<ul style="list-style-type: none"> <li>● Strategic planning for a 21st century community</li> <li>● Andrew Derry</li> </ul>		ANTARCTICA	<ul style="list-style-type: none"> <li>○ A student perspective on intercultural learning:</li> <li>○ Discussing the real issue</li> <li>○ Gregor Mill, DP Students</li> </ul>
ASIA	<ul style="list-style-type: none"> <li>● The role of the IB in promoting secular education in the Arab world</li> <li>● Nasri Tarazi</li> </ul>		EUROPE 1	<ul style="list-style-type: none"> <li>● « L'éducation est l'arme la plus puissante que vous puissiez utiliser pour changer le monde » N. MANDELA</li> <li>● Esmat Lamei, Omar El Sarky</li> </ul>
EUROPE 2	<ul style="list-style-type: none"> <li>● The language of thinking well: Helping students make the link between great learning and well-being</li> <li>● Tim Logan, Emily Ashley, Rajvinder Bolla, Joanne Perkins</li> </ul>		OCEANIA Foyer	<ul style="list-style-type: none"> <li>○ MYP eAssessment: Understanding the ePortfolio subjects' structure, organization and assessment</li> <li>○ Gill Chudley</li> </ul>
OCEANIA	<ul style="list-style-type: none"> <li>● "If a child can't learn the way we teach, maybe we should teach the way they learn." — Ignacio Estrada</li> <li>○ Anita Godson, Jacqueline Williams</li> </ul>		NORTH AMERICA	<ul style="list-style-type: none"> <li>● A un paso de casa: La inclusión de la familia en el aula como elemento educador.</li> <li>○ William Wesley Ivey, Lorena Gonzalez Castilla</li> </ul>
CENTRAL AMERICA	<ul style="list-style-type: none"> <li>○ Blurring the boundaries: Developing effective cross-curricular learning in the MYP</li> <li>○ Ian Gavin</li> </ul>		SOUTH AMERICA	<ul style="list-style-type: none"> <li>○ The Career-related Programme core: Developing skills and competencies for life long learning</li> <li>● Dominic Robeau, Jon Halligan</li> </ul>
YANGTZE 1	<ul style="list-style-type: none"> <li>○ Using IB DP Advantage to create and sustain a professional learning community</li> <li>○ Jan Stipek, Matt James</li> </ul>		YANGTZE 2	<ul style="list-style-type: none"> <li>● Making the most of your technology investment:</li> <li>● Winning hearts and minds in the school community</li> <li>● Pilar Quezzaire</li> </ul>
ATLANTIC	<ul style="list-style-type: none"> <li>○ DP Assessment update</li> <li>● Richard Penrose, Andrew Tinning</li> </ul>		PACIFIC	<ul style="list-style-type: none"> <li>● Curriculum update: Initiatives and innovations within and across all IB programmes</li> <li>● David Hawley</li> </ul>

SESSION 1 10:15 - 11:15

## COFFEE BREAK AND EXHIBITION 11:15 - 11:45



### COLOR CODING IN PROGRAMME

- PRE-CONFERENCE ACTIVITIES
- REGISTRATION, BREAKS, EVENTS
- PLENARY SESSIONS
- SESSION 1 (FRIDAY)
- SESSION 2 (FRIDAY)
- FOCUS GROUPS / EXPO SESSIONS/ ASSOCIATION MEETINGS
- SESSION 3 (FRIDAY)
- SESSION 4 (SATURDAY)
- SESSION 5 (SATURDAY)
- SESSION 6 (SATURDAY)
- SESSION 7 (SUNDAY)



SESSION 2 11:45 - 12:45	AFRICA	<ul style="list-style-type: none"> <li>Intentional efforts of creating international-mindedness in the curriculum</li> <li>Jale Onur, Armağan Ateşkan</li> </ul>	ASPIRING LEADERS CONTINUUM	ANTARCTICA	<ul style="list-style-type: none"> <li>Using technology to differentiate in the MYP</li> <li>Kathleen Szalay, Peter Vaughn</li> </ul>	
	ASIA	<ul style="list-style-type: none"> <li>IBEN workshop leaders sharing good practice</li> <li>Roz Trudgon, Nick Lee, Sue Austin</li> </ul>		EUROPE 1	<ul style="list-style-type: none"> <li>(Academic) honesty and company: How do we (re-) establish a value culture?</li> <li>Jutta Rüdiger</li> </ul>	ASPIRING LEADERS CONTINUUM
	EUROPE 2	<ul style="list-style-type: none"> <li>Team-building for collaborative pedagogical leadership in the Diploma Programme</li> <li>Ildiko Murray</li> </ul>		OCEANIA FOYER	<ul style="list-style-type: none"> <li>How do we know they got the big idea?</li> <li>Rasha Hamoud, Dina Jradi</li> </ul>	
	OCEANIA	<ul style="list-style-type: none"> <li>Capturing the true bilingual person within the PYP curriculum: Sharing experiences</li> <li>Gayle Courtenay, Jennifer Armstrong</li> </ul>		NORTH AMERICA	<ul style="list-style-type: none"> <li>Moving from thinking to working outside the box</li> <li>Mark Waterson, Darlene Fisher</li> </ul>	
	CENTRAL AMERICA	<ul style="list-style-type: none"> <li>The Career-related Programme: An introduction</li> <li>Dominic Robeau</li> </ul>		SOUTH AMERICA	<ul style="list-style-type: none"> <li>Alineamiento Curricular entre el PAI y la E.S.O del sistema nacional español. Impacto del PAI en los centros</li> <li>M. Menendez, J. M. Valle, J. Manso, R. Garrido</li> </ul>	ASPIRING LEADERS CONTINUUM
	YANGTZE 1	<ul style="list-style-type: none"> <li>What about the box?: Thinking inside and out</li> <li>Andrew Mayes</li> </ul>	ASPIRING LEADERS CONTINUUM	YANGTZE 2	<ul style="list-style-type: none"> <li>Making connections between IB programmes and your local, state or national curriculum requirements</li> <li>Sean Rankin, Pamela Bender</li> </ul>	ASPIRING LEADERS CONTINUUM
	ATLANTIC	<ul style="list-style-type: none"> <li>ATL skills: An integral part of Diploma Programme implementation</li> <li>Katrin Fox, Jenny Gillett</li> </ul>		PACIFIC	<ul style="list-style-type: none"> <li>What's "app" in the MYP?</li> <li>Margareth Harris, Vedrana Pavletic</li> </ul>	



**LUNCH AND EXHIBITION**  
12:45 - 14:15



# OVERVIEW

FRIDAY 30 OCTOBER

**FOCUS GROUPS & EXPO SESSIONS 13:40 - 14:10**

AFRICA	<ul style="list-style-type: none"> <li>IBSCA (IB Schools and Colleges Association)</li> <li>Sandra Morton</li> </ul>	ANTARCTICA	<ul style="list-style-type: none"> <li>UAE Association</li> <li>David Hicks</li> </ul>
ASIA	<ul style="list-style-type: none"> <li>Children's Drawings: Tool for Humanitarian Aid?</li> <li>Esseline Annette van de Sande</li> </ul>	EUROPE 1	<ul style="list-style-type: none"> <li>Beyond the Questionbanks and Exam CDs</li> <li>Gert-Jan de Vlugt, Sophie Russell</li> </ul>
EUROPE 2	<ul style="list-style-type: none"> <li>MYP Germany and friends</li> <li>Brett Meuli</li> </ul>	OCEANIA FOYER	<ul style="list-style-type: none"> <li>Language support for non-English speaking participants</li> <li>Evelina Todoranova</li> </ul>
OCEANIA	<ul style="list-style-type: none"> <li>Standards and practices review focus group</li> <li>Jane Drake</li> </ul>	NORTH AMERICA	<ul style="list-style-type: none"> <li>Inquiry by quest: A journey of learning</li> <li>Lorena Costa, Gonzalo Garcia, Sara Bouzada</li> </ul>
CENTRAL AMERICA	<ul style="list-style-type: none"> <li>Inclusion café: Collaboration is crucial in developing knowledge and practice</li> <li>Jane Pletser, Kala Parasum</li> </ul>	SOUTH AMERICA	<ul style="list-style-type: none"> <li>Who needs a Pre IB DP courses, and what for?</li> <li>Roz Trudgon</li> </ul>
YANGTZE 1	<ul style="list-style-type: none"> <li>Data-sharing and BYOD with PASCO Scientific Technologies, featuring SPARKvue® for Chromebook™ and iPad®</li> <li>Steven Hearn</li> </ul>	YANGTZE 2	<ul style="list-style-type: none"> <li>The world's top-performing mathematics curriculums</li> <li>Robin Theakston</li> </ul>
ATLANTIC	<ul style="list-style-type: none"> <li>A 360 degree approach to assessment</li> <li>Alison Chapman</li> </ul>	PACIFIC	<ul style="list-style-type: none"> <li>Focus on ATL skills: Critical thinking, essay writing and collaboration with Rationale</li> <li>Timo ter Berg</li> </ul>

## COLOR CODING IN PROGRAMME

- PRE-CONFERENCE ACTIVITIES
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- SESSION 5 (SATURDAY)
- SESSION 6 (SATURDAY)
- SESSION 7 (SUNDAY)



**PLENARY: PASI SAHLBERG | THEATRE**  
14:15 - 15:15



**COFFEE BREAK AND EXHIBITION**  
15:15 - 15:45

<b>SESSION 3 15:45 - 16:45</b>	AFRICA	<ul style="list-style-type: none"> <li>○ What does “good” look like to you and the IB?</li> <li>● How can knowing this help teachers and students?</li> <li>● Rebecca Hamer</li> </ul>		ANTARCTICA	<ul style="list-style-type: none"> <li>● Educating for life from 3–19 years: International-mindedness in the IB programmes</li> <li>● Heather Lapper</li> </ul>	
	ASIA	<ul style="list-style-type: none"> <li>● Multilingüismo y aprendizaje por tareas</li> <li>○ Sonsoles Castellano</li> </ul>		EUROPE 1	<ul style="list-style-type: none"> <li>● Finding out about feedback</li> <li>○ Jacqueline Harmer</li> </ul>	
	EUROPE 2	<ul style="list-style-type: none"> <li>○ Starting a writing centre at your school</li> <li>● Dan Shiffman</li> </ul>		OCEANIA FOYER	<ul style="list-style-type: none"> <li>○ On-screen examinations: MYP innovation and opportunities for the DP</li> <li>○ Gareth Hegarty</li> </ul>	
	OCEANIA	<ul style="list-style-type: none"> <li>● STRETCH</li> <li>○ Jennifer Fenton, Nikki Ross, Justin Harte</li> </ul>		NORTH AMERICA	<ul style="list-style-type: none"> <li>○ NO SESSION</li> </ul>	
	CENTRAL AMERICA	<ul style="list-style-type: none"> <li>● Building quality curriculum: A new service for IB World Schools</li> <li>○ Erin McVadon Albright</li> </ul>		SOUTH AMERICA	<ul style="list-style-type: none"> <li>● How to integrate Arabic language with the PYP to develop 21st century skilled learners</li> <li>○ Ali Mahmoud</li> </ul>	
	YANGTZE 1	<ul style="list-style-type: none"> <li>● Flexible models of IB professional development</li> <li>● Shannon de Groot, Paul Harrington</li> </ul>		YANGTZE 2	<ul style="list-style-type: none"> <li>○ IB recognition updates: UK, US, Canada, Europe and Australia</li> <li>● Peter Fidczuk, Paul Campbell</li> </ul>	
	ATLANTIC	<ul style="list-style-type: none"> <li>○ Diploma Programme update</li> <li>● James Monk, Angela Rivière, Jenny Gillett, Kelvin Williams</li> </ul>		PACIFIC	<ul style="list-style-type: none"> <li>○ The authorization process: The journey to becoming an IB Diploma Programme school</li> <li>● Katrin Fox, Fiona Clark</li> </ul>	





## OVERVIEW

FRIDAY 30 OCTOBER

<b>AFRICA</b>	<ul style="list-style-type: none"> <li>The Association of Eastern European Schools (ACES)</li> <li>Peter MJ Murphy</li> </ul>	<b>ANTARCTICA</b>	<ul style="list-style-type: none"> <li>Is technology finally ready to serve you and your students?</li> <li>Karin Bjerde, Sebastian N. Sherif</li> </ul>
<b>ASIA</b>	<ul style="list-style-type: none"> <li>Blended learning and differentiated instruction in Osaka International School</li> <li>John Van Plantinga</li> </ul>	<b>EUROPE 1</b>	<ul style="list-style-type: none"> <li>The Association of Dutch IB schools</li> <li>Kees van Ruitenbeek</li> </ul>
<b>EUROPE 2</b>	<ul style="list-style-type: none"> <li>The in-class flip</li> <li>Kiri Crequer</li> </ul>	<b>OCEANIA FOYER</b>	<ul style="list-style-type: none"> <li>The student-family life cycle: Is your school ready to engage?</li> <li>Max Eisl</li> </ul>
<b>OCEANIA</b>	<ul style="list-style-type: none"> <li>The future of creativity, activity, service (CAS)</li> <li>John Cannings</li> </ul>	<b>NORTH AMERICA</b>	<ul style="list-style-type: none"> <li>The future of global university preparation</li> <li>Lucy Stonehill</li> </ul>
<b>CENTRAL AMERICA</b>	<ul style="list-style-type: none"> <li>Quo vadimus? Virtues in traditional and modern mathematics education</li> <li>Dr. Michael Haese</li> </ul>	<b>SOUTH AMERICA</b>	<ul style="list-style-type: none"> <li>Assessments for student well-being</li> <li>Alison Chapman</li> </ul>
<b>YANGTZE 1</b>	<ul style="list-style-type: none"> <li>The blended classroom: How teachers can use blended learning to engage their students in exciting new ways</li> <li>Coles Wilkinson</li> </ul>	<b>YANGTZE 2</b>	<ul style="list-style-type: none"> <li>Developing thinking while reading like a detective</li> <li>Alison Davis</li> </ul>
<b>ATLANTIC</b>	<ul style="list-style-type: none"> <li>The world is your textbook</li> <li>Leigh Anna Moore-Jones, Susan Mills</li> </ul>	<b>PACIFIC</b>	<ul style="list-style-type: none"> <li>Follett IB Store: The new place to explore IB materials from an exciting range of publishers</li> <li>Dylan Jones</li> </ul>

**FOCUS GROUPS & EXPO SESSIONS 5 16:45 - 17:15**

### COLOR CODING IN PROGRAMME

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- SESSION 5 (SATURDAY)
- SESSION 6 (SATURDAY)
- SESSION 7 (SUNDAY)



**PLENARY: DAVID PERKINS | THEATRE**

08:45 - 10:00

<b>SESSION 4 10:15 - 11:15</b>	AFRICA	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> A democratic approach to global citizenship and international-mindedness: empowering and engaging students in meaningful, critical dialogue</li> <li><span style="color: teal;">●</span> <b>Victoria Wasner</b></li> </ul>		ANTARCTICA	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> How DP biology has improved my students' skills in mathematics</li> <li><span style="color: teal;">●</span> <b>Germán Tenorio</b></li> </ul>
	ASIA	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> The IB learner profile: The map of a lifelong journey in the pursuit of international-mindedness?</li> <li><span style="color: teal;">●</span> <b>Joanne Walker</b></li> </ul>	WORLDWIDE	EUROPE 1	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> Enhancing ATL with lesson study: A new model of collaborative professional development</li> <li><span style="color: teal;">●</span> <b>David Jepson, John Shaw</b></li> </ul>
	EUROPE 2	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> Which way for literacy instruction, back to basics or into the future?: Mapping a literacy pathway</li> <li><span style="color: teal;">●</span> <b>Misty Adoniou</b></li> </ul>		OCEANIA POCER	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> MYP eAssessment: Understanding the ePortfolio subjects' structure, organization and assessment</li> <li><span style="color: teal;">●</span> <b>REPEAT SESSION</b></li> <li><span style="color: purple;">●</span> <b>Gill Chudley</b></li> </ul>
	OCEANIA	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> Aprendizaje cooperativo y desarrollo de las habilidades transdisciplinarias en las que se centra el PEP en la educación de la primera infancia</li> <li><span style="color: teal;">●</span> <b>María del Carmen Castillo Cubero, Marta Soriano Cuba, Mercedes Blasco Peña</b></li> </ul>		NORTH AMERICA	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> Improving the authorization and evaluation journey with technology: A focus group</li> <li><span style="color: teal;">●</span> <b>Lyndsay Agans, Pamela Bender</b></li> </ul>
	CENTRAL AMERICA	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> An IB education for life: Access for all students</li> <li><span style="color: teal;">●</span> <b>Heather Lapper</b></li> </ul>		SOUTH AMERICA	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> Integrating the Arts in the IB Primary Years Programme (PYP) – why we need to and how to do it</li> <li><span style="color: teal;">●</span> <b>Carol Rees, Catherine Williams, Jenny Maigetter-Tunkara</b></li> </ul>
	YANGTZE 1	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> Learning for life through playful ways of knowing</li> <li><span style="color: teal;">●</span> <b>Cecile Doyen</b></li> </ul>		YANGTZE 2	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> The inclusive IB programme: A university-recognized alternative to completing the full Diploma Programme</li> <li><span style="color: teal;">●</span> <b>Ashley Thorpe</b></li> </ul>
	ATLANTIC	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> The DP evaluation process: The self-study, an integral part of school development</li> <li><span style="color: teal;">●</span> <b>Katrin Fox, Fiona Clark</b></li> </ul>		PACIFIC	<ul style="list-style-type: none"> <li><span style="color: orange;">●</span> The IB and the future of online learning</li> <li><span style="color: teal;">●</span> <b>Denise Perrault</b></li> </ul>



**COFFEE BREAK AND EXHIBITION**

11:15 - 11:45



# OVERVIEW

SATURDAY 31 OCTOBER

SESSION 5 11:45 - 12:45

AFRICA	<ul style="list-style-type: none"> <li>Integrating mother tongue across the curriculum</li> <li>Eowyn Crisfield, Jaap Mos</li> </ul>		ANTARCTICA	<ul style="list-style-type: none"> <li>On-screen examinations: MYP innovation and opportunities for the DP. REPEAT SESSION</li> <li>Gareth Hegarty</li> </ul>
ASIA	<ul style="list-style-type: none"> <li>Developing learning-focused constructive conversation skills in elementary school</li> <li>Liam Lacey</li> </ul>		EUROPE 1	<ul style="list-style-type: none"> <li>A journey of inquiry, integration and collaboration</li> <li>Emily Hays, Stacey Socholotuk</li> </ul>
EUROPE 2	<ul style="list-style-type: none"> <li>Attending diversity: Gifted children in San Francisco de Paula School</li> <li>Patricia Delgado-Parejo</li> </ul>	CONTINUUM	OCEANIA Foyer	<ul style="list-style-type: none"> <li>Exploring the big ideas with our community of innovative schools</li> <li>Jane Drake, Kelvin Williams</li> </ul>
OCEANIA	<ul style="list-style-type: none"> <li>Implementación e impacto del Programa del Diploma en Instituto públicos españoles</li> <li>Maripe Menendez, Javier M. Valle, Bianca Thoillez, Rocío Garrido</li> </ul>		NORTH AMERICA	<ul style="list-style-type: none"> <li>DP Assessment update REPEAT SESSION</li> <li>Richard Penrose, Andrew Tinning</li> </ul>
CENTRAL AMERICA	<ul style="list-style-type: none"> <li>What's "app" in the MYP? REPEAT SESSION</li> <li>Margareth Harris, Vedrana Pavletic</li> </ul>		SOUTH AMERICA	<ul style="list-style-type: none"> <li>Transitioning from "community and service" to "service and action" in the MYP</li> <li>Peter Vaughn</li> </ul>
YANGTZE 1	<ul style="list-style-type: none"> <li>Digital portfolios in the PYP</li> <li>Judith Canning</li> </ul>		YANGTZE 2	<ul style="list-style-type: none"> <li>IB recognition updates: UK, US, Canada, Europe and Australia. REPEAT SESSION</li> <li>Peter Fidczuk, Paul Campbell</li> </ul>
ATLANTIC	<ul style="list-style-type: none"> <li>Diploma Programme core update</li> <li>Angela Rivière, Jenny Gillett</li> </ul>		PACIFIC	<ul style="list-style-type: none"> <li>Forging ahead with inclusion: Accessibility in the MYP eAssessments</li> <li>Kala Parasuram Shrikanth</li> </ul>

## LUNCH AND EXHIBITION 12:45 - 14:15



### COLOR CODING IN PROGRAMME

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- SESSION 4 (SATURDAY)
- SESSION 5 (SATURDAY)
- SESSION 6 (SATURDAY)
- SESSION 7 (SUNDAY)



FOCUS GROUPS & EXPO SESSION 5   13:40 - 14:10	
AFRICA	<ul style="list-style-type: none"> <li>● Association of Swedish IB Schools (ASIB)</li> <li>● Monica Nilsson</li> </ul>
ASIA	<ul style="list-style-type: none"> <li>● DP Coordination - What I wish I'd known at the start</li> <li>● Sue Austin, Roz Trudgon</li> </ul>
EUROPE 2	<ul style="list-style-type: none"> <li>● The in-class flip</li> <li>● Kiri Crequer</li> </ul>
OCEANIA	<ul style="list-style-type: none"> <li>● Blended learning and differentiated instruction in Osaka International School</li> <li>● John Van Plantinga</li> </ul>
CENTRAL AMERICA	<ul style="list-style-type: none"> <li>● Quo vadimus? Virtues in traditional and modern mathematics education</li> <li>● Dr. Michael Haese</li> </ul>
YANGTZE 1	<ul style="list-style-type: none"> <li>● The blended classroom: How teachers can use blended learning to engage their students in exciting new ways!</li> <li>● Coles Wilkinson</li> </ul>
ATLANTIC	<ul style="list-style-type: none"> <li>● Lessons from thousands of DP students</li> <li>● Keith Allen</li> </ul>
ANTARCTICA	<ul style="list-style-type: none"> <li>○ Drop-in session with DP School Services AEM: Support during the evaluation process (Q&amp;A session)</li> <li>○ Katrin Fox, Fiona Clark, Alan Wrafter</li> </ul>
EUROPE 1	<ul style="list-style-type: none"> <li>● Developing resources for parents: Focus group</li> <li>● John Bader</li> </ul>
OCEANIA Foyer	<ul style="list-style-type: none"> <li>○ <b>BY INVITATION ONLY</b></li> <li>○ MEIBA (Middle East IB Association)</li> <li>○ Hana Kanan</li> </ul>
NORTH AMERICA	<ul style="list-style-type: none"> <li>● Designing a practical uniform</li> <li>● Anthony Charles Sterpin</li> </ul>
SOUTH AMERICA	<ul style="list-style-type: none"> <li>● Assessments for student well-being</li> <li>● Alison Chapman</li> </ul>
YANGTZE 2	<ul style="list-style-type: none"> <li>● The world's top-performing mathematics curriculums</li> <li>● Robin Theakston</li> </ul>
PACIFIC	<ul style="list-style-type: none"> <li>● Focus on ATL skills: Critical thinking, essay writing and collaboration with Rationale</li> <li>● Timo ter Berg</li> </ul>



# OVERVIEW

SATURDAY 31 OCTOBER

AFRICA	<ul style="list-style-type: none"> <li>Música en la escuela: tolerancia y respeto para desarrollar una genuina mentalidad internacional</li> <li>Pedro Párraga Marchal</li> </ul>		ANTARCTICA	<ul style="list-style-type: none"> <li>The role of animals in an IB education</li> <li>Corry Blades</li> </ul>	
ASIA	<ul style="list-style-type: none"> <li>What every educator should know about gamification</li> <li>Adriaan Van der Bergh, Melissa Gamete</li> </ul>		EUROPE 1	<ul style="list-style-type: none"> <li>Concept-based learning: Using Facing History and Ourselves in the MYP</li> <li>Michael McIntyre, Stephanie Cooke</li> </ul>	
EUROPE 2	<ul style="list-style-type: none"> <li>Curriculum shift: How to integrate national curriculum and the IB so that students become high achievers</li> <li>Alexander Kondakov, Mikhail Mokrinski</li> </ul>		OCEANIA FOYER	<ul style="list-style-type: none"> <li>Ethics and international-mindedness</li> <li>David Jones</li> </ul>	
OCEANIA	<ul style="list-style-type: none"> <li>Providing affordable IB education in Sub Saharan Africa: The Enko model</li> <li>Eric Pignot, Adzo Ashie</li> </ul>		NORTH AMERICA	<ul style="list-style-type: none"> <li>Global Citizenship and the PYP</li> <li>Nicholas Palmer</li> </ul>	
CENTRAL AMERICA	<ul style="list-style-type: none"> <li>UK university admissions: A case study from the University of Leeds</li> <li>Michelle Hughes</li> </ul>		SOUTH AMERICA	<ul style="list-style-type: none"> <li>Changing the school educational culture to develop the extended essay and CAS in a starting DP school</li> <li>Sagingaliy Kaliyev, Damesh Satova</li> </ul>	
YANGTZE 1	<ul style="list-style-type: none"> <li>IB strategy and engagement in Africa, Europe, Middle East</li> <li>Adrian Kearney</li> </ul>		YANGTZE 2	<ul style="list-style-type: none"> <li>Making connections between IB programmes and your local, state or national curriculum requirements. REPEAT SESSION</li> <li>Sean Rankin, Pamela Bender</li> </ul>	
ATLANTIC	<ul style="list-style-type: none"> <li>Explore the world of IB professional development</li> <li>Anthony Tait, Jan Stipek</li> </ul>		PACIFIC	<ul style="list-style-type: none"> <li>Approaches to teaching and learning in the DP: A focus on thinking skills</li> <li>Jenny Gillett</li> </ul>	

SESSION 6 14:15 - 15:15

FEATURED SESSIONS : KEN WEBSTER | THEATRE, ROBERT COE | ATLANTIC  
ROSEMARY HIPKINS | PACIFIC 15:45 - 16:45



## COLOR CODING IN PROGRAMME

- PRE-CONFERENCE ACTIVITIES
- REGISTRATION, BREAKS, EVENTS
- PLENARY SESSIONS
- SESSION 1 (FRIDAY)
- SESSION 2 (FRIDAY)
- FOCUS GROUPS / EXPO SESSIONS/ ASSOCIATION MEETINGS
- SESSION 3 (FRIDAY)
- SESSION 4 (SATURDAY)
- SESSION 5 (SATURDAY)
- SESSION 6 (SATURDAY)
- SESSION 7 (SUNDAY)



<b>FOCUS GROUPS &amp; EXPO SESSIONS 16:45 - 17:15</b>	AFRICA	<ul style="list-style-type: none"> <li>Norway Association of International Baccalaureate Schools</li> <li>Tor Øyvind Andersen</li> </ul>	ANTARCTICA	<ul style="list-style-type: none"> <li>The world is your textbook</li> <li>Leigh Anna Moore-Jones, Susan Mills</li> </ul>
	ASIA	<ul style="list-style-type: none"> <li>International Summer Programmes: Development of Cultural and Educational Tourism</li> <li>Ilya Kulichenko, Svetlana Vorobyova</li> </ul>	EUROPE 1	<ul style="list-style-type: none"> <li>The IB Schools Association of Commonwealth of Independent States (IBSA)</li> <li>Yury Shamilov</li> </ul>
	EUROPE 2	<ul style="list-style-type: none"> <li>Improving IB Global Communications: Focus group</li> <li>John Bader, Kate Taverner</li> </ul>	OCEANIA Foyer	<ul style="list-style-type: none"> <li>Tell a story with your school's website</li> <li>Max Eisl</li> </ul>
	OCEANIA	<ul style="list-style-type: none"> <li>The road to school 2.0: Building effective systems at IB World Schools</li> <li>Angelica Nierras</li> </ul>	NORTH AMERICA	<ul style="list-style-type: none"> <li>The future of global university preparation</li> <li>Lucy Stonehill</li> </ul>
	CENTRAL AMERICA	<ul style="list-style-type: none"> <li>Follett IB Store: The new place to explore IB materials from an exciting range of publishers</li> <li>Dylan Jones</li> </ul>	SOUTH AMERICA	<ul style="list-style-type: none"> <li>A 360-degree approach to assessment</li> <li>Alison Chapman</li> </ul>
	YANGTZE 1	<ul style="list-style-type: none"> <li>How can you help to shape the future of international education?</li> <li>Jane Larsson</li> </ul>	YANGTZE 2	<ul style="list-style-type: none"> <li>How the digital textbook improves IB DP grades</li> <li>Hugo Wernhoff, Karin Bjerde</li> </ul>
	ATLANTIC	<ul style="list-style-type: none"> <li>Empowering schools in blended learning: Past, present and future</li> <li>Ed Lawless</li> </ul>	PACIFIC	<ul style="list-style-type: none"> <li>Shared Inquiry Reading &amp; Discussion of W.H. Auden's "The More Loving One"</li> <li>Max Suechting</li> </ul>



**BUSSING TRANSPORTATION TO CONFERENCE EVENING VENUE (ARRANGED BY THE IB)**

18:00 - 19:00 (PLEASE REFER TO TRANSPORT DETAILS ON PAGE 144)



**CONFERENCE EVENING**

18:30 - 23:30 (RETURN TRAVEL UNTIL 00:30, ARRANGED BY THE IB)












**COLOR CODING IN PROGRAMME**

- PRE-CONFERENCE ACTIVITIES
  - REGISTRATION, BREAKS, EVENTS
  - PLENARY SESSIONS
  - SESSION 1 (FRIDAY)
  - SESSION 2 (FRIDAY)
  - FOCUS GROUPS / EXPO SESSIONS/ ASSOCIATION MEETINGS
- SESSION 3 (FRIDAY)
  - SESSION 4 (SATURDAY)
  - SESSION 5 (SATURDAY)
  - SESSION 6 (SATURDAY)
  - SESSION 7 (SUNDAY)



# OVERVIEW

SUNDAY 1 NOVEMBER

AFRICA	<ul style="list-style-type: none"> <li>○ La evaluación del PD: La autoevaluación- elemento clave para la mejora continua.</li> <li>○ Concepcion Allende, Alan Wrafter</li> </ul>	ANTARCTICA	<ul style="list-style-type: none"> <li>○ "I agree", the click that binds: Decoding the IB language and literature course</li> <li>○ Lynn Krumvieda, Dawn Eijtes</li> </ul>
ASIA	<ul style="list-style-type: none"> <li>○ Bridging the gap: Preparing MYP students for TOK</li> <li>○ Angelika Küster, Walter Gammon</li> </ul>	EUROPE 1	<ul style="list-style-type: none"> <li>○ Learning schools: A conceptual framework for holistic school growth</li> <li>○ Taid Rahimi</li> </ul>  
EUROPE 2	<ul style="list-style-type: none"> <li>○ Conceptual learning in jump rope</li> <li>○ Trudy Vriend</li> </ul>	OCEANIA FOYER	<ul style="list-style-type: none"> <li>○ How does IB Research inform curriculum development and implementation?</li> <li>○ Elena Jurasaitė-Harbisson, Heike Schroder, Sarah Manlove</li> </ul>  
OCEANIA	<ul style="list-style-type: none"> <li>○ Google Apps for education: Creating collaborative learning environments</li> <li>○ Jaime Rodriguez, Orecio Martinez</li> </ul>	NORTH AMERICA	<ul style="list-style-type: none"> <li>○ The nature of science and the new IB science SL pilot course</li> <li>○ David Jones</li> </ul>  
CENTRAL AMERICA	<ul style="list-style-type: none"> <li>○ <b>NO SESSION</b></li> </ul>	SOUTH AMERICA	<ul style="list-style-type: none"> <li>○ Creating learning opportunities around a new economy</li> <li>○ Sara Heinrich</li> </ul>
YANGTZE 1	<ul style="list-style-type: none"> <li>○ Restorative behaviour using the learner profile, key concepts and attitudes</li> <li>○ Joanne Williams</li> </ul>	AMAZON	<ul style="list-style-type: none"> <li>○ Leading an effective evaluation: CIS/IB synchronized visits</li> <li>○ Graham Ranger, Fidelis Nthenge</li> </ul> 
MISSISSIPPI	<ul style="list-style-type: none"> <li>○ Diploma Programme update REPEAT SESSION</li> <li>○ James Monk, Angela Rivière, Jenny Gillett, Kelvin Williams</li> </ul>	KILIMANJARO	<ul style="list-style-type: none"> <li>○ International-mindedness in practice: The evolving picture</li> <li>○ Tristan Bunnell</li> </ul>
SUMMIT FOYER	<ul style="list-style-type: none"> <li>○ Build to express</li> <li>○ Hamidah Khan</li> </ul>	EVEREST 1	<ul style="list-style-type: none"> <li>○ Creating an inclusive school: A case study of a school's 20-year journey</li> <li>○ Rana Sha'ban</li> </ul>  
EVEREST 2	<ul style="list-style-type: none"> <li>○ Learning landscapes and gamification for personalization</li> <li>○ Núria Miró, Monika Horch, Juan Antonio Fernández-Arévalo</li> </ul> 		
YANGTZE 2	<ul style="list-style-type: none"> <li>○ Leading in a global context</li> <li>○ Sue Richards, Gerard Calnin</li> </ul> 		

SESSION 7 08:45 - 09:45

**FEATURED SESSIONS: DEB MASTERS | MISSISSIPPI, ROLAND KUPERS | AMAZON SIMON BREAKSPEAR | THEATRE 10:00 - 11:00**

**COFFEE BREAK AND EXHIBITION 11:00 - 11:30**

**CLOSING PLENARY: FRANCINE HOUBEN | THEATRE 11:30 - 13:00**

**LUNCH AND EXHIBITION 13:00 - 14:00**



THURSDAY 29 OCTOBER



10:30 - 15:45 PRE-CONFERENCE SESSION

FRIDAY 30 OCTOBER



10:15 - 11:15 WORKSHOP SESSIONS 1



11:45 - 12:45 WORKSHOP SESSIONS 2



13:40 - 14:10 FOCUS GROUPS, EXPO SESSIONS AND ASSOCIATION MEETINGS



15:45 - 16:45 WORKSHOP SESSIONS 3



16:45 - 17:15 FOCUS GROUPS, EXPO SESSIONS AND ASSOCIATE MEETINGS





SATURDAY 31 OCTOBER

10:15 - 11:15      WORKSHOP SESSIONS 4



11:45 - 12:45      WORKSHOP SESSIONS 5



13:40 - 14:10      FOCUS GROUPS, EXPO SESSIONS AND ASSOCIATION MEETINGS



14:15 - 15:15      WORKSHOP SESSIONS 6



15:45 - 16:45      FEATURED SESSIONS



16:45 - 17:15      FOCUS GROUPS, EXPO SESSIONS AND ASSOCIATION MEETINGS



SUNDAY 1 NOVEMBER

08:45 - 09:45      WORKSHOP SESSIONS 7



10:00 - 11:00      FEATURED SESSIONS



## COLOR CODING IN PROGRAMMING

- |   |                       |
|---|-----------------------|
| PRE-CONFERENCE ACTIVITIES                       | SESSIONS 3 (FRIDAY)   |
| REGISTRATION, BREAKS, EVENTS                    | SESSIONS 4 (SATURDAY) |
| PLENARY SESSIONS                                | SESSIONS 5 (SATURDAY) |
| SESSIONS 1 (FRIDAY)                             | SESSIONS 6 (SATURDAY) |
| SESSIONS 2 (FRIDAY)                             | SESSIONS 7 (SUNDAY)   |
| FOCUS GROUPS, EXPO SESSIONS, ASSOCIATE SESSIONS |                       |



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*Sherida Lyles, IB Programme Director  
St. Edwards High School, Lakewood, Ohio, USA*



## STRANDS

Workshops are categorized by strands, which will allow participants to find areas of the conference programme in which they can find meaningful participation. These strands are created to provide guidance and to focus interests. The strands are categorized as followed:

SOCIAL EMOTIONAL LEARNING

INCLUSIVE EDUCATION

PROFESSIONAL LEARNING COMMUNITIES / LIFELONG LEARNING

INQUIRY / CONCEPT-BASED LEARNING

DIFFERENTIATED LEARNING

APPROACHES TO TEACHING &amp; LEARNING

SCHOOL LEADERSHIP, PLANNING &amp; GOVERNANCE

ICT &amp; EDUCATION

LITERACY, LANGUAGE &amp; EDUCATION

CURRICULUM PLANNING IMPLEMENTATION

CULTURE / INTERNATIONAL MINDEDNESS



## THÈMES

Les ateliers de la conférence sont organisés par thèmes, afin d'aider les participants à identifier les domaines susceptibles de les intéresser dans le programme de la conférence. Ces thèmes ont été créés pour orienter les participants et regrouper les intérêts. Les thèmes de la conférence sont répertoriés ci-après :

APPRENTISSAGE SOCIAL ET ÉMOTIONNEL

ÉDUCATION INCLUSIVE

COMMUNAUTÉS PROFESSIONNELLES D'APPRENTISSAGE ET APPRENTISSAGE PERMANENT

APPRENTISSAGE FONDÉ SUR LA RECHERCHE ET APPRENTISSAGE REPOSANT SUR DES CONCEPTS

APPRENTISSAGE PERMANENT/ DIFFÉRENCIÉ

APPROCHES DE L'ENSEIGNEMENT ET DE L'APPRENTISSAGE

DIRECTION D'ÉTABLISSEMENT, PLANIFICATION ET GOUVERNANCE

TIC ET ÉDUCATION

LITTÉRATIE, LANGUE ET ÉDUCATION

PLANIFICATION ET MISE EN ŒUVRE DU PROGRAMME D'ÉTUDES

CULTURE ET SENSIBILITÉ INTERNATIONALE



## ÁREAS TEMÁTICAS

Los talleres están categorizados por áreas temáticas, lo que ayudará a los participantes a encontrar áreas del programa de la conferencia en las que puedan tener un aporte significativo. Estas áreas temáticas se han creado para brindar orientación y especificar diversos intereses. Las áreas temáticas son las siguientes:

APRENDIZAJE SOCIAL Y EMOCIONAL

EDUCACIÓN INCLUSIVA

COMUNIDADES PROFESIONALES DE APRENDIZAJE Y APRENDIZAJE PARA TODA LA VIDA

APRENDIZAJE BASADO EN CONCEPTOS O EN LA INDAGACIÓN

APRENDIZAJE DIFERENCIADO

ENFOQUES DE LA ENSEÑANZA Y EL APRENDIZAJE

LIDERAZGO, PLANIFICACIÓN Y GOBERNANZA EN EL ÁMBITO ESCOLAR

TIC Y EDUCACIÓN

ALFABETIZACIÓN, LENGUA, LENGUAJE Y EDUCACIÓN

PLANIFICACIÓN E IMPLEMENTACIÓN CURRICULARES

CULTURA Y MENTALIDAD INTERNACIONAL



## PRE-CONFERENCE SESSIONS

THURSDAY 29 OCTOBER 10:00 - 15:45

The regional pre-conference will focus on key topics related to IB programmes, leadership, creativity, complexity and cultural understanding to ignite the engagement potential and knowledge development throughout the conference. Participants who have subscribed for the pre-conference can attend their selected full-day sessions. All pre-conference sessions will be delivered in English at the World Forum.

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### Aspiring Leadership: Culture and Leadership

YANGTZE 1 & 2

#### Presenters:

**Darlene Fisher**, Chief Learning Officer at the ECIS

**Mark Waterson**, Freelance Consultant

**Sue Richards**, Global Head of Professional Development for the PYP at the IB

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### Agency Information Design: Building your Technology Toolkit

CENTRAL AMERICA

#### Presenters:

**Denise Perrault**, Head of Online Learning at the IB

**Pilar Quezzaire**, Curriculum Manager of Online Learning at the IB

**Nav Chue**, Coordinator of Online Learning at the IB

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### Exploring the big ideas: The relevance of complexity

EUROPE 1 & 2

#### Presenters:

**Roland Kupers**, Independent consultant on Complexity, Resilience and Energy Transition

**Rosemary Hipkins**, Chief Researcher at the New Zealand Council for Educational Research (NZCER)

## IB Career-related Programme (CP): design and implementation

ANTARCTICA

### Presenters:

**Dominic Robeau**, Acting Head of CP Development at the IB  
**Chantell Wyten**, Head of Sixth Form and CP Co-ordinator at King Ethelbert School  
**Peter Fidczuk**, IB Development and Recognition Manager for the UK  
**Jon Halligan**, Regional Manager Recognition and Development AEM at the IB

## Making time for creativity: Why does it matter?

SOUTH AMERICA

### Presenters:

**Thana Farooq**, Artist, photographer and IB alumni  
**Danielle Veilleux**, MYP Curriculum Manager and Chair of the Peterson Academic Symposium 2015

## MYP Assessment Innovation: Meet the new on-screen examinations and ePortfolios

OCEANIA

### Presenters:

**Gareth Hegarty**, Head of MYP Assessment at the IB.  
**Robert Harrison**, Head of MYP Development at the IB.  
**Stanley Borgoyne**, MYP Global Head of Professional Development at the IB

## The MYP Transit Lounge

ASIA

### Presenters:

**Margareth Harris**, MYP Regional Manager for IB Africa, Europe, Middle East  
**Vedrana Pavlectic**, MYP Associate Manager for IB Africa, Europe, Middle East

## Understanding differences: Many Muslim Voices

AFRICA

### Presenters:

**Farid Panjwani**, Director at the Centre for Research and Evaluation in Muslim Education  
**Ian Jamison**, Head of Education, Tony Blair Faith Foundation  
**Safaruk Chowdhury**, The King Fahad Academy

THURSDAY 29 OCTOBER 10:00 – 15:45



## SESSION 1

FRIDAY 30 OCTOBER 10:15 - 11:15

### Strategic planning for a 21st century community

**Andrew Derry**, British International School, Budapest

SCHOOL LEADERSHIP, PLANNING & GOVERNANCE

The international education community continues to take a leading role in exploring the purpose of education and schools of the future. While this may mean a huge change for educators, it is an even bigger paradigm shift for parents and communities. Schools of the future have a duty to fully prepare students for the reality of their future, yet at the same time need to face the pragmatic reality of external exams, standardized tests and university admissions. How do we strategically plan to become modern, constructivist, inquiry-based, tech-rich centres of learning that the entire community buys in to?

### The role of the IB in promoting secular education in the Arab world

**Nasri Tarazi**, The Ahliyyah School for Girls / The Bishop's School for Boys

CULTURE/INTERNATIONAL MINDEDNESS

This session will look at the current conditions in the Arab world, where conflict, sectarianism and oppression are a threat to peace and the

AFRICA



social fabric. The historical roots of this current situation are explored and so is the effect of the context on the educational system. This educational system is currently being criticized for encouraging and breeding extremism. This situation is contrasted with the IB mission statement, which (implicitly) calls for democracy and secularism. For this purpose, secularism is defined and then a road map is presented such that the IB may play a role in creating conditions that may provide some Arab schools or individuals with the opportunity to act as change agents.

### A student perspective on intercultural learning: Discussing the real issue

**Gregor Mill**, The British School of Brussels  
**DP Students**, The British School of Brussels

CULTURE/INTERNATIONAL MINDEDNESS

Students will present on the challenges associated with cultural learning through service projects. Should you source locally even if the company uses child labour? What if the school you partner with uses corporal punishment? How do you make a student trip have real value and not just be poverty tourists? Can you be sure the money your school donates goes where the organization says it will? These questions will be addressed by students working on these issues in a student-led charity initiative in their CAS group.

ANTARCTICA



ASIA



## « L'éducation est l'arme la plus puissante que vous puissiez utiliser pour changer le monde » Nelson Mandela

**Esmat Lamei**, Oasis International School Group  
**Omar El Sarky**, Oasis International School Group

DIRECTION D'ÉTABLISSEMENT, PLANIFICATION ET GOUVERNANCE

Persuadés que l'éducation est le meilleur investissement qu'un pays puisse faire, nous avons souhaité partager notre expérience dans le domaine de l'éducation pour servir notre pays. Nous avons donc décidé de participer activement au projet national de créer un réseau d'établissements publics proposant les programmes de l'IB en Égypte. Ce projet est le fruit d'un protocole de coopération entre le ministère de l'Éducation égyptien, l'Organisation du Baccalauréat International et l'École Oasis Internationale. Il a abouti à la création de l'établissement public The Egyptian International School in El Marag. Pour ce faire, nous avons relevé de nombreux défis : développer chez les familles, les élèves, les enseignants et les administrateurs un esprit qui adhère à la philosophie de l'IB. Nous avons aussi engagé toute la communauté scolaire dans un cycle de formations continues sur les programmes de l'IB, le profil de l'apprenant, l'apprentissage tout au long de la vie et le service communautaire.

## The language of thinking well: Helping students make the link between great learning and well-being

**Tim Logan**, International School of Paris  
**Emily Ashley**, International School of Paris  
**Rajvinder Bolla**, International School of Paris  
**Joanne Perkins**, International School of Paris

APPROACHES TO TEACHING & LEARNING

This session will outline the way one school is working to support the development of more effective thinking in its students as a way of highlighting a vital connection between great learning and positive well-being. There is much talk of 21st century skills and preparing students for an unpredictable world, and advocates on both sides unhelpfully polarize



the argument between skills-focused teaching and a "traditional" emphasis on knowledge transmission. Drawing on the work of Kahneman, Seligman, Dweck and others, this session suggests moving beyond this debate by bringing critical-thinking skills to the fore. By teaching students a language in which to understand their own thinking processes, they learn to "watch themselves think". They can then critically reflect on "knowledge" and "experience" to make meaning for themselves, understand and self-regulate their own approaches to teaching and learning and enhance their well-being. This process better equips them to flourish in an uncertain future.

## "If a child can't learn the way we teach, maybe we should teach the way they learn." —Ignacio Estrada

**Anita Godson**, International School of Geneva  
**Jacqueline Williams**, International School of Geneva

INCLUSIVE EDUCATION

This session will examine how, through the extended support programme and the PYP, the International School of Geneva is attempting to offer an inclusive education for children with learning difficulties such as Down Syndrome, Autism Spectrum Disorder and ADHD. It will give examples that may encourage others to deliver opportunities for children with special needs to play an integral role in the learning community and show aspects of the curriculum that allow for planning that best suits the needs of all. It will discuss the use of differentiation as a strategy for inclusive teaching and learning, share case studies on peer work, collaborative teaching and management strategies, and detail approaches that can enhance the efforts of learning communities to meet the educational needs of all students. This session will elaborate on systems that help to support students and teachers and demonstrate the importance of the learner profile and attitudes as elements for inclusion.



FRIDAY 30 OCTOBER 10:15 - 11:15



## MYP eAssessment: Understanding the ePortfolio subjects' structure, organization and assessment

**Gill Chudley**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

This session is aimed at MYP Coordinators, personal project coordinators and teachers of arts, design, physical and health education or language acquisition at schools that are, or that are considering, registering students for the MYP certificate or course results. The session will include practical advice for schools and insight into processes from the publication of the partially completed unit planner through development for teaching, internal assessment procedures and submission for moderation.

## A un paso de casa: La inclusión de la familia en el aula como elemento educador.

**William Wesley Ivey**, Colegio Internacional SEK Santa Isabel

**Lorena Gonzalez Castilla**, Colegio Internacional SEK-Santa Isabel

### SOCIAL EMOTIONAL LEARNING

En esta sesión hablaremos de la importancia de establecer una relación estrecha entre las familias de los alumnos y el colegio, para favorecer el aprendizaje y hacer partícipes a las familias en la educación escolar de sus hijos. Esta relación se puede trabajar desde diferentes perspectivas; en esta conferencia nos centraremos en los talleres que se han producido dentro y fuera del aula entre nuestros alumnos y sus familias. La curiosidad de nuestros alumnos por las diferentes profesiones de sus padres nos ha servido como punto de partida para realizar una serie de encuentros en todos los ciclos de Educación Primaria. Una experiencia en la que tanto padres como alumnos aprendieron los unos de los otros. ¿Cómo trabaja un diseñador gráfico? ¿Qué se siente al salvar vidas? ¿Cómo aprenden niños con necesidades educativas especiales? ¿Es fácil tomar decisiones siendo juez? Estas y otras inquietudes fueron fundamentales en el proceso de indagación de nuestros alumnos para el éxito.

OCEANIA  
FOYER



## Blurring the boundaries: Developing effective cross-curricular learning in the MYP

**Ian Gavin**, Sigtunaskolan Humanistiska Läroverket

### CURRICULUM PLANNING IMPLEMENTATION

Teachers and curriculum leaders are acutely aware of the importance and value of cross-curricular learning, specifically its capacity to give students access to deeper understanding. However, the practical realities of day-to-day curriculum planning and delivery mean that, while many teachers recognize its potential benefits, they rarely get around to making it happen. This session is aimed at MYP Coordinators, teachers and school leaders looking for inspiration and ideas to get teachers thinking about collaborating in a more purposeful manner. It will be particularly useful for newcomers to the MYP and those who feel this area of their school's curriculum needs fresh impetus. As well as providing frameworks for thinking about cross-curricular collaboration within the MYP, attendees will leave with ideas for areas of collaboration and concrete examples of cross-curricular units designed with MYP Next Chapter in mind.

## The Career-related Programme core: Developing skills and competencies for life long learning

**Dominic Robeau**, International Baccalaureate  
**Jon Halligan**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

This session will explore in detail the components of the Career-related Programme core and ways in which they can be utilized to ensure students are prepared to successfully participate in further/higher education, apprenticeships and employment.

CENTRAL  
AMERICA



SOUTH  
AMERICA





## Using IB DP Advantage to create and sustain a professional learning community

**Jan Stipek**, International Baccalaureate  
**Matt James**, International Baccalaureate

### PROFESSIONAL LEARNING COMMUNITIES & LIFELONG LEARNING

This session will first introduce the concept of a professional learning community and the related culture shift from formal to informal, just-in-time learning for professional development. The facilitators will then introduce IB DP Advantage, the new IB professional development service, and possible ways schools in different contexts can use this product to create and sustain professional learning communities. An important part of the session will be a guided discussion, leading participants to create an action plan for introducing and sustaining ongoing professional development and the concept of a learning community at their school.

## Making the most of your technology investment: Winning hearts and minds in the school community

**Pilar Quezzaire**, International Baccalaureate

### ICT & EDUCATION

The scenario is common: Schools invest heavily in new laptops, tablets and lab equipment—and they gather dust. Schools often engage in ambitious technology plans but sometimes meet resistance and struggle to justify the resources required. The introduction of new technologies can be a frustrating process and the outcomes uncertain. How can a school community successfully introduce new technologies? In many cases, it is not the technologies, but community mindsets that make their introduction problematic. Winning the hearts and minds of the school community can pose a real challenge and is often overlooked in the introduction of new technologies. This session provides practical advice: straightforward strategies on which questions to ask, how to make sense of new technologies available and how to make wise decisions on integrating and presenting technologies that will support a variety of curriculums.



## DP Assessment update

**Richard Penrose**, International Baccalaureate  
**Andrew Tinning**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

Richard Penrose, Head of DP Assessment, and Andy Tinning, Head of School Delivery, will present a summary of the May 2015 assessment session and an overview of current and future developments in DP assessment. A substantial part of the time will be devoted to Q & A on DP assessment issues.

## Curriculum update: Initiatives and innovations within and across all IB programmes

**David Hawley**, International Baccalaureate

### SCHOOL LEADERSHIP, PLANNING & GOVERNANCE

David Hawley was appointed IB Chief Academic Officer in January 2015. In this session, he will discuss emerging priorities in the drive for continual improvement and innovation across and within all IB programmes: focusing on student experience with a clear and coherent “One IB” philosophy; being more explicit about how we develop, value and measure the attributes and character qualities that are part of the IB learner profile; developing seamless curriculum with an end-to-end, aged 3–19 perspective; including more global experts and student voices in the process to complement the contributions of IB educators; and promoting more applied problem-solving, project-based learning and deep conceptual understanding in place of exhaustive content coverage. The presentation will also include an update of current and anticipated changes in each IB programme, along with a concise progress report on the review of the PYP, the plans for a review of the DP and time for questions and answers.



FRIDAY 30 OCTOBER 10:15 - 11:15



## SESSION 2

FRIDAY 30 OCTOBER 11:45 - 12:45

### Intentional efforts of creating international-mindedness in the curriculum

**Jale Onur**, Jale Onur Educational Service  
**Armağan Ateşkan**, Jale Onur Educational Service

CULTURE & INTERNATIONAL MINDEDNESS

This session will share part of a study by Bilkent University on the alignment of the DP and the Turkish National Programme, specifically the development of the non-scholastic attribute of international-mindedness in DP and non-DP graduates at the university. The study used document comparison, intercultural competence tests and focus group interviews. Teachers analysed the philosophical underpinnings of the respective programmes they taught using Schiro's (2005) classification. Researchers used Wiggins and McTighe's (1998) Six Facets of Understanding Rubrics to discern the student outcomes related to intercultural understanding, international-mindedness and the intentional effort in creating this special culture with the idealistic goal of helping world peace, while also serving the pragmatic needs of the 21st century.

AFRICA



CONTINUUM

ASPIRING LEADERS

### Using technology to differentiate in the MYP

**Kathleen Szalay**, Bonn International School  
**Peter Vaughn**, Bonn International School

DIFFERENTIATED LEARNING

ANTARCTICA



The first half of this session will be a presentation on using technology to differentiate strands of assessment criteria across several subject areas in the MYP and model specific formative and summative assessment tasks used in the MYP. This session will focus on differentiating for learning styles, students receiving learning support, and English language learners in a 1-to-1 device school. Presenters will share resources that are applicable to many subject areas. In the second part of the session, participants will use presented strategies to plan a differentiated task that is enhanced by technology. They will work collaboratively and develop tasks with colleagues from other schools. The target audience for this workshop includes: all MYP subject-area teachers and specialists, English language acquisition teachers, learning support teachers, administrators and MYP Coordinators.

## IBEN workshop leaders sharing good practice

**Roz Trudgon**, RT Consultancy  
**Nick Lee**, Independent Consultant  
**Sue Austin**, Independent Consultant

### PROFESSIONAL LEARNING COMMUNITIES & LIFELONG LEARNING

Following last year's successful session in Rome, this session is an opportunity for existing IBEN workshop leaders to meet and share good practices from their experiences leading IB workshops. Participants are requested to bring one example of good practice and one example of not-so-good practice based on personal experience. Participants should be prepared to discuss their experiences.

## (Academic) honesty and company: How do we (re-) establish a value culture?

**Jutta Rüdiger**, Nørre Gymnasium

### APPROACHES TO TEACHING & LEARNING

Academic honesty is core in the IB continuum, particularly in the DP. Schools have to develop and present a clear policy that reflects their approaches and sanctions. Plagiarism-detection tools promise reliable tracking and disclosure of malpractice, and yet they fall behind the speedy change of internet sites with intricate algorithms. Academic honesty is more than proper quoting, referencing and acknowledging sources; it is an attitude towards life and towards other people. It is about values in general, personal integrity and fundamental ethics. Students grow up in a confusing, digitally interconnected world of digitally altered appearances, cheating and quick solutions. At the same time, they feel the pressure of competition: top grades promise top careers and life success.

## Team-building for collaborative pedagogical leadership in the Diploma Programme

**Ildiko Murray**, American International School Kuwait

### SCHOOL LEADERSHIP, PLANNING & GOVERNANCE

This session will examine the role of principals and DP Coordinators in establishing a context

ASIA



for collaborative pedagogical leadership in the DP through effective team-building. It will provide a brief overview of various theories, models and strategies for effective decision-making and problem-solving. School leaders will explore their decision-making styles to better enable them to make the paradigm shift from performance training to professional learning communities and collaboration. The session will offer practical tips and advice for developing effective communication and conflict-resolution skills as DP pedagogical leaders.

## How do we know they got the big idea?

**Rasha Hamoud**, Makassed Houssam Eddine Harriri High School

**Dina Jradi**, Makassed Houssam Eddine Harriri High School

### INQUIRY / CONCEPT-BASED LEARNING

When inquiry and conceptual thinking become vehicles for lifelong learning, assessment remains a challenge for schools and educators. How do we assess conceptual understandings and what criteria align with the transdisciplinary and conceptual nature of the PYP? This session examines a PYP school's experience with revising its assessment system to better meet the practices of the programme and improve the quality of teaching, learning and assessment. Participants will explore assessment from a more authentic dimension, one that informs planning and promotes inquiry to develop deeper understandings.

## Capturing the true bilingual person within the PYP curriculum: Sharing experiences

**Gayle Courtenay**, International School of Geneva  
**Jennifer Armstrong**, International School of Geneva

### LITERACY, LANGUAGE & EDUCATION

This session will share one school's experience of transforming its language programme into one that was more bilingual in nature. This new structure was very different to the one that previously existed and was put into place at the same time as the opening of a

EUROPE

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CONTINUUM

ASPIRING LEADERS

OCEANIA  
FOYER



OCEANIA



FRIDAY 30 OCTOBER 11:45 - 12:45

KEY

CONTINUUM  
CONTINUUM SCHOOLS

ROOM

PYP DP  
MYP CP

newly built primary school in September 2011. Furthermore, presenters will outline some of the key ideas and thinking that took place when decisions were initially made about how to structure the bilingual programme. The session will not only look at aspects of theory and research that helped to underpin this thinking, but also some of the key logistical and pedagogical reasons for their choices.

## Moving from thinking to working outside the box

**Mark Waterson**, Mark Waterson Associates  
**Darlene Fisher**, ECIS



### PROFESSIONAL LEARNING COMMUNITIES & LIFELONG LEARNING

The IB emphasizes inquiry, collaboration and lifelong learning; thus, many IB World Schools consider themselves to be professional learning communities, which support those same principles. A growing body of research suggests that working collaboratively with individuals, groups and organizations outside the school enhances the opportunities for student learning. This session will explore what a “networked learning community” might look like in an IB context. By examining the research and drawing upon the experiences of participants, the discussion will provide new insights and ways of working for participants to reflect upon and take back to their own schools.

## The Career-related Programme: An introduction

**Dominic Robeau**, International Baccalaureate



### CURRICULUM PLANNING IMPLEMENTATION

This session is intended to introduce the IB Career-related Programme (CP) to new audiences. The CP is the fourth and newest IB programme and is growing quickly around the world. Participants will find out just what the CP is, how it can be implemented in their school, and the benefits of having this IB programme in place for students.

## Alineamiento Curricular entre el PAI y la E.S.O del sistema nacional español. Impacto del PAI en los centros



**Maripe Menendez**, International Baccalaureate  
**Javier M. Valle**, Autonoma University of Madrid  
**Jesus Manso**, Autonoma University of Madrid  
**Rocío Garrido**, Open University of Madrid (UDIMA)

### PLANIFICACIÓN E IMPLEMENTACIÓN CURRICULARES

Presentación de los resultados del estudio de investigación liderado por el grupo de investigación GIPES de la Universidad Autónoma de Madrid en relación con el alineamiento curricular entre el programa de IB, PAI y el currículo de la E.S.O. del sistema español. Percepción del impacto del PAI en centros españoles.

## What about the box?: Thinking inside and out

**Andrew Mayes**, International Baccalaureate



### INQUIRY & CONCEPT BASED LEARNING

Our future will be driven by a culture of innovation. The children of today will become the innovators of tomorrow. Innovation often requires thinking outside the box. When we try to think outside the box, we often forget to consider what is inside the box. Once we have figured this out, we can start to move outside the box and beyond the boundaries of what we think we know. The presentation will discuss five important considerations for thinking outside the box: figuring out what is in the box; how do we know what we don't know; the need for “transfer” and an interdisciplinary approach; divergent and convergent thinking; and the importance of prototyping and failure. It will involve short activities that will focus on defining what is inside the box, exploring divergent thinking strategies and exploring how to create new ideas from disparate concepts.

## Making connections between IB programmes and your local, state or national curriculum requirements

**Sean Rankin**, International Baccalaureate  
**Pamela Bender**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

How to effectively plan for and implement multiple curriculum requirements is a long-standing concern of interested, candidate and authorized IB World Schools in countries with local, state or national curriculum requirements. In this interactive presentation, participants will have the opportunity to learn about, discuss and inform a variety of regional and global initiatives currently under way to support schools in connecting their curriculum requirements to those of the IB programmes. IB staff will present PYP and MYP materials developed for the curriculum connections service pilot currently in progress, along with current resources and feedback gathered from schools and educators involved in this initiative. IB staff will also seek suggestions on future extensions and new initiatives related to implementing multiple curriculum requirements.

## ATL skills: An integral part of Diploma Programme implementation

**Katrin Fox**, International Baccalaureate  
**Jenny Gillett**, International Baccalaureate

### APPROACHES TO TEACHING & LEARNING

Approaches to teaching and learning (ATL) make IB pedagogy explicit and support the implementation of the DP. The session explores how ATL skills can be developed and made visible within a school context. Implementing ATL skills helps a school provide evidence towards the standards and practices during evaluation and authorization. The session explores the role of the DP Coordinator as part of the pedagogical leadership team in a school. The session is a mix of presentation and exchange of good practices among educators and IB staff from Academic and School Services.

YANGTZE  
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CONTINUUM

ASPIRING  
LEADERS

## What's "app" in the MYP?

**Margareth Harris**, International Baccalaureate

**Vedrana Pavletic**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

Meet the IB MYP School Services team. In this session, participants will join the forum to discuss "The 2014 MYP model: is it better for students, easier for teachers and more flexible for schools to implement?" and share their thoughts and experiences.

PACIFIC



FRIDAY 30 OCTOBER 11:45 - 12:45

ATLANTIC



KEY

CONTINUUM  
CONTINUUM.SCHOOLS

ROOM

● PYP ● DP  
● MYP ● CP

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## ASSOCIATION MEETINGS | EXPO SESSIONS | FOCUS GROUPS

FRIDAY 30 OCTOBER 13:40 - 14:10

### **IBSCA (IB Schools and Colleges Association)**

**Sandra Morton**, IBSCA

IB World Schools Associations provide a forum for school collaboration, informal gatherings and the exchange of good practices. During these focus sessions, members of the IBSCA will come together to discuss matters regarding the implementation and recognition of IB qualifications at a national or sub-regional level.

AFRICA



### **UAE Association**

**David Hicks**, UAE Association

The International Baccalaureate is working closely with IB World Schools across the region to support the exchange of good practices. Associations are often active in negotiating university and government recognition for IB programmes and can assist IB World Schools, teachers and students in their communities—from implementing IB programmes to providing a forum for schools collaboration. During these, members will discuss matters concerning implementation and recognition of IB programmes in the country.

ANTARCTICA



## Children's Drawings: Tool for Humanitarian Aid?

ASIA



**Esseline Annette van de Sande**, The Room of Listening

In the 21st century, children grow up with media images of turbulence in the world. Being aware of conflicts and humanitarian hardship, they often want to contribute to a more just world. In their direct emotional way, children resist the adults' "art" of looking away and wonder what they can do. Last year's International Children's Peace Prize was awarded to Neha Gupta who was only 9 years old when she founded the successful non-governmental organization Empower Orphan. Another example of engagement of young children is the story of 250 children's drawings and a modern Aladdin lamp. In November 2013, the presenter I set out to Jordan as a storyteller for Waka Waka Foundation with a suitcase filled with lamps and drawings. It led to a spontaneous exchange between children where those who were given "aid" were able to send drawings in return. Using this real life example that was broadcast at Dutch Youth television, this session will discuss other possibilities of how to effectively engage this energy to shape our world in dignity.

## Beyond the Questionbanks and Exam CDs

EUROPE  
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**Gert-Jan de Vlugt**, International Baccalaureate

**Sophie Russell**, International Baccalaureate

What are the specific issues you face when preparing your students for their exams? What tools do you currently use for exam preparation? What improvements would you make to the current Questionbanks and Exam CDs offered by the IB?

During this interactive focus group, representatives from IB Publishing will share plans for a new online system for IB exam practice and preparation. Participants will be encouraged to share their thoughts and ideas for this new resource—giving their impressions and feedback in this open discussion.

Participant feedback during this session will be invaluable in helping IB Publishing shape the requirements for the new exam preparation materials.

## MYP Germany and friends

EUROPE  
2



**Brett Meuli**, MYP Germany and friends

IB World Schools Associations - The International Baccalaureate is currently working closely with IB World Schools across the region to support initiatives concerning the formation of Associations of IB World Schools at a national or sub-regional level. These associations provide a forum for school collaboration, informal gatherings and the exchange of good practice. Associations are often active in negotiating university and government recognition for IB programmes and can assist IB World Schools, teachers and students in their communities - from implementing IB programmes to providing a forum for schools collaboration. During these focus sessions, members of the Associations will come together to discuss matters regarding the implementation and recognition of IB qualifications at a national or sub-regional level.

## Language support for non-English speaking participants

OCEANIA  
FOYER



**Evelina Todoranova**, International Baccalaureate

The aim of this session is to introduce the Language Support Group, who are volunteers that will offer translation in French, Spanish, Arabic, German and Russian. The volunteers are happy to provide language support during the breaks and outside the formal sessions to all participants that are not proficient in English. The aim of this service is to allow greater access and deepen participants' engagement to ensure a positive experience at the Regional Conference.

FRIDAY 30 OCTOBER 13:40 - 14:10



## Standards and practices review focus group

Jane Drake, International Baccalaureate

Do you have something to say about the IB standards and practices? Then make sure you join us for this focus group. Standards and practices are going into review, and this focus group will collect valuable feedback from schools as part of our research phase. The purpose of this focus group is to capture your input about overarching questions related to the standards and practices review. As a prerequisite to participation, participants must consent to being recorded.

OCEANIA



## Inclusion café: Collaboration is crucial in developing knowledge and practice

Jayne Pletser, International Baccalaureate  
Kala Parasum, International Baccalaureate

This session is designed to facilitate face-to-face conversations with those in the IB community who are committed to inclusive education.

CENTRAL AMERICA



## Inquiry by quest: A journey of learning

Lorena Costa, SEK-Atlantico International School  
Gonzalo Garcia, SEK-Atlantico International School  
Sara Bouzada, SEK-Atlantico International School

This session will detail a student-led inquiry journey in which PYP students collaboratively designed their own "real world oriented" learning content. Within the framework of the I-TEC international project, the transdisciplinary theme of "how we express ourselves" served as a trigger for students to design their own "Virtual Museum" and engage in a critical observation of their local environment. Any challenge faced along this exploratory journey is met by developing new skills, adapted to the students' learning style. The new knowledge and the investigative and reflective skills acquired throughout the process enable students to build a flexible and constantly growing image database to share with the whole learning community that serves as an enriching learning tool to preserve the many idiosyncrasies of our cultural patrimony.

NORTH AMERICA



## Who needs DP courses, and what for?

Roz Trudgon, Oxford Study Courses

Students come to the DP from a variety of different educational systems. Given the challenges of the DP, students, parents and schools are understandably anxious that students make a strong start, regardless of their previous educational experience and achievements. Some schools offer their own DP courses, while other students take advantage of the various commercial pre-DP summer courses available. With the aim of developing some best practice ideas, this expo looks at the needs and the options and opens up the floor to a discussion of schools' own experiences and requirements. The speaker will draw on her own wide experience of IB World Schools, and on recent experience of the Oxford Study Courses Pre-IB Summer School.

SOUTH AMERICA



## Data-sharing and BYOD with PASCO Scientific Technologies, featuring SPARKvue® for Chromebook™ and iPad®

Steven Hearn, PASCO Scientific

SPARKvue software goes beyond data collection and analysis by introducing an integrated science learning environment with sharing capability. SPARKvue sharing does more than just share data: it shares the entire lab experience, no matter where your students are or what platform they are using.

YANGTZE 1





## The world's top-performing mathematics curriculums

Robin Theakston, Scholastic

Education systems worldwide are seeking alternative mathematical pedagogies with proven results to improve achievement in all students. Singapore, Korea and Hong Kong have consistently topped the Trends in International Mathematics and Science Study (TIMSS) from 1995 to 2011. By learning from the best practices of these top-performing nations, how can we deliver a programme that contains both the content and strategy to transform mathematical achievement at all ability levels?



## Focus on ATL skills: Critical thinking, essay writing and collaboration with Rationale

Timo ter Berg, Rationale Online

How do you develop ATL skills in a curriculum? In general, structured thinking and writing is a problem for many students. More specifically, while critical thinking and structured writing are becoming increasingly central in undergraduate education, many students struggle to reason clearly, to structure and analyse argumentation and to write a good essay. However, most dedicated courses to improve students' critical thinking have only limited results in learning outcomes.



## A 360-degree approach to assessment

Alison Chapman, GL Education

Join GL Education for an overview of its approach to student assessment, which incorporates measures of attainment, ability and attitudes to provide a unique profile of each student.

Find out how international schools are using this detailed insight to enhance their teaching effectiveness through the delivery of personalized learning.

The teaching challenges addressed by this session will include:

- admissions
- personalizing teaching to suit a student's preferred learning style
- identifying gifted and talented and SEN students
- accurately assessing the true potential of EAL students
- communicating IB targets effectively with parents and students
- having internationally recognized benchmarks to aid self-assessments and inspections.

Those attending this session will be able to request a free trial of GL's assessments for further evaluation.



Rationale presents a method to develop critical thinking and writing skills that has been shown to be very effective in a 5-year Australian research programme.

This method emphasizes deliberate, collaborative practice of reasoning and writing skills by argument mapping, a technique to visualize the underlying logic of argumentation and writing.

We present an online programme, Rationale, that has been developed to facilitate the implementation of this technique into teaching practice and show examples of its use in IB education.

FRIDAY 30 OCTOBER 13:40 - 14:10



## SESSION 3

FRIDAY 30 OCTOBER 15:45 - 16:45

### What does “good” look like to you and the IB? How can knowing this help teachers and students?

**Rebecca Hamer**, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION

In evaluating student work, teachers and examiners are exposed to answers demonstrating quality of learning that differs in recognizable ways (Biggs and Collis 1982). A series of studies by IB Assessment’s research and design team explores how IB examiners judge the level of student performance against assessment criteria. More than 150 examiners of three current DP subjects have provided detailed descriptions of what they look for in student responses when awarding marks and judging the quality of student knowledge, understanding and thinking skills. Examiners make explicit how their knowledge and experience of typical student responses influences their marking. These studies revealed that examiner disagreement can be the result of examiners using the same observable cue in a student response but awarding different marks. These outcomes are used within the IB to rewrite assessment criteria as well as teacher support materials, clarifying expectations of learning.

AFRICA



### Educating for life from 3—19 years: International-mindedness in the IB programmes

**Heather Lapper**, International Baccalaureate

CULTURE & INTERNATIONAL MINDEDNESS

The complexities of a globalized world mean that it is more important than ever to make international issues a part of K-12 education. This session will explore and identify strategies and practical activities that strengthen a school’s curriculum so that students are challenged and empowered to make the choice to become global citizens. Cultural and perspective awareness, multilingualism, critical thinking and conceptual understanding—all hallmarks of an IB education—will be the focus of these strategies and activities.

ANTARCTICA



### Multilingüismo y aprendizaje por tareas

**Sonsoles Castellano**, Colegio San Patricio

LITERACY, LANGUAGE & EDUCATION

La sesión constará de dos partes: en la primera se mostrará un proyecto de investigación que refleja los beneficios cognitivos del multilingüismo y en la segunda se mostrará una secuencia de aprendizaje por tareas para la implantación de un proyecto multilingüe.

ASIA



## Finding out about feedback

**Jacqueline Harmer**, Bavarian International School



### PROFESSIONAL LEARNING COMMUNITIES & LIFELONG LEARNING

Feedback “is one of the more instructionally powerful and least understood features in instructional design” (Cohen 1985). In this session, participants will find out about the characteristics of feedback that improve learning and a variety of strategies they can apply in the classroom. This session invites participants to consider what students might say about the feedback they experience and how that can influence the types and methods of feedback to use.

## Starting a writing centre at your school

**Dan Shiffman**, International School of Hamburg



### LITERACY, LANGUAGE & EDUCATION

This session will introduce participants to the potential benefits of writing centres for IB World Schools. Participants will gain an understanding of how a writing centre, though one-on-one peer tutoring, can support MYP and DP students working on papers from a variety of disciplines and at any stage of the writing process. The session considers both writing centre theory and the nuts-and-bolts issues in growing a writing centre at an IB World School. Through interactive discussion and tutoring practice, participants will learn about peer-review strategies and tutor training methods. They will also gain knowledge about the process of starting or supporting a writing centre at their school.

## STRETCH

**Jennifer Fenton**, International School of Geneva Campus des Nations

**Nikki Ross**, International School of Geneva Campus des Nations

**Justin Hart**, International School of Geneva Campus des Nations



### ICT & EDUCATION

What does inquiry-based learning look like in schools today? How can teaching and

learning be differentiated to meet students' learning needs and styles? How can we help every child reach his or her potential? What role does technology play in answering these questions? This session shares the journey of how we tackled some of the challenges that arose from a year of STRETCH. Through this session, participants will explore: implementing STRETCH to extend all students in their learning, to increase student-led inquiry and higher-order thinking; planning for effective and meaningful integration of technology; and creative solutions for significant professional development opportunities.

## On-screen examinations: MYP innovation and opportunities for the DP

**Gareth Hegarty**, International Baccalaureate



### CURRICULUM PLANNING IMPLEMENTATION

This session will introduce participants to the new on-screen examinations available for the MYP from May 2016. It will look in detail at specific questions and features of the exams, discuss the academic structures that underpin them and the unique opportunity the on-screen approach offers to create authentically MYP assessments. Participants will have an opportunity to use the tools and objects in the exams and will reflect on the lessons learned from the May 2015 pilot.

## Building quality curriculum: A new service for IB World Schools

**Erin McVadon Albright**, International Baccalaureate



### CURRICULUM PLANNING IMPLEMENTATION

This session will introduce building quality curriculum, a new service for PYP and MYP schools aimed at improving the quality of their curriculum-planning process. PYP and MYP teachers now have the opportunity to gain valuable insights and feedback on their written curriculum. Building quality curriculum, one of a suite of new school-enhancement services currently being piloted, gives schools detailed feedback from experienced IB educators on their PYP programme of inquiry, units of inquiry

and MYP unit planners. Beginning in 2016, this service will be required for MYP schools as part of programme evaluation and will be available as an optional service for all other PYP and MYP candidate and authorized schools. This session will detail the progress of the trial and the plans for mainstream launch, as well as seek feedback from schools regarding their needs and wishes for this new service.

## How to integrate Arabic language with the PYP to develop 21st century skilled learners

SOUTH AMERICA  
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**Ali Mahmoud**, Universal American school- Dubai

### APPROACHES TO TEACHING AND LEARNING

This session will provide the audience with ways to infuse 21st century learning skills into Arabic teaching and suggest methods to go beyond the basic mastery of Arabic language skills. The session will help educators improve teaching and learning and learn how to integrate PYP into teaching of Arabic and to encourage learners to be engaged in the learning process. During the session, participants will explore 21st century teaching and learning using recent innovations in education.

## IB recognition updates: UK, US, Canada, Europe and Australia

YANGTZE 2  
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**Peter Fidczuk**, International Baccalaureate  
**Paul Campbell**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

The objectives of this interactive session are to provide updates on key higher education markets around the world and obtain feedback from participants on important recognition issues related to these key markets. The session will provide the latest university and government recognition updates on the key higher education markets and will present the latest figures on admissions patterns, relevant information about admission processes and significant developments. It will also discuss the current initiatives the IB is undertaking as part of its continued commitment to improving recognition of IB programmes in key markets.

Time at the end will be allocated for Q&A and discussion of pertinent recognition-related issues.

## Diploma Programme update

ATLANTIC  
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**James Monk**, International Baccalaureate  
**Angela Rivière**, International Baccalaureate  
**Jenny Gillett**, International Baccalaureate  
**Kelvin Williams**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

In this session, members of the DP development team will review changes to DP subjects that have taken effect for first teaching in 2015 and changes that will take effect for first teaching in 2016. Participants will have the opportunity to ask questions about curriculum and teacher support, as well as to share ideas and thoughts with members of the team responsible for leading the curriculum reviews of DP subjects.

## Flexible models of IB professional development

YANGTZE 1  
● ● ● ● ● ●  
CONTINUUM  
ASPIRING LEADERS

**Shannon de Groot**, International Baccalaureate  
**Paul Harrington**, International Baccalaureate

### PROFESSIONAL LEARNING COMMUNITIES & LIFELONG LEARNING

The regional professional development team has developed improved flexibility around the delivery models and new products available in supporting meeting our school 's professional development needs.

## The authorization process: The journey to becoming an IB Diploma Programme school

PACIFIC  
● ○ ● ○

**Katrin Fox**, International Baccalaureate  
**Fiona Clark**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

Is your school interested in becoming an IB World School offering the Diploma Programme? The session explains the different stages of the authorization process and the requirements that need to be met as well as the support that is available to help a school implement the Diploma Programme.





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## ASSOCIATION MEETINGS | EXPO SESSIONS | FOCUS GROUPS

FRIDAY 30 OCTOBER 16:45 - 17:15

### The Association of Eastern European Schools (ACES)

Peter MJ Murphy, ACES

The International Baccalaureate is working closely with IB World Schools across the region to support initiatives concerning implementation and recognition of IB programmes in the region. Associations are often active in negotiating university and government recognition for IB programmes and can assist IB World Schools, teachers and students in their communities—from implementing IB programmes to providing a forum for schools collaboration. During the session, members will discuss relevant matters.

AFRICA



### Is technology finally ready to serve you and your students?

Karin Bjerde, Kognity  
Sebastian N. Sherif

Technology is a big part of our lives, and schools across the world are applying it to aid students in their quest to learn. Yet, the textbook has remained similar to when Gutenberg invented the printing press—until now. Kognity went back to the principles of learning by asking, what makes us learn? According to academic research, the retention rate from reading is 10%. When adding seeing and hearing, retention increases to 50%, and thus, the digital textbook includes videos and animations. Moreover, in the digital era, teachers can monitor students' strengths and weaknesses and individualize learning so no problems are left unresolved. This session will uncover how digital textbooks are finally ready to replace Gutenberg's printed press to serve both teachers and students—join the evolution of textbooks.

ANTARCTICA



## Blended Learning and Differentiated Instruction in Osaka International School

ASIA



**John van Plantinga**, Achieve 3000

John van Plantinga from the Osaka International School will share his experience implementing blended learning and English language content area literacy using Achieve3000®, the only patented, cloud-based solution that delivers daily differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile® reading level in English and Spanish. Literacy is the doorway to understanding academic content, but the rigour of nonfiction text is often a challenge for English language learners. Mr. Van Plantinga will share how he used Achieve3000 with his Japanese and Korean students and exceeded the expected reading gains of his students in just five months.

## The Association of Dutch IB Schools

EUROPE  
1



**Kees van Ruitenbeek**, The Association of Dutch IB schools

The International Baccalaureate is currently working closely with IB World Schools across the region to support initiatives concerning the formation of Associations of IB World Schools at a national or sub-regional level. These associations provide a forum for school collaboration, informal gatherings and the exchange of good practice. Associations are often active in negotiating university and government recognition for IB programmes and can assist IB World Schools, teachers and students in their communities—from implementing IB programmes to providing a forum for schools collaboration. During this focus session, members of the Association of Dutch IB Schools will come together to discuss matters regarding the implementation and recognition of IB qualifications at a national or sub-regional level.

## The in-class flip

EUROPE  
2



**Kiri Crequer**, Twig World

Bring your device and enter a flipped learning experience, with award-winning digital content provider Twig World.

Discover:

- What is flipped learning?
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- What is the in-class flip?

We will discuss the basics of flipped learning and why the technique is particularly appropriate to the IB, before embarking on the in-class flip—a condensed version of flipped learning that takes place solely in the classroom. This is a practical session, so please come with your brain switched on!

Come away with:

- a list of vetted educational tutorials to use for flipped learning
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## The student-family life cycle: Is your school ready to engage?

OCEANIA  
FOYER



**Max Eisl**, Finalsite

Today, enrollment and retention goes far beyond word-of-mouth marketing. A school's reputation and experience are being tested from mobile devices, search engines, on campus and in the classroom. So how do you keep them happy—and more importantly, engaged—every step of the way?

Join Finalsite's Max Eisl to learn about engaging families along their journey from prospective families to graduated alumni. Topics of discussion include best practices for search engine optimization, online learning management systems, responsive design, ManageBac and other integrations and more!

FRIDAY 30 OCTOBER 16:45 - 17:15

## The future of creativity, activity, service (CAS)

**John Cannings**, Cambridge University Press

This afternoon workshop will explore the new CAS syllabus and how the CAS guide can help support your students! With clarifying terms, in-depth explanations and the introduction of some new models, it promises to be an informative and engaging session.

The CAS guide strengthens the facilitation of holistic education through linking CAS more explicitly with theory of knowledge and the extended essay, reinforcing the coherence of the core. This CAS guide makes a conscious link between the academic subjects through a form of experiential education-service learning.

Cambridge University Press is publishing *CAS for the IB Diploma: An Essential Guide for Students*, written by four experienced CAS coordinators. It provides explanations of new terms, practical exercises to help students reflect and understand the links between CAS and the rest of the IB Diploma Programme.

## The future of global university preparation

**Lucy Stonehill**, Bridge U

In this session, participants will explore the changing landscape of university options available to the globally minded IB student and examine how big data is being harnessed to help the decision-making and preparation process, as well as the factors that are correlated to success. Presenters will give a live demonstration of the journey of a typical IB student and demonstrate how Bridge U technology—used by IB World Schools all over the world—helps to simplify this process and make it more transparent for both the student and the school.

OCEANIA



## Quo vadimus? Virtues in traditional and modern mathematics education.

**Dr. Michael Haese**, Haese Mathematics

As author of leading textbooks for International and Australian School Curricula, Michael has observed trends in global mathematics education for many years. He will discuss the virtues of both traditional and modern approaches, including investigation and inquiry, times tables and technology, problem-solving in "real-world" contexts, and Shakespeare! At the same time, he will seek to balance mathematical tools and "standing on the shoulders of giants" with "real-world" applications in science and business, and equally the place of mathematics at the heart of philosophy and human artistic endeavour. He will challenge educators to consider where we are going from a different perspective.

## Assessments for student well-being

**Alison Chapman**, GL Education

Student well-being is an increasing focus for all international schools as they seek to develop engaged, lifelong learners. But it can be difficult to see through the mask of "teenage-hood" to effectively understand student attitudes towards themselves as learners and towards their school.

In this session, GL Education will show how international schools are surveying student feelings on a range of factors, including self-regard, perceptions of learning capability and responses to curriculum demands, to identify any hidden barriers to learning and address these as early as possible.

CENTRAL AMERICA



SOUTH AMERICA





## The blended classroom: How teachers can use blended learning to engage their students in exciting new ways

**Coles Wilkinson**, ITS Learning

This presentation looks at some of the possibilities offered by iTSlearning and shows how teachers can engage their students with exciting and rich multi media content that can be used in the classroom, at home and online. Join us for a dynamic and fast-paced presentation that may open your eyes to what the future can hold!

Designed for teachers and how they want to teach, iTSlearning is a cloud-based learning platform that connects teachers, students, parents and school leaders in and outside the classroom. It gives teachers countless ways to create engaging lessons and resources, makes sharing materials easy, and automates routine tasks so the teachers have more time to focus on their students.

## Developing thinking while reading like a detective

**Alison Davis**, Houghton Mifflin Harcourt

Committed to fostering lifelong learning, Houghton Mifflin Harcourt challenges students to think hard before, during and after reading literary and informational text. Through higher-order questioning, it empowers students to read, talk and think through text. In this workshop, participants will be taught strategies to look for—and use—evidence in text and take meaningful action in response to their interaction with the author and the text.



## The World is Your Textbook

**Leigh Anna Moore-Jones**, International  
New York Times  
**Susan Mills**,

In response to growing interest from the global IB community, this session will provide a tutorial on The New York Times in Education programme. NYTimes.com provides a global perspective on world affairs with continuously updated content in text, multimedia and interactive graphic formats. Adding The New York Times' global reporting to your curriculum can make it fresher and more relevant for your students and spark a whole new way of learning. Additionally, these education programme seek to support efforts to develop students' competencies and skills while expanding their understanding of how the world works in the 21st century. Digital access is both easy to implement and affordable for schools of all sizes.

## Follett IB Store: The new place to explore IBP and IB materials from an exciting range of publishers

**Dylan Jones**, Follett School Solutions

The Follett IB Store offers the same great IB Publishing materials and merchandise previously available through store.ibo.org in a new, exciting format, now delivered with the expertise and support of Follett, a worldwide leader in educational solutions and products. As well as IB Publishing materials, the new Follett Store will offer access to countless books and supporting materials, in print and digital format, from premier IB publishers such as Hodder, Oxford University Press, Cambridge University Press, and more. Come learn more about all of the new advantages being delivered through the Follett IB Store.



FRIDAY 30 OCTOBER 16:45 - 17:15

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**A democratic approach to global citizenship and international-mindedness: Empowering and engaging students in meaningful, critical dialogue**

**Victoria Wasner**, The International School of Zug and Luzern

CULTURE & INTERNATIONAL MINDEDNESS

This session will explore what a pedagogy of global citizenship could look like and how involving students as researchers can empower and engage them as active participants in their school and wider communities. It also considers the steps that educators and institutions may take in order to modify their approach to global issues, the concept of international-mindedness, and how educators can allow student experiences to become a springboard for critical reflection and activism.

**How DP biology has improved my students' skills in mathematics**

**Germán Tenorio**, Colegio de San Francisco de Paula

PROFESSIONAL LEARNING COMMUNITIES & LIFELONG LEARNING

The results from the Programme for International Student Assessment in 2012 showed that only 3 out of the top 10 performers

AFRICA



in mathematics were European countries. There are many reasons, but one of them is the lack of context, as students do not link mathematics to other subjects or reality. In this sense, science can provide a strong and attractive context for students to apply their mathematics skills. Scientific experiments involve processing data using mathematics skills. However, although students accept that mathematics skills are necessary for subjects such as chemistry or physics, they do not think the same for biology. This session will focus on how to change students' minds about this, providing a context for improving their mathematics skills by means of quantitative laboratory sessions on biology.

**The IB learner profile: The map of a lifelong journey in the pursuit of international-mindedness?**

**Joanne Walker**, International School of Nice

CULTURE & INTERNATIONAL MINDEDNESS

This session will examine the impact of the IB learner profile through the eyes of a cohort of post-DP students. After 2–10 years, do these men and women consider themselves to be internationally minded? Which aspects of the DP experience do they consider to have been most influential? Have the values and dispositions described in the learner profile

ANTARCTICA



ASIA



manifested themselves in these students' post-school trajectories? Can such ex post facto research projects help IB World Schools to develop the most effective ways to encourage the development of learner profile attributes in DP students? Following a presentation of this small-scale research project, participants will discuss in small groups how schools can best support the development of these values and dispositions in DP students.

### Enhancing ATL with lesson study: A new model of collaborative professional development

**David Jepson**, TASIS The American School in England  
**John Shaw**, TASIS The American School in England

#### APPROACHES TO TEACHING & LEARNING

This session will explore lesson study, a model of collaborative professional development used in Japan for more than a century, but only recently seen in Europe and North America. It will take as a case study the experiences of theory of knowledge teachers at The American School in England, who have been practicing lesson study since January. Can this method of collaborative lesson planning, class observation and peer reflection really provide an ideal way to integrate the approaches to teaching and learning (ATL) pedagogy in IB classes?

### Which way for literacy instruction, back to basics or into the future?: Mapping a literacy pathway

**Misty Adoniou**, University of Canberra/Education Institute

#### LITERACY, LANGUAGE & EDUCATION

The teaching of literacy in schools has never been more complicated, or contested. Traditional literacy—print-based reading and writing—has always been important, but its prominence has increased with political and public interest generated by national and international standardized testing. This political spotlight has prompted an increased focus on back-to-basics literacy instruction. Meanwhile, educators and researchers are equally interested in new literacies, the kind of

literacy that students will need to be proficient with in a technological, multimodal and multilingual world. Despite an apparent tension between traditional and new literacy, they are not dichotomous, and each can inform the other in empowering ways for students as they forge their way as global citizens. This session presents a schematic for understanding how literacy pedagogies can address the basics and offer an understanding of what it means to be literate now and in the future.

### MYP eAssessment: Understanding the ePortfolio subjects' structure, organization and assessment

**Gill Chudley**, International Baccalaureate - Repeat session

#### CURRICULUM PLANNING IMPLEMENTATION

This session is aimed at MYP Coordinators, personal project coordinators and teachers of arts, design, physical and health education or language acquisition at schools that are, or that are considering, registering students for the MYP certificate or course results. The session will include practical advice for schools and insight into processes from the publication of the partially completed unit planner through development for teaching, internal assessment procedures and submission for moderation.

### Aprendizaje cooperativo y desarrollo de las habilidades del PEP en Educación Infantil

**María del Carmen Castillo Cubero**, Colegio Internacional SEK-Santa Isabel

**Marta Soriano Cuba**, SEK Santa Isabel  
**Mercedes Blasco Peña**, SEK Santa Isabel

#### SOCIAL EMOTIONAL LEARNING

En esta sesión queremos compartir otras formas de organizar los grupos para crear experiencias de aprendizaje cooperativo, de manera que nuestros alumnos tengan nuevas oportunidades para desarrollar las habilidades transdisciplinarias en las que se centra el PEP. Los alumnos de un mismo nivel se reagrupan para realizar actividades en las que todos participan y que les permiten desarrollar





los cinco tipos de habilidades del PEP: de pensamiento, de investigación, sociales, de comunicación y de autocontrol.

### Improving the authorization and evaluation journey with technology: A focus group

**Lyndsay Agans**, International Baccalaureate  
**Pamela Bender**, International Baccalaureate

ICT & EDUCATION

In what ways can technology facilitate an improved experience in the journey through authorization and evaluation? This session seeks to capture feedback from the IB community on the new system for school authorization and evaluation. Through a focus-group and beta-test format, participants will have the opportunity to test-drive the new platform and offer insights and feedback on their experience of the new (and improved) system.

### An IB education for life: Access for all students

**Heather Lapper**, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION

This session will demonstrate how offering a single, integrated approach to teaching and learning for students aged 3–19 can foster a continuum of education for life that is accessible to all students. Participants will learn more about all four IB programmes and how their reinforcement of 21st century skills, supported by current research and literature in educational pedagogy, can make a difference in their school.

### Integrating the Arts in the IB Primary Years Programme (PYP) – why we need to and how to do it.

**Carol Rees**, International School Basel (ISB)  
**Catherine Williams**, International School Basel (ISB)  
**Jenny Maigetter-Tunkara**, International School Basel (ISB)

APPROACHES TO TEACHING AND LEARNING

This session will explore current research related to integration of the arts across the

curriculum and its relevance in the PYP. It will promote the belief that teaching through the arts not only enriches curriculum design and students' experiences, but contributes to the development of skills, attitudes and understandings essential to success in the 21st century. Presenters will offer hands-on experiences as well as a number of practical resources and ideas of how to find meaningful space in an already crowded PYP curriculum.

### Learning for life through playful ways of knowing

**Cecile Doyen**, International Baccalaureate

INQUIRY & CONCEPT BASED LEARNING

Learning for life; what's play got to do with it? In this session, participants will discover aspects of PYP development that aim to tease out the relationship between developing the attributes of the IB learner profile and PYP students' playful ways of learning and knowing. This interactive session will give participants insights on types of play and their impact on critical processes for learning. It will also discuss how IB educators might collectively form a powerful professional community of practice around the importance of learning through play.

### The IB and the future of online learning

**Denise Perrault**, International Baccalaureate

ICT & EDUCATION

The ubiquity of the internet and the rate of emerging technologies are expanding new areas of access and have the potential to change the educational experience of students. This session will introduce and highlight trends in online learning and the digital landscape in general, with particular emphasis on the possible impacts on IB World Schools. Consideration will include promising practices in pedagogy, as well as models of integration and implementation and practical approaches to introducing new technologies and creating pathways by which technology is not an add-on but an integral component that supports teaching and learning. Participants

SATURDAY 31 OCTOBER 10:15 - 11:15

KEY

CONTINUUM  
CONTINUUM SCHOOLS

ROOM

● PYP ● DP  
● MYP ● CP

will explore relevant topics such as the use of open resources, massive open online courses and whether online learning really is the “new blackboard”. Participants will also consider the links between approaches to teaching and learning with technology and particular areas and initiatives the IB is pursuing towards meeting the needs of IB World Schools.

### The DP evaluation process: The self-study, an integral part of school development

ATLANTIC



**Katrin Fox**, International School Basel (ISB)  
**Fiona Clark**, International School Basel (ISB)

#### CURRICULUM PLANNING IMPLEMENTATION

This session seeks to increase understanding and to support schools in planning the evaluation process. It includes an update on the inclusion of approaches to teaching and learning and the new extended essay guide. Presenters offer guidance in how to show evidence of the implementation of selected standards and practices. The self-reflective nature of the evaluation and an integration of the self-study into a school's overall development plan are stressed as vital for a beneficial school experience. The session is a mixture of presentation and interactive elements.

### The inclusive IB programme: A university-recognized alternative to completing the full Diploma Programme

YANGTZE  
2ASPIRING  
LEADERS

**Ashley Thorpe**, Deira International School

#### INCLUSIVE EDUCATION

This session is aimed at DP Coordinators and school leaders who wish to retain students at their institution who do not meet the academic requirements of the full IB Diploma. Students who are not academically proficient enough to complete the full DP can still continue with an IB education, which continues their educational journey on to university or the workplace. Provided that key steps are followed prior to enrolment, all students and parents are given realistic options about future educational progress.



## SESSION 5

SATURDAY 31 OCTOBER 11:45 - 12:45

### Integrating mother tongue across the curriculum

**Eowyn Crisfield**, Crisfield Educational Consulting  
**Jaap Mos**, LanguageOne

LITERACY, LANGUAGE AND EDUCATION

This session will consider the issue of mother tongue in IB World Schools. The IB currently supports and attests to the importance of the mother tongue for all pupils for cognitive, academic and social growth. It is embedded in policy and based on research that demonstrates clear links between mother tongue level and success across the curriculum. Despite this robust macro-support, it remains relatively unregulated in terms of curriculum and teaching, which leads to a fragmented approach with great variation in teaching methods, materials and quality. For mother tongue to truly be a pillar of the multilingual goals of the IB, it needs to be an integral and integrated element of each school. This session will explore different models of integration, using examples of practice from IB World Schools to demonstrate the overall benefits to schools in terms of pupil experience, teaching support and costs.

AFRICA



### On-screen examinations: MYP innovation and opportunities for the DP

**Gareth Hegarty**, International Baccalaureate - Repeat session

CURRICULUM PLANNING IMPLEMENTATION

This session will introduce participants to the new on-screen examinations available for the MYP from May 2016. It will look in detail at specific questions and features of the exams, discuss the academic structures that underpin them and the unique opportunity the on-screen approach offers to create authentically MYP assessments. Participants will have an opportunity to use the tools and objects in the exams and will reflect on the lessons learned from the May 2015 pilot.

ANTARCTICA



### Developing learning-focused constructive conversation skills in elementary school

**Liam Lacey**, International School of Bologna

APPROACHES TO TEACHING AND LEARNING

Part one of this session will observe classroom conversations and discuss the value that conversation skills have in school. Next, it will look at teacher skills development to analyse classroom conversations. Educators can develop

ASIA



purposeful conversations in an elementary classroom by listening to conversations and insights gained from observations of direct interaction. Part two includes examples of student-to-student conversations and how they can be powerful ways to develop learning in a variety of situations, as well as methods and strategies to develop thinking skills and assessment for learning in conversation-skill development. Part three will recognize and teach constructive conversation skills and how to use a timeline to help students progress from basic conversation skills to more complex thinking. Finally, part four will model and develop strategies to enhance conversation skills.

### A journey of inquiry, integration and collaboration

**Emily Hays**, American International School of Bucharest  
**Stacey Socholotuk**, American International School of Bucharest

#### INQUIRY & CONCEPT BASED LEARNING

This session will allow participants to actively experience what it is like to inquire, engage in research and authentically collaborate with students and colleagues through an integrated approach. Starting in October 2014, one school's classes of four-year-olds began a year-long unit of inquiry related to change. To introduce students to research skills, inspire their natural curiosity, involve their senses and delve into the role of scientist, the teacher-librarian, classroom teachers, and ICT teachers facilitated an inquiry into the year-long changes of a single tree. Supporting students using developmentally appropriate practices was vital and carefully planned. These tools and strategies could be used with students in any grade level, even adults. Participants will be exposed to and discuss practical ways to integrate many disciplines, scaffold language acquisition, reach multiple learners and engage learners in authentic and meaningful inquiry.



### Attending diversity: Gifted children in San Francisco de Paula School

**Patricia Delgado-Parejo**, Colegio de San Francisco de Paula

#### DIFFERENTIATED LEARNING

This session will present in a simple way the activities San Francisco de Paula School undertakes to detect and intervene in gifted and talented cases. Addressing students' needs from their own peculiarities is the main key. From primary on, the school displays a variety of activities, individually and in groups, in and outside the classroom, all of which are focused on the development of their potential. Besides academic intervention, the school has to keep in mind and be ready to assess and intervene in the emotional and social needs that might show as a typical part of many of these cases.



### Exploring the big ideas with our community of innovative schools

**Jane Drake**, International Baccalaureate  
**Kelvin Williams**, International Baccalaureate

#### PROFESSIONAL LEARNING COMMUNITIES / LIFELONG LEARNING

Linked to the theme of professional learning communities/lifelong learning, this session is aimed at those schools with the capacity and desire to innovate. The session launches the exciting idea of creating "incubation hubs", which recognizes that many IB World Schools are leading the way in developing new ideas and approaches. The incubation hub is a way to actively connect and support schools that have this capacity and want to explore some of the big ideas in education together. The first of these follows on from the pre-conference event Exploring the big ideas: The relevance of complexity. It will provide schools with the opportunity to join a community of IB World Schools, complexity experts, IB staff and educators who appreciate the importance of working with complexity theory and are committed to giving students the capacity to engage with the complex world.





## Implementación e impacto del Programa del Diploma en Institutos públicos Españoles



**Muripé Menendez**, International Baccalaureate  
**Javier M. Valle**, Autonoma University of Madrid  
**Bianca Thoillez**, Autonoma University of Madrid  
**Rocio Garrido**, Open University of Madrid (UDIMA)

### CULTURA Y MENTALIDAD INTERNACIONAL

Presentación de los resultados del estudio de investigación liderado por el grupo de investigación GIPES de la Universidad Autónoma de Madrid sobre el impacto que el programa del Diploma está generando en centros de titularidad pública en España. Historias de vida y carreras profesionales de antiguos alumnos del Diploma en España..

## DP Assessment update



**Richard Penrose**, International Baccalaureate  
**Andrew Tinning**, International Baccalaureate - Repeat session

### CURRICULUM PLANNING IMPLEMENTATION

Richard Penrose, Head of DP Assessment, and Andy Tinning, Head of School Delivery, will present a summary of the May 2015 assessment session and an overview of current and future developments in DP assessment. A substantial part of the time will be devoted to Q & A on DP assessment issues.

## What's "app" in the MYP?



**Margareth Harris**, International Baccalaureate  
**Vedrana Pavletic**, International Baccalaureate - Repeat session

### CURRICULUM PLANNING IMPLEMENTATION

Meet the IB MYP School Services team. In this session, participants will join the forum to discuss "The 2014 MYP model: Is it better for students, easier for teachers and more flexible for schools to implement?" and share their thoughts and experiences.

## Transitioning from "community and service" to "service and action" in the MYP



**Peter Vaughn**, Bonn International School

### CURRICULUM PLANNING IMPLEMENTATION

This session will focus on transitioning from a traditional "community and service" programme to an MYP "service and action" one, using the three-year plan currently under way at Bonn International School (BIS) as a model. This session will also focus on how to connect service and action projects to the curriculum. Participants will look at examples of actions that have taken place at BIS across different subject areas and possible actions in all subject areas across the MYP. This session will also explore how service and action coordinators and administrators can support teachers in the move towards curriculum-based service and action. The last part of the workshop will be spent collaboratively creating assessment tasks or learning extensions that meet the MYP service and action guidelines. This session is ideal for service and action coordinators, teachers in all MYP subject areas, MYP Coordinators and administrators.

## Digital portfolios in the PYP



**Judith Canning**, SEK International School - El Castillo

### ICT AND EDUCATION

This session will describe one school's experience implementing digital portfolios with students from year 3 to year 6 as a way to document their learning and reflect on their progress, as well as to communicate and share their understandings with their teachers, peers and parents. The session will describe the action plan carried out to implement the initiative, including the strategies used to train teachers and students in the use of the platform. The session will also share student, teacher and parent experiences with this new way to record and report the learning going on within the programme of inquiry.

SATURDAY 31 OCTOBER 11:45 - 12:45

## IB recognition updates: UK, US, Canada, Europe and Australia



**Peter Fidczuk**, International Baccalaureate  
**Paul Campbell**, International Baccalaureate - Repeat session

### CURRICULUM PLANNING IMPLEMENTATION

The objectives of this interactive session are to provide updates on key higher education markets around the world and obtain feedback from participants on important recognition issues related to these key markets. The session will provide the latest university and government recognition updates on the key higher education markets and will present the latest figures on admissions patterns, relevant information about admission processes and significant developments. It will also discuss the current initiatives the IB is undertaking as part of its continued commitment to improving recognition of IB programmes in key markets. Time at the end will be allocated for Q&A and discussion of pertinent recognition-related issues.

## Diploma Programme core update



**Angela Rivière**, International Baccalaureate  
**Jenny Gillett**, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

Come join members of the DP Development core team for a presentation and conversation. This session will review changes to the core components. This is an opportunity to ask questions about curriculum and teacher support, as well as to share ideas and thoughts with members of the team responsible for leading the curriculum reviews of the DP core.

## Forging ahead with inclusion: Accessibility in the MYP eAssessments



**Kala Parasuram Shrikanth**, International Baccalaureate

### INCLUSIVE EDUCATION

The IB Assessment access and inclusion manager will cover the new developments in the MYP in the area of access and inclusion. The session will update the audience on how the MYP eAssessments have been developed to meet the accessibility needs of students with access requirements, including features that will be built into a candidate's specific on-screen examination upon request and subsequent authorization from the IB. The session will further introduce the audience to the new online "Request for inclusive assessment arrangements (MYP)" to apply for inclusive arrangements for MYP eAssessment candidates. The newly published policy document, [Candidates with assessment access requirements \(MYP\)](#), contains details and the criteria by which requests for inclusive assessment arrangements are evaluated and will also be discussed in this session.

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## ASSOCIATION MEETINGS | EXPO SESSIONS | FOCUS GROUPS

SATURDAY 31 OCTOBER 13:40 - 14:10

### Association of Swedish IB Schools (ASIB)

Monica Nilsson, ASIB

The International Baccalaureate is currently working closely with IB World Schools across the region to support initiatives concerning the formation of Associations of IB World Schools at a national or sub-regional level. These associations provide a forum for school collaboration, informal gatherings and the exchange of good practice. Associations are often active in negotiating university and government recognition for IB programmes and can assist IB World Schools, teachers and students in their communities —from implementing IB programmes to providing a forum for schools collaboration. During this focus session, members of the ASIB will come together to discuss matters regarding the implementation and recognition of IB qualifications at a national or sub-regional level.

AFRICA



### Drop-in session with DP School Services AEM: support during the evaluation process (Q&A session)

Katrin Fox, International Baccalaureate  
Fiona Clark, International Baccalaureate  
Alan Wrafter, International Baccalaureate

The session offers DP Coordinators, school leaders and educators the opportunity to raise questions regarding the SP school evaluation process. It will be facilitated by AEM DP School Services staff and lead educators in a question-and-answer session. Rather than presenting the process, staff will be available for schools who are in the process of the self study or preparing for an evaluation visit. The session offers the opportunity to share good practices.

ANTARCTICA



## DP Coordination - What I wish I'd known at the start

Sue Austin, Roz Trudgon

This session is aimed at new DP Coordinators and DP Coordinators designate. The role of DP Coordinator is equally exciting and daunting. This session will draw on over 20 years of experience of DP Coordination and working with DP Coordinators in both private and state schools across the region.

Both Sue Austin and Roz Trudgon are experienced DP Coordinators, DP Consultants and Verification Visitors who understand the challenges faced by new DP Coordinators in IB World Schools. Drawing on their expertise they will answer your questions and share their experiences to help new coordinators understand and prepare for one of the most important, challenging and enjoyable roles in an IB World School.

## Developing resources for parents: Focus group

John Bader, International Baccalaureate

You're invited to this open discussion on how the IB is developing resources to help schools better explain the IB and its programmes to parents. We will present a pilot website for parents, as well as improved materials for a digital toolkit, including new handouts and presentation slides. Please join us to give your frank opinion of these resources and how they will suit your needs.

## The in-class flip

Kiri Crequer, Twig World

Bring your device and enter a flipped learning experience with award-winning digital content provider Twig World.

Discover:

- What is flipped learning?
- Why is flipped learning perfect for the IB curriculum?
- What is the in-class flip?

ASIA



We will discuss the basics of flipped learning and why the technique is particularly appropriate to the IB, before embarking on the in-class flip—a condensed version of flipped learning that takes place solely in the classroom. This is a practical session, so please come with your brain switched on!

Come away with:

- a list of vetted educational tutorials to use for flipped learning
- a flipped classroom experience that you can recreate at school
- a free term of Twig: award-winning science, mathematics and geography resources.

## MEIBA (Middle East IB Association)

Hana Kanan, MEIBA

BY INVITATION ONLY

This year's meeting of MEIBA is by invitation only. The International Baccalaureate is currently working closely with IB World Schools across the region to support initiatives concerning the formation of Associations of IB World Schools at a national or sub-regional level.

These associations provide a forum for school collaboration, informal gatherings and the exchange of good practice. Associations are often active in negotiating university and government recognition for IB programmes and can assist IB World Schools, teachers and students in their communities—from implementing IB programmes to providing a forum for schools collaboration. During these focus sessions, members of the MEIBA will come together to discuss matters regarding the implementation and recognition of IB qualifications at a national or sub-regional level.

OCEANIA  
FOYER



EUROPE  
1



EUROPE  
2



## Blended learning and differentiated instruction in Osaka International School

OCEANIA



**John van Plantinga**, Achieve 3000

John van Plantinga from the Osaka International School will share his experience implementing blended learning and English language content area literacy using Achieve3000®, the only patented, cloud-based solution that delivers daily differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile® reading level in English and Spanish. Literacy is the doorway to understanding academic content, but the rigour of nonfiction text is often a challenge for English language learners. Mr. Van Plantinga will share how he used Achieve3000 with his Japanese and Korean students and exceeded the expected reading gains of his students in just five months.

## Designing a practical uniform

NORTH AMERICA



**Anthony Charles Sterpin**, PSW Pty Ltd

Uniforms are meant to be consummate to the values a school wishes to extol. Uniforms should be professional and demonstrate your school brand through your image. They must also meet an aspect of comfort and practicality for students and be hard wearing and value driven for parents. How do you make your brand stand out from the rest as well as satisfy all your stakeholders? Come along to this informative session and let PSW show you the most important things to consider and how you would reinvigorate your brand.

## Quo vadimus? Virtues in traditional and modern mathematics education

CENTRAL AMERICA



**Dr. Michael Haese**, Haese Mathematics

As author of leading textbooks for International and Australian School Curricula, Michael has observed trends in global mathematics education for many years. He will discuss the virtues of both traditional and modern

approaches, including investigation and inquiry, times tables and technology, problem-solving in "real-world" contexts, and Shakespeare! At the same time, he will seek to balance mathematical tools and "standing on the shoulders of giants" with "real-world" applications in science and business, and equally the place of mathematics at the heart of philosophy and human artistic endeavour. He will challenge educators to consider where we are going from a different perspective.

## Assessments for student well-being

**Alison Chapman**, GL Education

SOUTH AMERICA



Student well-being is an increasing focus for all international schools as they seek to develop engaged, lifelong learners. But it can be difficult to see through the mask of "teenage-hood" to effectively understand student attitudes towards themselves as learners and towards their school.

In this session, GL Education will show how international schools are surveying student feelings on a range of factors, including self-regard, perceptions of learning capability and responses to curriculum demands, to identify any hidden barriers to learning and address these as early as possible.

## The blended classroom: How teachers can use blended learning to engage their students in exciting new ways

YANGTZE 1



**Coles Wilkinson**, iTS Learning

This presentation looks at some of the possibilities offered by iTS Learning and shows how teachers can engage their students with exciting and rich multi media content that can be used in the classroom, at home and online. Join us for a dynamic and fast-paced presentation that may open your eyes to what the future can hold!



Designed for teachers and how they want to teach, iTS Learning is a cloud-based learning platform that connects teachers, students, parents and school leaders in and outside the classroom. It gives teachers countless ways to create engaging lessons and resources, makes sharing materials easy, and automates routine tasks so the teachers have more time to focus on their students.

## The world's top-performing mathematics curriculums

**Robin Theakston**, Scholastic

Education systems worldwide are seeking alternative mathematical pedagogies with proven results to improve achievement in all students. Singapore, Korea and Hong Kong have consistently topped the Trends in International Mathematics and Science Study (TIMSS) from 1995 to 2011. By learning from the best practices of these top-performing nations, how can we deliver a programme that contains both the content and strategy to transform mathematical achievement at all ability levels?

## Lessons from thousands of DP students

**Keith Allen**, Oxford Study Courses

OSC's Academic Director, Keith Allen, who has been continuously involved with the IBDP since 1984, reflects on what he has learned from 8 years of managing revision courses.

Each year, approximately 1600 DP students attend OSC courses. This expo session will summarise some of the data that we have elucidated from the last five years about how students are achieving in different subjects. What might be the implications for schools? Data will also be presented on how our highly experienced teachers feel that the revised Group 4 subjects are being taught in hundreds of DP schools. Is more training needed?

## Focus on ATL skills: Critical thinking, essay writing and collaboration with Rationale

PACIFIC



**Timo ter Berg**, Rationale Online

How do you develop ATL skills in a curriculum? In general, structured thinking and writing is a problem for many students. More specifically, while critical thinking and structured writing are becoming increasingly central in undergraduate education, many students struggle to reason clearly, to structure and analyse argumentation and to write a good essay. However, most dedicated courses to improve students' critical thinking have only limited results in learning outcomes.

Rationale presents a method to develop critical thinking and writing skills that has been shown to be very effective in a 5-year Australian research programme.

This method emphasizes deliberate, collaborative practice of reasoning and writing skills by argument mapping, a technique to visualize the underlying logic of argumentation and writing.

We present an online programme, Rationale, that has been developed to facilitate the implementation of this technique into teaching practice and show examples of its use in IB education.

SATURDAY 31 OCTOBER 13:40 - 14:10



Desktop



Tablet



Mobile



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## SESSION 6

### Música en la escuela: tolerancia y respeto para desarrollar una genuina mentalidad internacional

**Pedro Párraga Marchal**, Colegio Internacional SEK Santa Isabel

CULTURE & INTERNATIONAL MINDEDNESS

La música es un lenguaje universal que no conoce fronteras. Compartir experiencias con los asistentes basándonos en este lema es el verdadero propósito de esta sesión. A través de la reflexión y la praxis, analizaremos de qué manera la educación musical puede impulsar el desarrollo integral de las personas y favorecer la adquisición de una auténtica mentalidad internacional.

### The role of animals in an IB education

**Corry Blades**, International Baccalaureate

SOCIAL EMOTIONAL LEARNING

This session first will outline why there is a need for guidance on the use of animals in an IB education, which will be linked to the research on the repercussions of attitudes towards animals as well as the learner profile. Second, it will demonstrate that the inclusion of animals can enrich the curriculum and promote inquiry.

AFRICA



It will be supported by a short film on the effective use of animals in two IB World Schools, demonstrating the learning that the inclusion of animals can provide. Finally, the session will explain the main considerations outlined in the Guidelines for the use of animals in IB World Schools document so that animals are treated with care and respect.

### What every educator should know about gamification

**Adriaan Van der Bergh**, International School of Düsseldorf

**Melissa Gamette**, International School of Düsseldorf

ICT AND EDUCATION

This session will introduce the concept of gamification. It will provide participants with practical ways to incorporate gamification into their classrooms. Participants will explore the links between gamification, motivation and the social side of learning. Finally, the session will explain the difference between gamification and game-based learning.

ANTARCTICA



ASIA



SATURDAY 31 OCTOBER 14:15 - 15:15

## Concept-based learning: Using Facing History and Ourselves in the MYP

**Michael McIntyre**, Facing History and Ourselves  
**Stephanie Cooke**, Halcyon London International School

### INQUIRY & CONCEPT BASED LEARNING

This session will explore how the Facing History and Ourselves organization supports and enhances the IB's approaches to teaching and learning. Facing History is a multidisciplinary approach to the study of 20th century mass violence and genocide. Through an examination of the moral choices made in the past, Facing History enables teachers to help their students to make connections with ethical dilemmas in their own lives and develop agency to create a more civil society. It aims to foster students to examine issues from multiple perspectives without encouraging relativism. Facing History has a unique pedagogical approach with teaching methods that encourage engagement and reflection and demand that students examine big issues from an understanding of the interplay of individual experiences, group identities and systems. This session will demonstrate that the IB is a perfect fit for this model, as it seeks to develop conceptual understanding and critical analysis that can be applicable across many content areas.

## Curriculum shift: How to integrate national curriculum and the IB so that students become high achievers

**Alexander Kondakov**, Moscow City University  
**Mikhail Mokrinski**, Letovo School

### DIFFERENTIATED LEARNING

The session will consider changing a school's curriculum so that it allows implementation of the IB. Our understanding of curriculum needs to shift, a change that will require individuals to have the dispositions necessary to engage in lifelong learning and citizenship. How do we better prepare our students for the future and retain best achievements of national curriculum?



## Ethics and international-mindedness

**David Jones**, International Baccalaureate

### CULTURE & INTERNATIONAL MINDEDNESS

This session will look at the scientific evidence for a common origin for humans and an interactive investigation into whether ethical behaviour is innate.

## Providing affordable IB Education in Sub-Saharan Africa: The Enko model

**Eric Pignot**, Enko Education  
**Adzo Ashie**, International Baccalaureate

### SCHOOL LEADERSHIP, PLANNING AND GOVERNANCE

Twenty per cent of the world's youth live in Sub-Saharan Africa. The demand for high-quality international education is growing, driven by the rise of an African middle class. IB programmes provide an attractive option for parents who seek an internationally-minded approach to education for their children.

This presentation will provide an overview of the education landscape and the IB in Sub-Saharan Africa as well as Enko Education's focus on providing an affordable IB education for the rising middle class.

## Global citizenship and the PYP

**Nicholas Palmer**, The International School of Azerbaijan

### CULTURE & INTERNATIONAL MINDEDNESS

This session will allow participants to build an understanding of Global Citizenship Education (GCE) and how it may be developed in the PYP classroom. The basis of the session will be an exploration of the findings of recent GCE research. The presenters will examine the implications for schools seeking practical ways of enabling GCE.



## UK university admissions: A case study from the University of Leeds

Michelle Hughes, University of Leeds

PROFESSIONAL LEARNING COMMUNITIES & LIFELONG LEARNING

This session will be relevant to colleagues involved in supporting the transition to higher education and continuing the commitment to lifelong learning. Participants will find out more about the way a university makes decisions on applications from learners: who reviews the information, whether parts of the application form are more important than others, when interviews or additional tests are required. Presenters will also detail how the process may be different for international applicants and what makes the perfect application from any prospective student. Finally, the session will offer information about how an IB education aligns with a research-led curriculum, using concept-based learning and international-mindedness as examples.

## Changing the school educational culture to develop the extended essay and CAS in a starting DP school

Sagingaliy Kaliyev, Nazarbayev Intellectual school of Astana

Damesh Satova, Nazarbayev Intellectual school of Astana

CURRICULUM PLANNING IMPLEMENTATION

This session will introduce possible strategies for the implementation of the extended essay and CAS in a new IB World School where a culture of critical thinking and independent student research is still in its early stages of development and the school community lacks the habit of direct service and meaningful reflection. The primary audience for this session is heads, coordinators and teachers of schools planning to implement the DP. Based on the example of the Nazarbayev Intellectual School of Astana, the session will address issues faced with introducing both the extended essay and CAS, such as ineffective time management, academic dishonesty and low motivation for learning through experience and reflection. The session will also discuss actions the school has



taken, such as writing of extended essays by future supervisors and training future CAS team to reflect and implement service.

## IB strategy and engagement in Africa, Europe, Middle East

Adrian Kearney, International Baccalaureate

SCHOOL LEADERSHIP, PLANNING AND GOVERNANCE

This session will provide an overview of the Africa, Europe, Middle East (AEM) regional strategy and engagement with IB World School associations and key strategic relationships that contribute to strengthening the IB's reputation and profile in the region. Presenters will review progress against the 2014 regional strategic objectives and look at the key strategic themes for 2015 and beyond. Participants will have the opportunity to discuss and share their ideas on regional priorities.

## Making connections between IB programmes and your local, state or national curriculum requirements

Sean Rankin, International Baccalaureate

Pamela Bender, International Baccalaureate - Repeat session

CURRICULUM PLANNING IMPLEMENTATION

How to effectively plan for and implement multiple curriculum requirements is a long-standing concern of interested, candidate and authorized IB World Schools in countries with local, state or national curriculum requirements. In this interactive presentation, participants will have the opportunity to learn about, discuss and inform a variety of regional and global initiatives currently under way to support schools in connecting their curriculum requirements to those of the IB programmes. IB staff will present PYP and MYP materials developed for the curriculum connections service pilot currently in progress, along with current resources and feedback gathered from schools and educators involved in this initiative. IB staff will also seek suggestions on future extensions and new initiatives related to implementing multiple curriculum requirements.



## Explore the world of IB professional development

**Anthony Tait**, International Baccalaureate

**Jan Stipek**, International Baccalaureate

ATLANTIC



IB educators enjoy many professional development (PD) options for career growth and lifelong learning. In this session, participants will explore the IB's exciting offerings for face-to-face and online workshops and other multimedia opportunities. Have you seen the PD e-catalogue? This easy-to-use online tool should be the first stop on your journey to take your professional development to the next level. Presenters will share how to think beyond category 1 PD compliance and explore hundreds of category 3 workshops and other experiences and resources. Find out how to gain an IB educator or leadership certificate by studying with one of the universities in the IB's network. Come meet some of the IB PD team, learn how to become a workshop leader or developer, and share ideas on how to bring relevant and cutting-edge professional development learning opportunities to the world of IB education.

## Approaches to teaching and learning in the DP: A focus on thinking skills

**Jenny Gillett**, International Baccalaureate

PACIFIC



### APPROACHES TO TEACHING AND LEARNING

This session will introduce the different approaches to teaching and learning that underpin the DP, before focusing in detail on the area of thinking skills. The DP prides itself on providing opportunities for students to develop thinking skills and an awareness of themselves as thinkers and learners. This session will explore a variety of thinking skills, including reflection and metacognition, and will make links to specific examples from a range of DP courses. It will also include a discussion of related elements, such as the benefits of explicit and effective planning for the development of thinking skills.

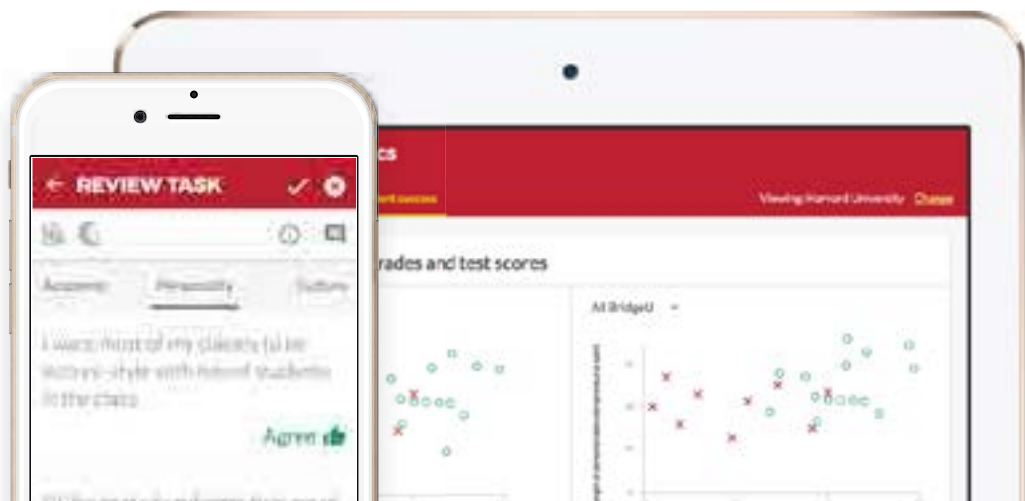
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## ASSOCIATION MEETINGS | EXPO SESSIONS | FOCUS GROUPS

SATURDAY 31 OCTOBER 16:45 - 17:15

### The world is your textbook

ANTARTICA

**Leigh Anna Moore-Jones**, International  
New York Times

**Susan Mills**, The New York Times

Description: In response to growing interest from the global IB community, this session will provide a tutorial on The New York Times in Education programs. NYTimes.com provides a global perspective on world affairs with continuously updated content in text, multimedia and interactive graphic formats. Adding The New York Times's global reporting to your curriculum can make it fresher and more relevant for your students and spark a whole new way of learning. Additionally, our education programs seek to support efforts to develop students' competencies and skills while expanding their understanding of how the world works in the 21st century. Our digital access is both easy to implement and affordable for schools of all sizes.

### Norway Association of IB Schools

AFRICA

**Tor Øyvind Andersen**, Norway Association of  
International Baccalaureate Schools

The International Baccalaureate is currently working closely with IB World Schools across the region to support initiatives concerning the formation of Associations of IB World

Schools at a national or sub-regional level. These associations provide a forum for school collaboration, informal gatherings and the exchange of good practice. Associations are often active in negotiating university and government recognition for IB programmes and can assist IB World Schools, teachers and students in their communities —from implementing IB programmes to providing a forum for schools collaboration. During these focus sessions, members of the Associations will come together to discuss matters regarding the implementation and recognition of IB qualifications at a national or sub-regional level.

### International Summer Programmes: Development of Cultural and Educational Tourism

ASIA

**Ilya Kulichenko**, XXIst Century  
Integration International Summer School  
**Svetlana Vorobyova**, XXIst Century Integration  
International Summer School

The session examines the main trends in the development of international academic mobility of both teachers and students. At the moment, cultural and educational tourism is one of the main directions of international cultural exchange, the development of which contributes to strengthening the international cooperation in education. The most popular

type of this kind of tourism is summer schools. As the experience of the implementation of the Integration 21 Century International Summer School has shown, cooperative learning allows studying the language among peers that bias for the better on the psychological state of the students. For IB students language and other academic courses are an excellent opportunity for creativity and other possibilities. IB qualified teachers from Great Britain, USA, Canada have developed and successfully implemented the programmes of 21st Century Integration Summer School. The participants are given a great opportunity to improve their language skills and learn the Croatia's culture and traditions

## The IB Schools Association of Commonwealth of Independent States (IBSA)

**Yury Shamilov**

IB World Schools Associations - The International Baccalaureate is currently working closely with IB World Schools across the region to support initiatives concerning the formation of Associations of IB World Schools at a national or sub-regional level. These associations provide a forum for school collaboration, informal gatherings and the exchange of good practice. Associations are often active in negotiating university and government recognition for IB programmes and can assist IB World Schools, teachers and students in their communities —from implementing IB programmes to providing a forum for schools collaboration. During this focus session, members of the IBSA will come together to discuss matters regarding the implementation and recognition of IB qualifications at a national or sub-regional level.

## Improving IB Global Communications: Focus group

**John Bader**, International Baccalaureate  
**Kate Taverner**, International Baccalaureate

You're invited to this open discussion on how IB can better communicate both to schools and to the wider public by making further

improvements to the newsletters and blog. Take this opportunity to offer your feedback and advice to the IB's Communications team. We will discuss:

- the digitizing of IB newsletters, such as IB Global News and IB News Update (for heads)
- associated developments on the IB blog and on social media
- how we use these channels for sharing more stories of students and teachers
- how we can use these channels to meet the needs of parents
- how developments align with headnet.

## Tell a story with your school's website

**Max Eisl**, Finalsite

Your site tells your school's story, so make it a page-turner! Learn how you can take your site to the top of the "best-seller list" with an image-rich user experience that will keep visitors coming back. We'll look at school examples and give you tips to turn your site into a medium that showcases your school's brand, culture and mission online. Join Finalsite's Max Eisl to see how schools around the world are engaging users with amazing websites.

## The Road to School 2.0: Building Effective Systems at IB World Schools

**Angelica Nierras**, ManageBac

ManageBac is the leading planning, assessment and reporting system for IB World Schools founded by three former IB Programme students in 2007.

This presentation will cover best practices for effective implementation and programme management, the role of "systems" as described in the IB Programme standards and practices, and a review of key challenges facing schools alongside practical solutions.

The presentation will also include a walkthrough of the new IB e-coursework submission platform, an update on the new CAS guide, a look at the new IB Student Registry, and new integration partnership announcements.





## The future of global university preparation



**Lucy Stonehill**, Bridge U

In this session, participants will explore the changing landscape of university options available to the globally minded IB student and examine how big data is being harnessed to help the decision-making and preparation process, as well as the factors that are correlated to success. Presenters will give a live demonstration of the journey of a typical IB student and demonstrate how Bridge U technology—used by IB World Schools all over the world—helps to simplify this process and make it more transparent for both the student and the school.

## Follett IB Store: The new place to explore IBP and IB materials from an exciting range of publishers



**Dylan Jones**, Follett School Solutions

The Follett IB Store offers the same great IB Publishing materials and merchandise previously available through store.ibo.org in a new, exciting format, now delivered with the expertise and support of Follett, a worldwide leader in educational solutions and products. As well as IB Publishing materials the new Follett Store will offer access to countless books and supporting materials, in print and digital format, from premier IB publishers such as Hodder, Oxford University Press, Cambridge University Press, and more. Come learn more about all of the new advantages we are delivering through the Follett IB Store.

## A 360 degree approach to assessment



**Alison Chapman**, GL Education

Join GL Education for an overview of their approach to student assessment, which incorporates measures of attainment, ability and attitudes to provide a unique profile of each student.

Find out how international schools are using this detailed insight to enhance their teaching effectiveness through the delivery of personalized learning.

The teaching challenges addressed by this session will include:

- admissions
- personalizing teaching to suit a student's preferred learning style
- identifying gifted and talented and SEN students
- accurately assessing the true potential of EAL students
- communicating IB targets effectively with parents and students
- having internationally recognized benchmarks to aid self-assessments and inspections

Those attending this session will be able to request a free trial of GL's assessments for further evaluation.

## How can you help to shape the future of international education?



**Jane Larsson**, Council of International Schools

Members serving members is a vital aspect of the Council of International Schools (CIS). As the leader in the field of school evaluation and accreditation worldwide, CIS works with other regional accreditation agencies and organizations offering academic programmes, including providing the opportunity to synchronize the IB programme evaluation process within CIS whole-school evaluation and accreditation. The combined expertise of more than 3,000 individuals representing more than 1,100 member schools and higher education institutions around the globe who



serve on Volunteer Committees and Teams brings a wealth of experience and a truly international dimension to the work of the organization. In turn, participation in CIS services and events provides colleagues in international education with valuable opportunities for professional and personal growth. Join us to learn how you can be a part of the CIS international membership community.

### How the digital textbook improves IBDP grades

**Hugo Wernhoff**, Kognity  
**Karin Bjerde**

The debate over whether technology is a blessing or a curse within education has been ongoing for years. It has mainly been due to insufficient tech solutions unable to meet the needs of the modern learning environment. Technology, however, is rapidly changing, with the digital textbook at the forefront. At Kognity, we have redefined what a textbook could and should be, and results have started to show that embracing technology improves the learning outcome. Teachers save time and can individualize teaching, while students absorb information easier and see improved results. Does it really have an impact? Here is what one IB Coordinator in Ohio said: "Our IB results increased across the board this year—using Kognity is the only thing we've done differently." Kognity is a customer-oriented digital textbook publisher—join us in finding out how your school can benefit from using Kognity.

YANGTZE  
2



### Shared Inquiry Reading & Discussion of W.H. Auden's "The More Loving One"

**Max Suechting**, Great Books Summer Program

Max Suechting, Great Books Summer Program Academic Director and PhD student in Stanford University's Modern Thought and Literature Program, will lead a Shared Inquiry reading and discussion of WH Auden's "The More Loving One". Through a series of key facilitator questions and Socratic method, attendees will read and consider devices such as meter, imagery and word choice, and actively engage in conversation about the poem's themes. This discussion is an opportunity for attendees to experience the benefits and methods of engagement in a shared inquiry classroom at Great Books Summer Program.

PACIFIC



### Empowering schools in blended learning: Past, present and future

**Ed Lawless**, Pamoja Education

Ed Lawless, Principal of Pamoja, will provide a brief overview of how far the online IB Diploma Programme courses have come over the past six years, as well as plans for the near future. Participants will be encouraged to share their perceptions of the benefits, needs and challenges in integrating blended learning in their own schools, now and in the future.

ATLANTIC



SATURDAY 31 OCTOBER 16:45 - 17:15

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## SESSION 7

### La evaluación del PD: La autoevaluación- elemento clave para la mejora continua.

**Concepcion Allende**, International Baccalaureate  
**Alan Wrafter**, International Baccalaureate

CURRICULUM PLANNING IMPLEMENTATION

La sesión explica el motivo y los procesos de la evaluación. Tiene como objetivo reforzar la comprensión y apoyar a los colegios en su planificación para el proceso de evaluación. Se incluye información actualizada respecto a la incorporación de los enfoques de la enseñanza y el aprendizaje, y la nueva guía de monografía. Los presentadores orientan a la audiencia sobre como mostrar evidencias de la implementación de ciertas normas y aplicaciones. Se destaca el modelo auto reflexivo de la evaluación y la integración de la autoevaluación para el desarrollo del plan de acción del colegio como acciones claves para una experiencia escolar beneficiosa. La sesión será una mezcla de presentación y de interacción.

AFRICA



### “I agree”, the click that binds: Decoding the IB language and literature course

**Lynn Krumvieda**, American School of The Hague  
**Dawn Eijtjes**, American School of The Hague

ICT AND EDUCATION

It's a simple click to the digital world that promises (and delivers) answers and opportunities. But it is also a nuanced realm that needs careful tending. As instructors in a 1-to-1 laptop school serving 77 nationalities, our students are never far from their laptops or from what they think is a “click” to knowledge. Agreeing to the terms and conditions acts as an overarching metaphor for the invisible contract we all make with the internet. Each click is both an entry into and an echo back from a mad array of possibilities; we're communicating about and with each new site. When students understand that each click triggers this symbiotic relationship, they can begin to more critically appreciate how culture and language are constructed and deconstructed.

ANTARCTICA



SUNDAY 1 NOVEMBER 08:45 - 09:45

## Bridging the gap: Preparing MYP students for TOK

Angelika Küster, Qatar Academy  
Walter Gammon, Qatar Academy

### APPROACHES TO TEACHING AND LEARNING

This workshop will help schools to smooth students' transition from MYP to DP, using and building on students' knowledge of approaches to teaching and learning (ATL) skills. Special attention will be paid to critical thinking and reflection for connections that can be found between ATL and theory of knowledge (TOK). Participants will discuss how this works in a number of subject groups, followed by a practical workshop session on introducing TOK ideas in MYP subject groups. The session will highlight to educators that the critical approach to the construction of knowledge has solid, concrete links to their subjects and to lifelong learning.

## Learning schools: A conceptual framework for holistic school growth

Taid Rahimi, Arc-en-Ciel International School

### SCHOOL LEADERSHIP, PLANNING AND GOVERNANCE

This session will explore a few principles that form a coherent and simple framework to help individuals and institutions in schools develop the capacity to further learn, grow and serve. The session will be grounded in practical experiences in the process of DP, MYP and PYP implementation, but also share difference experiences in areas such as moral education, institutional learning and staff training and retention. In addition, a few case studies will allow the participants to apply some of these principles for themselves on different issues. Through this session, participants will have the opportunity to further reflect on and develop their capacity to become agents of change in their school and community.

ASIA



## Conceptual learning in jump rope

Trudy Vriend, The KAUST School

### INQUIRY & CONCEPT BASED LEARNING

This session will provide an example of an "individual pursuits" unit in physical education, where 150 K-3 students reflect on their experience in their summative assessment. Students reflect on practising jump rope, their understanding of the concepts of practice and improvement, and the relationship between the two. Participants will find out what action the students took and follow the process involved in the unit development and planning, the formative assessment, and collecting and analysing the data. They will be amazed and entertained by some of the student insights and answers and learn how action research helped to improve the unit and the summative assessment task.

## How does IB Research inform curriculum development and implementation?

Elena Jurasaitė-Harbison, International Baccalaureate

Heike Schroder, International Baccalaureate

Sarah Manlove, International Baccalaureate

### CURRICULUM PLANNING IMPLEMENTATION

This session will provide an overview of the work of the IB Research Department and summarize 2013-2015 commissioned studies in a 30-minute PowerPoint presentation followed by an interactive discussion. The presentation will highlight innovative ideas and the main implications of the studies as they relate to curriculum development and implementation in all IB programmes. It will feature studies on social-emotional students' well-being; student workload in the DP; technology integration; language policy; enhancing students' deep thinking; the collaborative nature of learning; transdisciplinarity in the PYP; arts uptake in the DP and MYP; and assessment for student development in PYP, among others. The session will also provide information on the Jeff Thompson award, which supports school-based research. Participants will discuss what formats of reporting and communicating research schools and parents would prefer and engage with.

EUROPE 2



EUROPE 1



CONTINUUM

ASPIRING LEADERS

OCEANIA FOYER



CONTINUUM

ASPIRING LEADERS

## Google Apps for education: Creating collaborative learning environments

**Jaime Rodriguez**, Arenas International Schools

**Orencio Martinez**, Arenas International Schools

ICT AND EDUCATION

Google Apps is a set of productivity tools, but it is also a very powerful and customizable online collaboration platform. This session will explore some of the features and possibilities of Google Apps in international schools and how it supports the smooth delivery of the curriculum and enhances communication among faculty, students and parents. It will also highlight some of the challenges and key issues in successful implementation.

## The nature of science and the new IB science SL pilot course

**David Jones**, International Baccalaureate

CULTURE & INTERNATIONAL MINDEDNESS

This session will offer information about this new course for schools and the importance of understanding the nature of science in any science course and in particular the new science pilot course.

## Creating learning opportunities around a new economy

**Sara Heinrich**, Ellen MacArthur Foundation

CURRICULUM PLANNING IMPLEMENTATION

This session, led by members of the Ellen MacArthur Foundation education team, will introduce the idea of an economy inspired by living systems and emerging technology: the circular economy. Using resources created by the foundation, participants will first learn about rethinking how we produce, use and consume to create virtuous cycles of development, growing both the economy and employment opportunities in the process. In the second half of the session, participants will think through how these resources can be put to use in the context of their school's learning programmes. The resources available have application in

OCEANIA



the PYP, MYP, DP and CP, and schools can also consider introducing a short course on systems thinking.

## Restorative behaviour using the learner profile, key concepts and attitudes

**Joanne Williams**, Thuringia International School

SOCIAL EMOTIONAL LEARNING

Aotearoa, New Zealand, has a long tradition of restorative justice. Maori have engaged in hui-style meetings to resolve conflict, a practice that can be established in schools and in classrooms. Students need to be held accountable for their behaviour, and such meetings allow parties the opportunity for dialogue. Needs can be identified and addressed and resolutions sought. Restorative justice is about repairing and strengthening relationships, and it requires teachers, students and parents to collaborate. Tying in the learner profile, IB World Schools can develop their own restorative justice practices in the classroom.

## Leading an effective evaluation: CIS/IB synchronized visits

**Graham Ranger**, Council of International Schools (CIS)

**Fidelis Nthenge**, International Baccalaureate

SCHOOL LEADERSHIP, PLANNING AND GOVERNANCE

This session will draw on schools' experiences in Council of International Schools (CIS)/IB synchronized visits at different stages of the CIS accreditation cycle. Contributions will come from those who have recent experience in participating and leading such teams. Presenters will use extracts of self-studies and evidence leading to evaluations to examine how best to lead action planning as a result of the recommendations made in CIS/IB synchronized visits.

YANGTZE  
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NORTH  
AMERICA



CONTINUUM

ASPIRING  
LEADERS

AMAZON



ASPIRING  
LEADERS

SOUTH  
AMERICA



## Diploma Programme update (Repeat session)

**James Monk**, International Baccalaureate

**Angela Rivière**, International Baccalaureate

**Jenny Gillett**, International Baccalaureate

**Kelvin Williams**, International Baccalaureate

MISSISSIPPI



### CURRICULUM PLANNING IMPLEMENTATION

In this session, members of the DP development team will review changes to DP subjects that have taken effect for first teaching in 2015 and changes that will take effect for first teaching in 2016. Participants will have the opportunity to ask questions about curriculum and teacher support, as well as to share ideas and thoughts with members of the team responsible for leading the curriculum reviews of DP subjects.

## International-mindedness in practice: The evolving picture

**Tristan Bunnell**, Department of Education, University of Bath

KILIMANJARO



### CULTURE & INTERNATIONAL MINDEDNESS

This session will present recent case studies of international-mindedness in IB World Schools as practised in a variety of challenging contexts around the world. A team at the Department of Education, University of Bath, is undergoing IB-funded research into the practice and assessment of international-mindedness, and this session will present initial findings from schools with good or promising practices. In particular, this session will help show how the complex model of international-mindedness (seen by previous IB-funded research involving literature reviews as comprising intercultural understanding, linguistic competency and global responsibility) is evolving in practice among IB World Schools.

## Build to express

**Hamidah Khan**, International School of Billund

SUMMIT FOYER



### APPROACHES TO TEACHING AND LEARNING

In a hands-on session using LEGO®, participants will explore a variety of concepts ranging from mathematics and language to personal, social and even self-regulatory skills. This session will also look at how formative and summative assessments can be teased out using these materials.

## Creating an inclusive school: A case study of a school's 20-year journey

**Rana Sha'ban**, Ahliyyah School For Girls

EVEREST 1



CONTINUUM

ASPIRING LEADERS

### INCLUSIVE EDUCATION

This session will invite the participants into the journey of a school that started applying inclusion in 1995 and describe how the school looks today.

## Learning landscapes and gamification for personalization

**Núria Miró**, Colegio Montserrat

**Monika Horch**, Colegio Montserrat

**Juan Antonio Fernández-Arévalo**, Colegio Montserrat

EVEREST 2



CONTINUUM

### CURRICULUM PLANNING IMPLEMENTATION

In this session, presenters will share their experience transforming the “digital space” and gamification to promote personalized learning. How do we balance freedom and structure? How do we communicate to students the learning opportunities they have and what is optional? How do we set clear goals and milestones to ensure success? How do we track personalized paths? How do we create a learning environment that encourages students to lead their own learning path? How can we design game-like experiences that encourage student learning and engagement? These are some questions to ask when harnessing the potential of technologies and platforms for personalizing the learning experience of students.

## Leading in a global context

**Sue Richards**, International  
Baccalaureate

**Gerard Calnin**, International  
Baccalaureate

YANGTZE  
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ASPIRING  
LEADERS

### SCHOOL LEADERSHIP, PLANNING AND GOVERNANCE

School leaders face increasingly complex challenges in a globalized, culturally and religiously diverse community. Given the intricate landscape of schools within the global community, the IB asks: What does leadership look like in different countries and cultures? What cultural considerations need to be taken into account when preparing development programmes for existing and aspirant principals and leaders? The IB recently developed a leadership development framework to support the needs of school leaders and aspiring leaders. The framework draws on the IB's inquiry approach to learning within a global context and aims to provide participants with the skills and capabilities to operate effectively in schools across the world. This presentation will explore the IB leadership development framework and share the contemporary research that has informed its thinking and programmes.

SUNDAY 1 NOVEMBER 08:45 - 09:45





## IB BUS TRANSPORT FOR THE CONFERENCE EVENING

### PICK UP: World Forum to City Hall

Saturday 31 October

DEPARTURE FROM WORLD FORUM Churchillplein 10, The Hague	ARRIVAL AT THE CITY HALL Spui 70, The Hague
18:00	18:15
18:15	18:30
18:30	18:45
18:45	19:00
19:00	19:15
19:15	19:30

### RETURN: City Hall to World Forum

Saturday 31 October

DEPARTURE FROM THE CITY HALL Spui 70, The Hague	ARRIVAL AT WORLD FORUM Churchillplein 10, The Hague
22:00	22:15
22:15	22:30
22:30	22:45
22:45	23:00
23:00	23:15
23:15	23:30
23:30	23:45



## GETTING AROUND IN THE HAGUE

In the Exhibition area of the conference you'll find a visitor's desk of the Tourist Office from The Hague. Here you can rent a bike for one or more days, if you want to get around The Hague "the Dutch way". At their stand you can also purchase tickets to get around The Hague by public transport.



