



**IB Global Conference 2018**  
**Conférence mondiale de l'IB 2018**  
**Conferencia global del IB de 2018**

**Vienna • 4 to 6 October**  
**Vienne • du 4 au 6 octobre**  
**Viena • del 4 al 6 de octubre**



#IBVI2018



International Baccalaureate®  
Baccalauréat International  
Bachillerato 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 IB Global Conference 2018 offers a broad variety of sessions:

- Pre-conference sessions
- Plenary sessions
- Featured sessions
- Panel discussions
- Presentation sessions
- Focus groups
- Expo sessions from our sponsors, exhibitors and supporters

The Conference programme booklet contains different types of information in one or more of the official working languages: **English, French** and **Spanish**.

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**. Translations for these sessions are not provided, due to the high level of interactivity. The session description in this conference programme booklet reflects the language of the presentation.

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### Contenu de la conférence mondiale de l'IB 2018:

- Sessions de pré-conférence
- Séances plénières
- Sessions tenues par des conférenciers
- Tables rondes
- Sessions de présentations
- Groupes de discussion
- Sessions tenues par les commanditaires, exposants et contributeurs de l'IB

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


Toutes les séances plénières se dérouleront en **anglais**. Un service d'interprétation simultanée sera proposé en **français** et en **espagnol** () . Les participants pourront se procurer des écouteurs à l'entrée de la salle.

Les autres sessions se tiendront en **anglais**, en **français** ou en **espagnol**. En raison du niveau élevé d'interactivité de ces sessions, il ne sera pas possible de proposer un service d'interprétation. La langue de chaque intervention est précisée dans les descriptions des sessions fournies dans le programme de la conférence.

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### Contenidos de la conferencia global del IB de 2018:

- Sesiones previas a la conferencia
- Sesiones plenarias
- Sesiones destacadas
- Panel de discusión
- Sesiones de presentación
- Grupos de discusión
- Presentaciones de nuestros patrocinadores, expositores y entidades colaboradoras

El programa de la conferencia ofrece distintos tipos de información en uno o varios de los idiomas de trabajo oficiales del IB: **español, francés** e **inglés**. Todas las sesiones plenarias se celebrarán en **inglés** y contarán con interpretación simultánea al **español** y **francés** () . Para escuchar la interpretación a estos idiomas, obtenga unos auriculares en la entrada de la sala.

Todas las demás sesiones serán en **español, francés** o **inglés** y, dado su alto nivel de interactividad, no contarán con servicio de interpretación. La descripción de cada sesión que encontrará en este programa de la conferencia refleja el idioma en que se desarrollará la sesión.

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### Colour Coding Key

50 Thursday      50 Friday      50 Saturday

Registration, Breaks, Events

Focus Groups/Expo Sessions/Association Meetings



Username: IBVI2018  
Password: IBconf50

## Dr Siva Kumari



### Welcome to the IB's Global Conference in Vienna

**EN** In our 50th anniversary year, I am delighted that you have joined us. With every year that passes, the IB community of schools continues to uphold consistently high educational standards in more schools around the world.

The conditions of the world today continue to confirm that our work is more valid and valued than ever. What started as an innovative experiment in 1968 is now an accepted and dependable world standard of learning, teaching and assessment. 50 years ago, we started with one programme for 16-19 year olds; we have since created four sustainable programmes for ages 3-19. We started with a handful of schools; we will have over 5,000 schools and 7,000 programmes in well over 150 countries.

I am proud of the impact that our validated pedagogy has had on millions of students, teachers, parents and alumni over the years. We all know many personal stories, both from students and educators, about how the IB engenders a lifelong love of learning, and how we influence lives with positive, meaningful, long-term effects.

As an organization, the IB remains committed to our three, well-defined strategic themes of innovation, service and community. Our innovation is geared both to provide continuous educational improvement and to respond to new ideas. Our service supports the excellent teaching and learning embedded in all our schools—no matter what type of school they are, and where they are located. And our worldwide community is the foundation on which all of this is built, because the strength of the IB depends on the strength of our community. This community is what inspires me the most.

Without the dedication, inspiration and energy of your work, we would not be able to achieve our mission.

I feel energized about our 50th year and I believe that, given our common purpose, education will continue to make the world a better place.

Warm regards,

Dr Siva Kumari  
IB Director General

## Bienvenue à la conférence mondiale de l'IB à Vienne

**FR** C'est avec grand plaisir que je vous accueille à cette conférence, en cette année de célébration de notre 50e anniversaire. La communauté de l'IB croît chaque année et les établissements qui la composent continuent d'appliquer des normes de haute qualité en matière d'éducation dans le monde entier.

L'état du monde aujourd'hui nous confirme plus que jamais la validité et la valeur de notre travail. Ce qui a commencé comme une expérience novatrice en 1968 est à présent devenu une référence mondiale en matière d'apprentissage, d'enseignement et d'évaluation, qui est reconnue et acceptée pour sa fiabilité. Il y a 50 ans, nous lançons un programme à l'intention des élèves âgés de 16 à 19 ans. Nous proposons aujourd'hui un continuum de quatre programmes pour les élèves âgés de 3 à 19 ans. Au tout début, notre communauté ne comptait qu'une poignée d'établissements. Aujourd'hui elle se compose de plus de 5 000 établissements qui proposent plus de 7 000 programmes dans plus de 150 pays.

Je suis fière de l'influence que notre pédagogie a eue sur des millions d'élèves, d'enseignants, de parents et d'anciens élèves pendant toutes ces années. Nous avons tous connaissance de nombreux témoignages d'élèves ou de professionnels de l'éducation sur la façon dont l'IB leur a inculqué un amour durable de l'apprentissage et a influencé leur vie de façon positive et significative sur le long terme.

En tant qu'organisation, l'IB reste fidèle à ses trois thèmes stratégiques et clairement définis, à savoir l'innovation, le service et la communauté. Notre innovation vise à fournir des améliorations continues en matière d'éducation et à réagir à de nouvelles idées. Notre service soutient l'enseignement et l'apprentissage d'excellence, un élément essentiel dans tous les établissements proposant nos programmes, quel qu'en soit le type ou le lieu d'implantation. Notre communauté mondiale forme le socle sur lequel repose tout ce qui précède. La force de l'IB dépend de la force de notre communauté, et cette dernière est ma principale source d'inspiration.

Nous serions incapables de remplir notre mission sans l'engagement, l'inspiration et l'énergie qui caractérisent votre travail.

Je suis ravie à l'idée de célébrer notre 50e anniversaire et je suis convaincue que, grâce à notre objectif commun, l'éducation nous permettra de continuer à bâtir un monde meilleur.

Salutations distinguées,  
Siva Kumari



Directrice générale de l'IB

## Bienvenidos a la Conferencia global del IB en Viena

**ES** Es un placer darles la bienvenida a esta conferencia en el año de nuestro 50º aniversario. Cada vez más colegios en todo el mundo forman la comunidad de Colegios del Mundo del IB, que sigue defendiendo año tras año nuestro gran rigor académico.

Las circunstancias que vive nuestro mundo dejan patente, ahora más que nunca, la validez y el valor de nuestra labor. Lo que en 1968 comenzó como un experimento innovador, es ahora un referente en el aprendizaje, la enseñanza y la evaluación aceptado y reconocido en todo el mundo por su fiabilidad. Hace 50 años iniciamos nuestra trayectoria con un programa para alumnos de 16 a 19 años, y al día de hoy contamos con cuatro sólidos programas para edades comprendidas entre los 3 y los 19 años. Empezamos con un puñado de colegios y dentro de poco habremos autorizado a más de 5.000 colegios a ofrecer más de 7.000 programas en más de 150 países.

Es un orgullo ver la huella que nuestra pedagogía validada ha dejado en millones de alumnos, exalumnos, padres y docentes en todo este tiempo. Todos conocemos historias personales de alumnos y educadores que aseguran que el IB les ha inculcado un duradero amor por el aprendizaje, y que hemos ejercido una influencia positiva, significativa y duradera en sus vidas.

El IB sigue comprometido con la innovación, el servicio y la comunidad, tres temas claramente definidos que constituyen la estrategia de nuestra organización. Nuestra innovación se dirige tanto a proporcionar mejoras continuas en la educación como a responder a nuevas ideas. Nuestro servicio apoya la enseñanza y el aprendizaje de alto nivel que están integrados en cada uno de los Colegios del Mundo del IB, sin importar de qué tipo se trate ni dónde se encuentre. Y por último, nuestra comunidad mundial forma la base de todo lo anterior, porque la fuerza del IB depende de la de su comunidad.

Esta comunidad es lo que más me inspira. No seríamos capaces de cumplir nuestra misión sin la dedicación, inspiración y energía que caracterizan a su labor.

El año de nuestro 50º aniversario me llena de motivación y tengo la convicción de que, movidos por nuestro propósito común, seguiremos creando un mundo mejor a través de la educación.

Saludos cordiales,



Siva Kumari  
Directora general del IB



# Use the 2018 IB Global Conference, Vienna app!

Download the Conference app on your mobile now.

## Three ways to download the app:

1. Simply scan the QR Code with a QR reader
2. Go to the app store and search for "International Baccalaureate Organization"
3. Use web version of the app on your laptop: <https://event.crowdcompass.com/vienna>

## What can you do with this app?

- Find information on sessions, speakers, sponsors and more
- Tailor your Conference programme based on your preferences
- Engage real-time with speakers and other delegates using the interactive functionalities



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IB Global Conference  
Conférence mondiale de l'IB  
Conferencia global del IB

**Registration pre-conference, sponsors & exhibitors**

08:00 – 10:00

**Pre-conference sessions**

10:30 - 12:00

**Lunch & exhibition**

12:00 – 13:00

**Pre-conference sessions**

13:00 – 14:30

**Coffee break & exhibition**

14:30 – 15:00

**Pre-conference sessions**

15:00 – 16:00

**Registration main Conference**

13:00 – 20:00

**Opening plenary: Lord David Puttnam**

17:00 – 19:00

**Welcome reception**

19:00 – 20:30

**Colour Coding Key**

Thursday



Friday



Saturday

Registration, Breaks, Events

Focus Groups/Expo Sessions/Association Meetings

**Conference registration**

07:30 – 08:45

50

**Plenary: Will Richardson**

08:45 – 10:00

50

**Presentation sessions 1**

10:15 – 11:15

50

**Coffee break & exhibition**

11:15 – 11:45

50

**Presentation sessions 2**

11:45 – 12:45

50

**Lunch & exhibition**

12:45 – 14:30

50

**Expo sessions - Focus groups**

13:00 – 14:00

50

**Presentation sessions 3**

14:30 – 15:30

50

**Coffee break & exhibition**

15:30 – 16:00

50

**Dr Stefani Hite, Kendall Zoller & Educational Leadership Panel session**

16:00 – 17:00

50

**Association meetings**

17:00 – 18:00

50

**Transportation to Conference evening venue (Provided by the IB)**

17:45 – 19:00

50

**Conference dinner and entertainment**

19:00 – 23:30

50



**Plenary: Dr Heidi Hayes Jacobs**

08:45 - 10:00



**Presentation sessions 4**

10:15 - 11:15



**Coffee break & exhibition**

11:15 - 11:45



**Presentation sessions 5**

11:45 - 12:45



**Lunch & exhibition**

12:45 - 14:30



**Expo sessions - Focus groups**

13:00 -14:00



**Presentation sessions 6**

14:30 - 15:30



**Coffee break & exhibition**

15:30 - 16:00



**Closing plenary: Ama van Dantzig, Shai Reshef**

16:00 - 17:30

**Colour Coding Key**



Thursday



Friday



Saturday

Registration, Breaks, Events

Focus Groups/Expo Sessions/Association Meetings



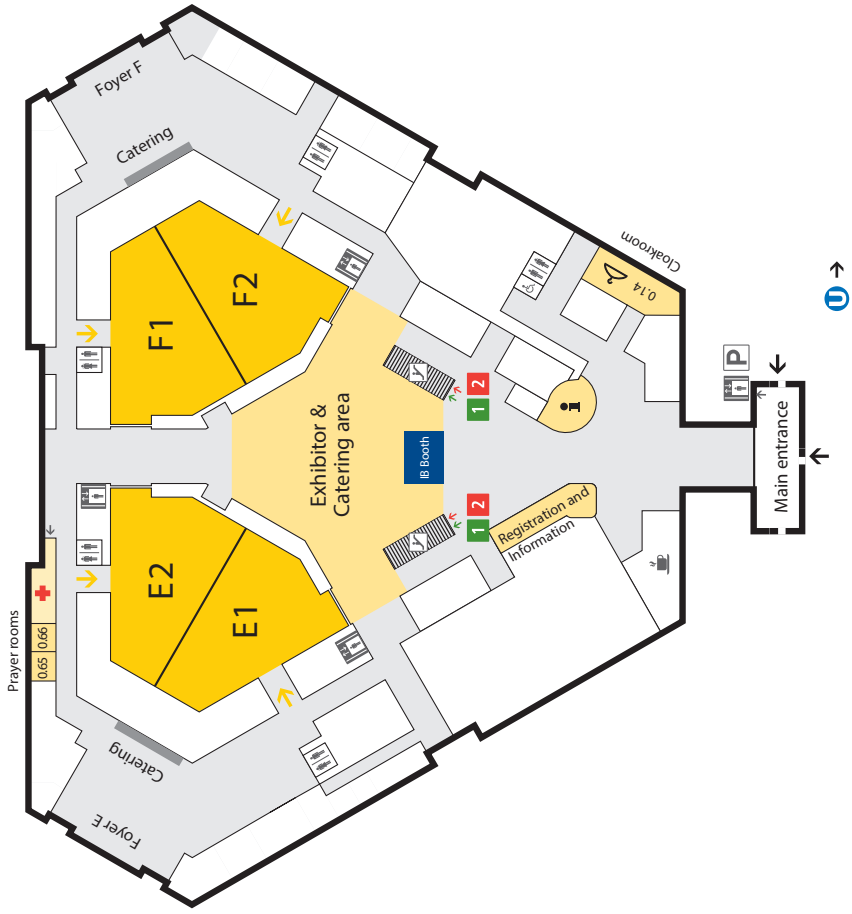
Username: IBVI2018

Password: IBconf50

Level  
**0**

**LEVEL 0**  
**YELLOW LEVEL**

- Halls E1, E2, F1, F2
- Exhibitor & Catering area
- IB Booth
- First aid room
- Prayer rooms 0.65-66
- Registration and Information
- Cloakroom 0.14
- Main entrance



Level  
**1**

**LEVEL 1  
GREEN LEVEL**

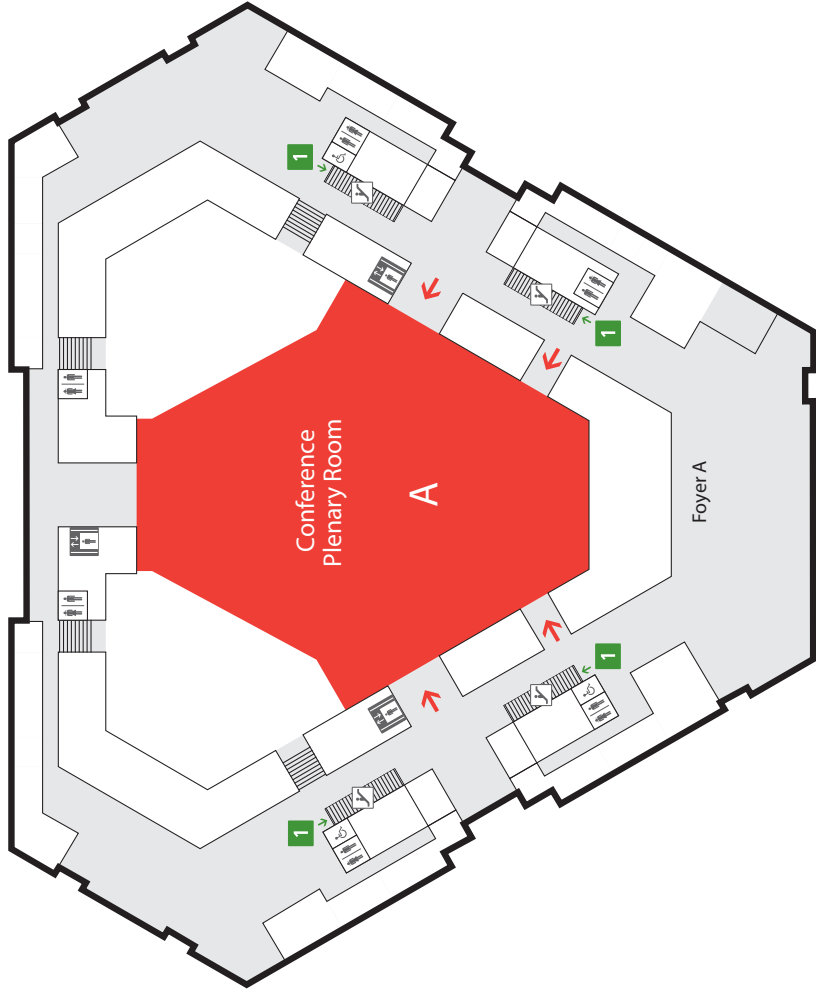
Halls L1, L2, L3, L6, L7, L8,  
M1, M2, N1, N2  
Rooms 1.61-62, 1.85-86  
Exhibitor & Catering area





LEVEL 2  
RED LEVEL

Hall A –  
Conference Plenary Room





## The Conference evening is taking place at the Wiener Konzerthaus in Vienna

Lothringerstrasse 20, A-1030 Vienna

EN

### A Conference evening where past meets future

Enjoy a night of social encounters, excellent food and live music in this festive and historic venue.

With its unique architecture and stylish interior, the Wiener Konzerthaus is a true city landmark. Over 100 years it has been the home for music and a culture for the citizens of Vienna and the wider world.

19.00 – 23.30 *Conference evening with buffet, drinks, music and entertainment  
(dress code: smart casual)*

*Bus transportation will be provided to and from the Wiener Konzerthaus evening venue and the Austria Center Vienna venue.*



## La soirée de conférence aura lieu au Konzerthaus de Vienne.

Lothringerstrasse 20, A-1030 Vienne



### Soirée de conférence – Rencontre viennoise, entre passé et avenir

Profitez de la soirée pour développer votre réseau tout en dégustant un bon repas et en vous laissant bercer par une agréable musique, et ce, dans un cadre festif et historique.

Le Konzerthaus, monument incontournable de Vienne, est un joyau d'architecture, avec un intérieur très élégant. Depuis plus d'un siècle, il accueille des événements musicaux et culturels pour les Viennois et le monde entier.

*19h à 23h30 Soirée de conférence avec buffet, boissons, musique et divertissement (code vestimentaire : chic et décontracté)*

*L'aller-retour en bus sera organisé entre le Konzerthaus et le Austria Center Vienna.*

## La velada de la conferencia se llevará a cabo en la sala de conciertos Wiener Konzerthaus de Viena

Lothringerstrasse 20, A-1030 Viena (Austria)



### Una velada en la que se encuentran el pasado y el futuro

Disfrute de una velada de encuentros sociales, excelente comida y música en vivo en este sitio histórico y festivo.

La Wiener Konzerthaus, con su arquitectura singular y sus interiores elegantes, es todo un punto de referencia de la ciudad. Durante más de 100 años, ha ofrecido a los ciudadanos de Viena y de todo el mundo un escenario incomparable para la música y la cultura.

*19.00 a 23.30 h Velada de la conferencia con bufé, bebidas, música y espectáculo (indumentaria: informal elegante)*

*Se ofrecerá servicio de transporte en autobús de ida y vuelta entre la Wiener Konzerthaus y el Austria Center Vienna.*

## IB bus transport for the Conference evening Friday 5 October

### PICK UP:

#### [Austria Center Vienna to Wiener Konzerthaus](#)

First bus leaves at 17:45

Buses leave in intervals of 10 to 15 minutes

Last bus leaves at 19:00

### RETURN:

#### [Wiener Konzerthaus to Austria Center Vienna](#)

First bus leaves at 21:30

Buses leave in intervals of 10 to 15 minutes

Last bus leaves at 23:30

### VENUE ADDRESSES

#### Austria Center Vienna

Bruno-Kreisky-Platz 1, Vienna



#### Wiener Konzerthaus

Lothringerstrasse 20, Vienna



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## Lord David Puttnam



**EN** Lord David Puttnam is the Chair of Atticus Education, an online education company founded in 2012 that delivers audio-visual seminars to students all over the world. In addition to this, he is a member of the House of Lords where he pursues an active role in a variety of areas, from educational and environmental issues to digital skills. He spent 30 years as an independent producer of award-winning films including *The Mission*, *The Killing Fields*, *Chariots of Fire*, *Midnight Express*, *Bugsy Malone* and *Local Hero*. Together these films have won 10 Oscars, 10 Golden Globes, 25 Baftas and the Palme D'Or at Cannes.

### Overview

## The Future: Friend or Foe?

What defines a successful education? What will such an education look like in the future? And what adjustments will that future itself entail?

In his keynote address, Lord Puttnam will question exactly what we mean when we talk about 'education', and where our current understanding of student success fits within a sustainable vision of the future.

As people across the globe find their daily lives increasingly impacted by advancements in technology, the future has become a point of anxiety—an almost dystopian landscape of automated jobs, fake news and digital 'brain-drain'. Lord Puttnam will argue that the future need not be something to fear, but instead, if we focus on transforming the way we educate our young people, it can be something to look towards with hope and optimism.

This will involve a re-assessment of what education—and indeed intelligence—actually involves. For instance, present methods of assessing the abilities of students often establish the wrong criteria, and thus provide the wrong outcomes. Research suggests that the digital future will reward uniquely human skills such as creativity and critical thought. Lord Puttnam will argue that we must encourage our governments—and help our educators—to develop new methods of learning that cultivate and develop these skills. Should we fail, we are likely to find ourselves inadequately prepared for the social, economic and employment ramifications of a technology-driven 21st century.

 Lord David Puttnam est président d'Atticus Education, une société d'éducation en ligne fondée en 2012, qui dispense des séminaires audiovisuels à des élèves du monde entier. En plus de cela, il est membre de la Chambre des Lords où il joue un rôle actif dans des domaines variés comme l'éducation, l'environnement et les compétences numériques. Pendant 30 ans, il a été producteur indépendant de films récompensés, dont Mission, La Déchirure, Les Chariots de feu, Midnight Express, Bugsy Malone et Local Hero. Ces films ont reçu en tout 10 Oscars, 10 Golden Globes, 25 BAFTA (académie britannique des arts de la télévision et du cinéma) et la Palme d'or à Cannes.

## Présentation

### L'avenir : ami ou ennemi ?

Qu'est-ce qui définit une éducation réussie ?  
À quoi ressemblera une telle éducation dans l'avenir ? Quels ajustements entraînera cet avenir ?

Dans son discours liminaire, Lord Puttnam tentera de définir exactement ce que nous entendons par « éducation » et de déterminer où notre compréhension actuelle du succès des élèves s'inscrit dans une vision durable de l'avenir.

Alors que dans le monde entier, chacun voit sa vie quotidienne de plus en plus influencée par les progrès de la technologie, l'avenir devient une source d'anxiété où se peint un paysage presque dystopique d'emplois automatisés, de fausses nouvelles et de fuites des cerveaux dans le domaine du numérique. Lord Puttnam expliquera que l'avenir n'est pas à craindre, mais plutôt à envisager avec espoir et optimisme si nous nous attelons à transformer la façon dont nous éduquons nos jeunes.

Cela impliquera une réévaluation de ce qu'on entend réellement par « éducation » et « intelligence ». Par exemple, les méthodes d'évaluation des aptitudes des élèves actuelles reposent sur les mauvais critères, et entraînent ainsi des résultats erronés. Les recherches suggèrent que dans l'avenir numérique, les compétences uniques aux humains telles que la créativité et la pensée critique seront privilégiées. Lord Puttnam soulignera l'importance d'encourager les gouvernements et d'aider les professionnels de l'éducation à concevoir de nouvelles méthodes d'apprentissage visant à cultiver et à développer ces compétences. Sans cela, nous risquons de ne pas être suffisamment préparés pour les conséquences au niveau social, économique et de l'emploi d'un XXI<sup>e</sup> siècle fondé sur la technologie.

**ES** Lord David Puttnam es presidente de Atticus Education, una empresa de educación en línea fundada en 2012 que ofrece seminarios audiovisuales a estudiantes de todo el mundo. Además, es miembro de la Cámara de los Lores, donde desempeña un papel activo en diversas áreas, que van desde temas educativos y ambientales hasta habilidades digitales. Durante 30 años, trabajó como productor independiente de películas galardonadas como *La misión*, *Los gritos del silencio*, *Carros de fuego*, *Expreso de medianoche*, *Bugsy Malone*, *El Nieto de Al Capone*, y *Un tipo genial*. En conjunto, estas películas han ganado 10 premios Óscar, 10 Globos de Oro, 25 premios BAFTA y la Palma de Oro en Cannes.

### Descripción general

## ¿Será el futuro amable u hostil?

¿Cuál es la definición de una buena educación? ¿Cuáles serán sus características en el futuro? ¿Y qué modificaciones serán necesarias?

En su presentación, lord Puttnam planteará la cuestión de qué queremos decir exactamente cuando hablamos de “educación” y cómo encaja nuestra noción de alumno exitoso en una visión sostenible del futuro.

En una época en la cual los avances de la tecnología tienen efectos cada vez mayores en la vida cotidiana de todo el mundo, el futuro se ha convertido en fuente de ansiedad: un panorama casi distópico de empleos automatizados, noticias falsas y fuga de cerebros en el ámbito digital. Lord Puttnam hablará de por qué el futuro no tiene que ser algo atemorizador.

Al contrario, si nos centramos en transformar la manera en que educamos a los jóvenes, puede ser algo que abordemos con esperanza y optimismo.

Esto supondría reevaluar lo que implica educar y lo que entendemos por “inteligencia”. Por ejemplo, a menudo los métodos que empleamos hoy para evaluar las capacidades de los alumnos llevan a establecer criterios equivocados, y por tanto conducen a resultados incorrectos. Las investigaciones indican que el futuro será de aquellos que estén dotados de habilidades exclusivas de los seres humanos como la creatividad y el pensamiento crítico. Lord Puttnam explicará la necesidad de alentar a los Gobiernos y ayudar a los educadores a fin de desarrollar nuevos métodos de aprendizaje mediante los cuales se cultiven y desarrollen esas destrezas. Si fracasáramos, probablemente quedaríamos mal preparados para las ramificaciones sociales, económicas y laborales de un siglo XXI impulsado por la tecnología.

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## Will Richardson



**EN** Will is a leading activist for fundamentally reimagining the experience of school for all children. His work around Modern Learning is focused on the gaps between what we know and believe about learning and what we actually do in schools, the new opportunities and challenges for learning in the modern world, and the amazing new possibilities for classrooms given the technologies of the day. He's the parent of two children who grew up in the digital age, and he is also a former public school educator of 22 years.

Will is the co-founder of ModernLearners.com, a site dedicated to exploring new paths for learning and teaching in schools. He is the co-creator of Change.School which is an intensive 8-week professional learning experience for educational leaders who want to reframe their work through a modern lens. He is also the co-creator of the Modernlearners.Community, a membership site that currently hosts over 500 educators from 20+ countries who are engaged in ongoing professional learning supported by a team of experienced coaches and community members.

An internationally recognized speaker and author, Will has addressed hundreds of thousands of educators in 18 countries, and

worked with dozens of schools worldwide on the need for profound change to traditional models of schooling given the moment in which we now live. In 2017, he was named one of 100 global "Changemakers in Education" by the Finnish site HundrED, and was named one of the Top 5 "Edupreneurs to Follow" by Forbes. He has authored six books, most recently "Freedom to Learn" by Solution Tree.

### Overview

## Learning Today, Learning Tomorrow: Reimagining Schools in the Connected World

While almost everyone agrees that change is accelerating now that information technologies and networks are ubiquitous, the irony is that for schools, real change will only happen when we start with the present, not the future. Unless we engage in profound conversations around what learning really is and how it happens most powerfully in classrooms, any changes we attempt for schools moving forward risk being irrelevant and unsustainable. In fact, our most difficult task may be to acknowledge many of the unpleasant truths about our current



approaches to education. Schools were not built for an abundant world where knowledge, information, teachers, and technologies are everywhere. And the reality that while our connected students are learning non stop in their lives today, little of it has to do with what's being presented in the curriculum. This presentation examines the opportunities and challenges for schools today who are willing to start by answering the question "What do you mean by learning?"

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**FR** M. Richardson est un activiste de premier plan qui plaide pour une réinvention de l'expérience scolaire de tous les enfants. Son travail autour de l'apprentissage moderne se concentre sur les écarts entre nos connaissances et nos convictions sur l'apprentissage et nos actions dans les établissements. Il examine également les nouvelles opportunités et les défis de l'apprentissage moderne ainsi que les nouvelles possibilités incroyables que les technologies actuelles offrent aux salles de classe. Il est père de deux enfants qui ont grandi dans l'ère numérique, et a été professionnel de l'éducation pendant 22 ans au sein d'établissements scolaires publics.

M. Richardson est le cofondateur de ModernLearners.com, un site Web dédié à l'exploration de nouvelles voies d'apprentissage et d'enseignement dans les établissements. Il est le co-créateur de Change.School, une expérience d'apprentissage professionnel intensive d'une durée de huit semaines destinée aux responsables du secteur éducatif qui souhaitent recadrer leur travail selon une perspective moderne. Il est également le co-créateur de la Modernlearners.Community, un site d'adhérents hébergeant actuellement plus de 500 professionnels de l'éducation de

plus de 20 pays qui sont engagés dans un apprentissage professionnel continu soutenu par une équipe de conseillers expérimentés et de membres de la communauté.

Conférencier et auteur de renommée internationale, Will Richardson a fait des présentations devant des centaines de milliers de professionnels de l'éducation dans 18 pays et a travaillé avec des dizaines d'établissements du monde entier sur la nécessité de modifier radicalement les modèles traditionnels de scolarisation en fonction du monde actuel. En 2017, M. Richardson a été nommé parmi les 100 initiateurs de changement dans le secteur éducatif au niveau mondial par le site finlandais HundrED et parmi les cinq meilleurs « Edupreneurs » à suivre par Forbes. Il est l'auteur de six ouvrages dont le dernier, Freedom To Learn, est publié chez Solution Tree.

## Présentation

# Apprendre aujourd'hui, apprendre demain : réinventer les établissements dans le monde connecté

Presque tout le monde convient que l'omniprésence des technologies de l'information et des réseaux accélère le rythme du changement. Cependant, l'ironie pour les établissements est que le vrai changement se produit uniquement lorsque l'on commence à s'occuper du présent et non de l'avenir. À moins d'engager des conversations sérieuses sur ce que constitue vraiment l'apprentissage et la façon dont il s'effectue le plus efficacement possible

dans les salles de classe, tout changement que nous tenterons d'apporter à l'avenir aux établissements risque d'être hors de propos et de ne pas être viable. En fait, notre tâche la plus difficile est peut-être de reconnaître un bon nombre de vérités désagréables à l'égard de nos approches actuelles en matière d'éducation. Les établissements n'ont pas été construits pour répondre aux attentes d'un monde d'abondance où les connaissances, l'information, les enseignants et les technologies sont partout. Et en réalité, même si nos élèves connectés apprennent sans cesse dans leur quotidien, la majorité de ce qu'ils apprennent n'a rien à voir avec ce qui est présenté dans le programme d'études. Cette session examine les occasions et les défis présentés aux établissements d'aujourd'hui qui souhaitent commencer par répondre à la question : « Qu'entendez-vous par "apprendre" ? »

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**ES** William Richardson es un activista destacado que trabaja en pos de redefinir radicalmente la experiencia escolar de todos los niños. Su trabajo en el ámbito del aprendizaje moderno se centra en las brechas que existen entre lo que conocemos y creemos sobre el aprendizaje y lo que realmente hacemos en los colegios, las nuevas oportunidades y desafíos para el aprendizaje que existen en el mundo moderno, y las fantásticas nuevas posibilidades que ofrece la tecnología actual en las aulas. Tiene dos hijos que crecieron en la era digital y trabajó como educador en colegios públicos durante 22 años.

Richardson es cofundador de ModernLearners.com, sitio web dedicado a explorar nuevas trayectorias de aprendizaje y enseñanza en los colegios (disponible solo en inglés). Es también uno de los cocreadores de la iniciativa Change.

School, que consiste en una experiencia de aprendizaje profesional intensiva de ocho semanas de duración destinada a responsables de liderazgo pedagógico que desean reestructurar su trabajo a través de una perspectiva moderna. Asimismo, es uno de los cocreadores de la Modern Learners Community, una comunidad web (disponible en inglés) que actualmente cuenta con más de 500 educadores de más de 20 países que participan en un aprendizaje profesional continuo, con el respaldo de un equipo de miembros de la comunidad e instructores con experiencia.

Will Richardson es un orador y autor reconocido a nivel internacional. Su mensaje ha llegado a cientos de miles de educadores en 18 países y ha trabajado con decenas de colegios de distintas partes del mundo para abordar la necesidad de realizar un cambio profundo en los modelos educativos tradicionales teniendo en cuenta el momento en que vivimos. En 2017 fue incluido en la lista "Changemakers in Education" del sitio HundrED de Finlandia, que nombró a 100 artífices globales del cambio en la educación, y fue nombrado por Forbes en su lista "Edupreneurs to Follow" como uno de los 5 principales emprendedores que innovan en educación. Ha escrito seis libros, entre ellos el más reciente: Freedom to Learn, publicado por Solution Tree.

## Descripción general

# El aprendizaje de hoy y el aprendizaje de mañana: reinventando los colegios en el mundo interconectado

Todos están de acuerdo en que los cambios van cada vez más rápido ahora que las redes y tecnologías de la información están en todas partes. Sin embargo, para que en los colegios se produzca un cambio real, hay que comenzar por el presente y no por el futuro. A menos que entablemos conversaciones profundas acerca de qué es realmente el aprendizaje y cómo sucede de manera más eficaz en las aulas, cualquier cambio que tratemos de lograr para que avancen los colegios corre el riesgo de ser irrelevante

e insostenible. De hecho, es posible que la tarea más difícil sea reconocer muchas de las verdades incómodas acerca de nuestros enfoques actuales de la educación. Los colegios no se construyeron para un mundo de abundancia en el que el conocimiento, la información, los docentes y las tecnologías están por todas partes. La realidad es que, aunque nuestros alumnos aprenden sin descanso en el mundo interconectado de hoy en día, poco tiene que ver esto con lo que se presenta en los currículos. Esta presentación examina las oportunidades y los retos de aquellos colegios dispuestos a empezar a responder a la pregunta "¿qué quiere decir con 'aprendizaje'?".



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## Dr Stefani Hite

**EN** Dr Stefani Hite is a graduate of the American School in London, Tufts University, and the University of Pennsylvania. After a decade in marketing, Stef changed careers to become an educator. Her doctoral work at Penn researched K-12 teacher efforts to implement programme change.

Stef has decades of experience in education as a teacher, an administrator, and an international school leader. An experienced professional learning designer, Stef specializes in supporting organizations around systemic change initiatives with a focus on building collective efficacy, design thinking, and participatory leadership. Stef co-authored *Intentional and Targeted Teaching: A Framework for Teacher Leadership and Growth* with Doug Fisher and Nancy Frey.

### Overview

## Transforming Teacher Appraisal into a Meaningful Professional Learning Process

The verdict is in: traditional approaches to evaluation and appraisal do not positively

impact student achievement (Stecher, 2018). So, how do we find the balance between accountability and a system that empowers teachers to work collectively and lead their own professional growth? “When we look at collaborative cultures ... the systems that have strong degrees of collaboration ... have built in a growing and increasing sense of responsibility about what they’re doing and how they need to explain themselves—not just to themselves, but to the wider system” (Fullan, 2017). There is tremendous evidence that a collaborative culture has the power to make a very large impact on student achievement (Hattie, 2017). Using participatory leadership practices, school teams can develop a truly meaningful design for teacher appraisal. The result is a Professional Learning Process: differentiated experiences for teachers aligned to a common school wide evidence-based model. The participatory leadership approach is ideal for school leaders who truly want to grow their educators into empowered professionals. During the session we will follow a case study of one school’s transformative journey while learning practical tools and protocols to engage in appraisal design that results in more purposeful and responsive instruction for students.

Stecher, B. et al, (2018). Improving teaching effectiveness: Final report: The Intensive Partnerships for Effective Teaching Through 2015–2016. Santa Monica, CA: RAND Corporation.

Fullan, M. (Summer 2017). Making progress possible: A conversation with Michael Fullan. Educational Leadership. (74) 8-14

Hattie, J., & Zierer, K. (2017). Ten mindframes for visible learning: Teaching for success. NY: Routledge.

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**FR** Stefani Hite est diplômée de l'American School in London, de l'Université Tufts et de l'Université de Pennsylvanie. Après une carrière de dix ans dans le marketing, Mme Hite s'est tournée vers le monde de l'éducation. Au cours de son doctorat à l'Université de Pennsylvanie, elle a mené un travail de recherche sur les efforts réalisés par les enseignants de la maternelle à la 12e année pour mettre en œuvre un changement de programme.

Elle possède de nombreuses années d'expérience dans le domaine de l'éducation en tant qu'enseignante et membre de la direction d'une école internationale. Stefani Hite se consacre à présent à la conception de solutions reposant sur l'apprentissage, un domaine dans lequel elle a acquis une grande expérience professionnelle. Elle apporte son soutien à des organismes qui souhaitent mettre en œuvre un changement systémique, en favorisant l'instauration d'une efficacité collective, de la pensée design et de la direction participative. Elle est coauteure d'un livre intitulé *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership*, rédigé en collaboration avec Douglas Fisher et Nancy Frey.

## Présentation

# Transformer l'évaluation des enseignants en un processus d'apprentissage professionnel significatif

Le verdict : les approches traditionnelles en matière d'évaluation n'ont pas d'influence positive sur la réussite des élèves (Stecher, 2018). Alors, comment trouver un équilibre entre l'obligation de rendre des comptes et la mise en place d'un système permettant aux enseignants de travailler collectivement et de mener leur propre développement professionnel ? « Lorsque nous observons les cultures favorisant la collaboration [...] nous remarquons que dans les systèmes qui reposent fortement sur la collaboration [...] il existe un sens croissant de la responsabilité envers les actions menées et le besoin d'expliquer leur raison d'être, non pas uniquement pour son propre bénéfice, mais pour celui du système dans son ensemble » (Fullan, 2017). Il est largement démontré qu'une culture de collaboration a le pouvoir d'influencer grandement la réussite des élèves (Hattie, 2017). En utilisant des pratiques de direction participatives, les équipes pédagogiques peuvent développer un modèle d'évaluation des enseignants véritablement significatif afin de créer un processus d'apprentissage professionnel, c'est-à-dire des expériences différenciées pour les enseignants qui sont alignées sur un modèle commun au sein de l'établissement et fondé sur des données probantes. L'approche de direction participative est idéale pour les chefs d'établissement qui tiennent à transformer les membres de leur corps enseignant en des professionnels de l'éducation autonomes. Au cours de la

session, nous examinerons l'étude de cas d'un établissement scolaire durant son parcours transformateur tout en assimilant des outils et des protocoles pratiques utiles pour créer un modèle d'évaluation qui mène à un enseignement plus ciblé et adapté aux besoins des élèves.

Stecher, B. et al. (2018). Improving teaching effectiveness: Final report: The Intensive Partnerships for Effective Teaching Through 2015–2016. Santa Monica (Californie), États-Unis : RAND Corporation.

Fullan, M. Making progress possible: A conversation with Michael Fullan. Educational Leadership. Été 2017, volume 74, p. 8 – 14.

Hattie, J. et Zierer, K. 2017. Ten mindframes for visible learning: Teaching for success. New York, États-Unis : Routledge.

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**ES** Stefani Hite estudió en The American School in London, la Universidad Tufts y la Universidad de Pensilvania. Después de trabajar en marketing durante una década, Stefani cambió de profesión y se convirtió en educadora. La tesis doctoral que escribió en la Universidad de Pensilvania se basó en una investigación sobre los esfuerzos de docentes de jardín de infancia, primaria y secundaria por implementar reformas en los programas educativos.

Stefani lleva décadas trabajando en el ámbito de la educación, como docente y miembro del personal de dirección de un colegio internacional. Cuenta con experiencia en el diseño de actividades de aprendizaje profesional, se especializa en apoyar iniciativas de cambio sistémico que emprenden las organizaciones y, en particular, se centra en el fortalecimiento de la eficacia colectiva, el pensamiento de diseño y el liderazgo participativo. Escribió

el libro *Intentional and Targeted Teaching: A Framework for Teacher Leadership and Growth* junto con Doug Fisher y Nancy Frey.

## Descripción general

# Transformar la evaluación del docente en un proceso de aprendizaje profesional significativo

Está confirmado: los enfoques tradicionales de evaluación no tienen un efecto positivo en los logros de los alumnos (Stecher, 2018). Entonces, ¿cómo hallamos un equilibrio entre la responsabilidad y un sistema que faculte a los docentes a trabajar de forma colaborativa y a hacerse cargo de su propio crecimiento profesional? “Si examinamos las culturas colaborativas, vemos que [...] los sistemas que presentan grados altos de colaboración tienen incorporado un sentido creciente de la responsabilidad respecto de lo que están haciendo y cómo deben explicarlo —no solo a sí mismos, sino al sistema en general” (Fullan, 2017 [traducción propia]). Existen investigaciones contundentes que confirman que una cultura colaborativa tiene el poder de impactar significativamente en los logros de los alumnos (Hattie, 2017). Mediante el empleo de prácticas de liderazgo participativo, los equipos en los colegios pueden desarrollar un diseño realmente significativo para la evaluación de los docentes. El resultado es un proceso de aprendizaje profesional: experiencias diferenciadas para los profesores que se corresponden con un modelo común basado en datos procedentes de investigaciones y aplicado en todo el colegio. El enfoque de liderazgo participativo es ideal para miembros de equipos directivos de colegios

que desean promover el crecimiento de sus educadores para que lleguen a ser profesionales autónomos. Durante la sesión, analizaremos un estudio de caso sobre el proceso de transformación de un colegio, y aprenderemos a emplear herramientas y protocolos prácticos para diseñar evaluaciones que den como resultado una enseñanza más receptiva y con un fin más determinado en beneficio de los alumnos.

Fullan, M. "Making progress possible: A conversation with Michael Fullan". Educational Leadership. 2017. Vol. 74, pp. 8-14.

Hattie, J.; Zierer, K. Ten mindframes for visible learning: Teaching for success. Nueva York (EE. UU.): Routledge, 2017.

Stecher, B. et. al. Improving teaching effectiveness: Final report: The Intensive Partnerships for Effective Teaching Through 2015–2016. Santa Mónica, California (EE. UU.): Rand Corporation, 2018.



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## Kendall Zoller

**EN** Kendall Zoller, EdD Educational Leadership, is an author, educator, researcher, international presenter, and co-author of *Calming Chaos, Leading Through the Ecotone* (2018) and *The Choreography of Presenting* (Corwin Press, 2010). As president of Sierra Training Associates, he specializes in communicative intelligence and Hacking Leadership. Kendall is also the author of over three dozen reviewed book chapters and journal articles spanning topics of communication, community, and leadership. His work has spanned the United States, Canada, Europe, China, Thailand, India, Malaysia, and the Philippines. He has presented at Harvard, UC Berkeley, St. Anselm College, Boston University, University of Chicago, and Loyola University Maryland.

### Overview

## Using the Ecotone to Shape a Future: From Chaos to Calm

The Ecotone is a place between where you are and where you want to go. It is the experience of getting to the future. Leading into the future requires tolerance of chaos while simultaneously providing islands of calm. Islands of calm provide people with

places to reflect, think, and clarify as the journey of uncertainty continues. The future destination may be clear yet the trek can be full of ambiguity and discomfort. An ecotone can support that trek.

**FR** Kendall Zoller (titulaire d'un doctorat en direction pédagogique) est auteur, éducateur, chercheur, conférencier international et coauteur de *Calming Chaos, Leading Through the Ecotone* (2018) et *The Choreography of Presenting* (Corwin Press, 2010). En tant que président de Sierra Training Associates, il est spécialisé en communication et en conseils à la direction. Il est également l'auteur d'une trentaine de chapitres d'ouvrages et d'articles de revues sur des thèmes comme la communication, la communauté et la direction. Son travail s'est propagé aux États-Unis, au Canada, en Europe, en Chine, en Thaïlande, en Inde, en Malaisie et aux Philippines. Il est intervenu à l'Université Harvard, l'Université de Berkeley, à l'Université de Boston, l'Université de Chicago, l'Université Loyola du Maryland et au St. Anselm College.



## Présentation

# Utilisation de l'écotone pour bâtir l'avenir : du chaos au calme

L'écotone est l'endroit entre celui où vous trouvez et celui où vous voulez aller. C'est l'expérience d'avancer vers l'avenir. La progression vers le futur requiert une tolérance au chaos tout en fournissant simultanément des îlots de calme. Les îlots de calme donnent aux gens des lieux de réflexion, de pensée et de clarification pendant que le parcours d'incertitude se poursuit. La destination future est peut-être claire mais le voyage peut être plein d'ambiguïté et d'inconfort. Un écotone peut aider durant ce voyage.

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**ES** Kendall Zoller es doctor en Liderazgo Educativo. Escritor, educador, investigador y ponente internacional, Es coautor de *Calming Chaos, Leading Through the Ecotone* (2018) y de *The Choreography of Presenting* (Corwin Press, 2010). Como presidente de Sierra Training Associates, se especializa en inteligencia comunicativa y gestión del liderazgo (*Hacking Leadership*). También ha escrito más de tres decenas de reseñas de capítulos de libros y artículos de publicaciones especializadas sobre temas de comunicación, comunidad y liderazgo. Su trabajo ha llegado a los Estados Unidos, Canadá, Europa, China, Tailandia, India, Malasia y Filipinas. Ha realizado presentaciones en la Universidad de Harvard; la Universidad de California, Berkeley; St. Anselm College; la Universidad de Boston; la Universidad de Chicago, y la Universidad Loyola, Maryland.

## Descripción general

# Forjar el futuro con el ecotono: del caos a la calma

El ecotono es un lugar ubicado entre el punto donde usted se encuentra y el sitio al que desea ir. Es la experiencia de proyectarse al futuro. Avanzar hacia el futuro requiere tolerar el caos y, al mismo tiempo, proporcionar "islas de calma". Las islas de calma ofrecen a las personas espacios para reflexionar, pensar y aclarar ideas a medida que atraviesan por tiempos de incertidumbre. El destino futuro puede ser claro, pero es posible que el trayecto que conduce allí esté lleno de ambigüedades e inquietudes. El ecotono puede ser de ayuda al transitar ese camino.

# Educational Leadership Panel session



New at this year's conference, the IB will host panel discussions focussing on different topics of interest to the IB community.

The topic of the below panel resonates widely within the IB community and will therefore take place in the Plenary room (hall A) and offer live translations.

## The evolving role of teachers and their professional identity

Time: **Friday 5 October 16:00 – 17:00**

Moderator: **Peter Murphy**, Director and CEO Vienna International School

Panelists: **See our conference app**

Room: **Hall A / Plenary room**



In the landscape of educational innovation, the role of the teacher is often highlighted as a key factor of success. But how is the role of the teacher in today's classroom viewed? While there are increasing demands on teachers to collaborate, innovate, engage in curriculum review, carry out constant assessment and engage in lifelong learning themselves, how do they see the changing landscape of their profession? How have universities changed their teacher training programs to adapt and prepare the teachers we need today and in the future? Join our panel of experts to hear their views on the role of teachers today and in the future.

## Le rôle en constante évolution des enseignants et leur identité professionnelle

**FR** Dans le monde de l'innovation pédagogique, le rôle de l'enseignant est souvent considéré comme un facteur essentiel à la réussite. Mais comment le rôle de l'enseignant est-il perçu dans les salles de classe d'aujourd'hui ? Alors que les enseignants ont de plus en plus besoin de collaborer, d'innover, de s'impliquer dans la révision des programmes, de procéder constamment à des évaluations et de s'instruire tout au long de leur vie, comment perçoivent-ils l'évolution de leur profession ? De quelle façon les universités ont-elles modifié leurs programmes de formation pour adapter et préparer les enseignants au monde d'aujourd'hui et de demain ? Rejoignez notre groupe d'experts pour écouter leurs points de vue sur le rôle des enseignants d'aujourd'hui et de demain.

## La función cambiante de los docentes y su identidad profesional

ES En el ámbito de la innovación educativa, a menudo se destaca el papel del docente como factor clave del éxito. Pero ¿cómo se percibe el papel del docente en las aulas de hoy? Los docentes están sujetos a exigencias cada vez mayores para que colaboren, innoven, participen en la revisión de currículos, lleven a cabo evaluaciones continuas y emprendan

ellos mismos actividades de aprendizaje durante toda la vida, pero ¿cómo perciben ellos el panorama de su profesión, que cambia constantemente? ¿Qué reformas han realizado las universidades en sus programas para la formación de docentes con el fin de adaptarse y preparar a los profesores que se necesitan hoy y se necesitarán en el futuro? Súmese a nuestro panel de expertos para escuchar sus opiniones sobre el papel actual y futuro de los docentes.

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Erika Elkady, Head of Secondary,  
Jumeira Baccalaureate School, Dubai

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## Dr Heidi Hayes Jacobs

**EN** Dr Heidi Hayes Jacobs is founder and president of the Curriculum Designers Group, providing professional services to schools and organizations internationally to create engaging and meaningful learning experiences, design vertically aligned curriculum maps and support teaching strategies to meet the needs of 21st century learners. She has consulted to groups ranging from international, national, state and provincial education departments, professional organizations such as ASCD, NAESP, Learning Forward, the European Council of International Schools, the Near East School Association, the College Board, ADK International Sino-Canadian Schools in China, New Zealand's Learning Network, the Kennedy Center, the Peace Corps World Wise Schools, Carnegie Hall, Australia's EduTech, the Committee on Teaching About the United Nations, the International Baccalaureate, the NY State Higher Education Commission, the CCSSO workgroup on Global Competencies, and AASA's Collaborative Project focused on innovation. She is on the architectural team of Fielding-Nair International which works in 47 countries on expanding possibilities through modern learning spaces. In 2014 she received the MAIS International Educator Award. She has authored 13 books, the most recent being *Bold Moves for Schools: How We Create Remarkable Learning Environments*, co-authored with Marie Alcock.

### Overview

## Are You Ready to Make a Bold Move in Your School? Creating Modern Learning Spaces, Schedules, and Programmes to Support the Contemporary Learner

How can we prepare our learners for the future? Schools throughout the world are examining the bold moves needed to be a responsive learning environment. If we want innovative and engaging learning experiences for right-now learners then we need corresponding program structures to support those efforts. Dr Jacobs will explore fresh ideas and practices on learning spaces, grouping configurations, schedules, and programme designs. She will share exciting examples of new school architecture from throughout the world but also new types of schedules and grouping patterns to spark our imaginations. Most importantly, she will share specific strategies to not only engage task force teams at IB World Schools in the process of transformation but also to find the courage to do so. As stated in her recent book:

"We support bold moves rather than tepid reiterations of the past because boldness sparks innovation, propelling the actions that are required to complete the transition to 'right now.'"



Heidi Hayes Jacobs est fondatrice et présidente du Curriculum

Designers Group. Ce groupe fournit des services professionnels permettant aux établissements scolaires et aux organisations du monde entier de créer des expériences d'apprentissage intéressantes et qui ont du sens, mais aussi de concevoir des plans de programmes d'études alignés verticalement et de favoriser des stratégies d'enseignement pour répondre aux besoins des apprenants du XXI<sup>e</sup> siècle. Elle a conseillé des groupes du domaine de l'éducation que ce soit au niveau international, national, des États ou des provinces, ainsi que des organisations professionnelles telles que l'ASCD, la NAESP, Learning Forward, le European Council of International Schools, la Near East School Association, le College Board, les ADK International Sino-Canadian Schools en Chine, le Learning Network de Nouvelle-Zélande, le Kennedy Center, les Peace Corps World Wise Schools, le Carnegie Hall, EduTech en Australie, le Committee on Teaching About the United Nations, le Baccalauréat International, la NY State Higher Education Commission, le groupe de travail du CCSSO sur les compétences mondiales et le projet collectif de l'AASA centré sur l'innovation. Elle fait partie de l'équipe d'architectes de Fielding-Nair International qui travaille dans 47 pays sur les possibilités de développement grâce aux espaces d'apprentissage modernes. En 2014, elle a obtenu le prix MAIS International Educator Award. Elle est l'auteure de treize ouvrages, dont le plus récent est *Bold Moves for Schools: How We Create Remarkable Learning Environments*, coécrit avec Marie Alcock.

## Présentation

# Êtes-vous prêts à faire preuve d'audace dans votre établissement scolaire ? Création d'espaces d'apprentissage, d'emplois du temps et de programmes modernes pour assister l'apprenant contemporain.

Comment pouvons-nous préparer nos apprenants pour l'avenir ? Des établissements scolaires dans le monde entier réfléchissent aux actions audacieuses nécessaires pour créer un environnement d'apprentissage réceptif. Si nous voulons que les apprenants d'aujourd'hui effectuent des expériences d'apprentissage innovantes et intéressantes, nous avons besoin des structures de programmes correspondantes pour soutenir ces efforts. Mme Jacobs explorera les nouvelles idées et pratiques en matière d'espaces d'apprentissage, de configuration de groupes, d'emplois du temps et de conception des programmes. Elle présentera des exemples passionnants d'architecture scolaire moderne venant du monde entier, mais aussi de nouveaux types d'emplois du temps et d'organisation de groupes visant à stimuler notre imagination. Surtout, elle partagera des stratégies spécifiques non seulement afin d'impliquer les équipes de travail dans les écoles du monde de l'IB dans le processus de transformation mais aussi pour qu'elles trouvent le courage de le faire. Comme elle l'a dit dans son récent ouvrage :

« Nous soutenons les actions audacieuses plutôt que les tièdes répétitions du passé, parce que l'audace stimule l'innovation et fait avancer les actions nécessaires pour effectuer la transition vers le "maintenant" ».

ES Heidi Hayes Jacobs es fundadora y presidenta de Curriculum Designers Group, que presta servicios profesionales a colegios y organizaciones de todo el mundo para crear experiencias de aprendizaje interesantes y significativas, diseñar mapas curriculares con articulación vertical y facilitar estrategias de enseñanza que permitan satisfacer las necesidades de los alumnos del siglo XXI. Ha prestado servicios de consultoría a diversos grupos, entre los que se cuentan departamentos de educación internacionales, nacionales, estatales y provinciales, y organizaciones profesionales como la ASCD, la National Association of Elementary School Principals (NAESP), Learning Forward, el European Council of International Schools (Consejo Europeo de Colegios Internacionales), la Near East School Association, el College Board, ADK International Sino-Canadian Schools (China), Learning Network (Nueva Zelanda), el Kennedy Center, los Peace Corps World Wise Schools, el Carnegie Hall, EduTech (Australia), el Committee on Teaching About the United Nations, el Bachillerato Internacional, la NY State Higher Education Commission (Comisión de Educación Superior del Estado de Nueva York), el grupo de trabajo sobre competencias globales del Council of Chief State School Officers (CCSSO) y el Proyecto de creación colectiva centrado en la innovación de la American Association of School Administrators (AASA). Integra el equipo de arquitectura de Fielding-Nair International, que trabaja en 47 países para ofrecer nuevas posibilidades mediante la creación de espacios de aprendizaje modernos.

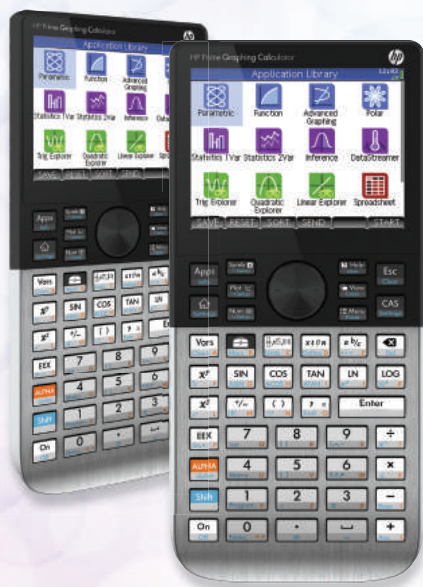
En 2014, recibió el premio al educador internacional de la Mediterranean Association of International Schools (MAIS, Asociación Mediterránea de Colegios Internacionales). Es autora de trece libros, el más reciente de los cuales es Bold Moves for Schools: How We Create Remarkable Learning Environments, escrito en colaboración con Marie Alcock.

### Descripción general

## ¿Está preparado para adoptar medidas audaces en su colegio? Crear espacios de aprendizaje, calendarios y programas modernos para satisfacer las necesidades de los alumnos actuales

¿Cómo podemos preparar a nuestros alumnos para el futuro? Colegios de todo el mundo están analizando las medidas audaces que deben adoptar para ofrecer un entorno de aprendizaje que responda a las necesidades de los alumnos. Si queremos brindar a los alumnos actuales experiencias de aprendizaje innovadoras e interesantes, es necesario contar con programas cuyas estructuras faciliten esos esfuerzos. Jacobs explorará ideas y prácticas innovadoras sobre espacios de aprendizaje, configuración de grupos, calendarios y diseño de programas. Compartirá interesantes ejemplos de nuevos diseños arquitectónicos de colegios de todo el mundo, así como también novedosas modalidades de calendarios y patrones de agrupación que ayudarán a estimular nuestra imaginación. Y lo que es más importante,

compartirá estrategias concretas, no solo para lograr que los equipos de trabajo de los colegios del IB participen en el proceso de transformación, sino también para que tengan el coraje de hacerlo. Como afirma en su reciente libro: "Apoyamos las medidas audaces en lugar de las reiteraciones tibias del pasado, porque la audacia estimula la innovación e impulsa las acciones necesarias para completar la transición hacia el 'ahora'".



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## Ama van Dantzig



**EN** Ama divides her time between Accra and Amsterdam – building bridges between seemingly opposite worlds. An IB alumna with an academic background in Development Studies, her international lens was sharpened early on.

Ama is co-founder of Dr. Monk, a research and ideation studio that takes on issues of global inequality and sustainability. With vast experience on the ground in many countries and communities, Ama believes in the ability of people to generate ingenious solutions for the challenges of our time.

Variety is the spice of life, which is why Ama continues to find energy in the novel and the innovative.

### Overview

## Learning to share

As the writer Fatou Diome said on French television in 2015 when debating with a Dutch right wing politician: “On sera riche ensemble ou on se va noyer tous ensemble” (We will all be wealthy, or we will all drown). These words were spoken in relation to the tragedy of people leaving their homes, crossing the Atlantic in search of better lives. Working for over a decade as social entrepreneurs on global inequality and sustainability has taught us. We know that the conceptualization of society into separate

silos has limited our perspective. Really, we exist in an interconnected web of life – a system. In our quest for impact we have learned to acknowledge complexity and interconnectedness.

The creation and consumption of wealth has as a consequence the inadvertent and capricious emission of CO<sub>2</sub>. While wealthy parts of the world develop, consume and build ambitious dreams, they do not calculate the implications in terms of CO<sub>2</sub> emissions. We do not consider the connection between CO<sub>2</sub> emissions and symptoms of climate change being experienced in other parts of the world: delayed unpredictable and destructive rains, flooding, drought, famine etc. There is no consensus on investments to pay for the impact of climate change in the global south. While wealthy and influential parts of the world make plans for their technological developments there is little attention paid to where the human and natural resources for this development comes from: the global south. When we think of the global south, we think of “help”, “development” and “poverty”. Our conceptualization of our global society is skewed and in many cases backwards. The global south has been investing in the dreams and ambitions of the wealthy for decades if not centuries.



How can we move from the mentality of the rapper 50 Cent's "get rich, or die trying" to the mentality of the street artist of Camden markets reframe of "get rich or try sharing"?

**(FR)** Ama van Dantzig partage son temps entre Accra et Amsterdam, s'efforçant d'établir des liens entre deux mondes que tout semble opposer. Ancienne élève de l'IB, elle a poursuivi ses études dans le domaine du développement et, très tôt, elle a fait preuve d'une vision du monde très affûtée. Elle a cofondé Dr. Monk, un organisme qui utilise la recherche et la formation d'idées pour s'attaquer aux questions de l'inégalité et de la durabilité au niveau mondial. Ama van Dantzig possède une grande expérience du terrain dans une multitude de pays et de communautés. Elle croit en la capacité des gens à trouver des solutions ingénieuses pour les problèmes de notre époque. La variété pimente la vie, et c'est pourquoi Ama van Dantzig puise son énergie dans la nouveauté et l'innovation.

## Présentation

### Apprendre à partager

Comme l'auteure Fatou Diome l'a déclaré à la télévision française en 2015 lors d'un débat avec un homme politique néerlandais de droite : « On sera riche ensemble ou on va se noyer tous ensemble. » Cette phrase a été prononcée dans le contexte tragique des gens qui quittent leur pays et traversent l'Atlantique dans l'espoir d'une vie meilleure. Nous avons beaucoup appris en dix ans d'expérience comme entrepreneurs sociaux sur les inégalités et la durabilité au niveau mondial. Nous savons que le fait de concevoir la société en silos distincts limite notre perspective. Nous vivons véritablement dans un monde complexe interconnecté, dans un système. Dans notre quête d'influence, nous

avons appris à reconnaître la complexité et la corrélation des éléments dans notre monde. La création et la consommation de richesses a pour conséquence l'émission incontrôlée et irraisonnable de dioxyde de carbone (CO<sub>2</sub>). Les régions riches du monde se développent, consomment et matérialisent leurs rêves ambitieux, mais ne calculent pas l'impact en matière d'émissions de CO<sub>2</sub>. Nous ne tenons pas compte de la relation entre les émissions de CO<sub>2</sub> et les indices du changement climatique tels qu'ils ont lieu dans d'autres régions du monde, comme les pluies imprévisibles et dévastatrices, les inondations, la sécheresse, la famine, etc. Il n'existe pas de consensus quant à la mobilisation d'investissements en vue de payer pour les conséquences du changement climatique dans les pays du Sud. Les régions riches et influentes du monde continuent de planifier leurs développements technologiques et se préoccupent peu de savoir d'où viennent les ressources naturelles et humaines utilisées pour ces développements, à savoir les pays du Sud. Quand nous pensons aux pays du Sud, les mots qui nous viennent à l'esprit sont « aide », « développement » et « pauvreté ». Notre conception de la société mondiale est biaisée et très souvent même arriérée. Cela fait des décennies, sinon des siècles, que les pays du Sud investissent dans les rêves et les ambitions des pays riches. Comment pouvons-nous changer de mentalité pour passer de celle du rappeur 50 Cent, « Deviens riche, ou meurs en essayant », à celle de l'artiste de rue des marchés de Camden, « Deviens riche, ou essaye de partager » ?

**ES** Ama divide su tiempo entre Accra y Ámsterdam, construyendo puentes entre dos mundos aparentemente opuestos. Fue alumna del IB y cursó estudios en el ámbito del desarrollo, por lo que forjó su perspectiva internacional desde una temprana edad.

Ama es cofundadora de Dr. Monk, una agencia de investigación e innovación que aborda cuestiones de desigualdad y sustentabilidad a nivel mundial. Tiene amplia experiencia en muchos países y comunidades, y cree en la habilidad de las personas para crear soluciones para los retos actuales.

La variedad es lo que hace la vida interesante, por lo que Ama extrae energía de lo novedoso y lo innovador.

## Descripción general

### Aprender a compartir

Como ya dijo la escritora Fatou Diome en el 2015 en la televisión francesa, en un debate con un político neerlandés de derechas:

“On sera riche ensemble ou on va se noyer tous ensemble” (o nos enriquecemos todos juntos o nos ahogamos todos juntos). Con estas palabras, se refería a la tragedia que viven aquellos que abandonan sus hogares y cruzan el Atlántico en busca de una vida mejor.

Más de una década de trabajo como emprendedores sociales en temas de desigualdad y sustentabilidad a escala mundial nos ha enseñado muchas cosas. Sabemos que la conceptualización de la sociedad en distintos compartimentos ha limitado nuestra perspectiva. La verdad es que existimos en una red de vida interconectada, en un sistema. En nuestro afán por ejercer influencia, hemos aprendido a reconocer la complejidad y la interconexión.

La creación y el consumo de riqueza tienen como consecuencia la emisión inadvertida y arbitraria de CO2. A medida que las partes más ricas del mundo se desarrollan, consumen y construyen sueños ambiciosos, se olvidan de calcular lo que todo ello implica en lo que respecta a las emisiones de CO2. No tenemos en cuenta la conexión entre las emisiones de CO2 y los síntomas del cambio climático que sufren otras partes del mundo: lluvias torrenciales atrasadas, impredecibles y asoladoras, inundaciones, sequías, hambruna, etc. No hay ningún consenso respecto a las inversiones necesarias para pagar por los efectos del cambio climático en el sur del planeta. Mientras las partes del mundo más ricas e influyentes hacen planes para su desarrollo tecnológico, apenas se presta atención al lugar de donde proceden los recursos humanos y naturales necesarios para este desarrollo: el sur del planeta. Cuando pensamos en esta zona, nos vienen a la mente palabras como “ayuda humanitaria”, “desarrollo” y “pobreza”. Nuestra conceptualización de la sociedad global está distorsionada y, en muchos casos, anticuada. El sur del planeta lleva décadas, sino siglos, invirtiendo en los sueños y las ambiciones de los ricos.

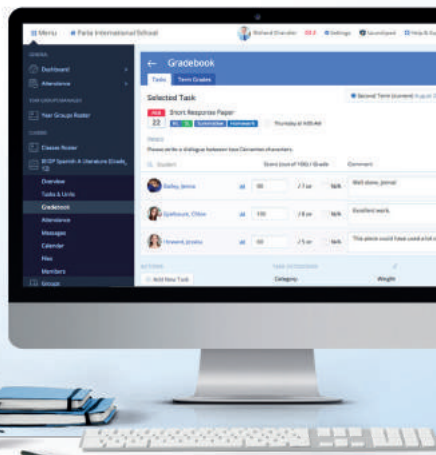
¿Cómo podemos pasar de la mentalidad del rapero 50 Cent, “hazte rico o muere en el intento”, a la versión del artista callejero del mercado de Camden, “hazte rico o prueba a compartir”?



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## Shai Reshef

**EN** President and founder of University of the People, Shai Reshef, is an educational entrepreneur with over 25 years' experience in the international education market. Widely recognized for his work with UoPeople, he was named by the Huffington Post as the 'Ultimate Game Changer in Education,' and included in WIRED's list of the '50 People Who Will Change the World.' He was named one of Fast Company's '100 Most Creative People in Business' as well as a 'Top Global Thinker' by Foreign Policy Magazine. Before founding University of the People, Reshef directed KIT e-learning, the first online university in Europe. Shai Reshef's TED Talk has reached over 5 million viewers.

### Overview

## The Education Revolution: How Online Learning Will Shape the Future of Education for Students and Teachers

We are facing a crisis in higher education: by the year 2025, UNESCO estimates that there will be nearly 100 million qualified applicants seeking seats in universities that do not exist. At the same time, a rapidly evolving and

globalized modern economy demands that job-seekers have advanced credentials, and that educational programs are taught to a high international standard. There is, however, a solution. By harnessing the power of technology, online education has proven to have the capacity to radically transform higher education, providing opportunities for all qualified students regardless of who they are or where they are. University of the People—the world's first non-profit, tuition-free, American accredited online university—is leading this Education Revolution by providing high quality, accessible degree programs at a low cost to students around the globe. With over 17,000 students enrolled from over 200 countries and territories, UoPeople is disrupting the current paradigm of higher education and setting an example for the world. In this special presentation for the International Baccalaureate Organization, UoPeople President Shai Reshef will discuss the future and the potential of online education, along with the opportunities it holds for students and teachers in higher and secondary education alike.

**FR** Shai Reshef est le président et fondateur de University of the People (UoPeople). Il dispose de 25 années d'expérience en tant qu'entrepreneur dans le domaine de l'éducation internationale. Il est reconnu au niveau mondial pour le travail qu'il effectue au sein de cette université. Il a notamment été nommé innovateur par excellence dans le monde de l'éducation par le Huffington Post et fait partie des 50 personnes qui vont changer le monde d'après le magazine WIRED. Il fait également partie de la liste des cent personnes d'affaires les plus créatives dressée par le magazine Fast Company et a été identifié comme étant l'un des plus grands penseurs mondiaux par Foreign Policy Magazine. Avant de fonder University of the People, Shai Reshef dirigeait K.I.T. e-learning, la première université en ligne d'Europe. Ses conférences TED Talk comptent plus de cinq millions de vues.

## Présentation

# Révolutionner l'éducation – Comment l'apprentissage en ligne va-t-il influencer sur l'avenir des élèves et des enseignants en matière d'éducation ?

Nous sommes face à une crise de l'enseignement supérieur. L'UNESCO estime que, d'ici 2025, plus de 100 millions d'élèves qualifiés demanderont à entrer à l'université et il n'y aura pas assez de places pour tous les accueillir. Parallèlement, l'économie mondiale moderne en constante évolution requiert des demandeurs d'emploi qu'ils aient des qualifications pointues et exige des

programmes d'éducation qu'ils répondent à une norme internationale d'excellence.

Cependant, il existe une solution. En maîtrisant le pouvoir de la technologie, l'enseignement en ligne a fait ses preuves et ouvre les portes du changement dans l'enseignement supérieur en permettant aux élèves qualifiés d'y entrer indépendamment de qui ils sont et d'où ils viennent.

University of the People (UoPeople) est la première université mondiale à but non lucratif, sans frais de scolarité et dont les diplômes sont reconnus aux États-Unis. Elle révolutionne l'éducation en fournissant des programmes de premier cycle universitaire de haute qualité, accessible à tous les élèves du monde à moindre coût. UoPeople compte actuellement plus de 17 000 étudiants inscrits, issus de plus de 200 pays et territoires. Elle remet en cause le paradigme de l'enseignement supérieur et montre l'exemple au monde entier. Dans cette présentation exceptionnelle pour l'Organisation du Baccalauréat International, le président de UoPeople, Shai Reshef, présentera le futur et le potentiel de l'enseignement en ligne, ainsi que les possibilités qu'il offre aux étudiants et aux enseignants de l'enseignement secondaire et supérieur.

**ES** Shai Reshef, fundador y presidente de la Universidad del Pueblo (UoPeople), es un emprendedor en el sector de la educación internacional, donde cuenta con más de 25 años de experiencia. Shai ha recibido un amplio reconocimiento por la labor que realiza con la Universidad del Pueblo. El Huffington Post lo consideró el transformador por excelencia en el ámbito educativo. También se le incluyó en la lista de las 50 personas que cambiarán el mundo de la revista WIRED. Fast Company lo sumó a la lista de las 100 personas más creativas en el mundo empresarial y la revista Foreign Policy lo catalogó como uno de los más importantes “pensadores globales”. Antes de fundar la Universidad del Pueblo, Shai dirigió KIT eLearning, la primera universidad en línea de Europa. Más de cinco millones de personas han visto su charla de TED.

### Descripción general

## La revolución educativa: cómo cambiará el aprendizaje en línea el futuro de la educación y qué efectos tendrá para alumnos y docentes

Nos enfrentamos a una crisis en la educación superior: la UNESCO calcula que en 2025 habrá 100 millones de alumnos perfectamente cualificados y listos para solicitar plaza en universidades que no existen. Al mismo tiempo, la economía moderna globalizada y en rápida evolución exige que quienes buscan empleo tengan titulaciones avanzadas y que los programas educativos se impartan ciñéndose a estándares internacionales exigentes.

Sin embargo, estos problemas tienen

solución. Aprovechando el poder de la tecnología, la educación en línea ha demostrado tener la capacidad para transformar de modo radical la educación superior y brindar oportunidades a todos los alumnos bien preparados, sean quienes sean y estén donde estén. La Universidad del Pueblo —la primera universidad del mundo sin ánimo de lucro, gratuita, en línea y acreditada en EE. UU.— está a la vanguardia de la revolución educativa, pues ofrece grados universitarios de gran calidad, accesibles y de costo asequible a alumnos de todo el mundo. La universidad, que ya tiene más de 17.000 alumnos en más de 200 países y territorios, está alterando el paradigma vigente de la educación superior y dando ejemplo al resto del mundo.

En esta presentación especial para la Organización del Bachillerato Internacional, Shai, el presidente de la universidad, se referirá al futuro y el potencial de la educación en línea, así como a las oportunidades que brinda tanto a alumnos y profesores de educación secundaria como a los de instituciones universitarias.

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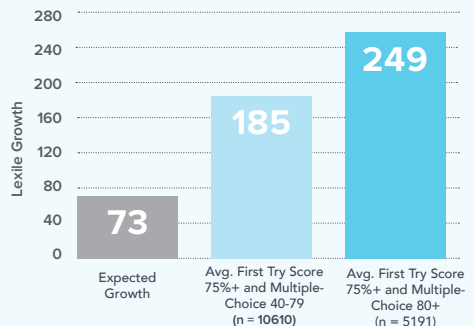
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- **Rigorous instruction** and **targeted support** for **PYP, MYP, DP, and CP**



## 2016-2017 LEXILE STUDY

### 3X THE EXPECTED READING GROWTH

In a recent study, students using the Achieve3000 platform with the suggested frequency of at least two reading activities per week on average obtained three times the Lexile growth expected with typical instruction.



## Panel discussions



New at this year's conference the IB will host panel discussions focussing on different topics of interest to the IB community. So, if you want to tune in on lively discussions on a topic of your interest, we invite you to attend the below panel discussions.

### Alumni shaping the future

Time: **Friday 5 October 11:45 – 12:45**

Moderator: **Sam Loni**, Global Coordinator of SDSN Youth

Panelists: **See our conference app**

Room: **E2**

IB alumni are equipped with the skills and mindset to make a real difference in the world. From leading nations, to astronauts and NGO leaders, our alumni have developed careers which progress society, champion international mindedness and change the world. Our panel will explore what has motivated each alumnus throughout their career, and what lasting impression an IB education has had on their world today.

### The role of education in shaping humanity

Time: **Saturday 6 October 10:15 – 11:15**

Moderator: **Montserrat Gomendio**, Head of the OECD Centre for Skills

Panelists: **See our conference app**

Room: **E2**

50 years ago, the IB's founders had a vision – of an education that could unite people, nations and cultures for a sustainable future. As we approach 2020, when international organizations are set to meet some key strategic goals, we are facing a variety of challenges. There is an increase in global inequality, reduced access to education and growing isolationism within countries. The IB's mission, of education for a better world, seems more relevant than ever. In an increasingly uncertain world, where world peace is under threat, nation states, international organizations and educational leaders need to engage in a debate on how well our education systems are able to help us break down silos, unite cultures and foster a truly international minded approach in our children. Join our panel of leaders to debate the true value of an international education.



## España: hacia una educación basada en las competencias

Time: **Saturday 6 October 11:45 – 12:45**

Moderator: **Maripe Menendez**, IB Regional Development and Recognition Manager for the Iberian Peninsula.

Panelists: **See our conference app**

Room: **L3**

**ES** La prioridad que se otorga en el sistema educativo español al conocimiento de contenidos, en detrimento de la obtención de habilidades para el análisis y la resolución de problemas, plantea tres desafíos principales que siguen sin resolverse: el abandono escolar, la adquisición de competencias y

la internacionalización. La participación de España en distintas evaluaciones internacionales ha contribuido a descubrir algunos de los desfases que debe superar el sistema nacional para ofrecer una educación más competitiva que satisfaga las necesidades de los alumnos del siglo XXI. Súmese a nuestro panel de expertos para discutir los problemas a los que se enfrenta el sistema educativo español.



- 25 subjects covered
- 148 expertly-written textbooks
- 4,000+ interactive learning activities
- A pair of shoes with built-in jetpacks\*

\*Ok, the jetpack bit isn't true, but we know that pointless gadgets aren't really what you need to teach the IB curriculum. What you need is a clear, effective and well-signposted toolkit. So, we've made sure all our resources are well-researched, clearly-laid out and full of simple, practical ideas.

The stuff you need without the clutter you don't.  
And no jetpack shoes. Sorry.

Find out more at [www.pearsonglobalschools.com/ib](http://www.pearsonglobalschools.com/ib)



**Come  
and  
say hi!**

# Grow

# inquiring

# minds

## Grow ideas

Use the explanations and activities in our resources to engage and support any class.

## Grow knowledge

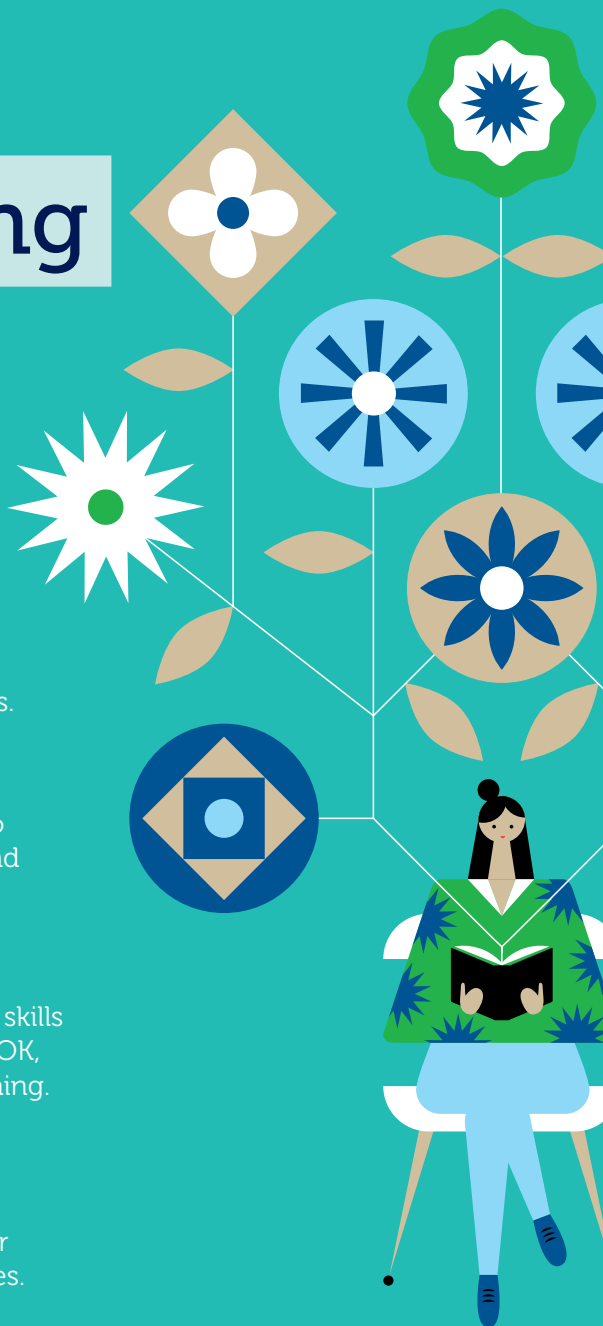
Trust our expert IB authors to provide the most accurate and up-to-date syllabus match.

## Grow inquiry

Develop key interdisciplinary skills with integrated support for TOK, ATL and concept-based learning.

## Grow results

Consolidate essential exam skills and knowledge with our assessment-focused resources.



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## PRESENTATION SESSION STRANDS

Presentation sessions are categorized by strands. These strands are created to provide guidance and to focus interests. They make it easier for participants to find areas of meaningful participation within the conference programme. The strands are categorized as followed:

**International mindedness** – developing engaged citizens of the world

**Innovation** – educators leading the way in international education

**Impact** – on the communities around us

**Service** – embedding impactful learning and teaching in schools

**Community** – professionals working together for a stronger IB

## THÈMES DES SESSIONS DE PRÉSENTATIONS

Les sessions de présentations sont organisées par thèmes. Ces thèmes ont été créés pour orienter les participants et regrouper les centres d'intérêt. Ils aident les participants à identifier les domaines susceptibles de les intéresser dans le programme de la conférence. Les thèmes de la conférence sont les suivants :

**Sensibilité internationale** – former des citoyens du monde engagés

**Innovation** – des professionnels de l'éducation pionniers de l'éducation internationale

**Impact** – sur les communautés autour de nous

**Service** – assurer un apprentissage et un enseignement enrichissants dans les établissements

**Communauté** – des professionnels travaillant ensemble pour construire une communauté de l'IB toujours plus forte

## ÁREAS TEMÁTICAS DE LAS SESIONES DE PRESENTACIÓN

Las sesiones de presentación se categorizan por áreas temáticas. Estas áreas temáticas se han creado para brindar orientación y especificar diversos intereses. Esto facilita a los participantes encontrar áreas de su interés en el programa de la conferencia. Las áreas temáticas son las siguientes:

**Mentalidad internacional** – formar ciudadanos del mundo activos

**Innovación** – educadores que están a la vanguardia en la educación internacional

**Impacto** – en las comunidades que nos rodean

**Servicio** – cómo incorporar en los colegios un aprendizaje y una enseñanza que dejen huella

**Comunidad** – profesionales que trabajan conjuntamente para fortalecer el IB

Thursday 4 October, 10:30 –16:00

## Pre-conference Sessions



The global pre-conference will focus on key topics related to IB programmes, leadership, creativity, integrity and educational research 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 take place at the Austria Center Vienna.

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### **P1: Design your experience: Exploring the potential of personalized learning in the future**

ROOM  
HALL F1

**Presenters:**

**Analourdes Herrera & Warren George**

.....

### **P2: Broadening your school offer by implementing an additional or new IB programme**

ROOM  
HALL F7

**Presenters:**

**Jon Halligan, Vedrana Pavletić, Nicholas Lyddon, Mary Tadros, Peter Fidczuk, Dina Khalaf, Dolly Wanjiku, Adzo Ashie & Maripé Menéndez**

.....

### **P3: Shaping your school's future – supporting the authorization process**

ROOM  
1.61-62

**Presenters:**

**Fiona Clark & Roseline Muchiri**

**P4: Working together to shape the future of synchronized visits**

ROOM  
HALL N

Presenters:

**Margareth Harris, Fidelis Nthenge, Chris Durbin, Diane Ullman, Jeff Bradley & David Ottaviano**

**P5: Leadership for our children’s future**

ROOM  
HALL F2

Presenter:

**Chris Wright**

**P6: Fast track: From vision and mission to strategy to plans and goals in ten steps**

ROOM  
HALL L6

Presenter:

**Peter Kotrc**

**P7: Curriculum Development for the contemporary learner: Building curriculum coherence between PYP, MYP, and DP**

ROOM  
HALL L3

Presenter:

**Dr Heidi Hayes Jacobs**

**P8: Shaping the future by shaping ourselves and our relationships**

ROOM  
HALL M

Presenter:

**Kendall Zoller**

**P9: Building Collective Efficacy by Opening Classroom Doors**

ROOM  
HALL L2

Presenter:

**Stefani Hite**

Friday 5 October, 10:15 – 11:15

# Presentation sessions 1



## Educación física, emocional y saludable: responsabilidad social y gestión de las emociones

**Encarnación Lopez**, Colegio Internacional SEK-Ciudalcampo

Room: **M1**

**MYP**

**Service**

**ES** Educación física, emocional y saludable: responsabilidad social y gestión de las emociones. En el colegio SEK Ciudadcampo hemos diseñado un programa para la mejora de las competencias sociales de los alumnos y el fomento de la actividad física saludable. Desde el área de Educación Física y para la Salud (PAI) se pretende que los alumnos comprendan y aprecien el valor de ser física y socialmente activos, a la vez que gestionan sus emociones y se acercan al positivismo a través del empoderamiento personal (“yo puedo”). En este programa, se emplean estrategias motivadoras, creativas y divertidas donde el alumno se implica al máximo, con lo cual se da pie a una educación bilateral. La propuesta metodológica tendrá en cuenta el momento del desarrollo socioemocional del adolescente, e identificará las estructuras asociativas y el nivel emocional del grupo mediante propuestas de actividades o dinámicas de grupo que nos provean información en los primeros días de implementación del programa.

## What happens when the theatre room becomes a science lab? An experimental collaboration

**Sarah Glendinning**, Malmö Borgarskola  
**Louise Boucher**, Malmö Borgarskola

Room: **M2**

**DP**

**Innovation**

An experimental collaboration between theatre and science - what happens when the theatre room becomes a science lab? This session is inspired by Tony Wagner's ideas on effective collaboration using theatrical and scientific techniques as a way to explore science within its cultural and historical contexts. By researching the science, the social and historical contexts, different types of barriers encountered and exploring the scientists' stories through various scientific and dramatic methodologies they produce an installation. We will share how we promoted girls in science.

## Contextualising learning in the classroom: Exploring environments with virtual and augmented reality

**Gareth Jones**, Halcyon London International School  
**Jon Neale**, Halcyon London International School

Room: N1

PYP MYP DP

Innovation

This session will explore how virtual reality (VR) and augmented reality (AR) have been applied to support and transform learning in the classroom. Identifying apps that enable students to visit and learn about places outside of their local environments, contextualizing learning and enabling students to better relate to their place in time and space. Session structure: 1. Introduction to VR and AR 2. Practical demonstration of VR and AR use for the classroom 3. Presentation of case study research from Halcyon of AR and VR implementation 4. Top 5 VR and AR apps to use in the classroom.

## Reflecting on CIS/IB synchronized evaluations - practical advice for school leaders

**Chris Durbin**, Council of International Schools  
**Fidelis Nthenge**, IB

Room: N2

LEADERSHIP

Impact

During 2017-18, a considerable number of CIS/IB and other agency synchronized evaluations have been conducted. This session will offer the latest update on these and offer practical advice on how to run these effectively from both a school leaders' and programme coordinators' perspective. Participants are encouraged to bring along questions and perspectives.

## Student-Led Curriculum Design as a pedagogical method

**Hege Myhre**, Kongsberg International School

Room: L1

MYP LEADERSHIP

Innovation

This session presents the results of a study by an IB Educator Certificate (IBEC) Masters candidate. The aim was to find out whether Student-Led Curriculum Design (SLCD) as a systematic pedagogical approach could promote meaningful and principled action in the MYP in

the specific context of a school. The school had MYP students aged 13-16 years volunteer to work as a curriculum committee, collaborating in partnerships with MYP teachers, to review and re-design the curriculum in several subjects.

## Blue chemistry

**Ana Maria Rico Benavides**, Colegio Base  
**Beatriz Carolina Rua Troconis**, Colegio Base

Room: L2

DP LEADERSHIP

Community

This is a collaborative project between the subjects chemistry and visual arts implemented in the DP at Colegio Base, Madrid. Students research the cyanotype technique and produce several pieces of work. This project has made it possible for the IB students to show their work to other students, therefore making it a CAS activity. This project has allowed students to learn to make a creative connection between the world of science and the world of art as well as the production of a number of pieces of work, in which they study the scientific and artistic origins of photography.

## TOK and finding the truth behind fake news

**Thomas Duckling**, Aiglon College

Room: L3

DP

International mindedness

How do we equip students to see beneath the puddle-deep superficial surface of modern debate? What does this mean about the nature and understanding of knowledge? This session will show how theory of knowledge (TOK) lessons provide a unique opportunity to directly tackle fake news on a more substantial level, extract second-order knowledge issues from modern media, delve into the nuances of post-truth language and look at how these ideas can connect to other areas of knowledge. All whilst producing more inquisitive and critical students who are able to decipher the truth behind fake news.

## Sustainable schools: Foundations of a better tomorrow

**Ratko Johan**, Matija Gubec International School

Room: L6

PYP MYP DP LEADERSHIP

Innovation

What are sustainable schools? Why do school gardens, DIY ethics and school co-ops play a key role in sustainable schools and how can they be used to further develop the IB learner profile attributes? How are they the perfect service – learning tools for enhancing our curriculum? The goal of this session is to demonstrate that sustainable schools play a key role in our guardianship of the planet. Participants will be motivated to take this new knowledge back to their schools and inspire others to be sparks of change in our global community.

## The IB continuum: An impetus for change

**Awwad Iman**, Amman Baccalaureate School

**Dima Azzam**, Amman Baccalaureate School

**Fiyaz Ahmed**, Ajman Academy

Room: L7

PYP MYP DP CP LEADERSHIP

Impact

The session will share the impact of a continuum IB World School on the school and local community. The presenters will lead the participants through the practices of a continuum school and share with them how it has created a seamless transfer for students across the four programmes. In particular, the case study will highlight the driving factors that impact on the core and complimentary elements of IB programmes; in order to create harmonized practices amongst all stakeholders of the school community.

## Collaborative inquiry through a pedagogy of CARE: Student-teacher researchers

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

Room: L8

MYP DP

Innovation

Caring is a fundamental aspect of our teaching and learning within the IB. Within our schools, there is space for authentic, participatory teacher-student collaborative inquiry that can pave the way towards creating a culture of learners who think and act ethically together. This presentation outlines the presenter's own research inquiry carried out within her practice as CAS and service learning coordinator at the high school campus of an international school in Switzerland, and suggests that through a 'pedagogy of CARE' we can reimagine how teachers and students can work in solidarity with one another as critical, ethical IB learners.

## Gen Z and Beyond: Who they are, how they learn, what they need (& what the world needs)

**Sou Cheng Leong**, Luanda International School

Room: 1.85-86

PYP MYP DP CP LEADERSHIP

International mindedness

The session explores the way adolescents learn in today's multi-modal, networked environments. It focuses on digital literacy and social competencies that can be developed through ATL in IB schools, and the importance of nurturing socially responsible learners. It also aspires to encourage educators to engage in professional development through research inquiries.



## Implementing effective reflection strategies

**Stirling Perry**, AMADEUS International School Vienna

Room: **1.61-62**

DP

Innovation

If teachers and advisors do not implement reflection effectively, students are less likely to internalize the lessons they learn from their experiences. Based on a multi-case study applying grounded theory, this research examined how reflection on experiential learning was implemented at six IB World Schools in Turkey. Several patterns emerged across schools from which the authors developed a theoretical framework for conceptualizing the reflection process for experiential learning with respect to (1) timing and frequency of reflections (2) formats and contexts for reflection and (3) feedback about reflection. The authors make a number of recommendations for improving the reflection process in the aforementioned areas and offer suggestions for future research.

## PYP Update

**Nicole Bien**, IB

**Jan Mills**, IB

Room: **E1**

PYP

Community

In this session, members of the PYP team will share updates across various aspects of the programme including: programme development, professional services, authorization and evaluation, digital publishing and other applicable updates. Attend this session to get the latest information from each department to help you in planning and organizing for the year ahead.

## Explaining assessment principles – creating an exam timetable and marking IA consistently within your school

**Matt Glanville**, IB

Room: **E2**

PYP

MYP

DP

CP

Service

This session will outline some of the principles of what makes good assessment and then focus on two areas that schools are often concerned about. Firstly, it will explain the thinking and considerations behind how the IB creates its examination calendar to meet the needs of students worldwide. Next, the session will consider best practice in how teachers can standardize their marking within their own schools to avoid problems with IA moderation factors.

50

## Presentation sessions 2



### Acción en la educación infantil: aplicación del pensamiento de diseño en el PEP

**M<sup>a</sup> Mercedes Redondo**, Colegio Internacional SEK-Ciudalcampo

Room: **M1**

Innovation

PYP

**ES** El colegio SEK Ciudalcampo aplica técnicas de pensamiento de diseño (design thinking) con alumnos de educación infantil dentro del Programa de la Escuela Primaria (PEP). Se trata de ofrecer a los alumnos herramientas para llevar a la acción proyectos reales que mejoren o cambien los problemas de su entorno. Los alumnos son responsables de los proyectos (indagan, idean y toman decisiones). El profesor facilita el trabajo, guía y crea las condiciones necesarias para que los proyectos se desarrollen. El programa que se estructura en cinco etapas que parten de la indagación y el “aprender haciendo” (learning by doing) ayuda a los alumnos a pasar de la identificación a la acción.

### Bridging the gap: Language lessons as an integral part of the transition between PYP and MYP

**Jeannette Waeder**, Bonn International School  
**Daniela Semar**, Bonn International School  
**Chris Wake**, Bonn International School

Room: **M2**

Innovation

PYP

MYP

LEADERSHIP

A demonstration of how double-year setting for languages can contribute to a smooth transition between PYP and MYP: Primary school pupils familiarise themselves with the MYP objectives and assessment criteria while getting to know secondary procedures, thus removing the need for subsequent explanation or familiarization. Students have no fear of the “big school”, know their way around and are already familiar with the workflows and philosophy of the MYP. Equally, teachers in both divisions of the school work together in the development and delivery of the curriculum, thus fostering a greater “whole school” approach to teaching and learning.

## Planning for Professional Development

Warren George, IB

Room: N1

PYP MYP DP CP

Service

Whether you are new to IB learning and teaching, are a more experienced educator or an expert teacher/leader, the IB offers professional learning experiences that are catered for you and help you grow. Learn about all of the PD options and pathways available and then chart your own or your school's course to promote life-long learning and improved student outcomes.

## How can restorative approaches help international schools?

Sarah Ford, British International School Budapest

Room: N2

MYP DP LEADERSHIP

International mindedness

IB World Schools are not just places of academic learning; they seek to develop positive aspects of human character that empower IB students to help create a better world. Schools around the world have made use of restorative practice to help students turn behaviour incidents into learning experiences, to shift teachers' reactions from punishing to resolving, and to develop a school culture of understanding and respect. The British International School Budapest is currently on a journey to becoming a fully restorative school. This journey has been instrumental in helping us to embed elements of the IB learner profile with young people. Join this session to learn what restorative practice is, how it works and how it has helped us to strengthen our care & guidance provision.

## What living the IB learner profile looks like

Alison Carl, Thuringia International School

Room: L1

PYP MYP DP

Impact

In this session we will look at ways the IB learner profile is built to tackle some of the most demanding challenges of our time. We are currently "sleepwalking into an obesity

crisis amongst children", while seeing an overwhelming rise in mental health issues in our youth. By living the IB learner profile as a school, we can impact hugely on our own community as well as inviting others in to our school from surrounding institutions to see how the IB curriculum can help tackle such broad and complicated issues in a practical way.

## The School Parent Partnership: How schools can foster success for their children by engaging parents

Timothy Roberts, Raffles World Academy

James Lynch, Raffles World Academy

Room: L2

PYP MYP DP LEADERSHIP

Community

Schools often keep parents at arm's length rather than engaging with them. By improving school parent relations, one can improve learning outcomes for students. At Raffles World Academy, we implemented a number of innovative ways to engage parents in the educational process, ranging from the creation of a parent association through to a dedicated training programme for parents to enable them to observe and make informed decisions on the quality of learning. This session will: Demonstrate the benefits of improved school parent relations; detail the formation of a supportive parent association; explain the implementation of a parent lesson observation programme.

## Facilitating authentic play within the PYP

Iris Hall, Strothoff International School

Room: L3

PYP

International mindedness

"Children learn as they play. Most importantly, in play children learn how to learn." (Donaldson) As educators in the early years we say these things and we believe them, but do we really put it into practice? When feeling pressured by parent expectations, well-meaning school requirements and tracking towards standardized benchmarks, play is often compromised. This session aims to challenge and enlighten you on how to plan for authentic play within a unit of inquiry. We will explore the

balance between scaffolded play and student-initiated experiences so that the children are engaged and learning. The presentation will use a real-life example and explore how student-driven play influenced their inquiry and obtained transdisciplinary outcomes beyond those expected.

### Wider developments in the DP and CP

**Sue Wilkinson**, IB  
**Rod McIntyre**, IB  
**Damian Bacchoo**, IB

Room: L6

DP CP

Innovation

Join colleagues from the IB's Academic and Assessment divisions for a session discussing wider advancements in curriculum and programme development in the DP and CP. This presentation will include a review of the May examination session and features of the upcoming November session, as well as updates on a variety of ongoing research and projects (including areas such as student workload, flexibility, and DP review). It will also include discussion on areas such as the recent redevelopment of the DP approaches to teaching and learning workshop.

### Strategies employed by schools to provide flexibility for students committed to education and sport

**Michael Cary**, World Academy of Sport  
**Anne Louise Williams**, World Academy of Sport

Room: L7

DP

Service

This session will allow participants to understand how and why an increasing number of IB World Schools are adapting policies and procedures to allow student-athletes to better balance their commitments to both studies and sport. As well as participants discussing the results of the research conducted in IB World Schools as part of the IB sport pilot conducted in early 2018, participants will hear from one of the pilot school that will provide a first-hand account of their experience in this important area of work. This is an interactive session for IB World Schools interested in flexible learning

delivery to better service individual students who are high performing student athletes.

### Creativity and the brain: The science and innovation for schools of creativity

**Mathew Neal**, American Creativity Academy

Room: L8

PYP MYP DP CP LEADERSHIP

Innovation

Beyond left-brain/right-brain, innovative teachers and leaders must understand the dynamics of KMO's (knowledge, motivation, org. influences) which promote creativity in classrooms to meet with growing demands of problem solving and creativity in 21st century schools. Brain studies articulate each students' ability to embrace creativity and leaders can empower teachers of all disciplines to improve problem solving through mastery of the creative development process.

### Shaping our future: Teacher agency and inquiry

**Ryan Hopkins-Wilcox**, International School of Uganda  
**Daniel Todd**, International School of Uganda

Room: 1.85-86

PYP MYP DP CP LEADERSHIP

Community

The session will share the journey and reflections from creating a school culture that promotes agency. Participants will have the opportunity to clarify their understanding of agency (choice, voice and ownership) and how it can be extended to the adult learners in our communities. Together we will explore how an inquiry based approach to teaching and learning can promote agency. We will inquire into the conditions that best actualise productive, professional inquiry and the way in which we can become inquiring educators, agents of our own learning. We will introduce a model for encouraging teacher agency through professional inquiry and show how it can be adapted to other contexts and communities.

## Utilizing personal project as a catalyst for student impact on the community

Laney Rweyemamu, The KAUST School

Room: 1.61-62

MYP DP

Impact

The KAUST School personal project programme emphasizes drawing on student passions that not only allow for greater personal growth, but lead the student to have a vested interest in the community around them, giving them a path to make and shape their own future. This is done through a series of internal and external opportunities that include: passion-driven mentorship; work with community organizations that allows for depth of understanding of the process and outcome; and a midpoint community exhibition where students present their personal project to receive feedback for reflection and action that will impact their final product. The session's objectives are to understand the value of the personal project and how it can be used as a catalyst for impact on personal growth and community involvement.

### MYP Update

Sarah Phillips, IB

Eleonore Kromhout, IB

Room: E1

MYP

Innovation

The MYP is moving ahead with the full implementation of its new curriculum framework, programme requirements and eAssessment model. Connect with MYP teachers, coordinators and other school leaders to review what's happened recently, what's new, and which directions are under consideration, as first post-MYP: Next chapter curriculum reviews move from research into development. A special focus will be on current and planned support for schools' implementation of the programme.

## Alumni shaping the future

Moderator: Sam Loni, Global Coordinator of SDSN Youth

Panelists: See our conference app

Room: E2

LEADERSHIP

Alumni PANEL

IB alumni are equipped with the skills and mindset to make a real difference in the world. From leading nations, to astronauts and NGO leaders, our alumni have developed careers which progress society, champion international mindedness and change the world. Our panel will explore what has motivated each alumnus throughout their career, and what lasting impression an IB education has had on their world today.

Friday 5 October, 13:00 – 14:00

## Expo sessions Focus groups



### Assessment data: the missing piece of the jigsaw in differentiation in the IB classroom

**Claire Dunn**, GL Education

Room: **Hall L1**

This session is aimed at schools that are looking for relevant and robust data to inform differentiation strategies and measure the effectiveness of teaching and learning at a student, cohort and whole school level. The discussion will draw on case study material from international schools to explain how innovative schools are triangulating their data from multiple sources to identify and support specific needs of learners. Illustrative cases will include the high-achieving but insecure student who needs to develop resilience; the EAL student with hidden literacy support needs and the disengaged who don't have the toolkit to learn.

### Flipping the IB DP Classroom - From Concept to Reality through Intelligent Textbooks

**Alice Ford**, Kognity

Room: **Hall L2**

The flipped classroom methodology is something that many teachers wish to work with to make better use of classroom time, but struggle with implementing in practice. At Kognity we believe that this is a perfect example

of when correctly designed technology can enhance pedagogy and education by creating more independent learners and cementing the role of the teacher as the school's most valuable resource by allowing them to focus on teaching, not admin. This session will focus on bringing the flipped classroom method to life. We will discuss not only what the keys to successfully implementing this methodology in the classroom are, but also how using technology such as Kognity's intelligent textbooks can drastically simplify bringing this approach into reality for teachers.

### Using the past to shape the future with IB World Schools

**Katherine Hall**, Pamoja  
**Hayley Gouhar**, Pamoja

Room: **Hall L3**

At Pamoja we're learners first, teachers second. For almost a decade we've been creating and delivering IB-authorised online courses, training teachers in digital learning strategies, listening to your feedback and learning a whole lot along the way. The result? School Taught. School Taught provides schools and students with flexibility and control over the blended learning experience. It enables teachers to easily flip their classroom, expanding your school's course offering and keeping you at the forefront of educational innovation. Join our

representatives in an interactive session that will give you the opportunity to learn about School Taught.

### Connecting the Dots: Unit Planning, Students who Struggle, and Learning Environments

**Kevin Baird**, Achieve3000

Room: **Hall L6**

In this research-laden presentation filled with pragmatic practices, Kevin Baird – Chairman at the Global Center for College & Career Readiness – addresses best practices for following the IB guidelines for unit planning while integrating content and task approaches to provide access to students who struggle and to accelerate language skills and comprehension. Participants will come away with practical guidance on unit planning, addressing the needs of our most challenging students, and creating truly IB learning environments.

### Future of ManageBac

**Kevin Piersialla**, ManageBac

Room: **Hall L7**

Come hear about our latest updates and upcoming roadmap for 2019 and beyond! We're excited to share details on our increased support for the CP, customized project-based learning worksheets, and more flexible curriculum planners. ManageBac today supports over 2,500 leading IB World Schools in 120 countries to better manage their IB programmes.

### Enhancing the IB science and mathematics curriculum with virtual simulations

**Suzanne Saraya**, ExploreLearning

Room: **Hall L8**

IB STEM educators strive for classrooms where inquiry, collaboration, creativity and exploration are encouraged. In these classrooms, students develop strong problem solving and critical thinking skills. Join us in this session, to learn about Gizmos: powerful, inquiry based and online interactive simulations that promote deep conceptual understanding and a growth

mindset in students of all abilities. Gizmos drive learners to explore trans-disciplinary problems and engage in extensive “what if” experimentation by manipulating key variables and generating and testing hypotheses.

### Combining rigor and engagement in the Mathematics classroom

**Allan Levenstein**, Matific

Room: **Hall M1**

Maths anxiety is real for primary school students. The learning of mathematics provokes fear and anxiety, leading to disengagement, underachievement, and abstention from STEM. Matific's 10 principles use rigor and engagement to assist in alleviating this anxiety and re-engaging students. This, in turn, endears students to mathematics and scientific thinking. The Matific pedagogy focuses on the art of problem-solving and learning by inquiry. The resource teaches the students the fundamental concepts in a fun but very realistic manner so the transition from concrete to abstract is seamless.

### Does predictive data limit ambition or maximise potential?

**Sue Holt**, CEM Durham University


Room: **Hall M2**

This session will explore the usefulness of having a baseline measure for students, especially in relation to current research on brain plasticity and seemingly limitless potential. How can we use of data as part of learning conversations with students? What role does data play in open debate with teachers on teaching approaches which will maximise potential, as well as with senior leaders in creating the school development plan? A personal perspective from an experienced teacher and school leader.

## Ecoles francophones du monde de l'IB – Travaillons ensemble!

Rémy Lamon, IB

Room: **Hall N1**

 Durant cette séance, nous discuterons des besoins des écoles francophones du monde de l'IB, nous partagerons des idées sur la façon d'améliorer l'enseignement IB en français et nous créerons des liens entre nos écoles. C'est le moment adéquat pour discuter nos difficultés et nos succès, et les partager tous ensemble.

## MYP personal projects review

Sarah Phillips, IB

Room: **Hall N2**

The MYP's expedited review of the personal project aims to strengthen implementation, increase assessment validity, and sharpen learning outcomes. This focus group will gather qualitative data on proposed changes in (1) the project report (2) assessment strategy, (3) the project's contribution to the IB MYP certificate, and (4) the relationships between MYP projects, service, and interdisciplinary learning.

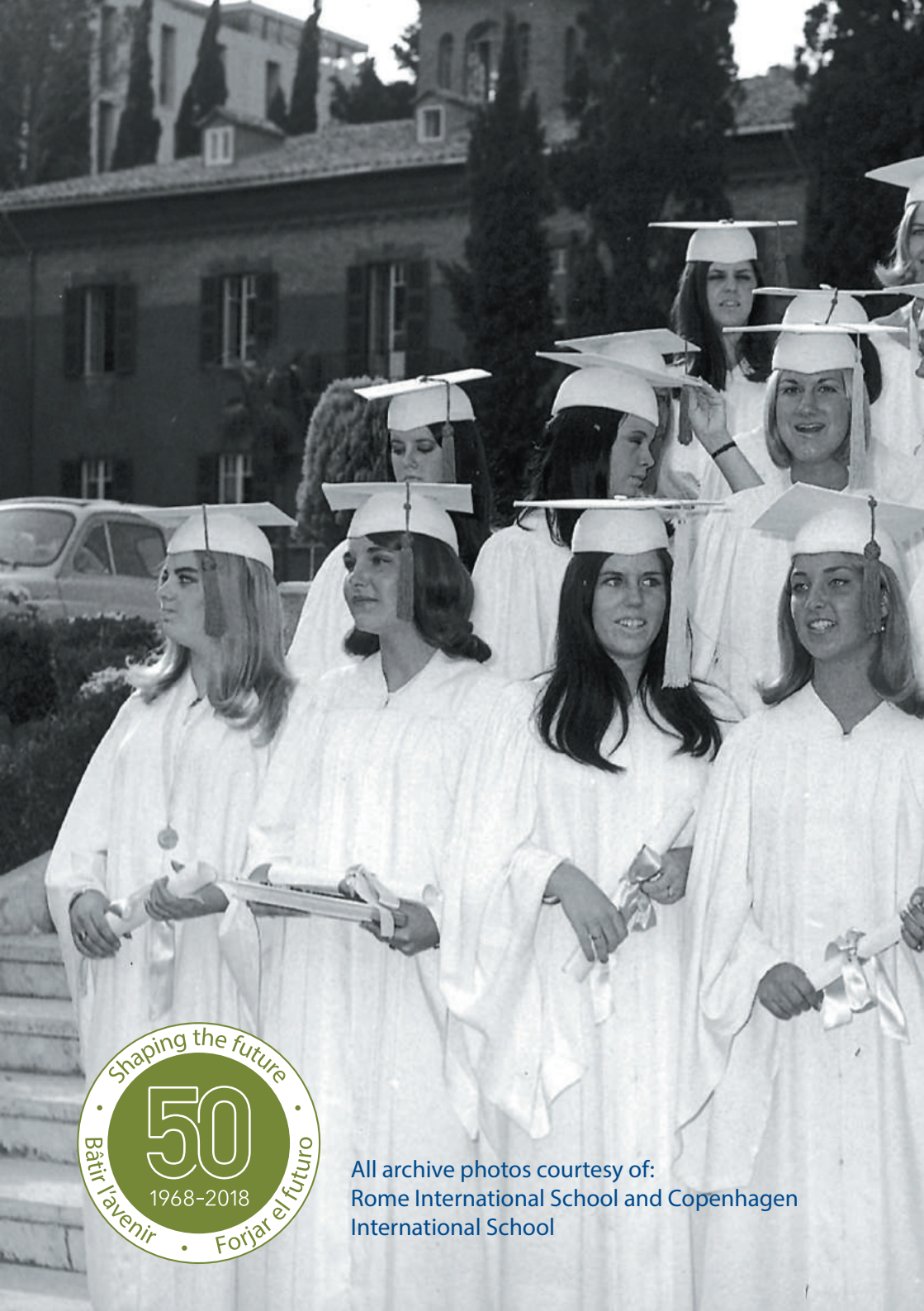
## Programme Standards and Practices

Jane Drake, IB

Room: **1.61-62**

In anticipation of the rollout of Programme Standards and Practices, a focus group will be held to showcase the new digital resource and to gain feedback from our educators on how it can be used and improved.





All archive photos courtesy of:  
Rome International School and Copenhagen  
International School

Friday 5 October, 14:30 – 15:30

## Presentation sessions 3



### Proyectos interdisciplinarios como oportunidad de aprendizaje-servicio en el DP

Núria Miró, Colegio Montserrat  
Monika Horch, Colegio Montserrat

Room: M1

DP CP

Service

**ES** En este taller mostraremos con ejemplos cómo los proyectos interdisciplinarios en el Programa del Diploma crean entornos favorables para dar más profundidad a la comprensión curricular por medio de la aplicación de los conocimientos y habilidades para mejorar la comunidad. También se muestra cómo se favorece el desarrollo de las habilidades de los enfoques de aprendizaje del IB. Los participantes tendrán la oportunidad de empezar a diseñar de forma colaborativa un proyecto y, de esta forma, compartiremos el proceso de diseño de este tipo de experiencias de aprendizaje.

### Regional recognition updates

Jon Halligan, IB  
Dina Khalaf, IB  
Adzo Ashie, IB  
Vedrana Pavletic, IB  
Dolly Wanjiku, IB

Mary Tadros, IB  
Maripe Menendez, IB  
Peter Fidczuk, IB  
Nicholas Lyddon, IB

Room: M2

PYP MYP DP CP LEADERSHIP

Impact

This interactive session will focus on developments and challenges in the area of university and government support for IB programmes. There will be a brief update on the current environment, led by Development staff who work to support the IB in various locations. The rest of the session will be devoted to smaller round-table style discussions leading to a plan that incorporates a “schools first” approach for this year.

### The impact of IBEN and tips for school leaders to capitalize on the benefits

Marjorie Lope, IB  
Juner García, IB  
Kristine Chadwick, Inflexion

Room: N1

PYP MYP DP CP LEADERSHIP

Community

This session is for school leaders interested in discussing how to capitalize on the benefits of having staff who are trained by the IB to be part of a globalized network of highly qualified educators that have a connection with other educators in this professional network as well

as other teachers and schools. A special focus of the session will be results from research that has identified models and approaches that IB World Schools use to capitalize on the benefits of having staff who are specially trained by the IB. This is a great opportunity to learn about the IBEN and consider your school's involvement. The session will end with time for Q&A.

## Peer Mentoring Programmes: A whole school approach from creation to implementation

**Kirsten Murphy**, GEMS World Academy - Dubai  
**Christopher Burch**, GEMS World Academy - Dubai

Room: N2

PYP MYP

International mindedness

When an effective Peer Mentoring Programme is embedded, the benefits can include an increase in positive behaviour, a developed sense of community and improvement in attainment and progress across the school. The importance of developing this programme school-wide can include encouraging positive role models, young leadership, collaboration across age groups and developing positive social skills. Peer mentoring across school year groups allows for smooth transitions and a sense of collaboration and belonging throughout the community. A holistic approach to international-mindedness and emotional intelligence within the student body creates a sense of community within school settings and the greater world.

## Becoming an IB World School - moving through the authorization process

**Fiona Clark**, IB  
**Roseline Muchiri**, IB

Room: L1

PYP MYP DP CP

Community

Seeking authorization to become an IB World School is a rewarding and, at times, challenging journey. Moving through candidacy and implementing an IB education requires schools to review their current curriculum, resources, policies, structures and systems in light of the IB programme being implemented. Through participating in this session participants will understand the authorization process, including the programme specific requirements and

supporting documentation. This session will also provide participants with the opportunity to ask questions and gain clarity about how to make the journey to being an IB World School meaningful, realistic and rewarding.

## Purposeful and personalized: Taking planning meetings forward

**Carrie McEwen**, The KAUST School  
**Andrea Amell**, The KAUST School

Room: L2

PYP MYP DP CP LEADERSHIP

Service

We personalize and differentiate learning for our students, so why not do the same for our staff and planning meetings? This session will focus on how to respond to the individual needs of different planning groups by getting feedback, capitalizing on team expertise, and developing shared leadership opportunities. Participants can expect three big takeaways; 1) an understanding of how data collection and teacher feedback can help shape meeting structures, outcomes, and content; 2) ideas for protocols and facilitator moves that help support collaboration; and 3) actionable next steps for implementation to take back to their schools.

## Get out: The power of learning outdoors

**Simon Waterworth**, The International School of Düsseldorf e.V.  
**Kayleigh Goode**, The International School of Düsseldorf e.V.

Room: L3

PYP MYP

Innovation

Learning in nature and allowing children to explore their local environment develops a sense of wonder and appreciation for the world. As climate change and environmental issues continue to rise up the global agenda, it is important for children to explore and understand the world they are being asked to take care of. The International School of Düsseldorf utilises its outdoor spaces to complement and support learning through creating opportunities for authentic inquiry. With examples of units of inquiry, learning spaces, scheduling and staffing, this session will provide practical ideas for participants to take back to their own learning communities.

## Building bridges: Vienna International School's sustainable ecological approach

**Marti Hendrichs**, Vienna International School  
**Matt Kimber**, Vienna International School  
**Christine Orkisz Lang**, Vienna International School

Room: L6

MYP

International mindedness

At Vienna International School (VIS), active learning and education in science and sustainability starts at an early age. Integrating the science curriculum at VIS as a continuum of three IB programmes was possible through the implementation of the nature of science strand, and the identification of the sustainable development goals through the IB curriculum.

In this instructional session, the integration of science and sustainability practices in primary school will be explored through a dynamic and interactive activity, that shows how the VIS students consider scientific and global issues, build bridges, and take action to implement sustainability in their everyday lives.

## Dance in the PHE MYP curriculum - IDU opportunities, successful unit examples and planning process

**Daniel Mendes Pereira**, International School of Stuttgart  
**Adrian Turner**, International School of Stuttgart

Room: L7

MYP

Impact

How to implement dance in the PHE MYP curriculum? This session provides a detailed account of different unit examples that work for all MYP years, including a step by step guide on how to plan these units will be shared - students' guidelines, rubrics, unit planners, student friendly assignments, criteria brake down, delivery, assessment and reporting. Examples of successful IDUs - subject links and collaborative work. Impact on the school community and development of school tradition. Main difficulties while putting it into practice. Celebrating students' work and learning.

## Language learners and inquiry - ways to facilitate language development within concept-based inquiry

**Evelyn Hargett Galan**, MEF International School, Istanbul

Room: L8

PYP

Innovation

Teachers today are working in multilingual classrooms and face the challenge of engaging a linguistically diverse population in concept-based inquiry while simultaneously supporting language development for the language of instruction. These students enter the classroom with multiple identities and funds of knowledge on which new learning can be built. This course will provide a basic structure and effective strategies to use when planning for language development within this context. Learn to create a transdisciplinary unit that embeds language development into the inquiry cycle. Empower all your students to actively participate in the unit of inquiry and develop conceptual understandings.

## Fostering authentic IB learning through reciprocal learning relationships

**James Costain**, British International School Ukraine

Room: 1.85-86

PYP MYP DP CP

Innovation

Learning is a complex and challenging process for both students and teachers. Traditional school cultures and lesson dynamics make both professional and student learning more difficult than it need be. This session will present ideas and approaches based upon the presenter's experiences, for reciprocal learning and bring greater meaning to the IB ATL as a whole school community learning model.

## Bridges: Transitioning students from PYP to MYP

Janelle Day, American International School of Kuwait

Room: 1.61-62

MYP

Community

Within the IB, transitioning from one programme to another can be challenging for both younger learners and teachers. "Bridges" is a course that was created by MYP teachers at AIS Kuwait to help students transition from PYP to MYP. This course focuses on explicit ATL skills, how to be a successful MYP learner, and allows for opportunities to teach pastoral care informed by school needs. "Bridges" can also help shape teachers into stronger MYP educators for the future by developing a deeper understanding of the programme and exploring it with their students in a risk-free environment.

## DP and CP Update

Damian Bacchoo, IB  
Oksana Jajeczyk, IB  
Ryan Joyce, IB

Room: E1

DP CP

Innovation

This session will review changes to DP subjects that are taking place for first teaching in 2018 and preview changes that will take effect for 2019 and 2020. There will be particular focus on the new courses in mathematics and studies in language and literature which are scheduled for first teaching in 2019. Recent and upcoming developments in the CP will also be reviewed.

## IB and its strategy

Siva Kumari, IB

Room: E2

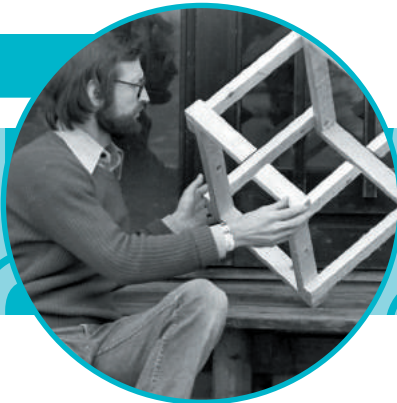
PYP MYP DP CP LEADERSHIP

Community

Please join Siva Kumari, Director General, for a collaborative discussion of the organization's strategy as the IB celebrates its 50th anniversary. Where are we headed as an organization and a community? How do we get there? This session will allow the Director General to share her perspective while actively seeking the input of session participants.

Friday 5 October, 17:00 – 18:00

## Association meetings



Association meetings provide a valuable opportunity for IB associations and networks to engage with their member schools, and focus on topics relevant to the local IB community. The specific content of these meetings will vary according to regional issues.

### **AIBWSI (Association of IB World Schools in Italy)**

**Adam Oliver**, St George's British International School, Rome

Room: **Hall L1**

### **AFIB (Association of Finnish IB Schools)**

**Harri Rinta-aho**, Etelä-Tapiolan lukio

Room: **Hall L2**

### **IBSCA (IB Schools and Colleges Association, UK & Ireland)**

**Robert Tibbott**, IBSCA  
**Peter Fidczuk**, IB

Room: **Hall L7**

### **AGIS (Association of German International Schools)**

**Timothy Kelley**, International School of Stuttgart

Room: **Hall L8**

### **Turkish IB Schools Association**

**Jale Onur**, Turkish IB Schools Association  
**Mine Erim**, Turkish IB Schools Association

Room: **Hall M1**

### **ACES (Association of Central European IB Schools)**

**Peter Murphy**, Vienna International School

Room: **Hall M2**

### **INTESCO - Non-profit Partnership for providing assistance in International Schools development (Russian Federation)**

**Mikhail Mokrinsky**, Letovo School  
**Mikhail Shneyder**, Moscow School 45

Room: **Hall N2**

### **MEIBA (Middle East IB Association)**

**Hana Malhas**, Mashrek International School

Room: **1.61-62**

### **NIBS (Association of Norwegian IB Schools)**

**Mikael Sjöholm**, NIBS

Room: **1.85-86**

### **ASIB (Association of Swedish IB Schools)**

**Peter Larsson**, ASIB  
**Christiane Candella**, ASIB  
**Gilles Kennedy**, ASIB

**Ruth Walton**, ASIB  
**Madelene Mumford**, ASIB

Room: **Hall L3**

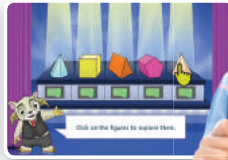
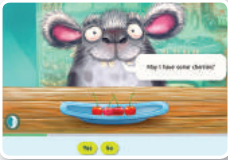
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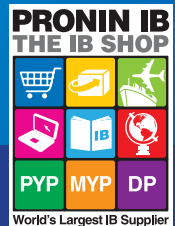
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## Presentation sessions 4



### Lonely libraries? How we can shape the future of our hubs of learning

**Fleur Doornberg-Puglisi**, International School of the Gothenburg Region (ISGR)

Room: **M1**

**PYP**

**Innovation**

In this session, we will look into the form and function of our school libraries. We explore the reasons why we need school libraries. What are the key elements? Who are the stakeholders? Our key question during this interactive and collaborative workshop is, "how do we turn our school libraries into hubs of learning?" Everyone, whether you are a library teacher, librarian, class mentor or in the leadership team of your school, can bring their perspective, experience and knowledge to the table. Participants will leave this workshop with a clear picture of what a hub of learning can look like, tools they can use to make a change, and the inspiration to do so.

### Building bridges across programmes: Reflections from an IB Continuum World School

**Luke MacBride**, Lincoln Community School  
**Kay Strenio-Anagnost**, Lincoln Community School  
**Lisa Thompson**, Lincoln Community School

Room: **M2**

**PYP MYP DP LEADERSHIP**

**Community**

Do you ever feel as though your school is actually three different schools that all work in isolation? Do you work at an IB continuum school (PYP, MYP, DP and CP)? Join this informative and interactive session where we introduce you to schoolwide initiatives such as "Teacher Swaps," "Learning Walks," "Mother Tongue Initiatives" and much more. Learn different ways to blend all three school divisions into your school culture, faculty meetings and across developmental stages.

### Service-learning and the digital divide - an interdisciplinary journey to a Tanzanian village

**Ingrid Chavez**, International School Moshi (ISM)  
**Benson Kiema Katiwa**, International School Moshi (ISM)

Room: **N1**

**MYP**

**Service**

Through an engaging exploration of issues concerning digital equity and the digital divide we will take our audience through an interdisciplinary unit and into a local Tanzanian



village. By sharing a meaningful and authentic interdisciplinary unit that is service-learning based, the audience will be challenged to consider what role we play as IB educators in shaping the future with global citizens who know we cannot leave behind communities that may be different from our own. Our interdisciplinary unit takes our student learning outside of the classrooms in the Village of Shiri Mugugani, where our international students and local school students collaboratively use digital storytelling to digitally convey stories of diverse perspectives in history.

### Encouraging learners to rethink academic honesty in the post truth world

**Adam Jozef**, St. George's English International School, Duisburg - Düsseldorf

Room: N2

MYP DP CP LEADERSHIP

Impact

The topic of academic honesty can often be something learners reluctantly engage with in their studies and, often, younger learners do not grasp the vital importance of academic honesty in an age where information has never been more readily available. Using a range of subject areas, IB Diploma students at our school have been encouraged to reflect on the wider importance of academic honesty by exploring the status of truth in today's society. The aim of the exploration has been to encourage learners to respect the fragility of information and the challenges that the information age can pose to the acquisition of truth.

### Mindfulness in the MYP

**Hester Helsloot**, International School of Amsterdam

Room: L1

MYP

Impact

Students are often stressed, over-worked and exhausted. They transfer in a flurry from classroom to classroom, participate in multiple extra-curricular activities and spend more time than ever staring at a screen. Playing outside and sleeping on time are often neglected. Giving our students even one rest point in a day has shown an increase in their ability (and willingness) to focus on their learning. With

mindfulness being one of the more challenging ATL skills, I believe we are missing out on a great opportunity to show our students how to truly relax in what is often a complex and hectic life. This workshop will allow you to learn how you can offer students some tools that they can implement.

### Aristotle's "Interactive Museum": Research-engaged schools and the future of international education

**Tim Logan**, Isamilo International School

Room: L2

PYP MYP DP CP LEADERSHIP

Innovation

There is an 'urgent case for reimagining today's schools' (Modern Learners, 2017).

In this session, participants will investigate three developing themes in current educational thinking and practice:

- The major shift in how international schools are accredited – exemplified in NEASC/CIE's 'ACE Learning' framework.
- The increasing engagement in/with educational research in schools.
- The developing understanding of complex adaptive systems (such as schools) and how change happens within them.

As they align, these themes are beginning to produce a powerful emergence that could shift how international schools operate in transformative but unpredictable ways. Come and be part of the conversation!

### Wider Developments in the DP and CP (Repeat)

**Rod McIntyre**, IB  
**Sue Wilkinson**, IB  
**Damian Bacchoo**, IB

Room: L3

DP CP

Innovation

Join colleagues from the IB's Academic and Assessment divisions for a session discussing wider advancements in curriculum and programme development in the DP and CP. This presentation will include a review of the May examination session and features

of the upcoming November session, as well as updates on a variety of ongoing research and projects (including areas such as student workload, flexibility, and DP review). It will also include discussion on areas such as the recent redevelopment of the DP approaches to teaching and learning workshop.

## Regenerative design for emergent schools

**Katharine Burke**, Skagerak International School

Room: **L6**

**PYP MYP DP LEADERSHIP**

**Innovation**

How should schools prepare students for the future while retooling to meet ecological challenges? The answer is to think and act like the ecosystems we intend to preserve. This presentation introduces principles of regenerative systems design, a developing practice emerging from ecology and whole systems thinking. Regenerative design offers tools for eco-literacy at all levels, between students, in classrooms, within the faculty, school, the community. Concrete examples in schools are given and solicited from the audience and in the final section of the presentation, participants apply the new schema to a situation of their own in their schools or classrooms.

## Promising public relations (PR) strategies and implementation of the IB

**Dzenana Ceman**, Vienna International School

Room: **L7**

**DP LEADERSHIP**

**Community**

This session will focus on five fun and informative PR strategies that enhance the way schools promote and educate their community about IB programmes. Who is the most credible spokesperson for the IB? What is the best way to deliver the message? How does PR enable us to avoid myths about the IB? These are just some of the questions that will be explored through specific case studies and research from IB World Schools in the US and from the faculty at New York University, Bath University and Columbia University.

## Research update

**Bradley Shrimpton**, IB  
**Kristine Chadwick**, Inflexion

Room: **L8**

**PYP MYP DP CP LEADERSHIP**

**Impact**

This annual update from the IB Research Department will report findings from recent research studies undertaken across the globe exploring the qualities and characteristics that distinguish IB World Schools and IB students. The session will feature a special guest, Dr Kristine Chadwick, who will explore key findings from research on the impact of IBEN participation for IB World Schools. As part of the session participants will also be invited to offer their suggestions for what should be included (and what mediums used) in developing an IB research findings pack that could be used by IB schools.

## Designing for learning & innovation - an approach to embedding SDGs in the whole school curriculum

**Ian Smith**, International School of Geneva - La Châtaigneraie

Room: **1.85-86**

**MYP**

**Innovation**

We put the critical, creative and IB student at the centre of learning, but to what extent are students in the driver's seat? How do we, as educators, really empower students to have full ownership of their own learning, to be independent and interdependent problem solvers with empathy, compassion and respect? "StartUpSomethingThatMatters" promotes a socially entrepreneurial mindset to nurture innovation, collaboration and compassion by embedding the Sustainable Development Goal's in the curriculum, through translation and localisation. The session will provide a practical case study aligning learning experiences to authentic challenges, to develop knowledge, skills and dispositions.

## Great formative assessment for all

Kala Parasuram, IB

Room: 1.61-62

DP CP

Service

Drawing insights from recent literature and research, this session will highlight the essential elements (features, principles, elements and tools) underlying successful formative assessment. The presenter will share practical ideas on classroom activities and encourage teachers to try out some of these strategies in class and embark on a continuing discussion and peer learning journey in IB World Schools. This session will also outline the principles of universal design of assessment, which is an essential approach in creating formative assessment for all students, to cater to the extensive learning diversity in the IB classroom.

## PYP update (Repeat)

Nicole Bien, IB

Jan Mills, IB

Room: E1

PYP

Community

In this session, members of the PYP team will share updates across various aspects of the programme including: programme development, professional services, authorization and evaluation, digital publishing and other applicable updates. Attend this session to get the latest information from each department to help you in planning and organizing for the year ahead.

## The role of education in shaping humanity

Moderator: **Montserrat Gomendio**, Head of the OECD

Centre for Skills

Panelists: **See our conference app**

Room: E2

LEADERSHIP

Unity in Education PANEL

50 years ago, the IB's founders had a vision – of an education that could unite people, nations and cultures for a sustainable future. As we approach 2020, when international organizations are set to meet some key strategic goals, we are facing a variety of challenges. There is an increase in global inequality, reduced access to education and growing isolationism within countries. The IB's mission, of education for a better world, seems more relevant than ever. In an increasingly uncertain world, where world peace is under threat, nation states, international organizations and educational leaders need to engage in a debate on how well our education systems are able to help us break down silos, unite cultures and foster a truly international minded approach in our children. Join our panel of leaders to debate the true value of an international education.

50

Saturday 6 October, 11:45 –12:45

## Presentation sessions 5



### The reflective project: Shaping futures and raising aspiration

**Rebecca Pickard**, Formerly of Dane Court Grammar School

Room: **M1**

**CP**

**Impact**

This session explores how the reflective project can be used as a vehicle to raise the aspirations of students and really help them shape their future in dynamic ways. Taking the ethical, critical and reflective skills at the heart of a successful reflective project, we will explore real world examples where an understanding and implementation of these skills has been fundamental to success. This session will offer practical suggestions in the delivery of the reflective project to promote vision and ambition in students that has a lasting impact beyond the classroom.

### IBWS: Supporting schools to develop and sustain their IB programmes

**Adrian Kearney**, IB  
**Toby Courtney-Thomas**, IB  
**Fidelis Nthenge**, IB

Room: **M2**

**PYP MYP DP CP LEADERSHIP**

**Service**

It has been a year since the creation of the IB World Schools department which aims to provide more engaging, effective and tailored support to schools. In this session, the team will

give a summary of the work they have done with schools to date and lay out some of the milestones established for the year ahead. The IBWS department has identified key stages for authorized schools (e.g. pre-evaluation), and we will unpack the types of support that we can provide at each key stage. Furthermore, the session provides an important opportunity for us to hear from our community about the experience so far and to help identifies priorities for the future.

### Better together: Adding quality to collaborative meetings by using pedagogical documentation

**Briony Taylor**, International School of Geneva - La Châtaigneraie  
**Dagmar Dijkstra**, International School of Geneva - La Châtaigneraie  
**Stéphanie Clavel**, International School of Geneva - La Châtaigneraie

Room: **N1**

**PYP**

**Community**

We will share the journey of how we came together as a team of PYP early years teachers, to adopt the mind-set of curious researchers and improve our classroom observation practices to enhance our professional development. We will explain how our work is inspired by the Reggio Emilia approach and how we are using pedagogical documentation as a central pillar in our collaborative meetings and classroom practice across the curriculum.

This session will be informative and practical - it is hoped that teachers will be inspired to take some of the ideas shared back to their own contexts to improve the quality of their collaborative meetings.

## Confessions of a co-teacher: Thriving in a shared learning environment

**Brianna Caldwell**, International School of Dusseldorf  
**Caitlin Howald**, International School of Dusseldorf

Room: N2

PYP

Innovation

74 kids. Five teachers. One learning space. No survivors - only thrivers! We said goodbye to single-cell classrooms, and hello to co-teaching. We are five classroom teachers now working together in one flexible learning community, sharing responsibility for all students in the grade level. Curriculum planning, teaching, and student assessment are all done collaboratively. Come hear about our second year in an innovative and flexible learning environment. We'll share our learning philosophy, learning model, and how our newly redesigned space enhances student agency and learning.

## Building on strengths: Developing a culture of continuous improvement through Appreciative Inquiry

**Sheena Nabholz**, Lincoln Community School  
**Greta Keltz**, Lincoln Community School  
**Troy Duffield**, Lincoln Community School

Room: L1

PYP

MYP

DP

CP

LEADERSHIP

Impact

Appreciative Inquiry (AI) is a model which flips traditional problem-solving on its head. It enables one to focus on an organization's strengths and successes as well as investigate into the factors that made those successes possible. Armed with this information, school leaders can apply these strengths to other aspects where a school would like to grow and improve. This session will focus on how the AI model can be used to further strategic goals and create a positive school culture.

## Using the IB core to foster openness and curiosity

**Robin Press**, Anglican International School Jerusalem  
**Brittany Browning**, Anglican International School Jerusalem

Room: L2

DP

International Mindedness

This session will focus on how the IB core functions at our school as a tool for authentic learning. We will share about effective interaction between the DP's core components and the role of subject teachers' awareness of the core. Using video interviews with teachers, students and parents, we will present case studies which demonstrate how our experiences in EE, CAS and ToK have overlapped to foster an understanding of global citizenship. The session will provide an opportunity to exchange ideas and to think creatively about utilizing the core to deepen the culture of international-mindedness in our school communities.

## España: hacia una educación basada en las competencias

Moderator: **Maripe Menendez**, IB Regional Development and Recognition Manager for the Iberian Peninsula  
Panelists: **See our conference app**

Room: L3

LEADERSHIP

Spanish PANEL

**ES** La prioridad que se otorga en el sistema educativo español al conocimiento de contenidos en detrimento de la obtención de habilidades para el análisis y la resolución de problemas plantea tres desafíos principales que siguen sin resolverse: el abandono escolar, la adquisición de competencias y la internacionalización. La participación de España en distintas evaluaciones internacionales ha contribuido a descubrir algunos de los desafíos que debe superar el sistema nacional para ofrecer una educación más competitiva que satisfaga las necesidades de los alumnos del siglo XXI. Súmese a nuestro panel de expertos para discutir los problemas a los que se enfrenta el sistema educativo español.

## MYP Update (Repeat)

Sarah Phillips, IB  
Eleonore Kromhout, IB

Room: L6

MYP

Innovation

The MYP is moving ahead with the full implementation of its new curriculum framework, programme requirements and eAssessment model. Connect with MYP teachers, coordinators and other school leaders to review what's happened recently, what's new, and which directions are under consideration, as first post-MYP: Next chapter curriculum reviews move from research into development. A special focus will be on current and planned support for schools' implementation of the programme.

## Fake news and the IB learner: Dealing with false information in the 21st century

Yousef Shuwayhat, Amman Baccalaureate School

Room: L7

MYP

Innovation

The term "fake news" has exploded onto the public consciousness over the past two years and has been used both to discredit the truth and to call out falsehoods, often making us question everything we know as a society. As education becomes increasingly more reliant on the Internet, students are especially vulnerable to bad information. How, then, can we help our students navigate the often-dangerous seas of misinformation that form part of their journey towards becoming lifelong learners? This session looks at strategies gleaned from case studies and classroom practices that can be applied across the MYP in order to help students develop skills to tackle information literacy, particularly when it comes to identifying fake news and misinformation on the Internet.

## Leading educator professional development that promotes international-mindedness

Angeline Aow, Berlin International School

Room: L8

PYP

MYP

DP

CP

LEADERSHIP

International mindedness

Our colleagues come from countries around the world, have different cultural backgrounds and speak multiple languages. How best can we lead educators in a way that promotes international-mindedness? What do we need to take into consideration? During this session we will explore what we need to be mindful of to ensure that the professional learning cultures in our schools are not only focused on promoting international-mindedness in students, but also among the professionals working with them. We will consider how we can apply this knowledge when designing educator learning.

## Pentatonic Pythagoras

Kristy Kelly, International School of Zug and Luzern, Zug Campus

Neil McCallion, International School of Zug and Luzern, Zug Campus

Room: 1.85-86

PYP

LEADERSHIP

Innovation

The future of learning will need to include truly transdisciplinary opportunities for children to develop deep understandings in authentic contexts. This session describes a developing project of building such opportunities in mathematics and music. Learning through these combined lenses has led to improvements in students' understandings in both disciplines. Participants will experience some of the learning engagements that were used in this inquiry-based project to enhance students' understanding of:

- Fractions
- Equivalence
- Problem solving
- Musical notation
- Rhythm
- Composition

This innovative project enabled teachers to develop their practice in unexpected areas and provide opportunities for impactful learning.

## How the CP and DP benefit stakeholders throughout school and wider communities

Alexander Klaiss, The Prague British School

Room: 1.61-62

DP CP

Community

Schools possessing the commitment and the resources to offer both the DP and CP provide students with potentially lucrative educational options that help them and the wider community. During the session, we will highlight the importance of schools guiding students to make well thought-out decisions in their choices, as well as helping them to forge links with the local and wider communities. Through presentation by the session leader and discussion amongst session participants, links between schools and organizations will be explored, as will the potential for improved opportunities, particularly for CP students, to access apprenticeship positions, university places, as well as direct employment following the completion of their programme.

## Interacting with the revised programme standards and practices

Jane Drake, IB

Room: E1

PYP MYP DP CP LEADERSHIP

Service

Having been introduced to the revised programme standards and practices framework in previous conferences, schools will have their first interaction with the core content when it is published onto the programme resource centre this quarter. Through activities and discussion, participants will be introduced to the new resource with particular focus on how this might be used to inform school development and daily practice. This session is relevant for all programmes and all members of the school community.

## Academic integrity – Expectations on schools to ensure the integrity of assessments

Matt Glanville, IB

Room: E2

PYP MYP DP CP

Service

The IB has recently published a new document, “Expectation of IB World Schools to ensure the integrity of assessment”. This document sets out the expectations and responsibilities of schools, students and the IB to ensure that IB assessment grades are regarded as meaningful and trustworthy across the entire world. This session will explain the thinking and principles behind the document and explain how the IB will be implementing it.

Saturday 6 October, 13:00 –14:00

## Expo sessions Focus groups



### Are attitudes holding your students back?

**Claire Dunn**, GL Education

Room: **Hall L1**

By looking at things from a student's perspective we can understand what they feel capable of, and determine what support they need. The Pupil Attitudes to Self and School survey provides benchmarked data that can provide a fresh perspective from the whole-school down to the individual student.

### How the new *Ideal Libraries Guide from the IB* will help improve student success

**Jennie McKenzie**, Follett  
**Bushra Ghannam**, Follett

Room: **Hall L2**

We are pleased to invite you to join us for a round table discussion and focus group on the IB's newly released "Ideal libraries: a guide for schools". Research has shown the importance and impact of a strong school library for student success and this new guide can help to strengthen your curriculum and student and staff achievement.

This session will help you to:

- Understand why this guide was created
- Identify the main points of the new guidelines
- Define how the guide may impact your library and classrooms
- Discover services and resources available

to help you meet your goals of a library truly incorporated into the overall school structure. Discussion is encouraged to share success stories, challenges, and what you feel the new guidelines might mean for your students, staff and school community.

### Future of ManageBac

**Kevin Piersialla**, ManageBac

Room: **Hall L3**

Come hear about our latest updates and upcoming roadmap for 2019 and beyond! We're excited to share details on our increased support for the CP, customized project-based learning worksheets, and more flexible curriculum planners. ManageBac today supports over 2,500 leading IB World Schools in 120 countries to better manage their IB programmes.

### DP mathematics: Embed a concept-based approach

**Suzanne Doering**, Oxford University Press

Room: **Hall L6**

How confident do you feel about applying a concept-based approach in your classroom? In this engaging session, IB educator and author Suzanne Doering will present concrete strategies for developing students' conceptual understanding and skills in the context of the



new DP mathematics courses – providing learners with meaningful opportunities to investigate and generalize patterns, solve complex problems spanning multiple topics, and model “messy” situations using appropriate mathematical tools.

### DP mathematics - Are we ready for the next seven years?

**Ibrahim Wazir**, Pearson Global Schools

Room: **Hall L7**

In April 2017 and May 2018 the IB published two very important reports about the upcoming Maths syllabus for first teaching from August 2019 and first examinations in May 2021. This session will attempt to address the differences and similarities with the present syllabus, including: structure, content, external assessment, internal assessment, delivery style and the role of technology. The session will also consider what happens to Studies students, teaching SL and HL in the same class, and most importantly what is expected of you, the teacher.

### Navigating the global university landscape for IB students: What can data tell us?

**Giovanni Fior**, Bridge-U  
**Kelsey Botne**, Bridge-U

Room: **Hall L8**

In this session, you will learn how grades and major demographic factors impact the success of IB student applications to universities around the world. We will draw on data insights from the largest survey of this kind - The IB Destinations Survey, our first joint venture with ManageBac. Select experts will then share how IB schools can best navigate an ever-expanding range of university destinations. We will follow up with an open discussion on how to help students leverage the IB experience in global university applications.

### Combining rigor and engagement in the Mathematics classroom

**Allan Levenstein**, Matific

Room: **Hall M1**

Mathematics anxiety is real for primary school students. The learning of mathematics provokes fear and anxiety, leading to disengagement, underachievement, and abstention from STEM. Matific’s 10 principles use rigor and engagement to assist in alleviating this anxiety and re-engaging students. This, in turn, endears students to mathematics and scientific thinking. The Matific pedagogy focuses on the art of problem-solving and learning by inquiry. The resource teaches the students the fundamental concepts in a fun but very realistic manner so the transition from concrete to abstract is seamless.

### Investigating knowledge: Under what circumstances can we be certain that Ideas Roadshow is the ideal DP resource?

**Irena Burton**, Ideas Roadshow

Room: **Hall M2**

Ideas Roadshow’s new DP Portal received an enthusiastic reception at its launch at the IB Conference in San Diego. Irena Burton will give a demo of the database’s extensive collection of videos (400+) and matching print resources featuring a broad array of world-leading experts; the dedicated section of TOK resources which includes 240 videos and over 500 sample KQs; the extensive bank of cutting-edge research ideas to support students with their extended essay and presentation; teacher guides highlighting curriculum-relevant points and specific opportunities to integrate courses with TOK.

## Colegios del Mundo IB en España - ¡Vamos a trabajar juntos!

Antonio Muñoz, IB

Room: **Hall N1**

**ES** Durante esta sesión se discutirán las necesidades de los Colegios del Mundo del IB en España, se compartirán ideas sobre cómo mejorar la implementación de los programas del IB y crear conexiones entre los colegios del IB. Será un momento de encuentro para analizar distintos temas y compartir éxitos y desafíos.

## Programme Standards and Practices (Repeat)

Jane Drake, IB

Room: **N2**

In anticipation of the rollout of Programme Standards and Practices, a focus group will be held to showcase the new digital resource and to gain feedback from our educators on how it can be used and improved.

## Empowering teachers to be agents of transformation for the Sustainable Development Goals (SDGs)

Siamak Sam Loni, UN Sustainable Development Solutions Network (SDSN)

Room: **1.61-62**

This focus group has 4 objectives:

- (1) Better inform IB teachers about the most important global agreements of the 21st century, the Sustainable Development Goals (SDGs) and the Paris Climate Agreement, and what they mean for our societies.
- (2) Explain the role IB educators can play in the implementation of these important global agreements, in particular the Sustainable Development Goals (SDGs), using their existing knowledge, expertise and influence.
- (3) Provide IB teachers with tools & resources, which they can use to engage their classrooms and students in the achievement of these global agreements, and train them on how to use these effectively.
- (4) Assess the interest of IB teachers in contributing to the 2030 Agenda for Sustainable Development and the Paris Climate Agreement through teaching and classroom activities and assessments.

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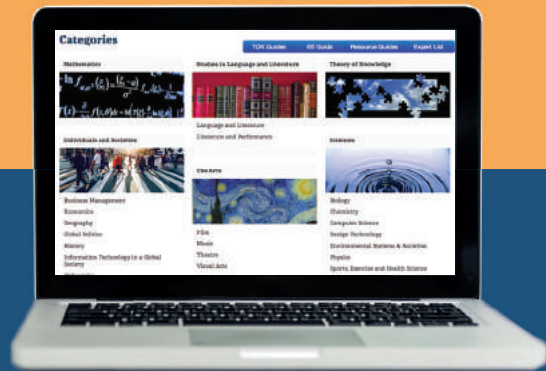
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- A vast repertoire of suggested extended essay research ideas presented in a clear, user-friendly fashion.
- Teacher guides across all subject groups (other than Language Acquisition) that itemize curriculum-relevant points and specific opportunities to integrate courses with TOK.



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For further information, please contact irena@ideasroadshow.com.



Saturday 6 October, 14:30 –15:30

## Presentation sessions 6



### Understanding students' cultural diversity & learning preferences – a strategic improvement tool for international schools

**Edmond Maher**, Council of International Schools  
**Dave Stanfield**, Council of International Schools

Room: M1

PYP MYP DP CP LEADERSHIP

International mindedness

Each student has distinct values, communication styles and approaches to learning, yet many assumptions are made based on stereotypes. How can international educators better understand students' learning preferences and cultural dispositions to improve teaching and learning?

The presenters will reveal key findings from a study looking at the relationship between student cultures and learning preferences that can be used to individualise teaching strategies, support students in transition, and enhance student engagement. The group will discuss effective strategies of how to align learning expectations within a school community and adapt learning environments accordingly.

### Responsive classroom: Using morning meetings in the PYP early years

**Vanessa Keenan**, Raha International School

Room: M2

PYP

Community

Attendees will observe and understand how the morning meetings can be implemented in a PYP early years class. Attendees will understand how community is built using the morning meeting model and how student agency is promoted through the meetings.

### Active multilingualism and its role in international education

**Karen Serritslev**, Copenhagen International School  
**Ron Rosenow**, Copenhagen International School

Room: N1

PYP MYP

International mindedness

IB learners strive to be communicators, who express themselves confidently and creatively in more than one language and in many ways, so as international educators, it is our responsibility to facilitate learning experiences which allow them to do this. Experiences which, in our opinion, provide opportunity for development of mother tongue, or as we call it, home language.

Over the past five years, we have worked to integrate home language learning opportunities in our classrooms and wider-school community, in an attempt to, like the IB, support 'multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness.'

### Flexible classrooms: A reboot for enhanced learning

**Carole Ly**, International School of Geneva - La Châtaigneraie  
**Carine Lagacé**, International School of Geneva - La Châtaigneraie

Room: N2

Innovation

PYP

Learning environments affect and reflect our values and beliefs about learning. The enhanced PYP highlights the importance of creating spaces that encourage student agency. Flexible classrooms are spaces of freedom and responsibilities that invite children to make choices in their learning while respecting everyone's well-being. Teachers take a leap in trusting their students to take ownership of their education. Students trust their teachers to understand their needs. We will first explore flexible classrooms concept using Simon Sinek's golden circles and then envisage the impact they have on students' involvement, pleasure and success.

### Strengthening the DP core: The CAS-TOK connection

**Hesham Elnagar**, International Academy Amman  
**Ramzi Darwazeh**, Berlin Brandenburg International School

Room: L1

Community

DP

This session will provide audience members with a framework on how to strengthen the CAS-TOK connection in the DP. Based on an empiricism approach, we make the connection with two main questions: How do our experiences create meaning, help explain the world we are in, and the reality of others around us? By explicitly incorporating TOK frameworks and concepts into CAS, these core components are strengthened when students are guided in TOK to articulate their CAS experiences. We look

at ethical disputes in service and leadership (Davis 2006), post-critical service learning (Bruce 2011), and how meaning and value can be created and disputed. We will also present via case studies in global politics and history.

### Building collective capacity for collaborative planning and reflection: A PYP/MYP candidate journey

**Elizabeth Swanson**, American School of Warsaw  
**Miranda Rose**, American School of Warsaw

Room: L2

PYP MYP DP CP LEADERSHIP

Community

Collaboration is a main tenet of IB programmes, however schools face challenges to develop systems that enable a learning-focused, collaborative culture. In our journey to authorization, we have strategically built the beliefs, behaviours, and skills necessary for collaboration across programmes. Participants will reflect on their own systems that address Standard C1. We will share the highlights, bumps, and bruises as we learned to lead our adult learners in developing their capacity to collaboratively implement each programme. Participants will also explore opportunities, resources, and identify areas for action in their own schools.

### A new policy and approach to adverse circumstances

**Kala Parasuram**, IB

Room: L3

PYP MYP DP CP

Service

This session will explore the new policy, due to be published in 2018, on managing adverse circumstances when they occur at the time of or during the run-up to IB assessments. The presenter will explain the principles that underpin the IB's new approach and the compensatory measures, as per the new policy, for providing fair and consistent assessment outcomes to all candidates.

## Supporting your transition to PYP: From principles into practice

Nicole Bien IB  
Jan Mills, IB

Room: L6

PYP

Service

Building on the upcoming release of PYP: Principles into Practice, this session explores the supporting resources that will accompany the PYP enhancements. Learn about the collaboration process with educators, and how this helped to shape an exciting new set of support materials including developing a programme of inquiry and creating PYP planners. Leave with a better understanding of the ways in which these materials can guide, inspire and support educator agency in shaping materials for your students' needs as you look to transition your programme.

## Expressing student impact using film and visual media

Sarah Hay, Al Sahwa Schools  
Rachel Holtketter, Al Sahwa Schools

Room: L7

PYP

Impact

This interactive workshop will illustrate the ways in which student agency and impact has been developed using film and visual media. It will share the collaborative journey of teachers, passionate about empowering students to be proactive global citizens to shape better futures for themselves and others. Participants will see evidence of how using such forms of expression allowed students across multiple age groups to spread their message beyond their school community. Practical strategies, videos and work samples will show how students build connections with local and international schools, and how students learned effective strategies about creating impact to make the world a better place.

## Trends in professional learning

Analourdes Herrera, IB

Room: L8

PYP MYP DP CP

Service

The IB's constructivist approach to student learning applies just as well to active adult learning. Discover how the IB is capitalizing on five current trends in professional learning to offer educators immersive experiences that transform their practice throughout their entire career lifecycle. Learn more about future directions focusing on digital, personalized, crowd-sourced, design-led, and open learning. Explore how IB professional development integrates these trends into workshops, resources and services that enhance the way IB teachers and leaders implement the programmes in their unique contexts.

## Cultivating a community: Impacting learning and engaging multi-aged citizens at a city greenhouse

Elizabeth Coykendall Rice, Deledda International School

Room: 1.85-86

PYP MYP

Impact

This session explores one Italian school's experience of working with a community garden association to revitalize a derelict city greenhouse. A team of teachers (geography, science, English, and design) and students developed an innovative interdisciplinary outdoor laboratory not only for the school itself, but for the community association to share with other local school groups. Cultivating this relationship gave students the opportunity to not only learn in a greenhouse about different types of soil by making an aquifer, or investigating the properties of water, erosion, weathering, acid rain, etc. but to work with community members, especially elderly and refugees, which they would not have the opportunity to do in the classroom.

## The Learning Pod: Exploring new organisational structures to promote student agency

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

Room: **1.61-62**

**PYP**

**Innovation**

With the anticipated release of the Enhanced PYP, The International School of Geneva, Campus des Nations has been exploring ways in which to promote learner agency. These explorations led to a critical review of the school's existing organisational structures, questioning the impact these structures have on learners. As a result, a group of teachers, students and parents came together to reimagine a school devoted to personalised learning, where learners are active participants in the creation of the curriculum. This session will share our experiences and what was learned from this action research project, The Learning Pod.

## DP and CP update (Repeat)

**Damian Bacchoo**, IB  
**Oksana Jajecznik**, IB  
**Ryan Joyce**, IB

Room: **E1**

**DP CP**

**Innovation**

**DP and CP update** This session will review changes to DP subjects that are taking place for first teaching in 2018 and preview changes that will take effect for 2019 and 2020. There will be particular focus on the new courses in mathematics and studies in language and literature which are scheduled for first teaching in 2019. Recent and upcoming developments in the CP will also be reviewed.

## MYP: Next, Now and Nigh

**Sarah Phillips**, IB  
**Eleonore Kromhout**, IB

Room: **E2**

**MYP**

**Innovation**

MYP school leaders will learn about ongoing impact of MYP: Next chapter: reflecting on structural tensions in the programme's design, critically examining changes now underway, and considering future directions suggested from research on global programme implementation challenges. A special focus will be on moderation of the personal project as a community-wide strategy for strengthening the programme.



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11:45 - 12:45 Presentation sessions 2

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13:00 - 14:00 Expo sessions - Focus groups

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14:30 - 15:30 Presentation sessions 3

50

17:00 - 18:00 Association meetings

50

SATURDAY 6 OCTOBER

10:15 - 11:15      Presentation sessions 4

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11:45 - 12:45      Presentation sessions 5

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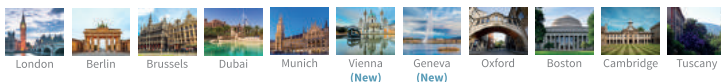
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We look forward to seeing you at the IB Booth.

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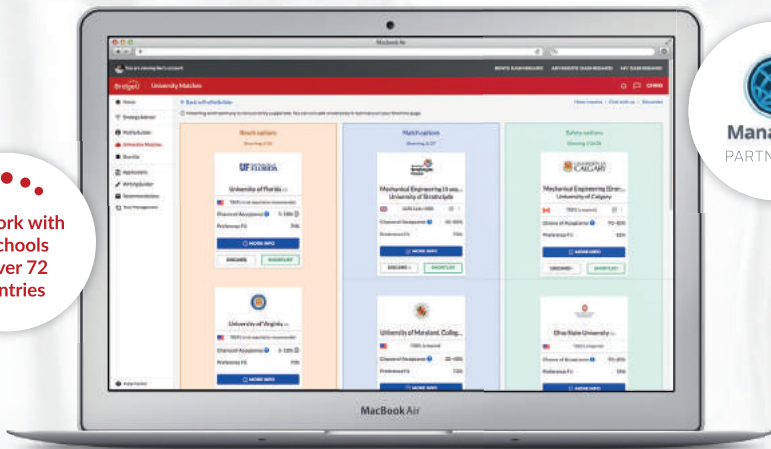
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