49th Annual EARCOS Leadership Conference 2017

October 26-28 | Shangri-La, Bangkok, Thailand

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East Asia Regional Council of Schools

About EARCOS

The East Asia Regional Council of Schools is an organization of 158 member schools in East Asia. These schools have a total of more than 118,542 pre-K to 12th grade students. EARCOS also has 149 associate members—textbook and software publishers and distributors, universities, financial planners, architectural firms, insurance companies, youth organizations, etc.—and 39 individual members.

Membership in EARCOS is open to elementary and secondary schools in East Asia which offer an educational program using English as the primary langauge of instruction, and to other organizations, institutions, and individuals interested in the objectives and purposes of the Council.

General Information

EARCOS holds one leadership conference every October and one teachers' conference every March. In addition, EARCOS funds several Professional Learning Weekends hosted by member schools throughout East Asia. EARCOS also organizes a meeting for EARCOS heads of schools every April.

EARCOS publishes its newsletter, the EARCOS Journal, which is distributed to its members three times a year, and a directory of all of its members.

Objectives and Purposes

- To promote intercultural understanding and international friendship through the activities of member schools.
- To broaden the dimensions of education of all schools involved in the Council in the interest of a total program of education.
- To advance the professional growth and welfare of individuals belonging to the educational staff of member schools.
- To facilitate communication and cooperative action between and among all associated schools.
- To cooperate with other organizations and individuals pursuing the same objectives as this council.

This conference program belongs to:

Name: School:

Margaret Alvarez President ISS International School



Norma Hudson International School Kuala Lumpur



Barry Sutherland International School of Phnom Penh



Larry Hobdell (ex officio) U.S. Department of State Regional Education Officer, East Asia

The EARCOS Staff



(L-R) Bill Oldread, Edzel Drilo, Rod Catubig, Dick Krajczar (Sitting) Ver Castro, Vitz Baltero, Elaine Repatacodo, Robert Viray



The EARCOS Trustees

Stephen Cathers Vice President International School Suva



Stephen Dare Hong Kong Academy



Saburo Kagei St. Mary's International School



David Toze Former President International School Manila



Tarek Razik Treasurer Jakarta Intercultural School



Welcome Message from the EARCOS Board President

Dear Delegates

A warm welcome to our 49th annual EARCOS Leadership Conference and to Thailand, the Land of Smiles.

EARCOS stands with the people of Thailand in mourning the passing of **His Majesty King Bhumibol Adulyadej**, the beloved King who led the Kingdom for seven decades.

His Majesty's funeral will be held on 26th October, the first day of our conference. It is fitting that this year's conference theme *Leading and Learning: a Journey of Hope and Joy* echoes two of the many attributes associated with the late King's reign. Through his numerous charitable works, his drive, commitment and vision he brought hope and joy to many. We send our deepest condolences to the Thai people and join them in remembering His Majesty's remarkable achievements and steadfast leadership.

A glance at the following pages will highlight the quality of the program that our hardworking EARCOS Office has provided for us. Our grateful thanks to you all. A special word of thanks goes to our Executive Director, Dick Krajczar. We appreciate the tenacity, creativity and energy that is needed to deliver quality, cost friendly conferences and maintain the unique family atmosphere that EARCOS is renowned for.

Once again, we are grateful to all of our delegates, presenters, exhibitors and sponsors for their support. Without you, EARCOS' mission to advance professional growth, facilitate cooperative action, and promote intercultural understanding and international friendship would be incomplete.

Have a wonderful conference.

Margaret

Margaret Alvarez President, EARCOS Board



Welcome Message from the EARCOS Executive Director

Dear Delegates,

Welcome to the 49th EARCOS Leadership Conference (ELC) 2017 and the Shangri-La in Bangkok, Thailand. Our theme, "Leading and Learning: A Journey of Hope and Joy" will be a major focal point for discussion in all of our EARCOS schools.

We join with the people of Thailand in mourning the passing of **His Majesty King Bhumibol Adulyadej**, the beloved King who led the Kingdom with great success for seven decades. His Majesty's cremation will be on the first day of our conference and we will be observant in mourning his loss while also celebrating his great leadership of the Thai people. At our welcome reception we will play some of His Majesty's compositions and favorite songs as a tribute to his musical talent.

We have over 1200 registered delegates and look forward to an inspiring and instructive conference. The hotel staff is so welcoming and supportive and I know you will enjoy their outstanding service.

The ELC has two excellent keynote presenters, SIMON BREAKSPEAR and PETER DALGLISH. We have 16 preconference offerings and 142 workshop sessions, all geared to meet the needs of our schools and board leaders. EARCOS is fortunate to have so many of our own school leaders who have volunteered to present workshops. Their contributions help to make EARCOS the great organization that it is!

Thanks to Margaret Alvarez, our board president, and members of the EARCOS board for their leadership and vision. We welcomed Barry Sutherland to the board last October.

Finally, it is always my wish for our delegates to initiate and renew networking contacts, to be challenged by our presenters, to find new friends and strengthen already strong friendships, and to enjoy renowned EARCOS hospitality. Visit our exhibitors and let them know that you appreciate their sponsorship, which helps us provide the best conference possible. This year they will be located in the ballroom foyer, and one floor down on the ground level lobby. Coffee breaks will be at both locations. Please visit them and support their organizations.

Thanks to our staff of Bill Oldread, Dr. Joe Petrone, Edzel, Elaine, Robert, Ver and MS.VITZ (who will be retiring at the end of December). Her years of service and commitment to EARCOS are commendable and so appreciated. We wish her well. She will always be part of the EARCOS family.

I am proud and privileged to be the Director of this wonderful organization.

Duik Ku

Dick Krajczar and the EARCOS Team



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EARCOS Registration Desk Hours

09:00-17:00	Sunday 22 October 2017	ANTE ROOM
07:30-18:00	Monday 23 October 2017	ANTE ROOM
07:00-20:00	Tuesday 24 October 2017	ANTE ROOM
07:00-20:00	Wednesday 25 October 2017	ANTE ROOM
06:30-18:00	Thursday 26 October 2017	ANTE ROOM

Conference at a Glance

SUNDAY | 22 October 2017

09:00-17:00 EARCOS REGISTRATION

MONDAY | 23 October 2017

07:30-18:00	EARCOS REGISTRATION
08:30-16:00	EARCOS BOARD MEETING

TUESDAY | 24 October 2017

07:00-20:00	EARCOS REGISTRATION
08:00-20:00	International School Leadership Program
	University of San Francisco / Washington State University
08:30-16:30	Sean Watt - IB PRECON
	Rami Madani / Paul O'neill / Glenda Baker - Curriculum Coordinators' Pre-conference
	Marc Frankel / Abbi Delessio - LTP Preccon
08:30-16:30	Marilyn George - WASC
	APAC Activity Directors' Meeting
10:00-10:30	Morning Coffee Break
2:00- 3:00	Lunch
15:00-15:30	Afternoon Coffee Break

Dr. Larry Hobdell & A/OS for their grant support to this conference.

Thailand Convention & Exhibit Bureau (TCEB) Khun Thanalai Thien-ngern and Khun Ekawat Boonman for their continued & generous support EARCOS conference.

Shangri-La Hotel

Caroline Cheah, General Manager Peggy Lim, Director of Events Management Urasa Nicrothanon, Assistant Director of Events Management

Special Thanks to Ms. Cathy Ong and Todd Parham for organizing the EARCOS Golf Tournament.

Huge Thanks and appreciation to Ms.Vitz Baltero

Conference at a Glance

WEDNESDAY	25 October 2017	08:00-08:10	Opening Entertainment	
07:00-20:00	EARCOS REGISTRATION	08:10-08:15	Opening Entertainment	
08:00-20:00	International School Leadership Program	08:15-09:00	Opening Remarks / Announcements Introduction of Speaker	
	University of San Francisco / Washington	06:13-07:00	Keynote Address: Simon Breakspear	
	State University	09:00-09:45	Tea & Coffee Break	
	PRECONFÉRENCES	09:45-11:00	SESSION 5	
08:30-16:30	Sean Watt - IB PRECON	11:00-11:15	Travel Time	
	Governance Workshop	11:15-12:30	SESSION 6	
	Marc Frankel / Bambi Betts	12:30-13:45	Lunch	
	Business Managers' (EARASBO)	13:45-14:30	Annual General Meeting (AGM)	
	Gerrick Monroe / Marc Devries	13:45-16:30	Job-Alikes	
	Jefferson Cann - Leadership	15.15-10.50	Admissions/Marketing & Communications	
	Jane Hyun - Cultural Fluency		High School Principal	
	Deborah Janz-Kriger - Marketing		Middle School Principals	
	Chris Jansen / Dan Brown - Leadership		Elementary School Principals	
	Rami Madani - <i>Curriculum</i>		Development	
	Bruce Mills - Schools Safety		Learning Directors & Curriculum Coordinator	
	Ochan Powell - Organizational Intelligence		Human Resources	
	Ann Straub - Intercultural Leadership		I.T. Directors	
	Janice Toben - Effective Systems for MS/HS		Board Members	
	Kendall Zoller - Leadership		Deputy Head of Schools	
08:30 - 14:30	Marilyn George - WASC	3:45- 5:00	Athletic/Activity Directors Institute	
08:30 - 16:30	ACAMIS Board Meeting	3:45- 7:45	NIAAA Leadership Training Course 506 (Cont.)	
09:00 - 16:30	APAC Activity Directors' Meeting	4:30- 6:30	Job-Alikes for Heads (after AGM)	
10:00 - 10:30	Morning Coffee Break		Job A-like for Heads of Large Schools	
12:00 - 13:00	Lunch		Job A-like for Heads of Medium Schools	
15:00 - 15:30	Afternoon Coffee Break		Job A-like for Heads of Small School	
16:15 - 19:00	APAC Heads Meeting	15:00-15:30	Tea & Coffee Break	
Ist Day of Cor	nference - THURSDAY 26 October 2017	16:30	ISS Head of School Meeting	

3rd Day of Conference - SATURDAY | 28 October 2017

08:00-18:00	International School Leadership Program	3rd Day of Conference - SATURDAY 28 October 2017		
	University Of San Francisco / Washington State University	06:45-07:45	WASC Breakfast Meeting for EARCOS Accreditation Committee	
08:00	Exhibit Open	06:45-07:45	Breakfast Meeting for Heads of Small Indonesian	
08:00-08:10	Opening Entertainment	00.15-07.15	Schools	
08:10-08:30	Conference Opening	08:00-08:10	"Making a Difference " - How our schools are making a	
	Welcome To Delegates	00.00-00.10	difference in the lives of our host country students.	
08:30-09:15	Introduction of Speaker	08:10-08:15	Opening Remarks / Announcements	
	Keynote Address: Peter Dalglish	08:15-09:15	Leadership Stories	
09:15-10:00	Tea & Coffee Break	09:15-10:00	Tea & Coffee Break	
09:30-12:30	NIAAA Leadership Training Course 707	10:00-11:15	SESSION 7	
10:00-16:30	EARASBO / Business Managers' Precon (Continued)	11:15-11:30	TravelTime	
10:00-16:30	Governance Workshop	11:30-12:45	SESSION 8	
10:00-11:15	SESSION I		NIAAA Leadership Training Course 617	
11:15-11:30	Travel Time	12:45-14:00	Lunch	
11:30-12:45	SESSION 2	13:45-16:15	NIAAA Leadership Training Course 617 (Cont.)	
12:45-14:00	Lunch	4:00- 5: 5	SESSION 9	
	ACAMIS Heads Lunch Meeting	16:30-18:30	MRISA HEAD'S MEETING	
13:30-14:30	NIAAA Leadership Training Course 707 (Cont.)	17:45-18:45	Reception and Welcome to Exhibitors and EARCOS	
14:00-15:15	SESSION 3		Board Members	
14:45-18:30	NIAAA Leadership Training Course 504 CAA Course	19:00-21:00	Closing Reception	
15:15-15:45	Tea & Coffee Break			
15:45-16:45	SESSION 4	SUNDAY Oc	ctober 39, 2017	
17:45-18:45	Welcome Orientation For New EARCOS Heads and			
	Reception for the EARCOS Board and Special Presenters		GOLF! GOLF! GOLF!	
19:00-21:00	Welcome Reception		Tee Times start at 7:30 A.M.	

2nd Day of Conference - FRIDAY | 27 October 2017

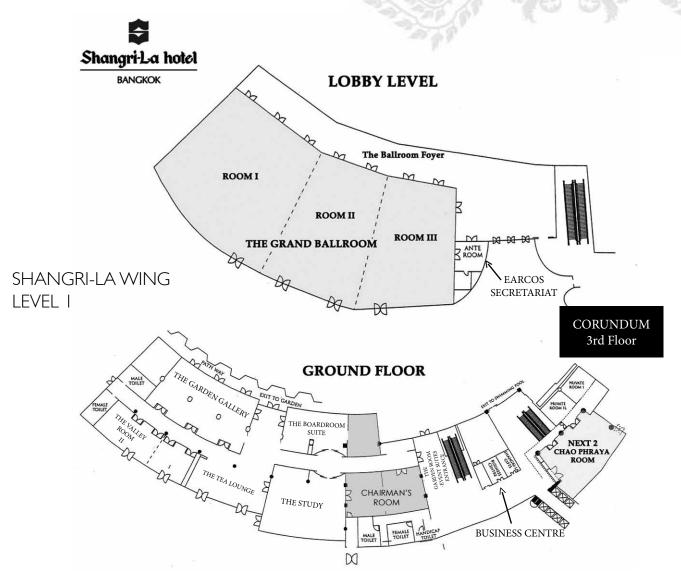
EARCOS REGISTRATION

06:30-18:00

06:45-07:45	Breakfast Meeting for Heads of A/OS-Assisted Schools
08:00-18:00	International School Leadership Program
	University of San Francisco / Washington State University

SUNDAY October 39, 2017			
	GOLF! GOLF! GOLF!		
	Tee Times start at 7:30 A.M.		
08:30-16:00	Marilyn George		
	WASC: Focused Visiting Committee Member Training		
09:30-10:00	Morning Coffee Break		
2:00- 4:00	Lunch		

Meeting & Banquet Rooms ~ Floor Plan



KRUNGTHEP WING LEVEL 3

SALATHIP

SINGAPORE ROOM MALAYSIA ROOM VIETNAM ROOM INDONESIA ROOM RIVER RIVER SALA B SALA A ROOM SMOKING AREA LIFTS ROOM OFFICE PHILIPPINES ROOM SALA C MYANMAR ROOM BRUNEI ROOM ı ш Ш 128 pax 50 pax 28 pax 22 pax 28 pax מור Terrace Sala A Sala B Sala C 20

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Saima Bhatti, International Counseling

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Nick Mitchell, Educational Leadership

DOCTORAL DEGREE

• Ed.D. - Educational Leadership

MASTER'S DEGREES

- Educational Leadership
- International Counseling

CERTIFICATE PROGRAMS

- Teaching English to Speakers of Other Languages (TESOL)
- Technology Use in the Schools
- International Counseling
- Behavioral Analysis
- Educational Leadership

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EARCOS Strategic Plan

EARCOS Mission

EARCOS inspires adult and student learning through its leadership and service and fosters intercultural understanding, global citizenship, and exceptional educational practices within our learning community.

Strategies and List of Results

STRATEGY A

Provide specific targeted and differentiated professional development opportunities for various member communities.

A.I The page added to the EARCOS website to advertise non-EARCOS sponsored workshops continues to be active.

A.2 EARCOS supported the middle school GIN Conference held March 03 – 04, 2017 and the executive director attended the conference, which was held at Hong Kong Academy. Next year's HS GIN will be hosted at Concordia International School Shanghai. Host schools are being solicited for future GIN conferences. The executive director attended the ACAMIS conference, which was held at Nanjing International School.

A.3 EARCOS continues to offer space during the ELC for meetings of various regional organizations such as APAC, IASAS, MRISA, etc.

A.4 EARCOS will again provide space for an IB Pre-conference workshop at the ELC 2017 and expects, as in past conferences, that the pre-conference will be fully sub-scribed. Also, ETC 2017 hosted an IB pre-conference on service learning.

A.5 EARCOS again provided space and logistical support for two AP courses held in March/April 2017 at the ETC in Kota Kinabalu.

A.6 Fifty EARCOS-sponsored Weekend Workshops (WW) were conducted with two remaining in this school year's schedule. The 2017/18 WW proposals are currently being reviewed and the proposal numbers appear similar to past years. Financial support at \$3500 per WW remains the allocation amount.

A.7 EARCOS continues to provide logistical support for the University of San Francisco and Washington State University, "International School Leadership Program" at both ELC and ETC.

A.8 EARCOS-CIS joint institute on higher education admission was successfully conducted for the third consecutive year from September 22-23, 2017. This year's conference saw nearly 50 workshop proposals, from which 45 were chosen and delivered at this, now, annual conference. The Institute registered nearly 400 university and counselor participants and the student fair, which included parents, exceeded 1200 attendees. The 2017 conference was scheduled earlier to avoid SAT test administration dates.

A.9 EARCOS financially supported the Southeast Asian Primary Administrators' Conference (SEAPAC), which was hosted at Canggu Community School in Bali in March 2017.

A.10 The EARCOS Leadership Mentoring (ELM) inaugural cohort provided feedback after a successful pilot period (June - September 2017) during which the application process and orientation/training course or Common Language Modules (CLM) were tested and tried. Final ELM mentor and mentee applications will be opened to prospective participants and the CLM will be released for enrollment on 30 October 2017.

STRATEGY B

Engage students and adults in learning activities across the region that will foster friendship, understanding, and global citizenship.

B.1 EARCOS continues to support the excellent work of the annual Global Issues Network Conference and the EARCOS executive or assistant director assures a presence at annual MS/HS rotating regional conferences.

B.2 Students from 92 member schools were recognized as Global Citizens in the spring. Six of these Global Citizens were selected to receive a Global Citizen Community Service Grant of \$500.

B.3 EARCOS makes sustained efforts to recognize the important work of the Special Education Network in Asia (SENIA) by assisting them with infrastructure support. EARCOS serves as the fiscal repository for SENIA's annual conferences. All EARCOS schools were asked to designate a SENIA representative and these individuals are now listed in the *EARCOS Member Directory* and collaborate with the SENIA Board to recommend conference consultants. The executive director attended the 2017 SENIA conference, which was held in Osaka, Japan. ETC 2018 strands include SENIA and the SENIA Board, including the EARCOS Executive Director, and designated SENIA school representatives have collaborated to enlist a strong line-up of quality consultants for ETC 2018.

STRATEGY C

Develop collaborative educational partnerships within the region as well as worldwide to foster access to expertise.

C.I EARCOS supports the work of the College Board and its AP classes as well as

the International Baccalaureate (IB) by providing space and logistical support for workshops at ETC and ELC.

C.2 EARCOS continues to collaborate with WASC and annually partners with the WASC associate executive director to conduct training workshops for visiting committee members and aspiring committee chairpersons at ELC and ETC.

C.3 EARCOS continues to collaborate with ACAMIS in supporting the Learning 2.0 conferences. The executive director attended the ACAMIS annual conference in Nanjing in March 2017.

C.4 Space is consistently provided for one IB workshop at the yearly ELC conference and, now at the ETC. IB offered a pre-conference in March 2107 in Kota Kinabalu.

C.5 The Executive Director meets yearly with the other regional directors and the State Department Officers of Overseas Schools.

C.6 EARCOS-CIS joint institute on higher education admission was successfully conducted in September 2017. *See A8 for more detail.

 $\textbf{C.7} \mbox{ The Executive Director regularly attends regional professional development conferences to enhance and strengthen partnerships, e.g. TAISI, ACAMIS, L2.0, AAIE, etc.$

C.8 The executive director's visitations to schools seeking EARCOS membership and participation in regional conferences provided opportunities to visit over 35 schools in the past year.

STRATEGY D

Connect schools, communities, and individuals through the use of effective latest technologies to promote collaboration, intercultural understanding, and access to broader educational opportunities.

D.1 The EARCOS- or E-Connect blog site was inaugurated in October 2011. Since then over 2500 blog postings, articles, and videos have been posted on the site. The blog is linked to the EARCOS Twitter and Facebook accounts, so that each blog posting generates a message on these two social networks.

D.2 Three years ago Google initiated a new feature on Google+ called Communities. EARCOS created a private EARCOS Community. This allows for the sharing of articles, videos, and discussions among members of the community. The EARCOS Google+ Community currently includes 750 members and the EARCOS Circle boasts almost 3200 connected professionals.

D.3 The EARCOS "Triannual Journal" online version is now enhanced to include an interactive social media feature permitting reader posts and direct connectivity with Google+ Community, Twitter and Facebook followers. ET includes an added feature called the "Reader's Corner", which provides a opportunity to publish titles of books recently read by EARCOS members with a brief recommendation of its usefulness to learning leaders in the region.

D.4 Zoom software has been added to the EARCOS software suite and used to enhance conferencing by permitting unrestricted screen share options for all member schools. It is proving a valuable tool for expanded online conferencing.

D.5 Recent aims to provide easier connectivity to frequently used data and retrieval of such data from online storage resulted in the production of additional relational data bases, which members now access through Google forms. These newly established access portals now directly support: notices for Global Citizen Awards, Community Service Grant applications; EARCOS-CIS Institute workshop proposals; forthcoming EARCOS Leadership Mentoring applications; New Member Application process; and Speaker/Presenter Recommendations forms.

STRATEGY E

Conduct, communicate, and archive relevant data and research to identify and enhance educational practices.

E.I EARCOS funded (5) action research proposals, which were submitted for the 2017/18 school year. Final reports from these projects are published in the ET Journal and the researchers are invited to present at a future ETC.

E.2 Surveys following each conference continue to inform conference planning.

E.3 Data relative to attendance at each workshop and event during EARCOS conferences is maintained and utilized in planning future conferences.

E.4 The executive director continues to receive requests to serve on doctoral students' Program of Study Committees and he accepts one or two committee invitations per year. EARCOS receives many other requests to provide access to its members for research and the executive director carefully reviews each request before distribution to the membership. EARCOS, to extent possible, publishes in ET and online (via EARCOS website) relevant data summaries, as press releases. Dr. Mark Milliron, expert in data science and design thinking, will facilitate the 2017 Heads Institute/Retreat in Hanoi.

EARCOS Vision (visit http://earcos.org/about_strat.php) EARCOS Core Values (visit http://earcos.org/about_strat.php) EARCOS Goals (visit http://earcos.org/about_strat.php)



16th Annual EARCOS Teachers' Conference 2018

"50 Years of Voices United in Purpose"

Strands

Literacy / Reading Early Childhood Special Needs (SENIA) Modern Languages Media Technology Counselors ESL Technology General Education Childrens' Authors Child Protection

Place: Shangri-La Hotel, Bangkok, Thailand Preconference: March 28, 2018 Regular: March 29, 2018

For more information If you have any questions, please contact the EARCOS office or email <u>Elaine Repatacodo</u>, ETC Coordinator at Irepatacodo@earcos.org

Phone: +63 (02) 779-5147 | Fax: +63 (49) 511-4694 | Mobile: +63 928-5074876





PRECONFERENCES (March 28)
James Delisle — Gifted Education, Special Needs Students
Ann Helmus — Neuropsychology (SENIA)
Ochan Powell and Kristen Pelletier — What aspects of collaborative teaching models do teaching partners need to consider?
Stephen Shore — Special Needs (SENIA)
Bonnie Singer — Language and Literacy (SENIA)
International Baccalaureate
Dali Tan — AP Chinese Language and Culture
Phyllis Wright — AP English Language and Literature (combined)

KEYNOTE SPEAKERS

Chip Donohue Norman Kunc with Emma Van der Klift Pernille Ripp

Technology in Early Childhood Disability Rights Community Founder of Global Reading Program

SPECIAL PRESENTERS

Michael Boll Sheena Cameron James Delisle Chip Donahue Ann Helmus Sandie Janusch Norman Kunc and Emma Van der Klift Lori Langer de Ramirez Dianne McKenzie lose Medina Kristen Pelletier **Ochan Powell** Pernille Ripp Stephen Shore **Bonnie Singer** Logan Smalley Steve Swinburne Kathy Walker Fiona Zinn

Technology Reading Comprehension Strategies Gifted Education, Special Needs Students Technology in Early Childhood Neuropsychology ESL Disability Rights Community

Modern Language, ESL Librarian, International Baccalaureate Bilingual and ESL Education The Next Frontier: Inclusion Inclusion and EAL Founder of Global Reading Program Special Needs Language and Literacy TED-Ed Author Early Childhood Early Childhood

EARCOS PRACTITIONER PRESENTERS

Katie Day and Stacey TaylorLibrariansHamorn LauAction ResearchZander Lyvers and Kelsey LongAction Research

visit www.earcos.org/etc2018/

Preconferences

SUNDAY | 22 October 2017

09:00-17:00 EARCOS REGISTRATION

MONDAY | 23 October 2017

07:30-18:00 EARCOS REGISTRATION 08:30-16:00 EARCOS BOARD MEETING

TUESDAY I 24 October 2017

07:00-20:00 EARCOS REGISTRATION 08:00-20:00 International School Leadership Program

08:30-16:30 SEAN WATT

IB Category 3 Workshop - Leading with a Clear Vision and Strategy - Leading with a clear vision and strategy is one of a new series of IB workshops focus on leadership in international education. These rich professional development experiences are led by an outstanding and diverse group of leaders who are passionate about sharing their knowledge and experiences. Together, they are building a global community of strategic and innovative educational leaders. Research shows that a school with has a strong vision and mission has a very much higher chance of having high student achievement as well. The objectives of this workshop are to introduce and clarify the value and strength of a good vision and mission, and to enable you to develop a strategic plan to create, implement, review and make sustainable, an excellent vision and mission for your school context. It is important that your vision and mission imbue the philosophy and values of the IB and provide the best structure for the full implementation of the IB programmes. (Audience: For aspiring leaders and new heads of school.)

CURRICULUM COORDINATORS PRECONFERENCE RAMI MADANI / PAUL O'NEILL / GLENDA BAKER

University of San Francisco / Washington State University

"Guess what's in the teacher's head?" Why a shift from compliance to authentic learning and assessment is an educational imperative. - In order to get students to a level where they are assessment capable learners we need to involve students in more authentic learning experiences (Hattie). Compliant learning will take a backseat to more authentic experiences where students have a voice in their own learning. What is problematic is that our practices are fundamentally impacted by our beliefs and these have influenced in many ways a fossilized assessment paradigm in schools. In this workshop participants will use the Modes of Learning framework from Harvard X Online to help explore the contributing human factors influencing a more authentic assessment paradigm. The model explores fundamental questions such as: How do they learn best? Which mode of learning is more supportive of authentic engagement vs. compliance? Which one of the four is their prefered teaching style and what might the implication on their own practice be? Participants will also engage with the work of Rick Stiggins and develop some actions designed to intentionally deploy assessments that motivate students. Stiggins maps out the adjustments in practice and culture necessary to generate both accurate accountability data and the specific evidence of individual mastery that will support sound instructional decision making and better learning. This workshop is suitable for curriculum leaders, educational administrators and instructional leaders dedicated to building a more authentic assessment paradigm in their school.

MARC FRANKEL / ABBI DELESSIO

CORUNDUM

LTP Leadership through Partnership - (Open to EARCOS board and heads only) Leadership through Partnership (LTP) is structured to benefit the following people: New heads of school and their board chair; New board chairs and their head of school; and board chairs and head of school that have not participated in a prior LTP.

The daylong session is designed to promote strong, effective working relationships between heads and chairs. This workshop would be particularly valuable for Boards with new chairs and highly useful for boards welcoming new heads. It will identify and discuss working styles and preferences, while creating an effective communication and support system.



Thank you to

THAILAND CONVENTION & EXHIBITION BUREAU(TCEB) for their generous support of this year's EARCOS LEADERSHIP CONFERENCE 2017.

ANTE ROOM THE BOARDROOM SUITE

ANTE ROOM

Room

ANTE ROOM

VIETNAM ROOM

THE VALLEY ROOM II

THE GARDEN GALLERY

Preconferences TUESDAY | 24 October 2017

08:30-16:30 MARILYN GEORGE

WASC Focus on Learning Accreditation Training - This one-day interactive WASC session will examine the essentials of the Focus on Learning self-study process and the many ways it can be adapted to a school's situation. The session will provide an opportunity for EARCOS educators to examine strategies inherent in Focus on Learning that support the school's assessment of student learning in relation to school-wide learning results and curricular objectives/standards. During the latter part of the session, there will be a panel of EARCOS educators who will share how they adapted the Focus on Learning process for respective schools, including its integration with strategic planning. This session enables participants to become eligible for serving on WASC visiting committees.

08:30-16:30 APAC ACTIVITY DIRECTORS' MEETING THE BOARDROOM SUITE MORNING COFFEE BREAK 10:00-10:30 MEETING ROOM FOYER 12:00-13:00 LUNCH Everyone from the meeting above will have lunch together **VOLTI RESTAURANT** 15:00-15:30 AFTERNOON COFFEE BREAK MEETING ROOM FOYER

Preconferences WEDNESDAY | 25 October 2017

- 07:00-20:00 EARCOS REGISTRATION
- 08:00-20:00 International School Leadership Program University of San Francisco / Washington State University
- 08:30-16:30 **SEAN WATT** (This is a continuation of Tuesday's workshop)

IB Category 3 Workshop - Leading with a Clear Vision and Strategy - Leading with a clear vision and strategy is one of a new series of IB workshops focus on leadership in international education. These rich professional development experiences are led by an outstanding and diverse group of leaders who are passionate about sharing their knowledge and experiences. Together, they are building a 🗧 global community of strategic and innovative educational leaders. Research shows that a school with has a strong vision and mission has a very much higher chance of having high student achievement as well. The objectives of this workshop are to introduce and clarify the value and strength of a good vision and mission, and to enable you to develop a strategic plan to create, implement, review and make sustainable, an excellent vision and mission for your school context. It is important that your vision and mission imbue the philosophy 🎹 and values of the IB and provide the best structure for the full implementation of the IB programmes.

GOVERNANCE WORKSHOP

MARC FRANKEL and BAMBI BETTS

Audience: Open to all Board Members and Heads (Continued on Thursday for board only)

For the first time at EARCOS, board members and heads of school are invited to join our two experienced international school consultants for a "deep dive" into the most critical issues challenging school leaders. Located at the intersection of governance, leadership and strategy, this all-day session will focus on three themes: unifying board leaders and school leadership around a common understanding of what matters most for the school's success, leading a shifting population of teachers, students and families, and keeping leadership on track even when the inevitable surprises happen.

In previous years, heads were not invited to this workshop. Make note that heads are welcome to attend this session. This change was advocated by members and EARCOS believes this provision will be well received by all participating delegates.

BUSINESS MANAGERS' (EARASBO) PRECONFERENCE

BUSINESS MANAGERS INSTITUTE Facilitators: Gerrick Monroe, CFO/COO, International School Beijing I Marc deVries, Deputy Head of School, International School Bangkok

> Reminders to Delegates: NAME TAGS are required at all conference sessions and social events.

THE VALLEY ROOM II Ζ $\mathbf{\nabla}$

BALLROOM III



INTERNATIONAL SCHOOL BANGKOK



Room

BALLROOM III

ANTE ROOM

VIETNAM ROOM

Preconferences WEDNESDAY | 25 October 2017

08:30-16:30 JEFFERSON CANN

The Positive and Practical Application of New Understandings in Leadership - The last ten years have seen the growth of knowledge in all areas concerning a person's relationship with themselves – from mindfulness to neurophysiology, from popular psychology to child development and education. However, it can be difficult to apply this knowledge in the hurley-burley of our busy days under the pressure of meetings, e-mails, messages, urgencies and bureaucratic necessities. This experiential, highly interactive, fun workshop enables you to explore the practical application of these new understandings through simple tools and techniques. You will learn new ways to "Keep your head when all about you are losing theirs and blaming it on you" – an essential element of leadership. The key topics are: active presence—its importance, its benefits, how to use it; managing energy and neurophysiology—eliminating fear; emotional and conversational intelligence; developing and maintaining trust—the importance of clear purpose; and, bringing positive intent to relationships.

JANE HYUN

Developing Asian Talent: Strategies for Leading with Cultural Fluency - In this interactive session Hyun will present best practices and lessons from her leadership consulting with multinational organizations about how to create inclusive cultures and enable Asian employees' leadership potential to be fully realized. She will provide current insights about how practicing inclusive leadership can lead to increased engagement and high performance work cultures. In addition, she will unpack what applying an "Asian" lens to leadership development might mean for your organization and introduce the skill of "flexing" – adapting one's leadership approach/style to help bridge cross-cultural differences that exist in your school, organization and community. Highlights of the Bamboo Ceiling® research (done with Asians in the U.S.), which formed the basis of her groundbreaking book and recent Cultural Fluency study (done in Asia), will be shared. Participants will engage in dialogue about how increasing intercultural competence can enhance effectiveness in attracting, engaging, developing and retaining local talent. Join us and bring your school's or organization's experience to discuss. Preregistration required and limited # of participants to ensure interactivity.

DEBORAH JANZ-KRIGER

How to Improve Enrollment with Inbound Marketing - Inbound marketing is an approach focused on attracting candidates through content and interactions that are relevant and helpful. With inbound marketing, potential applicants find you through channels like blogs, search engines, and social media. By creating content designed to address the problems and needs of mission appropriate families, inbound marketing attracts qualified prospects and builds trust and credibility for your school. This one day workshop will walk participants through the tenets of inbound marketing, relating to improving enrollment. Tell the school's story in a compelling way to the right people, no matter where they are in the world.

- Blogging and news stories
- Social publishing including Facebook, LinkedIn, Twitter, YouTube and more
- Optimizing your website, blog and all content for search engines
- How to create content that drives measurable actions

Leverage the technology you are using today and explore your options to increase awareness.

CHRIS JANSEN / DAN BROWN

Leaders Collectively Changing the System: Designing Leadership Development Programmes for Strategic Change Management - This workshop will explore the impact of strategically enabling networks of leaders within a school or across a sector to equip leaders to co-create change in their own setting. Case studies from education, social services and international development will be discussed to illustrate how carefully designed leadership capacity building programmes can achieve both individual leadership growth but also wider system change. In particular, we will explore how the design of a customized leadership development programme can fully engage and activate the middle leadership core of a school towards an inside-out transformation process. Implementation of such a strategic programme is based on key design principles including each leader formulating their own action research inquiry approach that is aligned within the school's overall strategic direction, and being exposed to and selecting from a range of tools to support this. Through this workshop, we will explore examples of successful programmes including the Singapore International School's Leadership programme that has been implemented with over 100 leaders over the last 3 years across 8 international schools. The interactive process used in this pre-conference workshop will allow participants to consider an appropriate design and implementation approach to leadership development in their own schools.

RAMI MADANI

International School Curriculum: Creation, Relevance and Sustainability - (This session is for people NEW to the curriculum position) If you are an administrator who wishes to deepen your understanding of curriculum, or are new to a curriculum position in your school, this workshop will provide the tools to launch and sustain curriculum in your school. Have you often wondered how the countless hours spent on curriculum development could really improve student learning? How is teachers' time best spent when it comes to planning for teaching and learning? Does the curriculum process and all of the terminology baffle you? How can the curriculum be sustainable in our international schools? This workshop will address these queries plus more, including a focus on understanding, curriculum leadership, and subject area reviews based on learning needs.

CHAO PHRAYA

CHAIRMAN'S ROOM

CORUNDUM

MALAYSIA ROOM

SINGAPORE ROOM

Room

Preconferences WEDNESDAY | 25 October 2017

08:30-16:30 **BRUCE MILLS**

Creating and Maintaining a Safe and Secure School Environment - This pre-conference is designed specifically for international school personnel with responsibility for management and supervision and/or professional interest in safety, security, emergency preparedness and risk mitigation programs. The variety and multitude of risks, (natural, criminal and terrorist driven) impacting upon international schools are significant and growing. In this seminar, participants will explore and learn effective methods to identify and manage risks and share "best practices" currently in place worldwide to ensure a safe and secure school environment. Key seminar topics include: conducting risk ""self-assessments""; management techniques for security guard force personnel; critical elements of an effective emergency preparedness program; effective training & drill strategies; "must have" safety & security policies and procedures; and crisis management team principles; leadership tips to enhance success, among others.

OCHAN POWELL

Collaboration & The OIQ Factor: Raising the Organizational Intelligence of Your School - Schools specialize in learning & should be very smart organizations. Frequently, however, they're not. Smart schools capitalize on individual creativity & innovation, developing high organizational intelligence (OIQ) that exceeds the average individual intelligence of its membership. Less intelligent schools squander or ignore group member talents. Simply getting bright people together in the same work venue won't raise a group's OIQ. High OIQ depends on paying attention to what people do & how they do it together. High OIQ in schools improves student learning, raises standardized test scores, enhances professional satisfaction of teachers & administrators, reduces work related stress & increases parent confidence. This rarely happens by chance & needs deliberate design. We will explore how school leaders can intentionally set about raising the OIQ factor in an increasingly interdependent world.

ANN STRAUB

Intercultural Leadership: Educating for Global Citizenship - What is your school's definition of global citizenship? How is this put into practice and measured? The words ''''global citizenship'''' often appear in school's guiding statements, but what this looks like and 🛛 how to accomplish this is often frustratingly vague with a ""hit or miss"" approach prevailing. This requires a leader who understands what is meant by intercultural leadership and strives to develop intercultural competence. In this interactive workshop, we will refer to research on intercultural leadership, reflect on our own leadership traits, and look at a school's institutional responsibility toward the development of global citizens and how this can be operationalized in a practical sense. By discussing actual school scenarios, listening to an experienced school leader focused on global citizenship, and seeing successful school examples, participants will gain a much clearer picture of where their school is on this journey with subsequent steps in mind.

JANICE TOBEN / DANIEL SWEENEY

Effective Systems, Practices and Skills for Middle and High School Students - How do administrators lead a way to genuine and caring relationships that resonate in school culture and impact the daily well-being of students as well as teachers? Students are eager to hold a purposeful, space that engages connection and brings respite and insight within the challenges of the academic school day. A focus on experiences that develop students' personal and interpersonal skills – resilience, self-discipline, goal-setting, compassion and even Z humor and play, are key. Vibrant programs designed for success support the advisor-as-learner, as well as their advisees. The role of the advisor can move past the default of "advisory as study hall" into advisory as a powerful educational experience. • provide relevant current research, rationale, and inspiration on SEL for you to use with your school and parent community and how to unfold these 💶 skills within middle and high school education • shape how to roll out and support on-going advisory programming for greater SEL.

KENDALL ZOLLER

Hacking Leadership: Change Your View, Change Your Mind - May you always be courageous, stand upright and be strong come, so come and explore leadership from a systems perspective drawing on Heifetz and Linsky's Adaptive Leadership model, Kegan and Lahey's Immunity to Change model, and Zoller's Communicative Intelligence. We explore ways of orchestrating inevitable conflict when change happens. Discover how values drive and influence change in the hacking leadership model by Zoller and Issa-Lahera. When we change our view, we change our mind. And when we change our mind we can change systems."

08:30 - 14:30	MARILYN GEORGE - WASC Visiting Committee Chair Training	MYANMAR ROOM II
08:30 - 16:30	ACAMIS BOARD MEETING	SALATHIP C
09:00 - 16:30	APAC ACTIVITY DIRECTORS' MEETING	BOARDROOM SUITE
10:00 - 10:30	MORNING COFFEE BREAK	MEETING ROOM FOYER
12:00 -13:00	LUNCH - everyone from the meeting above will have lunch together	BALLROOM &
15:00 - 15:30	AFTERNOON COFFEE BREAK	MEETING ROOM FOYER
16:15 - 19:00	APAC Heads Meeting	VALLEY ROOM I

Room

MYANMAR ROOM I

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GARDEN GALLERY

INDONESIA ROOM

THE STUDY

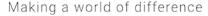
"Leading and Learning: A Journey of Hope and Joy"

1st Day of Conference THURSDAY | 26 October 2017



Introduction of Speaker: Ms. Liz Duffy, President, International Schools Services

SCHOOLS SERVICES



Room



PETER DALGLISH "Heroes for Our Time"

Peter attributes his professional achievements to his front-line field experience in his 20's and 30's working with NGO's, living rough and earning very little money. He believes that international schools can play a key role in "preparing young people not merely for lives defined by materialism and consumerism, but rather so they are equipped and determined to address some of the biggest challenges of our age". Peter often quotes Kurt Hahn, the founder of Outward Bound and the United World Colleges, who cautioned his own students about "the paralyzing effects of wealth and affluence on

young people." In his keynote address Peter will challenge members of the EARCOS community to recommit themselves to harnessing education as a force for good. In the words of the great Brazilian educator and philosopher Paolo Freire he reminds us that "The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves."

Biography: Peter Dalglish, a Stanford-educated lawyer, traded in a promising legal career to work with some of the world's poorest children in conflict zones that included Darfur, South Sudan, and Afghanistan. The founder of Street Kids International, he was appointed as the UN's chief technical advisor on child labour in Nepal in 2002. From 2010 through 2015 Peter was based in Kabul where he led one of the largest UN agencies in Afghanistan, directing operations across 20 provinces in extraordinarily challenging circumstances. After the outbreak of Ebola in West Africa Peter joined the UN's first-ever medical mission, assisting community groups in Liberia's largest shantytowns. He currently is assisting as a volunteer with earthquake recovery in Nepal, focusing on those communities that he came to know over the years from trekking and mountain biking. He's proud to serve on the international board of directors for the NGO Skateistan (www.skateistan.org) alongside Tony Hawk.

09:15-10:00	TEA & COFFEE BREAK	Sponsored by WENGER	U	NO
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Visit Our Exhibitors



Your Performance Partner

09:30-12:30 NIAAA Leadership Training Course 707 NIAAA Facilitator: DOUG KILLGORE

M FLOOR AT PUSHARA ROOM - LEBUA HOTEL

10:00-16:30 EARASBO / BUSINESS MANAGERS' PRECONFERENCE, (continued) JIM HULBERT - What Keeps You Up at Night? How to Handle a Crisis?

In this workshops, we will present proven strategies to help you manage the unimaginable... a crisis ranging from sexual misconduct to and other issues facing international schools. Because crises can feel out of control and unsettling, the more prepared the school is, the easier it is to navigate the difficult waters. We will look at the key steps the school can take before, during and after a crisis hits. While we can't predict every crisis, the school may face, there are important standards, best practices, and protocols that every school can and should have in place. We will also look at the most important steps to take when a crisis hits your school, including the readiness of your crisis team, how to gather the facts, and developing the right messages for your community, which is often the greatest challenge. The Jane Group will take the group through proven techniques and strategies that are best practices in schools when managing a crisis. We will also provide a number of case studies.

10:00-16:30 GOVERNANCE WORKSHOP - MARC FRANKEL / YORK CHI HARDER, Board Chair, Shanghai American School CORUNDUM This workshop follows the keynote address and runs for the entire conference day and it is is open to any board members from the EARCOS region. Board members from Wednesday's pre-conference workshop should find it helpful, as issues raised by fellow board colleagues will be explored in a collaborative environment. The examination of common and complex problems and chal-lenges will provide a unique opportunity to study plausible solutions and consider alternative context-based resolutions to shared issues facing boards in the EARCOS region.



THE BOARDROOM SUITE

MEETING ROOM FOYER

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Session 1 THURSDAY | 26 October 2017

MARGARET ALVAREZ / DEIDRE FISCHER

What Does the Data Say about EARCOS Schools Inclusive Practices? - Dr. Margaret Alvarez (EARCOS Board Chair) and Deidre Fischer (former EARCOS Board Secretary) have presented workshops at the EARCOS leadership conferences in the past three years exploring Inclusive Practices in Schools. The workshops explored the concept of 'embracing and celebrating difference' and what that means in practice for schools across all operational areas of schools. Based on feedback from these workshops, it was determined that we needed to obtain data from the EARCOS member schools. The goals of the survey were to: I. Determine if there is a shared understanding of the term 'diversity' amongst EARCOS schools; 2. Find out what is currently happening in schools with regards to inclusive practices and diversity policies. The workshop will present the evidence and support discussion for potential next steps for the EARCOS member schools.

BAMBI BETTS

The 'To Don't List' for Leaders Revisited - How well you know the scenario. Your 'TO DO' list grows daily. And with every conference, every new book, every blog post, the list grows...and you feel guiltier and guiltier and more and more worried that somehow the kids in your charge are going to miss out and it will be on your watch. Join us for a rapid journey through the TO DON'T list — 5 - 6 practices that never really worked, that have ceased to work given new contexts, or are so low impact on learning that they are just not worth doing. Things like ... Protracted teacher evaluation schemes with 10 page rubrics; one size fits all homework; putting every faculty member on a team just because everyone else is on a team; analyzing data without targets, etc. And do bring one thing to contribute to the list as well as some thoughts on this — the 'I will if you will' syndrome. If we are pretty sure something doesn't work, or is high energy, low impact, how can we collectively move the TO DON'Ts into their rightful place?

Leadership

ANDREW DAVIES

Developing a Learning Focused School - In this session, we will collaboratively explore how to ensure schools are focused relentlessly on learning. This can be achieved through the creation of a learning definition that aligns all aspects of the school through the lens of learning improvement. Participants will experience practical ways to achieve and sustain a learning focused school through avenues such as teacher appraisal, developing a strategic learning plan, collaborative team structures, the inclusion of data and student voice to effect change, decision-making, resources, school improvement surveys, teacher recruitment, and so on.

Focus On Learning

Alternative Career Paths

Women In Leadership

PETER DALGLISH

Following Another Path - Peter Dalglish has inspired a number of teachers, coaches, and heads at leading international schools to trade in their conventional classroom environment for work-whether as a volunteer during vacation periods or on a professional full-time basis-in profoundly disadvantaged communities in the developing world. This workshop will focus on some of the practical issues associated with making the shift, including websites to track for job openings, bringing along family members as part of the experience, and some of the best organizations that teachers might want to consider joining.

MARIA GUAJARDO

Women and the Labyrinth of Leadership - As women continue to emerge on a global stage, how can women traverse the challenge of leadership development in a constantly changing, complex world? Women can and must lead; however the path is fraught with obstacles. Women's leadership development has been associated with a glass ceiling, a bamboo roof, and a labyrinth. While these begin to define the hurdles, a strength-based approach to leadership will provide a new energy for advancing past the hurdles. Participants will engage in a series of experiential exercises that will reframe and refine one's leadership identity. Come and explore strategies for strengthening one's leadership identity, make new discoveries, and learn navigational tools for the labyrinth of leadership. The intersection of gender and leadership will guide participants past the twists and turns. Come share, discover, and reflect.

Leadership

STEPHEN HOLMES

Building a World Class Reputation in an International School - The reputation of an international school constitutes its most valuable asset-nothing is more important than building, managing, and evaluating reputation. Yet, there is a genuine lack of robust evidence and coordinated responsibility in schools to build, manage, and evaluate reputation. A strategic approach to reputation is increasingly relevant to international schools and should now be a formal management and board function; and, it should shape future strategic priorities. How? Reputation requires a strategic approach that closely aligns what a schools says (its marketing) with what it does (reality in delivery). Key areas covered include: *What is reputation and what is a good reputation to teachers, parents, and students? *The need for reputation management in international schools. *A robust tool to develop, manage, and evaluate reputation in an international school. *Internal and external strategies international schools can use to build reputation including word of mouth referral. *Key metrics to measure (monitor) reputation.

NORMA HUDSON / RAMI MADANI / YVONNE BUI

A Journey of Inclusion for All Types of Learners....The Challenges and Opportunities - In this presentation, participants will learn how one school is moving towards becoming more inclusive and why this is important in meeting its mission. The school's journey involves being grounded in the mission for "each student" and wanting to ensure that the educational needs, however diverse, can be met. It also involves enhancing the capacity to differentiate instructions at all levels to address the varied needs of learners. Come learn more about the steps that ISKL has taken on its journey in supporting students currently in the classroom who need mild and moderate support to students who need more intense support. While not yet at its destination in this journey in becoming a fully inclusive school, the 2017 - 2018 academic year will see ISKL adding additional support for its middle school learners who have more intensive learning needs. Listen as we discuss the importance of inclusion in international schools. The journey continues.

Inclusion

PAUL KANG

Future Ready Schools Are You Ready to Prepare Your Students for the Future? - This presentation is for you if... you're forward thinking. Most aren't. You view the world as getting better and not worse. You are excited about the future, not anxious. You're willing to be a leader in the future of education and not just a follower. You're interested in making positive changes, going global, and ultimately impacting the world. If this sounds like you, this is the presentation for you.

10:00-11:15

Diversitv

BALLROOM 3

MYANMAR ROOM 2

INDONESIA ROOM

SINGAPORE ROOM

GARDEN GALLERY

SALATHIP C

BRUNEI ROOM I

Room

THE STUDY

"Leading and Learning: A Journey of Hope and Joy"

THURSDAY | 26 October 2017 10:00-11:15

CHRIS JANSEN / DAN BROWN

Session 1

Co-design for Innovation - Co-design is an approach that is applied in many contexts to engage a wide range of multiple stakeholders in developing innovative new ideas and practices. This practical workshop will demonstrate the application of a 'double diamond' approach to co-design and be applied to exploring opportunities for our schools to more actively engage students in leading their own learning process with high levels of self-management, collaboration and student agency. Case studies from education transformation occurring across 150 schools in post-earthquake Christchurch, New Zealand, will be discussed and critiqued from an international school's perspective. (For example, http://www.growwaitaha.co.nz/our-stories/)

DEBORAH JANZ-KRIGER

After the Tour — Nurturing Families from Awareness through to Admission - Discover how to build trust starting with the family's first interaction with the school brand. Learn proven methods that continue to build the relationship through every touch point. Explore ideas and strategies on engaging families in ongoing conversations beyond the school tour or open house. Our aim is for participants to leave with nurturing tools and practical solutions for brand continuity. This workshop is ideal for admissions, marketing, and communications team members to attend together:

STEVE KATZ

Promoting Your Programs - As you know, leading change in your school can be a very challenging endeavor. Your team may be doing great work, but the message might not spread to your faculty as you had hoped. Come to this session with an idea or a program you would like to see grow, and we will begin to work with some proven strategies to brand and promote your program in order to help your team to reach its targeted audience.

Leadership

STUART KENT / COLM FLANAHAN

Building School, Building Culture Culture and Context First, Concrete Second - Seoul Foreign School has embarked on an ambitious project to build a new high school. During his presentation Stuart will share how a vision to create a new "learning culture" and contextual realities were central in the design of the new Seoul Foreign High School building. He will elaborate on some of the challenges and opportunities he has worked through as a result of prioritizing "Culture and Context First, Concrete Second."

MARTIN LEICHT

Creativity is an everyday thing - Explore the surprising shapes of creativity, how surprise can enhance learning in storytelling, why play is still relevant in the 21st Century, and where balance fits in our lives. Let your imagination drown out your fears as we brainstorm, remix, and design our own recipes. Creativity walks the same road as learning.

Creativity and Storytelling

BRUCE MILLS PHILIPPINE ROOM Security Effective Guard Force Management Techniques - This workshop will highlight effective methods for the operation, supervision, and management of a local guard force program; contracted or proprietary staff. Participants will discuss proven strategies to increase the performance, morale, and accountability of their respective guard programs and share industry "Best Practices" in place at schools and businesses around the world.

BARRY SUTHERLAND

Leadership Leadership Challenges for the Frog in the Pot - Leadership challenges are presented in every school every day. Leaders face choices of whether and how to act or react. A frog in a pot of slowly warming water may not realize until too late that she is slowly being boiled alive----if she doesn't act. It is the same story for schools and their leaders. This is a story of development and change in a not-for-profit international school that went from tenant to owner in a country where the rule of law is just a notion. For heads, aspiring heads, or anyone who just likes a good story.

SARAH WHYTE

Supporting TCKs' Grief and Loss with Emotional Intelligence - Any overseas move results in some degree of loss and grief. Unresolved grief is a welldocumented issue experienced by many Third Culture Kids (TCKs), where previous losses have not been fully processed or accepted. It is vital for TCKs to learn constructive coping strategies to use in the face of loss and international teachers are perfectly placed to support TCKs in developing these strategies. In this workshop, participants will learn practical, helpful strategies to support their students in processing the grief which so often accompanies transition.

Working with TCKs

Alternative Education

MELANIEVRBA / COURTNEY LOWE

Alternative High School Pathways: WAB's Personalized, Self-directed 20/80 Approach - How do we cater for students who have a specialty passion and who are ready to get cracking? By offering an alternative HS pathway called Capstone, WAB offers a more learner-centered, practical and individual approach for these special students. Come and learn how we are co-creating curriculum with students and how we are marketing this to our community and beyond as an authentic qualification for what comes next.

KENDALL ZOLLER

Communication Skills CHAO PHRAYA The Flexible Presenter - Imagine being able to speak with credibility on demand. Imagine what it would be like for you if you could, with purpose and intention, reframe resistance during a meeting or presentation while simultaneously improving rapport and group dynamics. What if you could communicate at the same level of skill and expertise as you perform within your professional technical expertise? Imagine the possibilities. This foundational course provides the skills and knowledge of communicative intelligence so you can reach higher levels of communicative excellence. In this session you will learn the verbal and nonverbal patterns of credibility, approachability, rapport, how to read group dynamics, as well as how to recover with grace when things don't go as planned. This hands-on course is designed and taught by Kendall Zoller, global trainer, author and originator of communicative intelligence.

11:15 - 11:30 TRAVELTIME

MALAYSIA ROOM

BRUNEI ROOOM 2

SALATHIP B

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MYANMAR ROOM I

CHAIRMAN'S ROOM

SALATHIP A

VALLEY ROOM 1&2

MYANMAR ROOM 3

Admissions

Room

Session 2 THURSDAY | 26 October 2017

KEVIN BAKER / NORMA HUDSON / TAREK RAZIK

Surviving an Enrollment Decline: Lessons from the Trenches - There is ample advice about how to handle school growth but what do you do when you are facing a significant and unexpected enrollment decline? Layoffs? Downsizing? Restructuring? Program reduction? Come learn from the lessons from the trenches from three schools' stories and the strategies they employed to successfully navigate this unique challenge. The session will conclude with a collaborative discussion by all workshop participants. General Outline: Introduction of the Panelists; Panelist #1 Story – Kevin Baker, Busan International Foreign School; Panelist #2 Story – Norma Hudson, International School of Kuala Lumpur; and Panelist #3 Story – Tarek Razik, Jakarta Intercultural School.

Enrollment

11:30-12:45

WILLIAM BROWN / ALEXANDRA MANNING

Creating an Inclusive Community: ISM's Journey - For many years, ISM has accepted students with mild to moderate learning disabilities. This year, by opening up our doors to students with intensive needs, we have seen the positive impact it has had for our students, our staff and our families. This presentation will focus on ways to create common language, awareness, and understanding for those who are different. Come learn about ISM's journey to create a program within our school for students with intensive learning needs.

Inclusion

JONATHAN CARTER

Admitting Meaningful Diversity - Diversity is the pursuit, pride. and the promise of many international schools, but why do we inherently value diversity, what do we understand diversity to be in an educational context, and are schools serious about admitting such diversity beyond the pitch and purpose of admissions and marketing?

Trust

Diversity

STEPHEN DARE / JENNIFER SWINEHART

Deconstructing Trust: What Do We Mean? - Trust is a vague term that is often used to encompass a wide range of behaviours that characterise the strength of a relationship. In a school context, this notion of trust is important to a leader's everyday work: the presence or absence of trust can determine to what extent an initiative will be successful before it even begins. In this workshop, trust will be deconstructed and attributes of trustworthy leaders introduced. Participants will then reflect on their own levels of trustworthiness and identify trust behaviours they can start or continue to apply when interacting with members of their school community.

LEANNE DUNLAP

S

Teacher Leadership Leading Learning, Learning to Lead - As schools stretch to improve, meet the needs of a greater range of students, and meet higher standards for student learning, the need for competent and empowered teacher leaders is becoming more evident. Whether teacher leaders have accountability for student outcomes, coaching authority, or formal roles leading peers, they will need development in the transition from leading their own classrooms to leading adult peers. This workshop will focus on structures to support teacher leadership in differing school contexts and cultures, the roles and responsibilities teacher Ieaders might have, and the training needed to support the development of teacher leaders.

III PETER ELIOT Financial Planning Cufflinks to Corduroys - Forward looking retirement financial advice for baby boomers is a growth business. But much of the market's advice is not impartial, and often is misleading or worse. Peter makes the case that financial advisers are typically incentivized to pitch investment products and services, rather than to educate. There is a need to achieve a balance between practical expense management and making appropriate investments. Avoiding missteps by improving financial literacy at home and in the classroom is a path to financial independence. In fact, managing a family's expense "burn rate" over the course of an overseas posting can be most critical to achieving financial independence in retirement. Put simply, a family's capacity to prudently manage discretionary and fixed expenses could over time accrue to a retirement absent financial worries. In this workshop Peter shares some simple tools which can enable participants to accrue wealth by acting prudently in managing family budgets.

MARILYN GEORGE

Becoming Accredited: Essential Elements - This session will address the essential elements that must exist and be operating effectively in a school whose purpose is to move into the accreditation process that focuses on high student achievement and ongoing improvement. This includes the following areas: philosophy, governance, administration and organizational issues, staffing, instructional program, student support, culture, and resources.

Accreditation

JANE HYUN

Effective Conflict Strategies: Building Collaborative Relationships - No matter your job function, title, or level, it is critical that you build cooperation with your colleagues and team members, and develop strategies for managing those who might be more difficult. In this workshop, you will learn powerful tools for skillfully managing difficult situations, and discover techniques to be culturally sensitive as you navigate across cultural boundaries, so that you can develop and strengthen meaningful relationships inside and outside of work.

PAUL HENDERSON

NGSS & STEM: Getting Started @ a Medium to Small International School - Getting started with NGSS & STEM at a small or medium size international school is a different experience than getting started with NGSS & STEM at a large international school. This session will share our school's experience innovating within a box from a curriculum administrator's perspective. We will share challenges and solutions. We will learn from each other in a conversation tailored to our similar needs and strengths.

MALAYSIA ROOM

CHAO PHRAYA

Room

VALLEY ROOM I & 2

MYANMAR ROOM 2

BRUNEI ROOM 2

INDONESIA ROOM

THE STUDY

CHAIRMAN'S ROOM

Conflict Strategies

NGSS & STEM

BRUNEI ROOM I



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JOLENE LOCKWOOD

THURSDAY | 26 October 2017

Session 2

CHIP KIMBALL

Collaborative Coaching Flexible Thinking - Participants will actively engage in a shared learning experience focused on the ways we might grow flexible thinking in Professional Learning Communities. We will explore and practice strategies for collaboratively coaching and facilitating groups to be more resourceful and focused on resolving problems over remaining stuck in them.

MARK McELROY / DANIEL KILBACK

Seamless Transitions: Managing Change with a Transient Teacher Population - Every year international schools experience staff turnover which, while bringing in new perspectives and skills, can lead to the loss of teachers with a comprehensive understanding of how to effectively implement technology for teaching and learning. How should schools best prepare for the departure of innovative teachers? What is the best way to expose the incoming cohort to transformative practices at your school? Come explore how actively documenting and promoting successful learning moments can lead to promoting a positive school culture that leads to institutional stability with great teaching and learning. Participants will look at ways to document successful practice and how to best use these snapshots to not only attract the right applicant pool, but to seamlessly transition the new cohort without wasting significant resources.

ANN STRAUB

Developing Global Citizens: What Does It Take? - The words "global citizens" often appear in our school's guiding statements, but what this looks like and how to accomplish this is often frustratingly vague with a "hit or miss" approach prevailing. What does it look like to focus on developing global citizens as an institutional responsibility for doing so beyond the usual community service, social studies units, school garden, and plastic bottle ban? By assessing where your school is by taking a 360 degree look at your whole school community, viewing examples of successful global citizenship frameworks and strategies used in other international schools, and learning about the place of intercultural competence within the development of global citizenship, you will leave this interactive workshop with an idea of where your school is and actions to take in realizing your school's mission/vision of developing global citizens.

CHRIS SCHUSTER / PATRICK LOVE

Student Wellness and Academic Achievement: You Really Can Have Both - Each year, Concordia International School Shanghai students achieve world-🗸 class academic results. At the same time, they also report being overwhelmingly healthy and happy. How do we know this? We measure each student's Apprint provide the second stress, relationship quality, and workload each week of the school year. This presentation will cover strategies for tracking student wellness, and introduce newly-developed tools that help schools visualize, understand, and respond to large amounts of regularly changing data. We will also provide attendees with strategies for integrating student wellness data into already existing student-support curricula.

Beyond Buddies: Inducting New Hires into the School to Ensure Student Learning and Teacher Retention - Teacher retention is important to international schools! Good induction programs ensure maximum student learning by supporting new hires in the school's philosophy and practices as quickly as possible. In addition, making new hires feel welcome, competent, and successful early in their new roles contributes to their desire to stay in the school, thus reducing the turnover of teachers that is costly and disruptive to the school's culture. Explore the research, the effective practices of induction programs, and the experiences and wisdom we can share with one another. Participants will share ideas and leave with new ones to help the on-going efforts of teacher retention.

JANICE TOBEN / ELIZABETH McLEOD

EARCOS Leadership Conference 2017

Mindful Leadership - A typical day brings many opportunities for social and emotional learning for our students, parents, and colleagues: answering a concerned email, overseeing a teacher's development, making committee decisions, supervising an extended school trip, to name a few. SEL thrives through the personal responses we make, and the connections we establish with each other, moment by moment. As we and our teachers meet daily dilemmas, we may sometimes feel ill-equipped or uneasy during times of critical learning, missing the chance to apply SEL skills. Using research-based wellness and mindfulness practices, real-life case studies and scenarios, metaphor, conflict resolution, and listening strategies, we will practice how to view situations wisely; send challenging messages with authority and empathy; and assess whether to let something go or not. We will uncover the values that motivate our responses and become clearer about our power to lean into and create community.

CHELSEA WOODS

Game Design 3D Game Design - Literacies are expanding with Technology. Our students access new communication tools independently through accessible resources such as iMovie, Google Apps, YouTube, Snapchat, and Instagram, but they struggle to use complex tools such as Unity 3D. Unity enables us to create environments with physics and logic, and publish our environments for 3D games and virtual reality! To develop literacy in this powerful area, students need our help. I will share resources that allow you and your students to make 3D games and begin the journey of developing 3D environment design literacy. We will create an environment for a game, and brainstorm curricular applications and possible collaborative projects.

11:30-12:45

Leadershib

What Has Changed about Change? - Leading, Managing, and Learning from Change - Change is one constant we can all count on. What are leaders learning about change, and how are schools dealing with big change? Change can be understood and perhaps led, but it cannot be controlled. During this session, we will share how and why our understanding of change has evolved and provide tools that have helped Singapore American School successfully lead and manage change.

Supervision and Evaluation

Recruitment and Assimilation

Student Wellness

Global Citizenship

Leadership

Staff Retention

GARDEN GALLERY

PHILIPPINE ROOM

Room

BALLROOM 3

MYANMAR ROOM 3

MYANMAR ROOM I

SINGAPORE ROOM



SALATHIP C



Session 2 THURSDAY | 26 October 2017

WORKING BUFFET LUNCH 12:45-14:00 BALLROOM I & 2, VOLTI RESTAURANT, SHANG PALACE RESTAURANT Everyone from the meeting above will have lunch together

ACAMIS HEADS LUNCH MEETING (Tables will be reserved in the VOLTI RESTAURANT)

13:30-14:30 NIAAA Leadership Training Course 707 (Cont.) THE BOARDROOM SUITE

Thank you to CIGNA & CMB Life Insurance for sponsoring the conference pens!







Session 3 THURSDAY | 26 October 2017

CHRISAKIN

Eight Essential Elements of a Comprehensive Child Protection Program for International Schools: Get Traction! - Child protection is our number one charge leading schools. Learning comes next. So, where do I start at my school, to build a sustainable program of child protection, so that I can put my hand over heart and say that we have put in place the measures that are tested and best able to keep our kids safe, and are well-prepared if an emergency were to arise? At this workshop, school leaders will learn of eight key "traction" points that they can focus upon, to move further towards a safer school.

Child Protection

SIMON BREAKSPEAR

Leading Deep Change - Are you frustrated by the pace of real change in your school? Do you want to accelerate the shift towards high quality practices in every classroom and effective collaboration in every team? Leaders face ongoing passive and active resistance to change, which often derail our improvement efforts. Anchored in organisational change and behavioural science research, Leading Deep Change provides a clear framework to enable any leader to break through the inertia and accelerate their current improvement work. Leaders will learn practical strategies and repeatable processes that they can apply in their unique educational context.

Leadership

JEFFERSON CANN

Efficient and Empowering Delegation - For those delegates attending Jefferson's preconference workshop, this breakout session will build on these learnings and experiences; however, attendance at the preconference workshop is not required to engage in and benefit from this breakout session. Participants will be looking at the application of an essential leadership activity of delegation and interpersonal/intergroup contracting. Much time, energy, and money is lost through ineffective delegation. In this lively, fun and interactive session you will learn how to ensure that day-to-day delegations and "contracting" with your people will be positive, empowering, adult-to-adult as well as efficient and effective for all involved, through the application of a clear and unforgettable tool.

Leadership

CHRIS CAPADONA / NEL CAPADONA

I Can't WAIT To Do That Again! Using Peer Observation to Engage Your Staff - What makes teachers actually look forward to their next observation? What makes a peer observation system effective? Presenters will address these questions along with sharing the basic principles of effective peer observation. Presenters will describe a method of peer observation that develops a culture of collaborative adult learning, Topics will include practical scheduling solutions, pre/post conferencing 'look fors,' crafting observation focus questions, and data collection roles. Presenters will illustrate the power and perils of school-based, peer observations by providing time for school leaders to reflect and discuss their observation practices.

Peer Observation

O DEIDRE FISCHER

Leadership Top Tips for Aspiring Leaders - As teachers, we are well trained to teach students, but often do not have the necessary business skills or leadership training Increase of the second seco marketing, HR, and business operations that helped me maximise the effectiveness of school operations when I became a head of school. I did take this 📖 knowledge and experience for granted, and it was not until I started delivering leadership workshops that I realised that there is a real need for teachers o to learn these skills. Therefore, this session will be: a sharing of the lessons I have learned along the way; what I wished I knew then that I now know; and sharing of stories interspersed throughout. The leadership and management skills from my experiences will be personal and perhaps not for everyone; however, my goal for this workshop is to provide ideas to help others, as they pursue their leadership aspirations.

MARIA GUAJARDO

Cultural Competence - Leadership Finding Your Voice: Leaders, Culture, and Communication - Culture is inextricably linked to leadership development. In today's globalization, trends emerge and vanish overnight. What remains stable is the strength that is tied to our cultural narrative, even as the narrative peaks and wanes. Through experiential exercises, participants will learn to heighten their level of comfort with the complexity of culture, their own and that of others. The process of acculturation, assimilation, and integration will be examined as possible tools leading towards cultural competence. How can ethnocentrism be a bridge to connect to others and oneself? How can the power of one's voice be accessed? Leaders are both effective communicators and conveyors of the cultural narrative; a narrative needed to create links to others. Learn to find your voice and the power therein.

JANE HYUN

Flex: The New Playbook for Leading Diverse Teams - In today's global workplace it is critical for leaders to understand the multicultural perspectives and thinking styles of their team members. "Flexing" is the art of switching between leadership styles to engage effectively with people who are different from you. Yet, because an individual's cultural orientations can be difficult to identify, we may find it challenging to pick up on the subtle nuances that we encounter: Hear from global leadership strategist Hyun's research with global leaders, as she puts a spotlight on the unique characteristics of the "Fluent Leader" and offers practical tips for building trust with others. Takeaways: Understand the three principles for flexing; and creating shared understanding in your team.

Leadership

CONNIE KIM / SHELLY WILLE

Effective Female Leadership through Strategic Communication - Communication can play a vital role in supporting female leaders. In my first year as a middle school principal, I have incorporated a variety of communication platforms to bring about transparency and efficacy as a leader. Under the theme of "Communication in Community," the middle school underwent a year-long process of implementing communication platforms/tools/processes that helped to build a trusting community among teachers, administrators, students, and parents. I hope to be able to share my experience with new leaders.

Women in Leadership

MYANMAR ROOM 2

INDONESIA ROOM

GARDEN GALLERY

VALLEY ROOM

Room

MALAYSIA ROOM

BRUNEI ROOM 2

CHAIRMAN'S ROOM

BALLROOM 3



14:00-15:15

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EARCOS Leadership Conference 2017

JARED KURUZOVICH / TOSCA KILLORAN

A Comprehensive Guide to Implementing Social Media in Schools - Schools are increasingly faced with media-saturated students and teachers who maintain both online and offline lives. With potential crises only a click away, it's more important than ever for leaders to have a comprehensive understanding and plan for implementing social media in their schools. This session will provide a guide for social media use in schools from start to finish, including audits, policies, crisis management, coaching, community buy-in, and bridging the strategic planning and learning aspects. Both digital and print tools will be provided that can serve as a resource for leaders to leverage within their own contexts.

Social Media

LAURIE MCLELLAN / JULIA GÜSTEN / ARDEN TYOSCHIN

School Head Sabbatical - Reason or Risk? - The School Director (Head), Board Chair and replacement Director will share their stories of the two year process - before, during and after. Each has different perspectives and experiences. Communication with the community, strategic thinking and a commitment to continuity are all central themes. As more schools in the international network look to support and nurture their school Heads to stay longer does a sabbatical offer a risk to continuity or a threat due to absence of the long term leader? This has been an interesting process with outcomes, both intended and unintended.

Head Sabbaticals

CHRISTIE POWELL / KARRIE DIETZ

Curriculum Inquiry Through Design Thinking - This session will focus on the changing nature of curriculum inquiry in international schools by exploring the following question: When empathy for the end user (or student) becomes a driver for designing learning, what does that mean for the people, processes and products of curriculum inquiry? By sharing some of the processes and tools we've tired as well as sharing the challenges in our 're-envisioned' inquiry process, we will invite interactive participation for all to explore this important question. NOTE: Our inquiry has particular relevance for schools experiencing increasing cultural and linguistic diversity."

Cognitive Coaching

Curriculum

OCHAN POWELL

S

How to Listen so Students Will Talk: Using Cognitive Coaching to Support Student Reflection & Learning - As educators we know the value of reflection on learning: it supports meaning-making, insight, self-assessment, and future learning. Yet, particularly towards the end of semester, as students are asked in multiple classes to reflect on their work, it's not uncommon to hear groans of, "Again? We have to reflect again?" Clearly, for some, the repeated process of reflection holds little relevance and meaning. How might teachers listen to support students in reaching deeply into their learning experiences to get the most out of them? What might we do to develop environments in which students feel safe to explore the connections between their decision-making and learning? In this interactive workshop, participants will explore how we might listen actively to students so that conversations can be open, honest and meaningful. We'll focus on how to frame reflective questions that will provoke deep critical and creative thinking. Appropriate for educators K - 12.

KAREN O'NEILL / SACHIKO OTSUKA

Building Professional Capital to Support School Reforms - Leading reform in international schools is a complex and at times formidable task. Informed by practitioner research, this presentation explores the intersection between the role of international school leaders and the building of Professional Capital (Hargreaves & Fullan, 2012) to support school reforms. Following a brief outline of the academic research associated with international school leadership, school climate and organisational dynamics, participants will audit their school to identify any elements of dysfunction. Using Wheatley's (1999 & 2006) work on organisational dynamics as a referential framework, participants will then map out practical actions they might consider implementing.

Character Education

RACHAEL WESTGARTH / RODERICK D. FRASER AM

How to Measure the Unmeasurable — Demonstrating the Impact of Character Education - In an education environment that is becoming increasingly academically results-driven, a recent report from Cambridge University's Faculty of Education celebrates Round Square's promotion of character-education and self-discovery as positively "counter-cultural." In partnership with Cambridge and other leading universities around the world, Round Square has embarked on a research project aiming to demonstrate that tangible benefits, including improved academic performance, can be driven by a focus on the development of intangible attitudes, qualities, and values. In this workshop, Round Square will outline the design and objectives of their research project, share some of the early findings and engage delegates in co-creating, guiding, and informing the next stages of the research. What questions do you think should be asked? What would it be great to prove? What results would be of benefit to you in your school? What evidence will support you in designing and developing your own approach to character-education? Come and join the debate.

LUCINDA WILLIS

Leading Inclusive Schools: Data for Differentiation - We will share the process Nagoya International School has followed in evaluating and introducing data from external aptitude and attitudinal assessments to support teaching staff in meeting individual student needs through effective differentiation. We will consider how school leaders can support this process, ensure that the needs of all departments and teaching staff are considered and how the data can then be used to support school improvement planning.

Differentiation

14:00-15:15

THE STUDY

Room

BRUNEI ROOM I

MYANMAR ROOM I

SINGAPORE ROOM

SALATHIP C

CHAO PHRAYA

MYANMAR ROOM 3

Leadership

Session 3 THURSDAY | 26 October 2017

14:00-15:15

Room

14:45 - 18:30Leadership Training Course 504 CAA CourseNIAAA Facilitator:DOUG KILLGORE

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15:15-15:45 TEA & COFFEE BREAK Sponsored by



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Session 4 THURSDAY | 26 October 2017

15:45-16:45

Implications of Neuroscience

Brutal Facts about Learning — Are You Leading the Way? - We are all in agreement that we at schools are in the learning business. We plan for it, evaluate it, judge it. It's not a big leap to the premise that school leaders need to know all we can about how learning happens, and to make the connection to systems and strategies that will best 'cause' learning. It is also no big surprise that 'school' as we know it today reflects some stunning misunderstandings, even deliberate ignorance of what we know about learning. The increasing capacity of neuroscientists, cognitive scientists and neuropsychologists to study the science of learning has resulted in a growing number of 'truisms' about how learning happens which are of critical importance to our shared bottom line of learning. Join us in this session as we explore recent learning facts; challenge each other to reveal practices that are consistent (and inconsistent!) with these facts, and share some ideas about how to better align our school practices with these brutal facts. It's time ...

PETER AND HEIDI ELIOT

BAMBI BETTS

Practical Transition Tips for the Family - Peter and Heidi are 1976 graduates of the American International School of Kabul. They successfully "landed" back in the U.S. from Afghanistan, went to highly rated colleges and had successful international careers with large financial firms. Both retired from their desk jobs well before their 60s. As the family moved around Asia on a career track, their children attended BSM, SAS, and JIS on their way to graduating in 2012 from ISB. Their children have now graduated from Vassar College and Carnegie Mellon's Institute of Technology. Peter and Heidi's children now live in NYC and San Francisco working in technology and education in the new economy. The couple will share their family's practical lessons learned from two generations of living and working overseas and transitioning back to the States. This workshop shares practical advice for both families and educators toward achieving successful transitions as families move from country to country.

Transitioning

ANTHONY GILES

School of Dreams: Using extra-curricular events to foster connections and build community."If you build it, they will come." - This session will examine the use of extra-curricular events to bring different groups of students together, to foster connections between students and the larger community of which they are a part, and ultimately to shape school culture. Participants should come ready to share how they use events at their schools to leverage the extra-ordinary in extra-curricular. What has worked and what hasn't? How do we measure success? And finally, what good things have to go to make room for better ones?

Leveraging Extra-Curricular Events (AD Institute)

ROB GRANTHAM / DJ MacPHERSON / LISA KIPFER

The Joy of Learning: Measuring the Intangibles - Like many schools, CDNIS strives to make learning a journey of hope and joy for students and staff alike. Our renewed Mission states that we are united by the joy of learning, and our Vision is to inspire excellence, cultivate character, and empower engagement. So we find ourselves wondering, "How do we target these things?" And "How can we quantify our progress?" Join us for an exploratory, interactive workshop session where we define what some of these intangibles actually look like in schools, and ask the question "How can we know if we're succeeding?"

Measuring Success

Nurturing Collaboration

SARAH HOWLING / MARIA OSOWIECKI

Learning Together: Nurturing Collaborative and Self-Sustaining Models of Professional Growth - What is wellbeing in the context of a school teaching community and how might a culture of wellbeing serve the needs of the individual as well as the wider school community? How does a school move beyond a 'gift exchange' culture to nurture a climate of care, positivity, and excellence in which members want to support both their own growth and that of their colleagues? This workshop focuses on one school's journey to move beyond a surface-level approach to wellbeing in order to strengthen collegiality and 'belonging' Leaders will be encouraged to reflect, share, and collaborate, and will learn practical strategies to use in their own unique context.

CHRIS JANSEN

Building Relational Culture - Leaders have a key role in developing teams of colleagues to collaborate and utilise their collective strengths to benefit student learning. Leaders who can both build positive teams and also proactively address conflict to further grow professional relationships are extremely valuable in high performing organisations. This workshop will explore a range of approaches leaders can implement to ensure positive culture in their teams (Step | Build, Step 2 Maintain). Importantly it will also explore in detail the skills and processes required to address the inevitable interpersonal conflicts that occur in even the best teams and between highly skilled and passionate professionals at times (Step 3 Restore, Step 4 Sustain).

Leadership

CHIP KIMBALL

Personalized Learning — Facts, Fiction, and the Future of Learning - Personalized learning has emerged as the primary strategy at Singapore American School for fulfilling our vision and mission. This strategy is not only possible, but increasingly probable at SAS. Personalized learning allows students to take ownership of their learning, while also developing meaningful relationships with each other, teachers, and members of the local and global community. During the session, we will describe a deep process of defining personalized learning in the international context, and we will share strategies and tools for transforming a traditional teacher-centric system into one that puts the students at the center of their learning.

Personalized Learning

HELEN KELLY

24

Resilience Building Resilience for School Leaders - International school leaders face a range of emotional challenges in the course of their work that impact both their professional and personal lives. The first part of the workshop outlines the type of challenges faced by senior leaders and the impacts experienced, before moving on to consider the coping strategies that heads and principals commonly employ. The second part of the workshop looks more closely at the concept of resilience and draws upon Five Resilience Capabilities to provide a model for leaders to build their individual resilience.

DAN LONG / JILL FAGEN

Cross-Cultural Identity Understanding Cross-Cultural Identity: A Key Step Towards Meeting Student Needs - The face of the international school is changing, with student populations increasingly drawn from local families who are seeking the best educational opportunities for their children. Helping students, parents, teachers, and administrators understand the cross-cultural identity that results from enrollment in the international school can greatly enhance the educational experience and assist with addressing the unique needs of this population.

Room THE STUDY

CHAIRMAN'S ROOM

BRUNEI ROOM 2

PRIVATE ROOM 1&2

SALATHIP B

BALLROOM 3

SALATHIP A

MYANMAR ROOM I

MALAYSIA ROOM

Session 4 THURSDAY | 26 October 2017

SUZANNE MURRAY

A Culture of Care — Safeguarding for Schools — The Journey: Policy to Practice - The workshop will provide the tool to review current school practice. It will address all key aspects of safeguarding, using an audit to develop a time framed action plan to support the development of a school's culture of care. All guidance will align with CIS accreditation criteria and ITF recommendations.

Child Protection

Student Expulsion

15:45-16:45

MARK McCALLUM

Asking a Student to Leave Your School — When That Unfortunate Time Arises - Do you have a bulletproof process to follow when the unfortunate time comes that a student is asked to leave your school? Although this happens infrequently, it is a minefield in terms of the moral, educational, legal, and process implications. What processes do you use when a student is repeatedly a cause for concern? Do you feel comfortable that your school/staff has an approach that covers all the bases if things "go legal," that processes reflect empathy and understanding of children? For these reasons, we want to make sure that we "get it right."

RAMI MADANI

Curriculum Review and Renewal Process that Meets the Needs of Today's Students - In order to create a meaningful and responsive curriculum renewal process, we need to: be able to navigate between simple and adaptive (complex) systems, understand what curriculum means and how it genuinely impacts learning, and be grounded in research. Key questions: What is important to the various stakeholders when it comes to curriculum? What tools and strategies are most meaningful for a responsive curriculum review? How should teachers best spend their time in this process? How do we review a curriculum area? The session will share a model of reviewing curriculum. If you are an administrator who wishes to deepen your understanding of curriculum, this workshop will provide the tools to help launch and sustain curriculum in your school.

Curriculum

ROB NEWBERRY

Teaching Gratification: Dealing with the Biggest Issue in Education Technology - This session will be a presentation and discussion around one of the most pernicious aspects of being online: easy gratification. Using examples from classrooms, research. and data on the effects of pornography and my own experience with assisting in the arrest of people involved in online romance scams, I will hopefully enlighten and inspire some great discussion on how we can tackle the most negative aspects of being online.

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S m S ഗ

o Z

MYANMAR ROOM 3

INDONESIA ROOM

Room

SALATHIP C



Session 4 THURSDAY | 26 October 2017

IANICE TOBEN / DANIEL SWEENEY

The Open Session Technique for Administrators - Open Session is the cornerstone practice for effective middle and high school programs. Check-in, a way to begin Open Session is noted in Daniel Goleman's book, Emotional Intelligence. This session will provide a format for administrators to skillfully facilitate powerful interactions during faculty meetings as well as for teachers or advisors to use with students. Open Session builds SEL and is based on the development of specific techniques for clarification, empathic listening, and group problem-solving of real-life student or teacher-generated issues. The format uses the Socratic method and is infused with tenets of social and emotional intelligence. When used for faculty development, teachers move away from discussion and "collectively wonder," raising self-awareness and greater understanding of each other. Trust and SEL skills increase as teachers or students engage in the process of the Open Session. Elements can be seen in The Power of Collective Empathy, a TEDx for high school.

Leadershib

15:45-16:45

SARAH WHYTE TCKs Cultural Identity and Belonging for TCKs - For many people, belonging to their culture provides a significant part of their identity. As a Third Culture Kid, developing your own, stable identity becomes much more of a challenge when you grow up in a state of flux across multiple cultures. This can have a huge impact on many children into adulthood. In this workshop, you will explore visual representations of cultural identity in hands-on activities which translate directly to classroom practice. You will leave the workshop with a deeper understanding of culture and how to promote cultural belonging and identity for your students.

JUAN SAAVEDRA / SARAH THAWLEY

Inclusive Pathways to Graduation - As an Inclusive Learning Community, NIS has developed three pathways to graduation. By being creative and flexible we are finding ways to utilize resources within the school community to ensure all students have opportunities to learn, thrive and successfully complete secondary school.

Inclusion

DEBORAH JANZ-KRIGER

Social Media Marketing Telling the School Story through Social Media - Traditionally, schools have used social media to communicate with their internal community and have not considered the power of Facebook, YouTube, LinkedIn, Twitter, Pinterest, and others, as a means to increase awareness of their school. Social media can be a powerful way to reach alumni (the best word-of-mouth 'referrers' and often financial supporters of the school), drive attendance to events open to the public, gain the attention of international faculty members for recruitment purposes, and spark interest from families seeking suitable education for their children. Learn which social media channels are the most appropriate for your school and best practices to increase views and engagement with measurable results.

KENDALL ZOLLER

Better Presentations The First Five Minutes - What should happen within the first five minutes of a presentation? Discover nine things you can do within the first five minutes 🗸 to produce a positive learning environment, a sense of community, and a willingness of participants to go on the journey with you. You will create an opening 🔟 and discover how simple yet eloquent a deliberate choreography can be. What you create can be applied to meetings people look forward to, don't look o forward to, or may even be captive audience members to. Whatever your perspective, you may never look at openings the same again and may never do openings the same again.

NICOLA ZULU / MARGARET ALVAREZ

Mindfulness Our Mindfulness Journey - Having identified student and staff wellbeing as a priority, this workshop is an opportunity to learn about one school's ongoing process of implementing a mindfulness programme across a K-12 international school community. We will share the importance of mindfulness and how mindfulness is helping students and staff regulate emotions and choose healthy behaviours for personal well-being. In a time when social media distractions, being over-scheduled, and school stresses hijack our emotions, it becomes increasingly important to take pauses to stop, breathe, and pay attention to what is going on in our environment. Come and learn about our journey: Implementation process, on-going data collection, examples of mindfulness activities, and the successes and challenges we have encountered thus far.

17:45-18:45

19:00-21:00

Welcome Orientation for New EARCOS Heads and Reception for the EARCOS Board and Special Presenters

Welcome Reception & Cultural Event

Special Thanks to TIECARE INTERNATIONAL for sponsoring the WELCOME RECEPTION

GARDEN GALLERY

SINGAPORE ROOM

BRUNEI I

CHAO PHRAYA

VALLEY ROOM 1&2

MYANMAR ROOM 2

Suite #2300

GRANEARCOM

Room

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2nd Day of Conference FRIDAY | 27 October 2017

Room

06:45-07:45 Breakfast Meeting for Heads of A/OS-Assisted Schools

08:00-18:00 International School Leadership Program University of San Francisco / Washington State University

08:00-08:10

Opening Entertainment

NIST High School Acapella Group led by Alison Armstrong

08:10-08:15

Opening Remarks / Announcements

Morning Greetings by Stephen Cathers, EARCOS Board & Head of School, International School Suva

NEXT 2 PRIVATE ROOM I

VIETNAM ROOM

GRAND BALLROOM

GRAND BALLROOM

GRAND BALLROOM

08:15-09:00

KEYNOTE ADDRESS Introduction of Speaker: BK Gan, President, Taylor's Schools



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SIMON BREAKSPEAR

Agile Leadership

Changing times call for great leaders who can create progress despite complexity, ambiguity and resistance. Around the world, schools are under pressure to deliver on new and broader outcomes; utilise evidence-based practices; and create innovative new learning designs. Agile leadership provides a dynamic approach to leading change that will enable you to adapt quickly, continuously learn and iterate towards an effective solution. You will learn: How to adopt an agile mindset to thrive despite uncertainty and complexity; Creating a bias towards action and using prototyping to accelerate learning; Building effective teams that can take intelligent risks and innovate; and Harnessing evidence to guide continuous improvement.

Biography: Dr. Simon Breakspear is known internationally for helping educational leaders navigate disruptive change, develop innovation capabilities and drive continuous improvement for better learning. Simon is a Research Fellow of the Asia Pacific Centre for Leadership and Change at The Education University of Hong Kong and the Founder of Agile Schools. He has advised and spoken to school and system leaders in over 10 countries. Simon holds Bachelors degrees in Psychology and Teaching, a Masters of International and Comparative Education from the University of Oxford and a PhD in education from the University of Cambridge. Simon began his work in education as a high school teacher in Sydney.

09:00-09:45 **TEA & COFFEE BREAK**

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MEETING ROOM FOYER

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ISM

Session 5 FRIDAY | 27 October 2017

09:45-11:00

Room

BALLROOM 3

SALATHIP C

BAMBI BETTS

THE STUDY Implications of Neuroscience Brutal Facts About Learning — Are You Leading the Way? (REPEAT) - We are all in agreement that we at schools are in the learning business. We plan for it, evaluate it, judge it. It's not a big leap to the premise that school leaders need to know all we can about how learning happens, and to make the connection to systems and strategies that will best 'cause' learning. It is also no big surprise that 'school' as we know it today reflects some stunning misunderstandings, even deliberate ignorance of what we know about learning. The increasing capacity of neuroscientists, cognitive scientists and neuro-psychologists to study the science of learning has resulted in a growing number of 'truisms' about how learning happens which are of critical importance to our shared bottom line of learning. Join us in this session as we explore recent learning facts; challenge each other to reveal practices that are consistent (and inconsistent!) with these facts and share some ideas about how to better align our school practices with these brutal facts. It's time...

SIMON BREAKSPEAR

Agile Leadership in Action - This session will follow-on from Simon's keynote session. Apply the principles and practices of agile leadership to your own leadership work. Build confidence in how to lead through the complexities and ambiguities of educational change. Learn repeatable processes and be equipped with simple tools that you can use in your school context.

Agile Leadership

JEFFERSON CANN

MALAYSIA ROOM Managing Change Enable People to Lose their Fears and Embrace Change - For those delegates attending Jefferson's preconference workshop, this breakout session will build on these learnings and experiences; however; attendance at the preconference workshop is not required to engage in and benefit from this breakout session. Participants will be looking at the application of an essential leadership activity of managing change. In this lively, fun, and interactive session you will learn how to ensure that the elements that hold people back from embracing change can be dispersed to release their energy and motivation in moving forward. You will learn how to enable people to understand the fears that block them at the personal and professional levels; how to help them see "what's in it for them"; how to let go of their fear of loss and have the courage to seek their hopes and aspirations. After all, the only constant is change!

GSIS ADMIN TEAM with DARRYL HARDING / MEI-LYN FREEMAN

Get your Head out of your BUT! - We have got to do as we want our teachers to do, just as we expect our students to learn from teacher modeling and behaviors. We have got to do as we say, get out there and do the work alongside our teachers. But we're so busy... so what does that look like? How does one balance the myriad things that we must get done on our list with getting out there to do stuff alongside our staff? Come experience how our leadership team has begun to enhance the culture of our school by increasing teacher and student agency through our commitment to visibility. Be seen as real humans. Learn how we set the foundation for trust and built the imperative buy-in that schools need for success. Come ready to break free from the confines of the office. Come ready to have fun. Come ready to be human, and see how that can make all the difference in your school culture. No more "BUT"s! Let's have fun. Let's model. Let's engage.

CHRIS CAPADONA / NEL CAPADONA

📖 A Pumpkin in Each Bag: Abraham Lincoln, School Leadership, and Connecting with Your Colleagues and Staff

Q: But I hardly know any American history?

A: Perfectly fine! The interactive presentation is about your leadership style-not history.

Q: I only have a passing knowledge of Abraham Lincoln.

A:That's okay! The presentation will ask you to reflect about your current practices, confirm the great practices you already do, and learn something from your colleagues.

Q:What's a guy from the 19th century going to teach me about leading in the 21st?

A: You'd be surprised how good leadership transcends time. We'll discuss how your tried and true leadership practices match with those of the 16th President.

MARC FRANKEL

S

Understanding Stakeholders CORUNDUM In Your Stakeholder's Shoes: Understanding Today's Parents and Faculty - Are today's parents different? Of course they are! Generational change applies to families just as it does to teachers and staff. Across hundreds of focus groups with thousands of independent and international school parents, we are tracking a shift in attitudes, expectations, and sensibilities that often elude school leaders of a different generational cohort. We will avoid the easy tendency to categorize such changes in a negative light, and will instead search for the opportunities that await schools that have a strategy for engaging with millennial parents. Participants will learn what we have discovered in our focus groups and will personalize a list of things to do to better position their schools for a new wave of parents and teachers now breaking on our shores.

MARIA GUAJARDO

Leadership Making the Invisible, Visible: Discovering your Leadership Potential - Connecting head and heart is the best approach for discovering your leadership potential. The narrative that emerges when this connection is made is the foundation for beginning to see, perhaps discover, the strengths we embody. Strengths that form the core of our identity. Strengths that include talents, attributes, and values. The leadership we are asked to provide, from the classroom to the boardroom, rests on this foundation. This workshop will structure experiential exercises, including reflection, so that the invisible becomes visible, so that your leadership potential is revealed. Discussion will include exploration of talents and non-talents, and the power of a personal vision. The focus will be on a personal approach to strengthening one's leadership potential.

DON HALE

Alternative Methods of Providing Continual Support for New Tech Initiatives - Are your teachers always asking for a PD on a tech based concept? Based on Malcom Knowles' Andragogy Theory, this workshop will share several ways that technology learning can actively occur on an ongoing basis. Attendees be ready to share technology professional development conundrums from personal experience. All of the approaches presented can be implemented immediately.

IT



BRUNEI ROOM 2

INDONESIA ROOM

VALLEY ROOM 1&2

Leadership Visibility

Leadership

Session 5 FRIDAY | 27 October 2017

CHRISTOPHER HENRY / ANTHEA CLIFTON

Creating Clarity: How Divisional Leadership Teams Support a Culture of Learning - Quality learning environments are established and nurtured through high functioning leadership teams. Divisional leadership teams that share a clear vision and a common language of quality learning will maximize their impact when working with teachers on pedagogical enhancements. At Jakarta Intercultural School our divisional leadership team in the middle school has developed structures and systems that have allowed us to norm our practice, create clarity around expectations, and provide high quality feedback that enhances student learning. Workshop participants will identify the structures and strategies that support a culture of learning and design a plan to put their ideas into practice. The collaborative environment of this workshop will provide a range of practical tools and inspiring ideas.

KIERSTEN HEWITT / JANE McGEE / KARI YUEN

Almost Addicted...Addicted to What? The Community Impact of, and Solutions to, Substance and Technology Misuse and Addiction

(Part One of a Two Part Series - Part Two Found in Session 7) - The global leader in school-based prevention, FCD Prevention Works, will guide participants through a substance abuse prevention process. In part one of the two-part workshop, FCD will examine alcohol and other drug myths that students hold, and ways to debunk these myths. Learning will be guided by the 2009-2017 FCD Student Attitudes and Behavior Survey Database, containing over 80,000 6th-12th grade student responses from around the globe. Topics covered in this session include the following. 1) Evolving understanding to effectively approach higher-risk use, misuse. and addiction as a health issue - alcohol, nicotine, other drugs, and technology/cyber limits, cyber safety; 2) Current research on the consequences of higher risk use, misuse and addiction and those it impacts; and, 3) Cultural and established road blocks in talking about addiction. Explore parent/family component, connecting more strongly to the parent community, strategies for empowering families, specifically around technology use, i.e., limits, boundaries, expectations.

MICHAEL HIRSCH

Using Design Thinking to Rethink Reporting - This workshop will explore how the secondary school at KIS International School is using Design Thinking to re-imagine back to school night, parent teacher conferences, and reporting. We will briefly discuss the Design Thinking process, and discuss how the school used this strategy to review to what extent the format of these events and documents matched our objectives and how we re-imagined these experiences to be more aligned with the goal of causing changes in behaviour that result in improved student learning. Participants will have a chance to consider their own context and begin to apply Design Thinking on a chosen project.

Design Thinking

VIRGINIA HUNT / LEANNE DUNLAP

Be Well, Teach Well, Live Well - Well-being, when discussed in a school arena, is typically centered on meeting student needs. Yet go into any staffroom and the topic of conversation will be centered around how tired, stressed, and overwhelmed teachers feel. Kimberly Shonert-Reichl at UBC has been studying what she and colleagues call the "stress contagion" - the stress of a teacher directly affects the stress of students. Student well-being begins with teacher well-being. Supporting teacher well-being enhances the capacity of schools to not only meet the needs of their students, but to positively impact on the whole school community. In this workshop participants will explore ways to embed teacher well-being into the school culture through practical and effective applications.

Staff Well-Being

ELM EARCOS LEADERSHIP MENTORING

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Join EARCOS leaders collaborating to support each other, as mentors and mentees.

Mentor and mentee applications are available at the EARCOS website: http://www.earcos.org/

Application period begins 29 October and closes 11 November.

EARCOS school leaders and aspiring leaders are invited to complete the application and join the first cohort to enroll in the online ELM orientation "course", which begins 12 November 2017.

If you have questions, email them to: Joe Petrone at jpetrone@earcos.org

Substance and Technology Addiction

Leadershib

CHAO PHRAYA

MYANMAR ROOM 2

CHAIRMAN'S ROOM

Room

S

BRUNEI ROOM I S

S

7

СЛ



09:45-11:00

FRIDAY I 27 October 2017

BRUCE MILLS

Session 5

Critical Elements of an Effective Emergency Preparedness Program - In this workshop, participants will learn of the essential elements that are consistently in place within effective emergency preparedness programs at international schools around the world. Specific information concerning emergency equipment, supplies, and protocols will be shared to include proven strategies for more effective training and drills as well as suggested crisis management team composition and leadership practices.

Emergency Preparedness

OCHAN POWELL

Influences of Low Status on Learning - Status in the classroom influences learning. This is well-researched: low-status children receive less teacher time, have less access to materials, and learn less. Parallels to low status programs weigh heavily: low status programs receive less leadership time and attention, have less access to financial and human resources, and figure less prominently in a school's indicators of success. What are the influences on student learning when programs, such as learning support, suffer from low status? What are the impacts on teachers who provide these services? In this interactive workshop, we will explore three possible status enhancers.

Status and Learning

Applied Learning Courses

Athletic/Activity Directors Institute

CHRIS SCHUSTER / PATRICK LOVE / ANN LOVE

Applied Learning Curriculum at Concordia Shanghai - Going Beyond AP - What can schools do to inspire teachers, shape learners, and better prepare students for competitive college applications? Join a principal, teacher, and counselor as we share our perspectives on the value of developing twelve "applied learning" courses that focus on authentic learning experiences that are accessible to any student. We will talk about how authentic learning courses have changed the culture of our high school, challenged teachers to grow as professionals, and prepared our students to stand out in highly-competitive college admissions.

BRAD SHMOCK

Conducting Effective Parent Meetings - This workshop examines the different types of parent meetings an athletic administrator is likely to be involved in facilitating, ranging from large group sessions to one-on-one conversations, by focusing on the purpose and goals of each meeting as well as strategies for achieving the best outcomes for all. For the benefit of all, participants will have an opportunity to discuss and share their own successes and shortcomings.

KARL STEINKAMP

Making Online Education Work For You - Has online education been the answer for your school that was promised? Do you have courses you are not able to offer each year because of limited resources? How can we do a hybrid course at our school? What role does online education play today and can it help you do more for less? These are a few of the many questions that will be answered by this workshop on online education and making it work for you in the international school setting.

Online Education

Stereotyping in Education

O ANN STRAUB

U Stereotyping: An Implicit Deterrent to Learning - We all have biases and prejudices which spread through a culture like currency. How can we prevent our natural tendency to stereotype people from becoming prejudice and discrimination? As educational leaders, what is our role in schools, and how do we recognize and prevent the biases of ourselves and others from inhibiting learning? In this interactive workshop, we will look at the Stereotype Wheel, the research supporting our innate tendency to implicitly discriminate and its effect on student learning and teacher performance, and learn strategies to counteract this natural human tendency.

JAMES SCOTT / KATHRYN NELSON / NOELEHUA ARCHAMBAULT GARDEN GALLERY Advancement From our 175th Anniversary to a Comprehensive Campaign: Punahou School's Journey in Advancement - Learn how Punahou School has built coordinated and highly functioning constituent relations, communications, and development practice. We will share key elements that have contributed to Punahou's progress, and talk about how the 175th anniversary galvanized engagement which was leveraged to launch the school's first ever comprehensive campaign. Attendees will hear the lessons we learned along the way and take away some insights that may inform their own development or advancement programs—whether those programs are mature or just starting out.

CORY WILLEY

Make it Meaningful: Five Ways to Cultivate a Meaningful Educational Workplace - Are you looking for ways to inspire teachers and build staff morale? Would you like teachers to be more invested in your school's mission statement and core values? Would you like to recruit faculty and staff who are engaged and intrinsically motivated? The key is to make it meaningful! The research is clear: People who find meaning in their work have higher levels of engagement, organizational commitment, and intrinsic motivation. An understanding of how educators make sense of meaningful work is essential to understanding how to motivate and engage teachers and assist international school leaders in recruiting and retaining top teaching talent. This workshop will highlight five research-based ways that international school leaders can help teachers rediscover meaning and purpose in their work and build educational communities of heart and mind.

11:00-11:15 **TRAVEL TIME**

PHILIPPINE ROOM

SINGAPORE ROOM

MYANMAR ROOM I

Room

PRIVATE ROOM 1&2

SALATHIP A

MYANMAR ROOM 3

SALATHIP B

Leadership

Session 6 FRIDAY | 27 October 2017

11:15-12:30

PD for Teaching Assistants

BRUNEI ROOM 2

Room

ANDY BIRCH

Being Held Hostage by the Technology Department? - The purpose and vision of technology in a school and the role of a technology department within a school can either enhance the learning, productivity, and school culture, or be a roadblock to a successful organisation and learning environment. As schools increasingly rely on technology and the people who run that technology, it is important that school leaders understand how to positively leverage their technology departments. This workshop will explore the culture, people, environment, and systems that support a technology department in becoming a trusted, integrated, and purposeful part of a school—one that complements the school environment and enhances opportunities, learning, and innovation across the school.

IT

WARREN BOWERS

Professional Development for Teaching Assistants - In our international teaching community, there are numerous opportunities for teachers and leaders to gain professional development, whether through conferences, courses, or workshops. The same cannot be said for our teaching assistants. In this workshop, you will hear about how Canggu Community School addresses this and provides professional development and learning opportunities for TAs. Issues such as time, money, content, and context will be covered. Participants will also have an opportunity to ask and answer questions about their own school and how to improve the quality of professional development being given to support staff.

NEL CAPADONA / CHRIS CAPADONA

If Behavior Is Conditioned by the Environment, Schools Need to be Caring Environments with Clear Agreements for Interaction, but How? Thousands of schools worldwide have been re-culturing their school environments with the community building process known as "Tribes," that focuses on collaboration, brain-research, resiliency, school climate, and human development. This year the Tribes Learning Community process was recognized by The President's Initiative on Race, One America in the 21st Century, as "a promising practice to build a more just and more united community." Join us in learning how to engage your students in deep critical reflection about their interaction with others and move your learners from an isolated focus on "me" to an altruistic concern for others and society.

Tribes

MIHOKO CHIDA / MEREDITH LAWSON

Leadership for a Learning Focussed School — From Good to Great - In this session we will share the initial stages and leadership practices used in our journey of moving a well-established international school with a strong reputation from 'good to great.' With a 2030 graduate in mind, we are shifting the focus of Nishimachi International School to one based on maximising learning. During this interactive workshop we will share our work in ensuring all our S practices are driven by the same thing — maximising learning. You will be required to think about and examine the practices in your school. ഗ

Leadership

KIM CRIEM / TRACY VAN DER LINDER

Athletic/Activities Director's Institute The Activities & Athletics Department Role in School-Wide Character Education - Very few of our schools are preparing student-athletes for a collegiate athletic career. 99% of the students that experience our program are learning more about Character Education than they are learning sports skills or X's Ζ and O's. Yet seldom does our Activities and Athletics program have a stated objective of Character Education in line with your school's Core Values. If it does, it is generally in a language that does not resonate with our most important stakeholder: the students. In this presentation we will discuss the importance 🔊 of aligning your department philosophy as well as making Character Education relevant to the student participants and spectators.

STEPHEN DARE / JENNIFER SWINEHART

Analysing Trust through A Case Study - As a school leader, it is common to find oneself in challenging situations that require the building or leveraging of trust in order to arrive at a positive outcome for everyone involved. In this session, a case study will be presented in which levels of trust in a school community are under threat. Participants will role play having hard conversations from a variety of perspectives, reflect on the importance of trust behaviours in these interactions, and consider how they might intentionally model, promote, and nurture levels of trust within their own schools.

Trust

PETE ELIOT

America First: Implications for Asia - U.S. business growth has the capacity to pull the rest of the world forward along with the American economy. Conversely, a downturn in U.S. business expansion has negative implications for business investment in Asia and worldwide. And regardless of economic cycles, there is the relentless push for improved productivity, expense control, and doing more with less. In this workshop Peter looks beyond the current headlines to forecast what lies ahead for U.S. business expansion and job creation in Asia and the implications for international school enrollment.

STEPHEN HOLMES

Marketing Curriculum Effective Marketing of Curriculum, Teaching, and Pedagogy in Schools - What do parents most want to hear? School research consistently shows that teachers and teaching pedagogy quality rises to the top of the list for parents. Most international schools have genuine difficulty in knowing how to market and communicate strength around curriculum, teachers, and teaching pedagogy. In the absence of this being incorporated, there is a striking sameness and lack of differentiation about their marketing messages and communications. It is a missed opportunity. The approach of many international schools to curriculum, teaching and pedagogy is considered to be world-class. So, how can they make more of this in their marketing messaging and positioning? How can they professionally and sensitively weave their curriculum, teaching and pedagogy quality to validate the meaning of heavily used claims as 'teaching quality,' academic,' and 'learning excellence'? This session will offer an innovative perspective on how international schools can develop and communicate compelling and cogent marketing messages.

IIM HULBERT

Crisis Management The Crisis Landscape - In this presentation, we will review the issues that are trending now in independent schools around the world and what should be on every school's radar. Some of these issues can easily move into full-blown crises. We will review the three types of crisis, The Jane Group optics, "productive paranoia," and overall pain points schools face when crisis strikes.

BRUNEI ROOM I

CHAIRMAN'S ROOM

MYANMAR ROOM I

PRIVATE ROOM 1&2

MALAYSIA ROOM

INDONESIA ROOM

THE STUDY

CORUNDUM

U.S. Implications for Growth

Session 6 FRIDAY | 27 October 2017

11:15-12:30

DEBORAH JANZ-KRIGER

Perception Matters — Identifying Your School's Unique Placement in a Changing Marketplace - With the growing number of schools cropping up in every market, it is becoming more difficult to differentiate based on having the best facilities or highest academic scores. School brands are not created from catchy slogans on magazine ads and websites. They are built on perceptions derived from every brand interaction including social media posts, the admissions process, athletic events, the website, cocurricular programs, parent-teacher conferences, and more. Your mission, vision, and core values can be interpreted in many different ways—and they will be—depending on the experience a student, parent, faculty member, administrator, relocation agent, board member, and the community at large has with your brand. Learn how to create alignment between you and every stakeholder.

Marketing

CHIP KIMBALL / JENNIFER SPARROW

The SAS Journey — A Process for Re-Envisioning Success and Reinventing School - The world is changing, and international schools are required to be agile and flexible to meet the personalized learning needs of every child. With a long-standing legacy of success, the journey of reinvention at SAS continues to be deliberate with many rewards and challenges. Singapore American School continues to reinvent itself to ensure that students are engaged, learn at high levels, and are future ready. During this session, we will describe our research and development journey, overview our change strategy, provide insights into what worked and what hasn't, and discuss what has actually changed as the result.

Reinventing School

ALASDAIR MACLEAN

Small School Leadership with a Focus On Learning and Curriculum Development - How small international schools effective leadership impacts the design and implementation of curriculum. A story of a small international school on the island of Sumatra and how the school keeps current pedagogy at the forefront of teaching and learning: A review of how the Independent Schools of Riau has moved to standards-based assessment and an inquiry focussed school; A focus on how leadership at small schools influences decision making (using ISR as the example); Discussion of the challenges of being a small school who aspires to to provide a rigorous education; and, a discussion of the benefits and challenges of a small school academically, professionally, and socially

Leadership

Break Barriers with Open Source Software - Come learn about the advantages of Open Source Software in education, no matter what platform you use (Windows, Mac, Linux). We will look at how Open Source improves availability and flexibility for you, your teachers, and your students. We will discuss how you can start using it right away, across the entire institution. With thousands of "free" applications out there, how can you separate the good from the bad? You will get useful websites and tips to find more great options in the future, that you can share and use right away.

Head Search

AMIE POLLACK / NGUYEN HIEU

Searching for Your Next Head of School? Process and Perspectives from a Board of Directors - One of a board's most important responsibilities is the hiring of a new head of school. Yet most board members have no knowledge of or previous experience with a head of school search. What are the steps involved in a head search? What is the search consultant's role? How can the board attract the best candidates? How can the process be effectively inclusive of stakeholder groups? What should be considered regarding scheduling and conducting interviews? This presentation provides an overview of the head search process and shares perspectives from board members with recent head search experience.

OCHAN POWELL

Why "EAL or Learning Support?" is the Wrong Question - When international schools are faced with complex admissions cases — applications from students who might be new to the English language and/or whose reports suggest some difficulty with academic learning, the question often arises: "Is this a learning support issue, or is it a problem with English language learning?" Understanding the bidirectional influences of language on learning, the Next Frontier Inclusion, in collaboration with WIDA, has taken the position that this is the wrong question. We will explore the intervention of students experiencing challenges with language and learning through an asset-based approach, using the NFI/WIDA publication: "Why 'EAL or Learning Support' is the Wrong Question.

KRISTINE STAMP-JERABEK / AMOS STAMP-JERABEK

Facilitating Teacher Researchers - How can you become a true research institution? By shifting the evaluation process to a research process where teachers become researchers dedicated to school improvement. This session will introduce the topic of facilitating teacher researchers, school improvement, and encouraging big buy-in.

Research Schools

Social Emotional Learning

JANICE TOBEN / ELIZABETH McLEOD

Social and Emotional Learning is Fundamental - This session highlights research, rationale, and inspiration on Social and Emotional Learning and its role in building a vibrant school climate, student and teacher well-being, strong academic learning, and creative teaching practices for grades K-12. Some insights shared will be based on The Institute for Social and Emotional Learning's (IFSEL) work with over 1500 educators and administrators in independent and public schools across the USA who attended our Summer Institutes or with whom we have worked to adopt SEL as foundational to all aspects of powerful teaching, learning, and community building.

VALLEY ROOM 1&2

Room

GARDEN GALLERY

SALATHIP C

MYANMAR ROOM 3

MYANMAR ROOM 2

SINGAPORE ROOM

SALATHIP A

PHILIPPINE ROOM

Open Source Software

EAL/Learning Support

4 EARCOS Leadership Conference 2017

Session 6 FRIDAY | 27 October 2017

11:15-12:30

KELLY WALTER

College Admission Trends

Big Trends in College Admissions, and What They Mean for the EARCOS Community - American-style universities have always had a strong connection to EARCOS member schools. Understanding the important trends and emerging practices in U.S. college admissions is essential for EARCOS school leaders. This interactive session, featuring a veteran U.S. college enrollment leader, will focus on the issues most important for EARCOS school leaders to understand in order to support their students' college aspirations.

KENDALL ZOLLER

The Flexible Presenter (REPEAT) - Imagine being able to speak with credibility on demand. Imagine what it would be like for you if you could, with purpose and intention, reframe resistance during a meeting or presentation while simultaneously improving rapport and group dynamics. What if you could communicate at the same level of skill and expertise as you perform within your professional technical expertise? Imagine the possibilities. This foundational course provides the skills and knowledge of communicative intelligence so you can reach higher levels of communicative excellence. In this session you will learn the verbal and nonverbal patterns of credibility, approachability, rapport, how to read group dynamics, as well as how to recover with grace when things don't go as planned. This hands-on course is designed and taught by Kendall Zoller, global trainer, author, and originator of communicative intelligence.

12:30 - 13:45 LUNCH

BALLROOM I & 2, VOLTI RESTAURANT, and SHANG PALACE RESTAURANT





BALLROOM 3

CHAO PHRAYA

Communication Skills

FRIDAY I 27 October 2017

Room

I 3:45-14:30 EARCOS ANNUAL GENERAL MEETING (AGM) (for EARCOS Heads only) THE STUDY

Job-Alikes (Job-Alikes for heads will be after the AGM)

	13:45 - 16:30	Admissions/Marketing & Communications	LINDA BELONJE, KIS International School SOLEIMAN DIAS, Chadwick International School	PHILIPPINES
		High School Principal	JOANNA COLE, International School Beijing ELIZABETH ANDREVVS, Canadian Academy JIM GERHARD, Seoul International School	INDONESIA
		Middle School Principals	JON HILL, International School Beijing	MALAYSIA
		Elementary School Principals	CLARISSA SAYSON, International School of Beijing BRYAN BYRNE, International School of Beijing	BALLROOM 3
		Development	JENNIFER SWINEHART, Hong Kong Academy	MYANMAR ROOM 3
		Learning Directors & Curriculum Coordinators	PAUL HENDERSON, Mont'Kiara International School JOLENE LOCKWOOD, Korea International School	MYANMAR ROOM
		Human Resources	MIMI LEE, International School of Beijing	SINGAPORE
		I.T. Directors	ALLAN LAMBERT, Beijing City International School	BRUNEI ROOM 2
		Board Members	BOARD MEMBERS (if necessary)	CORUNDUM
		Deputy Head of Schools	NICHOLAS KENT, Jakarta Intercultural School	MYANMAR ROOM I
ЕS	13:45-15:00	DERE	E DOLEMAN, Shanghai American School, Puxi Campus KK KENSINGER, American School in Taichung	PRIVATE ROOM 1 & 2
ALIK		particular focus will be on providing opportuni	associated with various programs within their school. The ties for AD's to electronically share resources under "big ould come prepared with USB, ready to share what they 'Activities Directors.	
0 B -	3:45- 7:45	Leadership Training Course 506 (Cont.) NIAAA Facilitator: DOUG KILLGORE	т	HE BOARDROOM SUITE
	14:30 -16:30	* Job A-like for Heads of Large Schools	COURTNEY LOWE, Western Academy of Beijing	THE STUDY
	14:30 -16:30	* Job A-like for Heads of Medium Schools	STEPHEN DARE, Hong Kong Academy	GARDEN GALLERY
	14:30 -16:30	* Job A-like for Heads of Small Schools	DEREK LUEBE, Shanghai Community International Scho	ol (Pudong) THE VALLEY
	15:00-15:30	TEA & COFFEE BREAK Sponsored by		S DE
	16:30	ISS HEAD OF SCHOOLS MEETING Dale Cox, Ed.D., Vice President, Asia-Pacific, Inte	rnational School Services	NEXT 2 CHAO PHRAYA



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3rd Day of Conference SATURDAY I 28 October 2017

06:45-07:45 WASC Breakfast Meeting for EARCOS Accreditation Committee

06:45-07:45 Breakfast Meeting for Heads of Small Indonesian Schools

08:00-08:10

"Making a Difference"

How our schools are making a difference in the lives of our host country students.

08:10-08:15

Opening Remarks / Announcements

Morning Greetings by Andy Davies, EARCOS Board & Head of School, International School Bangkok

GRAND BALLROOM

NEXT 2 PRIVATE ROOM 2

NEXT 2 PRIVATE ROOM I

Room

GRAND BALLROOM

08:15-09:15 LEADERSHIP STORIES Sponsored by HOUGHTON STREET CONSULTING - INTERNATIONAL INSURANCE SOLUTIONS

Introduction of Speakers: Kai Guo, Chairman, International Insurance Solutions



THOMAS FARRELL Former Superintendent Kaohsiung American School Title: "What I Learned from 50 Years as an Educator"

HONESTY IS THE BEST POLICY





DICK B. ROBBINS Brent International School Manila Title:"Those Dark Brown Eyes"



CHIP BARDER United Nations International School of Hanoi Title: "International School Leadership - Failures to Successes - It's in the Lyrics"

09:15-10:00

TEA & COFFEE BREAK

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Session 7 SATURDAY | 28 October 2017

MEGAN BRAZIL / NITASHA CHAUDHURI / STEPHEN LUSH

Dialogue, Data, and Digital Tools: Building and Leading a School Culture - This workshop will outline the journey of the elementary school faculty and leadership team at UNIS Hanoi as we work towards the goal of making better use of data and digital tools to improve student learning. Participants will: understand the processes, systems, and structures required to create a collaborative culture around data informed practice; gain insights into software and digital platforms that are being used to enhance teachers' ability to engage with learning data; take away a range of tips, strategies, and protocols that can be used in their own settings; and engage in generative conversations among peer schools who are facing similar organisational and leadership challenges

JONATHAN CARTER

Beyond Academics: Is There a Fairer System of Selection for High School Students? - Are we being fair to high school students by relying on tests and other results-driven data to gauge suitability for a school or a course? In this era when schools claim to educate the whole child, why is it that many admissions processes remain one dimensional and look only for the academic child?

Female Equality

Admissions

PETER DALGLISH

Why We Need to Put Girls and Young Women First - Peter's many years of experience working in conflict-affected countries, including the Sudan and Afghanistan, has shown him that education for girls and young women is a right that cannot be comprised. Considering that the international community failed to achieve the Millennium Development Goal of universal primary education by 2015, what steps can we take to ensure that girls and young women around the world have access to classrooms, acquire fundamental academic and social skills, and are protected from violence and exploitation? What role can international and independent schools, their students and faculty play in providing new opportunities for learning for some of the world's most marginalized citizens?

MARC FRANKEL / JIM HULBERT Communication Mistakes CORUNDUM Six Communication Mistakes Heads Make and How to Avoid Them - Drawing on extensive case material, Marc and Jim will highlight the six most common communication mistakes heads make. The situations covered range from crisis to change management to routine interaction with the school community. Marc and Jim will help participants recognize their communication tendencies and find alternative approaches that better serve their needs. From dealing with the media to leading faculty to addressing the parent community, participants will leave better prepared for communication success.

Z RICHARD GASKELL / OCHAN POWELL / SAMI YOSEF ISC Market Update/Inclusion **BALLROOM 3** 2017 Global Inclusion Survey Overview and ISC Annual International School Market Update - Following the second ISC /NFI Global Inclusion Survey, Ochan will explain some of the trends and findings regarding schools' approach and attitudes to inclusion in 2017. Sami and Richard will also give the annual update on the International School Market demographics making reference to the growing number of bilingual schools worldwide and the effect of low energy prices/ Brexit etc. on student enrollment in Asia.

CARLENE HAMLEY / KASEY BURNS

Designing Challenging, Authentic, & Personalized PL (CapPL) - How can you provide challenging, authentic and personalized learning for teachers and parents? In this workshop we will share how we designed and implemented an innovative, practical and transparent PL model. Participants will explore how to bridge the gap between professional learning, parent education, and classroom practice, resulting in empowered teachers, supportive parents and ultimately improved student learning.

PL Model

KIERSTEN HEWITT / ANE McGEE / KARI YUEN

Almost Addicted...Addicted to What? The Community Impact of, and Solutions to, Substance and Technology Misuse and Addiction (Part Two of a Two Part Series - Part One Found in Session 5) - The global leader in school-based prevention, FCD Prevention Works will guide participants through a substance abuse prevention process. In part two, we will discuss the application of this prevention learning in building effective early intervention health systems. We will share strategies for pairing current international data with relevant prevention approaches within a school setting. Participants will leave with adaptable, research-based toolkits to confidently prevent substance use in their communities. Unedited description can be found at http://www.earcos.org/elc2017/elc-member.php#Hewitt

Substance and Technology Addiction

Strategic Plan for Differentiation

STEPHEN HOLMES

Strategic Planning to Build Differentiation and Measurability in International Schools' - Many heads of schools around the world have genuine difficulty in knowing how to build a strategic plan that provides differentiation, is authentic and can be measured. Strategic planning is a one off opportunity to create a shared sense that a school is 'on the move' with purpose and an ambitious agenda. All too often we see in international schools that strategic planning lacks the analysis required for forward planning and is downgraded to a form of compliance. Bland strategic planning processes reverberate at many levels, and a direct source of a lack of differentiation in reputation between many international schools. Strategic planning in schools also tends to create noble objectives but is relatively poor at measuring progress and impact (KPIs). Developing robust and actionable performance indicators and metrics (both 'hard' and 'soft') will increasingly be scrutinised as schools expand their services and seek stronger stakeholder relationships.

JARED KURUZOVICH

Beyond Marketing: How to Effectively Build Your School's Brand - With the international education market becoming increasingly saturated with competitors, what can school leaders do to build recognition and respect for their institutions? The answer isn't more advertising, new technology, or better facilities. Your success depends on shaping a consistent and coherent understanding of your school that steadily builds its reputation. In addition to shifting our understanding of brands within the context of education, this interactive workshop will review key elements that every school needs in brand building, explore the importance of market context, provide insights into bridging learning and branding, and offer a framework for strategic communications.

Marketing

10:00-11:15

Data, Digital Tools

VALLEY ROOM 1&2

INDONESIA ROOM

SALATHIP B

PHILIPPINE ROOM

MYANMAR ROOM 2

BRUNEI ROOM 2

Room CHAO PHRAYA

Session 7 SATURDAY | 28 October 2017

JOLENE LOCKWOOD / KRISTINE JERABEK

Transforming Evaluation Into Professional Growth - Participants will explore ways to rethink and redesign teacher evaluation into a well-rounded professional growth model. We will share what we have learned and applied from the Four Support Functions of Cognitive Coaching to develop an innovative model that pieces together coaching, collaboration, consulting, and evaluation to support professional growth.

BRUCE MILLS

Crisis Management Team Exercise - Participants will be presented with a tabletop exercise while assuming the various roles and responsibilities within a typical crisis management team at an international school. The scenarios may include a variety of threats and hazards, both natural and manmade. While not meant to "test" any individual response or ability, this exercise will leave participants with a better understanding of potential crisis and emergency situations that they could face and armed with effective strategies to implement within their own school's crisis management team.

HIEU NGUYEN / ROBERT HUGHES

The Challenges of Improving Quality as Costs Grow — A Board Conversation - The dramatic growth of international schools around the world has put pressure on the cost of high quality teachers and thus raising tuition. Often, tuition increases higher than the inflation. How schools manage the expectation of improving quality and the pressure of affordability? Come to this workshop for a conversation on this topic.

School Finance

TOM REED

How to Work with Your Tech Director - Have you ever wondered what your tech director does all day? Is the tech department's contribution to education a mystery to you? Imagine that you just returned home from ELC 2017 with a new tech inspiration. Do you know how to go about getting support from the tech department to implement it at your school? This session addresses such questions while giving you the opportunity to raise pertinent issues, share with other participants, and come away with practical tips for making the most of technology at your school.

ΙT

JO RICE

Leading the Development of Enabling Environments in the Early Years - Building on input from learning environments expert Elizabeth Jarman, who developed the Communication Friendly Spaces Approach, the aim is to share how Garden International School is developing the learning environment at The Early Years Centre, to support the Early Years Foundation Stage curriculum. It will also provide opportunities to explore the importance of outdoor m learning and how best practice in the early years can drive practice further up the school.

Intercultural Leadership

Learning Environment-Early Years

ANN STRAUB

Leading Intercultural Schools - What is meant by intercultural leadership, and do all cultures define and value leadership in the same way? What are the universal traits of successful leadership as defined by the Globe Study, and what specifically is required for a school focused on developing global citizens? There are a few questions which will be addressed in this interactive workshop. Most EARCOS schools have defined themselves as being "international" with the goal of developing global citizens. Participants will reflect on what this really means and will begin to develop an understanding of the leadership traits and strategies required to operationalize the vision of developing global citizens. This will be accomplished through looking at research, viewing 🤜 enacted cultural scenarios and applying the traits of intercultural leadership and awareness of cultural frameworks, and reflecting on our own strengths as intercultural leaders.

RACHAEL WESTGARTH / RODERICK FRASER AM

Building a Trojan Horse - Values-Based Education Inside the Curriculum - At its heart, values-based education deals with qualities and attitudes, with personality and strength of character. It comes from experiences, real-world learning and periods of reflection. It has the capacity to instill a passion for lifelong learning and provide the personal "noise filter" necessary to develop higher order thinking skills— both essential for the constantly connected, communication-rich i-generation. Despite widespread understanding of the benefits of this approach, it is still a challenge for every school to find space and time to engage in values-based education amidst curriculum pressures. Drawing on experience from their network of 170 schools in 40 countries, in this workshop, Round Square's leadership team will share examples that demonstrate how member schools are using Round Square's Discovery Framework to embed values-based education in the curriculum.

Values Education

SARAH WHYTE

Stages and Elements of Transition for Third Culture Kids - For international schools, an ever-changing student population can be the norm. Many international students are likely to have experienced the stages of transition in an overseas move at least once, if not multiple times. School staff are uniquely positioned to make a move easier for their students. This workshop equips leaders with a sound understanding of each stage of transition and explores how students can be best supported during each stage. Workshop participants will be introduced to Dr. Sarah Whyte's unique elements of transition as a powerful model to support students with the inevitable losses of any transition.

TCKs

SHELLEY WOWCHUK

Activity/Athletic Directors Institute

Coaching Evaluations - a 360 degree perspective - The job of a sport coach is a varied and complex one at any level of participation or performance. Despite the understanding of the important role that coaches have in our school programs, their evaluative process often overlooks many aspects involved in the daily dealings with athletes. This workshop will talk about current research that outlines the benefits of a 360 degree evaluative process for sport coaches and will give opportunity for a roundtable discussion to brainstorm the processes currently in use in international schools to monitor, evaluate and support sport coaches.

TRAVEL TIME 11:15-11:30 11:30-12:45 NIAAA Leadership Training Course 617

Facilitator: DOUG KILLGORE

CHAIRMAN'S ROOM

MYANMAR ROOM 3

SINGAPORE ROOM

S S

Ζ

SALATHIP C

PRIVATE ROOM 1&2

MALAYSIA ROOM

"Leading and Learning: A Journey of Hope and Joy" 4

THE BOARDROOM SUITE



GARDEN GALLERY

BRUNEI ROOM I

Evaluation

Crisis Management

10:00-11:15

Session 8 SATURDAY | 28 October 2017

CHRIS BEINGESSNER / CHRIS RAYMAAKERS

Making Space for Personalized Learning - How might we find space in our building, schedule, and curriculum to support personalized learning? This session will provide an opportunity to explore this challenge, evaluate your current "space" in relation to your vision, consider some possibilities, and allow us to begin to collectively wrap our heads around the challenge of leveraging physical space, time, and curriculum to more easily allows for personalized learning opportunities.

Leadership

JEFFERSON CANN

Feedback and Performance Management - For those delegates attending Jefferson's preconference workshop, this breakout session will build on these learnings and experiences; however, attendance at the pre-conference workshop is not required to engage in and benefit from this breakout session. Participants will be looking at the application of an essential leadership activity of feedback and performance management. In this lively, fun, and interactive session you will learn how to ensure that feedback and performance management issues can be handled positively and in a way that motivates and empowers. We will use tools from sports psychology and performance coaching to ensure an adult-to-adult, professional basis for individual and group performance development. You may never have to say "Can I give you some feedback?!" again!

ANDY DOUGHARTY

Getting Out of Your Own Way - Do you know the alphabet? Can you use the letters to form words? Can you use the words to form sentences? If so, you already know everything that will ever be known that can be expressed using those letters. You just need to figure out how to arrange them in the right way. Consider the fact that every discovery, every innovation, every masterful creation brought forth by mankind... "already always was." Gravity didn't suddenly start with Newton. A metal tube with wings shaped a certain way, launched down a runway at 285 miles an hour would have flown just the same a thousand years ago as it did when it brought you here for the convention. Andy will lead you through exercises you can take back and teach to your staff and students that break through that often strongly-held belief that creativity is something difficult. Sometimes all you need to do is get out of your own way.

Creativity

JOHN D'ARCY

The Future of Learning at the Western Academy of Beijing: A Transformative Change - WAB is on a five-year journey to achieve two overarching goals; to more perfectly realize its mission and core values, and to transform its entire conventional educational ecosystem into one that by design serves the learning and developmental needs and interests of every single student at WAB. This is a community-wide, inclusive process being guided by a steering committee of teachers, school leaders, parents, students, and a board member. Already established are our transformational targets, all faculty are involved, and a year of work has been completed. This presentation addresses why, what, and how WAB is achieving its stated purpose.

AIMEE GRUBER Marketing 🗸 What Parents Want — And Why You Should Listen - Understanding our applicants' (customers') experience enhances our ability to provide relevant inof formation, hopefully increase enrollment, and create lifelong advocates for our schools. What is the enrollment process like for applicants and parents? Does 🔟 it reflect well on your school? Are you providing them with the information and experiences they're looking for? The Enrollment Management Association sought answers to these questions and more in a recent survey of thousands of parents who applied to independent schools during the 2016-2017 application season. Come prepared to discuss the possibility of a similar survey for international schools.

JIM HULBERT

Sexual Abuse Case Studies: Work Through Real Crisis Communications Challenges in Real Time - In this session, employment lawyer and legal crisis communications advisor, Jim Hulbert, will divide participants into small groups where each group will work on different case studies based on actual situations. Depending on the size of the group there will be four to five scenarios based on some form of sexual abuse, past or present. Teams will be presented with an incident that requires an initial timely response to de-escalate the situation. Teams will have a specific objective and a time limit to respond appropriately. Each group will report out their responses and plan of action. This session can stand alone or work in conjunction with Workshop 1 – Crisis Landscape.

DANIEL KILBACK

Time as a Valuable Resource - We live in a remarkable time. A time when accessing information and connecting with one another is becoming easier and more convenient with every passing day. From tracking inventory and expediting purchasing to creating student schedules and developing school calendars - technology is altering how we do things but it isn't necessarily giving us our time back. Technology promises to save us time but there are no school leaders attending this conference saying, "Boy, I've got so much time during the day I really need to think of new projects to fill my days." Time management within an organization needs to be an intentional practice - it cannot be passive. It behooves us, as leaders, to be conscious of how we use our time and the time of others. Come and explore strategies that will help you gain greater insight into how your, and your organization, currently use time. Learn about how time conveys meaning and priority and explore the difference between efficient and effective uses of time. Really - it's about more than your calendar app and chairing short meetings.

DAVID LOVELIN / NATALIE BRODERICK

Student Support Destigmatizing Student Support - Traditional pull-out models of student support continue to exist in many schools throughout the world. Although the support courses are often highly-structured and do assist students, the stigma associated with walking through the classroom door is very real and can stifle progress made within these programs. This session will focus on varied ways for supporting all students based on new research, current trials, and program development.

11:30-12:45

Personalized Learning

School Change

Crisis Management

Time Management

GARDEN GALLERY

PHILIPPINE ROOM

CHAO PHRAYA

VALLEY ROOM 1&2

THE STUDY

INDONESIA ROOM

MYANMAR ROOM I

Room

CORUNDUM

Session 8 SATURDAY | 28 October 2017

RAMI MADANI

A Systematic Approach to Embedding Life-worthy/21st Century Skills in Teaching and Learning - We all believe in the value of embedding essential, lifeworthy skills and dispositions in our students. Some schools refer to these as School-wide Learning Results, or Graduate Profile, or Learner Profile, etc. This session focuses on top ranking skills and dispositions, provides simple, research-based indicators for each of them, and shares resources that help teachers teach and assess each indicator. The desired outcomes of this session are to empower school leaders to concretize and demystify life-worthy learning in their schools and to provide them with tools, processes, and strategies to support their teachers to do the same. The session also demonstrates the power of how a common institutional understanding around these life-worthy skills and dispositions can help schools achieve their mission more effectively.

11:30-12:45

Life-Worthy Learning

Professional Development

IAIN MACFARLANE / LAUREN HARVEY

Making Connections in Professional Development - The goal of this session is to improve student learning and engagement by increasing a school's ability to network their professional development. Specifically, we will look at ways to foster continuous improvement and growth in our daily practices by connecting teachers within schools and through social media. During the session we will discuss practical ways to identify a focus for learning, organise collaborative learning groups, make global connections, determine timelines, and measure success. Let's explore how we can connect professional learning to student success.

BRIAN McMANUS / JOANNE BINNS

Marrying Experience and Theory: An Approach to Capstone Projects Combining Service Learning and Development Academics - To move past cursory service learning that focuses on students rather than the beneficiaries, the ISB Futures Academy Capstone Project incorporates elements of service learning and development theory/practice into a comprehensive course underpinned by rigorous academic work. This presentation will lead you through the principles of the project design, share insights and lessons learned from the early implementation phase, and delve into the connections between academic work, service, and deep learning for students.

Capstone Projects

Distributive Leadership

Standards-Based Assessment

JULIE OLSON / AZRA PATHAN / STEVE KATZ

Inspiring Distributive Leadership: Lessons from The Field - The purpose of this session is to share ISKL's story of cultivating distributive leadership at the elementary school. Participants will share in our journey toward empowering teachers to be effective in their leadership roles and build capacity among all faculty. The session will highlight ISKL's structures and protocols that provide all teachers an opportunity to lead. Leadership tips and effective strategies for leading and managing change will be shared. Participants in the session will collaborate to identify additional effective strategies that have worked at other schools. Count on filling your toolbox with a repertoire of leadership ideas!

ERIN ROBINSON / STUART MACALPINE

Conceptual Understanding: The Missing Puzzle Piece for Standards-Based Assessment, Grading, and Reporting - This session supports school leaders in aligning a concept-based curriculum with standards-based principles. In recent years, schools have moved away from ineffective assessment, grading, and reporting strategies through the implementation of standards-based. Rather than traditional, norm-based practices, these schools want to ensure that students know where the learning is going, where they are now, and how to close the gap between the two (Stiggins). While this is the promise of standardsbased, a tension exists between managing a high volume of discrete knowledge and skills and supporting complex conceptual learning. This session shares how concept-based assessment and reporting brings coherence and meaning to standards, and elegance and depth to learning, grading and reporting.

NOEL THOMAS / CHRISTINE XU

Learning Community Model Establishing a Learning Community Model within a Bi-Lingual Cross Cultural K-13 Context - YCIS Beijing's first Learning Community commenced in 2014 in the early childhood levels. By 2018, they will have year 3, 4 & 5 communities, a year 6,7 & 8 community, and a year 9, 10 & 11 (IGCSE) community, leading into their IBDP program. Each new phase was accompanied by significant curriculum, assessment, and facility development, the latter in association with FNI - renowned American architects. Each community has developed its own characteristics and collaborative teaching team structures, and each manages co-teaching and bi-lingualism in a different way. How was this school-wide transformation achieved? What have we learned along the way?

12:45-14:00	LUNCH	BALLROOM I & 2, VOLTI RESTAURANT, and SHANG PALACE RESTAURANT

13:45-16:15 NIAAA Leadership Training Course 617 (Cont.) Facilitator: DOUG KILLGORE



Reminders to Delegates: NAME TAGS are required at all conference sessions and social events.

SINGAPORE ROOM

Room

MYANMAR ROOM 2

BRUNEI ROOM I

MALAYSIA ROOM

BRUNEI ROOM 2

THE BOARDROOM SUITE

EARCOS Leadership Conference 2017

Session 9 SATURDAY | 28 October 2017

CHIP BARDER / DEIDRE FISCHER

Standards for Heads of School — An AISH Initiative - This workshop is a continuation of and an update on the AISH initiative around developing a comprehensive set of standards for heads of school.

Head Standards

MADELEINE BYSTROM / JULIE SCHUILWERVE GARDEN GALLERY Language Acquisition Strategies From the Balcony Looking Down, Meeting the Needs of Our Diverse Language Learners - As leaders of our schools, we have a shared responsibility to meet the needs of diverse language learners. In this workshop, we will provide examples of how all teachers can implement language acquisition strategies that are needed for language learners to access curriculum and reach success. We will include tips on the assessment, planning, and instruction cycle, and lay out the benefits of the co-teaching model with utilization of specialists.

GERALD DONOVAN Time Management A Mind Like Water - Time Management for Busy School Leaders - If you are in a leadership position, chances are you sometimes find yourself "time poor," with not enough hours in the week to finish everything that needs to be done and with a mind that is constantly full of distracting thoughts and

unfinished tasks. Based around the framework provided in David Allen's Getting Things Done - The Art of Productivity, this will be a hands-on and practical session providing a simple and proven framework that allows you to be more present in the moment-reducing stress and freeing up your mind for more productive and creative thinking.

SARAH DONOVAN **MYANMAR ROOM 2** Middle Management Role Lessons Learned in the Middle: Thriving in Middle Management - Thriving (hopefully, not just surviving!) in middle management is a balanced combination of passion, autonomy, and desire to grow. This workshop is designed for administrators who want to learn how to empower their middle management and will also feature tips and ideas for those who currently serve in middle management roles within schools. The session will focus primarily on middle managers as curriculum coordinators, academic coaches, and counselors who find themselves serving as a critical link between students, teachers, and upper administration.

MARC FRANKEL / ABIGAIL DELESSIO

Self-Healing Board: Keys to Getting Yourself Out of Trouble - Even the best boards go through rough patches from time to time. Some manage to get themselves back on track, while others fall into still greater stages of dysfunction. Drawing on Marc and Abigail's experiences as a board chair, board member, and governance consultant, they will explore case studies that bring a board back to health to identify what makes for a "self-healing board" — that is, one that can self-correct and get back on track.

Boards

LIZ GALE Workshop Approach to Learning C Elevating Inquiry through Workshop - Participants in this session will have an opportunity to formulate a deeper understanding of the "workshop" approach and the ways in which it can enhance inquiry-based learning in the classroom. Participants will explore and discuss how the "workshop approach" of fits within the framework of the IB Primary Years Programme and provides students with learning experiences that reflect their ability, interests and developmental levels while using questioning as a means to emphasize critical thinking and communication skills.

MARIA GUAJARDO

Leadership Moving from Good to Great: Leadership Matters - Level 5 leadership emerged as the signature of organizations that had made the leap from good to great. Deepening one's understanding of leadership practices that are distinct and distinguishing, frames the leadership development perspective of this workshop. What Level 5 leadership characteristics do you possess? Do you have the right people on the bus? Based on Jim Collin's international research, strategies for moving from good to great will be explored with a hands-on approach. Whether you are the top leader, an emerging leader, or a reluctant leader, come engage in a rich experience, learning to work with an innovative leadership perspective to move your organization from good to great.

Marketing

STEPHEN HOLMES

How to Measure, Audit, and Benchmark School Marketing - The focus on marketing in international schools is growing. Yet, there is a genuine lack of robustness around evaluating and measuring marketing — what is working and what is not? There is also a modest approach to gathering and utilising market intelligence in international schools. Most formal analysis of marketing tends to be designed to inform only the development of marketing activities, not to provide the essential platform to inform strategic market priorities. We have now completed a substantial number of marketing audits and evaluations for international schools — it is a systemic weakness. What is the effectiveness of promotional publications? How is the performance and impacts between web and print and social media? The answers to such questions are somewhat arbitrary without evaluation and evidence against the marketing approach. Without proper evaluation of marketing and markets, the issue of the 'right' marketing budget also becomes something of a subjective discussion.

CHRIS JANSEN

Collaborative Leadership Programs Collaboration Is No Longer a Nice to Have.... - Collaboration is no longer a nice to have...it's increasingly the best and only option because it achieves better outcomes for everyone There is a significant opportunity within the education sectors of many countries to enhance collaboration between schools for the mutual benefit of learners. Likewise, there are huge untapped synergies between the education sector and other sectors who also have an interest in developing the potential of communities and individuals. This workshop gives a brief overview of the Leading Collaborative Partnerships Programme that has been designed in New Zealand with influential leaders from across the education, health, and social service sectors to build capability in skills, knowledge, and strategic relationships in order to achieve magnified collective impact in our communities. A range of models that enable collaboration between organisations will be discussed including collective impact, alliancing, collaborative governance, and co-design. The application of these in a range of case studies in Asia and New Zealand will be explored.

14:00-15:15

CHAO PHRAYA

Room

BRUNEI ROOM 2

CORUNDUM

BRUNEI ROOM I

INDONESIA ROOM

SINGAPORE ROOM

MALAYSIA ROOM

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EARCOS Leadership Conference 2017

SATURDAY | 28 October 2017

Marketing Practices of International Schools in a Competitive Asian Context - There are numerous factors which contribute to the competitive marketplace for international schools that a new focus is being put on institutional marketing practices. Historically, education has not fully embraced the concept of marketing, much to its own detriment. Nicholas Kent will present the findings from his doctoral research on the current marketing practices of schools in the EARCOS region and offer analysis and suggestions for schools moving forward in this domain.

Marketing

14:00-15:15

VJACESLAVS MATVEJEVS

NICHOLAS KENT

It Is Time to Transform the Role of IT Director in Education - There is an opinion and vision about role of IT director in education and what scope of responsibilities this person should hold. However, World of Education is moving forward becoming very dynamic, tagging every aspect of school life with it. It is time for school leadership to look at reality and ask tough questions about if the current IT director role really fits aspiration to become a 21st century school, supports shift toward required changes, describes transformational leader qualities. During this presentation, we will share and discuss different approaches and scenarios where the IT director role has been changed dramatically.

IT

SARAH WHYTE

Exploring the TCK Definition and the Associated Positives and Challenges - The term "Third Culture Kid" was coined in the 1950s and is still used to describe expatriate students. Since then, a wider variety of terms has sprung up. As a school, how well do you understand and apply the range of terms with your students? Identifying with the most fitting label allows students to connect with others in a wider community to celebrate the positives and seek support for challenges they share with others who fall into the same category. In this workshop, you will explore the available terms and develop your understanding of the positives and challenges of an international upbringing.

Leadership

TCKs

JULIAN WHITELEY

Understanding Schools as Organisations – A Toolbox - International schools are some of the most complex organisations known to man and at times leading them can be a bewildering experience as you try to make sense of what is happening around you. Headship is an art, not a science, one in which judgement is key: there is no magic wand. However, this workshop, which will be a random walk through various models and concepts, should help dispel some of the fog and provide a degree of clarity. The aim will be for each participant, whatever their position of responsibility, to take away some ideas for further reading and application in their own schools.

KATIE RIGNEY-ZIMMERMANN / DAVID PERKIN
 Marketing
 CHAIRMAN'S ROOM
 New Website—What We Wish We Knew Before We Started - Katie and David have been working together at SSIS for eight years. In 2015 they decided
 it was time to update their school website and a journey began. On the surface launching a new website seems like an easy endeavor; reality turned out to
 be very different. At SSIS, they learned more than a few lessons from their experience. They would like to share what they went through in order to help
 others avoid the mistakes and struggles which they experienced.

Closing Reception Sponsored by SEARCH ASSOCIATES

16:30 - 18:30 MRISA HEADS' MEETING

17:45 - 18:45 Cocktail Reception

Reception and Welcome to Exhibitors and EARCOS Board Members

19:00 - 21:00

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SUNDAY | October 29, 2017

GOLF! GOLF! GOLF! Tee Times start at 7:30 A.M.

08:30-16:00 MARILYN GEORGE WASC: Focused Visiting Committee Member Training

09:30-10:00	Morning Coffee Break
12:00-14:00	Lunch

THE STUDY ROOM



THE BOARDROOM SUITE

Suite #2300

BY THE POOL

VALLEY ROOM 1&2

MYANMAR ROOM 3

PHILIPPINE ROOM

THE STUDY

Room



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2017–2018 Job Fairs

LEADERSHIP BANGKOK, THAILAND November 17 – 19, 2017 *Ray Sparks*

TORONTO, CANADA December 8 – 10, 2017 *Gary MacPhie*

MELBOURNE, AUSTRALIA January 3 – 6, 2018 Nick Kendell BANGKOK, THAILAND January 8 – 11, 2018 Nick Kendell Harry Deelman

HONG KONG, CHINA January 12 – 14, 2018 Barry Drake

LONDON, U.K. January 18 – 21, 2018 *Gez Hayden* **CAMBRIDGE, U.S.A.** January 25 – 28, 2018 *Jessica Magagna*

SAN FRANCISCO, U.S.A. February 9 – 12, 2018 Robert Imholt

DUBAI, U.A.E. February 15 – 17, 2018 *Bill Turner* BANGKOK, THAILAND March 16 – 18, 2018

Nick Kendell Harry Deelman

LONDON, U.K. March 23 – 25, 2018 David Cope



CHRISAKIN

Chris is the head of school, Beijing International School. Chris is an experienced school leader who has dedicated his entire career to International education. He has led schools across the globe, from Peru and Paraguay in South America to Switzerland and Indonesia over the last 20+ years in positions from athletics director to head of school. Chris acted as co-chair for the Recruitment Committee of the International Task Force for Child Protection and helped shape key safe practices for international schools that have been adopted in hundreds of schools.



MARGARET ALVAREZ

Margaret is currently head of ISS International School, Singapore. She has over 25 years experience in international education, ranging from international school teacher, middle leader, principal, head of school, and associate director of accreditation for the Council of International Schools (CIS). Dr Alvarez is currently president of the EARCOS board and is a member of the IB Asia Pacific Regional Council.



NOELEHUA ARCHAMBAULT

Noelehua is a member of Punahou's class of 1991 joined Punahou in 2006, and is the senior director of development. Among the three, they have 80 years of successful campaign and fundraising experience.



GLENDA BAKER

Glenda likes to ask, 'So how can we improve this experience?' She is an optimist, a systems and design thinker, and a person who believes in the power of learning to transform lives. Glenda has worked as a classroom teacher in schools in Australia and internationally, she has designed and taught PD courses for Global Online Academy, and presented at workshops on technology and innovation. She has been active in the Google Certified Innovator and ADE networks, and is also a trained Cognitive Coach. Currently Glenda is the MSHS Deputy Principal at UNIS Hanoi.



KEVIN BAKER

Kevin is the Head of School at Busan International Foreign School. Having served almost twenty fives years in EARCOS in a variety of leadership roles and having independent school head experience, he along with his fellow panelists will bring a fresh and meaningful perspective to this important topic.



CHIP BARDER

Chip Barder is currently head at UNIS Hanoi and is passionate about making use of all the data we have at our disposal to help us understand more about what is happening at our schools.



CHRIS BEINGESSNER

Chris is one of the deputy middle school principals at Singapore American School. Prior to coming to SAS in 2015, Chris held numerous teaching and school leadership roles K-12 in Canada. He began his career teaching middle school in small towns around Saskatchewan. While he loves Singapore, Chris laments not being able to do as many DIY projects around the home as he did in the past.



BAMBI BETTS

Bambi is the director of the Principals'Training Center for International School Leadership (PTC) and founder of 4 additional training centers for international educators, including teachers, teacher leaders, counselors, school business leaders and governance members. She has also recently completed ten years as the CEO for the Academy for International School Heads (AISH). Bambi has been a director, principal and teacher in international schools for over 30 years and a consultant in over 150 international schools, conducting professional development sessions on a wide range of topics related to the effective international school, including assessment, curriculum leadership, teacher leader strategies, instructional strategies, faculty evaluation, and governance. She has written many articles on practical ways to improve international schools and authors a regular column on the PTC pages of The International Educator (TIE), as well as a blog.



JOANNE BINNS

Jo Binns has 12 years of teaching experience and was at ISB for 8 of those years. She completed her Masters of International Development in 2015 and has since been working on a variety of development projects in Lao PDR. The two presenters have combined their skills to look at how service learning can be more effectively used to deepen both student learning and benefits to beneficiaries.



ANDY BIRCH

Andy is the director of technology at Hong Kong Academy. He joined HKA in 2009 as a grade 5 teacher, having previously worked in London, Bangladesh and Beijing as a primary teacher and ICT co-ordinator. Over the past several years, Andy has managed significant upgrades of the school's technology systems and hardware, implemented a number of educational and operational data management systems across the school and supported the expansion of staff in the IT department. Andy is a PYP workshop leader and also regularly presents on the central role of a technology department in school communities at technology-related conferences in Asia.



WARREN BOWERS

Warren has been the head of primary at Canggu Community School (CCS) in Bali, Indonesia since 2014. Originally from New Zealand, Warren has worked in the national systems of New Zealand and England and been working internationally since 2003. He was a member of the ETC Advisory Council for two years representing Cambodia and recently, hosted the SouthEast Asian Primary Administrators Conference (SEAPAC) 2017 at CCS in March.One of Warren's responsibilities at CCS is to facilitate the Teacher in Transition programme, a weekly professional development programme for a select group of teaching assistants.



MEGAN BRAZIL

Megan is the elementary principal at UNIS Hanoi. Together with Nitasha Chaudhuri & Stephen Lush (Deputy Principals) they make up the Elementary Leadership Team at UNIS Hanoi. Their collective educational experience spans 8 countries over 5 continents.

SIMON BREAKSPEAR Keynote Speaker (see page 28)



NATALIE BRODERICK

Dr. Natalie is the director of student services at Hong Kong International School where she is responsible for special education intervention and counseling services across the school. She has a background as a speech-language pathologist and is a U.S. licensed psychologist. Prior to working in Hong Kong, Natalie worked as lead psychologist in a large urban school district in the U.S. and has partnered with several US universities in providing professional development for school faculty at all levels.



DAN BROWN

Dan has been Assistant Principal (Staff Development) at SJI International School for 3 years. He also chairs the Singapore International School's Professional Development Network and has implemented the Singapore International School's Leadership Programme over the last 3 years. Prior to this Dan was Head of a federation of schools in the United Kingdom and worked as a consultant supporting challenged schools. Dan has 3 young kids and enjoys travel and outdoor life.



WILLIAM BROWN

Bill Brown is a veteran of 25 years in international education. Bill is currently the assistant superintendent at ISM having previously been the HS principal. Bill brings a historical perspective to this presentation, having had two sons navigate ISM's Learning Support model. He is very excited to be apart of the team that is striving to make ISM an inclusive community.



YVONNE BUI

Yvonne is a professor and chairperson of the Department of Special Education at San Francisco State University. She has worked with students with disabilities as a paraprofessional, general education, and special education teacher. She received her Ph.D. in Special Education from the University of Kansas. Dr. Bui is active in her scholarship and presents at national/international conferences and publishes in peer-reviewed journals. She is the author of *How to Write a Master's Thesis* (SAGE) and co-editor of *Exceptional Children in Today's Schools: What Teachers Need to Know* (PRO-ED). She has traveled extensively in Africa and overseas as a volunteer to prepare special education teachers abroad.



KASEY BURNS

Kasey is the director of the Early Childhood Center at Shekou International School. Kasey is an International educator who is passionate about early childhood, inquiry, curriculum design and professional learning. Originally from Australia she has a love of learning, teaching and exploring new places.



MADELEINE BYSTROM

Madeleine is the director of curriculum at Ruamrudee International School, Bangkok, Thailand. She holds Master Degrees in Curriculum and Administration. She has worked internationally for over 20 years and is always excited to share her knowledge.



JEFFERSON CANN

Jefferson is a leadership performance coach, facilitator, speaker and consultant. He works at senior levels throughout the world, across all business sectors, at the individual, team and organisational levels. Clients include the United Nations, Glaxo SmithKline, Panasonic Avionics, Colt Technology Services, Jing Tea, E'OC Engineers, GW Pharmaceuticals, Cambridge Enterprise, Aqdot, Novartis, Arup, and EARCOS. Jefferson enjoyed a successful career in industry during which he gained extensive cross cultural and cross functional experience in senior commercial positions. This provides his work with an experiential framework that ensures practical effectiveness backed up by extensive developmental theory and modeling. Jefferson is co-founder of Extraordinary Leadership, LeadNow! (for young adults at school and university), and LeadDirect. He also co-founded the "Extraordinary Leadership Journey", which works in Africa and India, and "WellBoring", a charity for water solutions in Africa.



CHRIS CAPADONA

Chris is currently a curriculum and professional development consultant at Chiang Mai and Chiang Rai International Schools. Chris' experience includes 20 years as gifted-student teacher, instructional specialist/coach, and director of professional development and curriculum.



NEL CAPADONA

Nel is the Superintendent of Chiang Mai International School. She has over 20 years experience in school leadership, including instructional specialist, elementary, and middle school principal.



JONATHAN CARTER

Jonathan started his teaching career as head of drama at Pangbourne College and then Sevenoaks School in the UK. He joined UWCSEA as director of the arts in August 1996. He has been director of admissions since 2006. He is responsible for finding and enrolling approximately 1,000 new students into UWCSEA each year. In 2011, he persuaded his board of governors to scrap the College's extensive wait lists in favour of a holistic system of evaluation that aims to find students and families that are appropriate to UWCSEA's stated mission and educational goals, one where the potential of the student, and not the date of application or assessment results, is the primary sorting criteria of selection.



NITASHA CHAUDHURI

Nitasha & Stephen Lush (Deputy Principals), along with Megan Brazil (Elementary Principal) make up the Elementary Leadership Team at UNIS Hanoi. Their collective educational experience spans 8 countries over 5 continents.



MIHOKO CHIDA

Mihoko is the elementary school principal at Nishimachi International School in Tokyo. She began her teaching career in California and has served as literacy coach, curriculum coordinator and team leader. She is passionate about working with teachers to develop learning that expands student perspectives, collaboration skills and allows them to be a part of the learning process. Understanding the impact of the changing world on education and supporting change in schools is an area of great interest to Mihoko.



ANTHEA CLIFTON

Anthea has been an international educator for 18 years. Currently she is the middle school vice principal at Jakarta Intercultural School. In her role she spends time mentoring and supporting students, teachers, and parents. Seeing the 'big picture' and building a common language allows her to support teachers in gaining greater clarity and providing 'space' for them to be more creative.



KIM CRIENS

Kim is currently the high school athletic director at Singapore American School. Though passionate about sports and competition, Kim believes it is the character lessons that students experience in the pursuit of competitive or performance excellence that is the secret sauce to a meaningful Activities & Athletics program.



JOHN D'ARCY

For 18 years John worked in Toronto's public education system (Mary Ward CSS and Marshall McLuhan CSS). He worked in Hong Kong (CDNIS) and Istanbul (IICS). He is currently deputy director at the Western Academy of Beijing (WAB). During John's time at each of these schools, to better serve the learning needs of students, significant transformative efforts were undertaken. John has experienced transformation journeys as a classroom teacher and school leader. John's doctoral work (2014) dealt with the impact of adaptive and mobile technologies on the personalization of learning.

PETER DALGLISH

Keynote Speaker (see page 12)



STEPHEN DARE

Stephen is the head of school at Hong Kong Academy. He started his career as a preschool teacher in Southeast England, then worked as an administrator in international schools in North and South America as well as in Southeast Asia. He is the treasurer of the ACAMIS Board and sits on the EARCOS Board and Next Frontier: Inclusion Advisory Board. Stephen has embedded the work of cognitive coaching and adaptive schools into the daily practices and procedures of Hong Kong Academy and regularly presents on the role of coaching in building institutional trust at schools and conferences in Asia.



ANDREW DAVIES

Andy is currently the head of school at the International School Bangkok and holds a Bachelor's Degree in English & Philosophy (University of Keele), Master's Degree in Educational Administration (University of Sydney) and a Doctorate in International Education (University of Bath). Andy is currently serving on the International Baccalaureate Organization (IB) Heads Council and the EARCOS Board.



ABIGAIL DELESSIO

An experienced senior executive with over 15 years of success in educational leadership and board relations, Mrs. DeLessio is a Senior Consultant, Asia-Pacific with Triangle Associates an educational consultancy providing leadership support for international and independent educational institutions. Abbi's expertise in governance, board development, strategic planning and operations management support sustainable growth, enabling school leadership to maximize strengths and identify opportunities for differentiation and growth. She has been responsible for providing strategic planning and oversight for organizational mission, vision, people, and priorities for schools, boards, associations, and partners. She has led boards in policy, standards, and process for continuous improvement in identification, recruitment, and cultivation of future institutional leaders. Abbi obtained a B.A. in Economics from Clark University and holds a Certified FT Non-Executive Director Diploma (Level 7). She has served as chair or member of numerous boards including Hong Kong International School (Chair); Asian University for Women; Hong Kong Support Foundation (Charter Member); and Growing Together Limited (Chair).



KARRIE DIETZ

Karrie is currently the head of Stamford American School in Hong Kong. Previously, she has worked as a principal, curriculum director and teacher in Singapore, Thailand, Bangladesh, Uzbekistan and the United States.



STEVE DOLEMAN

Steve hails from New Zealand and has a Master of Education degree. He is in his 34th year of teaching, and comes from a HS Physical Education background. He has been in Asia for the past 20 years, initially as Director of Athletics and Activities at ISManila. Having previously taught in NZ, London, Switzerland, Philippines, Steve is currently serving his 15th year as Activities Director at SASPX.



GERALD DONOVAN

Gerald is an educator, writer, and is head of school at Medan Independent School (formerly Medan International School) in Indonesia. He is the author of the *English 911*! series of ESL books and is an accomplished trainer who has facilitated keynotes and workshops for Oxford University Press and The South East Asian School Principals Forum.



SARAH DONOVAN

Dr. Sarah serves as curriculum director at International Community School Singapore. Prior to ICS, Sarah worked as curriculum and assessment coordinator and as a math coach at Concordia International School Shanghai, as well as a high school math teacher in Singapore and Thailand. She has a doctoral degree in both educational leadership and instructional leadership along with an M.Ed. in Curriculum and Instruction, allowing her a unique perspective bridging relationships between teachers and administrators. She is passionate about developing collaboration around curriculum and assessment to help impact student and teacher learning.



ANDY DOUGHARTY

An East Texas trombone player who wound up doing what he loves most: making a difference in people's lives. Andy has had extensive training in disciplines ranging from aikido to NLP and experience as a presenter and workshop leader. He married a former Miss World contestant, performed for four presidents, judged international championships in 10 countries, is a successful teacher and administrator. None of his three children were ever too embarrassed to call him Dad in the hallway in front of their friends! He is ready to share his insights and techniques and to explain why, despite being a middle school principal, his hair still hasn't turned gray.



LEANNE DUNLAP

Leanne is secondary school principal at Hong Kong Academy. She has also held leadership positions in Copenhagen, Warsaw and the U.S. Her teaching experience includes mathematics, English and social studies at schools in Rio and Japan. In 2009, Leanne was named National Distinguished Principal by the Office of Overseas Schools (US) and National Association of Elementary School Principals (US).



PETER ELIOT

Peter retired from Citigroup in 2015 after a 30 year international career in Asia and the Middle East with the bank. He was CEO for Citigroup in Japan from 2012, and prior to that in separate 4 year assignments was the bank's country head in Thailand and Indonesia. Prior postings were in the Philippines, Singapore, Saudi Arabia, Bahrain, Yugoslavia, Hungary and in New York. Born in Moscow Peter is a graduate of the former American International School of Kabul and lived in Afghanistan and Iran prior to attending and obtaining his BA in 1981 from Colorado College. Peter also has his MA in economics and Arabic from the Johns Hopkins School of International Studies. Peter now serves as a Community Foundation Trustee in his home city of Cadillac, Michigan, and is a member of the Foundation's Finance Committee as well as an advisor to the area Land Conservancy.



HEIDI ELIOT

Heidi is a graduate of the former American International School of Kabul and has her BBA in accounting from Michigan's Grand Valley State University, and obtained her CPA in 1982. Heidi then worked for accounting firms in Washington, D.C. and New York City be-fore joining PriceWaterhouseCoopers in Saudi Arabia where she specialized in US expatriate tax. Heidi's career with PwC included multiple year assignments with the firm in Saudi Arabia, New York and Hungary. She has extensive experience in living abroad with success in managing transitions and change for positive outcomes.



JILL FAGEN

Jill has served at Taipei American School as head of personal and academic counseling, class dean, advisor and currently works as Support Services department chair in the middle school. Jill's interest in student well-being and positive school culture have led to involvement in countless opportunities to improve both; she was instrumental in founding the upper school Advisory Program, heavily involved in character education and serves on the Wellness Committee.



DEIDRE FISCHER

Deidre is an experienced head of school who believes that 'the grass is greener where you water it': identifying and nurturing potential, as well as building capacity within schools. She has extensive experience in facilitating workshops on developing leadership and management skills. As one of 36 specially trained IB Educators worldwide who facilitate the IB Leadership series for heads of schools and principals, she brings a deep and extensive range of experiences from working across 6 countries as a school leader. Deidre is also a professor for Endicott College, teaching for their Masters in International Education Administration. She also does casual work for Adelaide University, working with 4th year Education students. Her website features past as well as current experience and further information: www.deidrefischer.com.au



COLM FLANAGAN

Colm has worked in education for over 30 years and has a wife and two teenage boys. His teaching career has been primarily in state education in inner-city London working in some of the most disadvantaged areas of the English capital. From 2001-2009 he was the Headmaster of St. Wilfrid's Catholic School in York. In 2009 St. Wilfrid's was adjudged by the UK's regulatory body, OFSTED to be an 'Outstanding' school. In 2010, Colm moved with his family to Santiago, Chile to take up the post of Headmaster of the Preparatory School where he enjoyed four years leading the country's most prestigious school. Colm is currently Head of School at Seoul Foreign School, one of the world's oldest international schools and an establishment committed to 'educational excellence and building character.'



MARC FRANKEL

Marc is a Senior Consultant and Partner in Triangle Associates, an international consultancy specializing in higher, independent and international education. A psychologist by training, Dr. Frankel facilitates governance workshops, leadership development programs, and strategic planning in the United States and around the world, and coaches numerous senior leaders in universities and independent schools. His clients include schools in Europe, Asia and North America, along with many of the regional and national associations of schools. Dr. Frankel is a frequent presenter at EARCOS conferences, and consults to numerous schools in the region. In addition to being an experienced consultant, Dr. Frankel has more than 15 years of experience serving on private, independent school boards. He is in his 11th year as a trustee at Wildwood School in Los Angeles.



RODERICK D FRASER AM

With 40 years' education experience gained in secondary and tertiary educational settings in Australia and beyond, Rod Fraser has served as a teacher, senior administrator and principal of two schools. A fellow of the Australian College of Educators and an honorary fellow of the Australian Council for Educational Leaders, Rod was acknowledged in the 2015 Queen's Birthday Order of Australia Honors (AM) "for significant service to secondary education, to national and international learning development organizations, and to the community". Rod has presented extensively on the topic of International Education and Curriculum design in India, Korea, Japan and China. He has significant experience in the International Baccalaureate Organization (IBO) as past chair of the Regional Council - Asia Pacific and a past member of the IB heads' council. Rod is currently chair of the board of trustees of the Round Square worldwide network of schools.



LIZ GALE

Liz is the lower school principal at Shanghai Community International School. Prior to her current position, Liz has served as an elementary assistant principal, PYP coordinator and elementary classroom teacher. Liz is passionate about inquiry and has always enjoyed helping teachers "make sense" of curriculum while coaching them towards the implementation of best practices in all curricular areas.



RICHARD GASKELL

Richard has worked with schools and education, firstly in South Africa, then joining Scholastic in 1997 where he started working with the international schools. Since then, Richard has become an integral part of the K-12, English-medium international school scene, spending 11 years with Scholastic's education division before joining ISC Research (ISC) in 2008. As Schools Director at ISC, Richard is often seen presenting at regional association conferences and at global investment events about data and trends within the market. He personally visits many leading international schools and groups each year supporting them with key development decisions. Richard manages all ISC research projects outside the UK and is frequently quoted in the national and international media.



MARILYN GEORGE

Marilyn has been the associate executive director of the Accrediting Commission for Schools, the Western Association for Schools and Colleges (ACS WASC), since 1987.Her areas of expertise are school curriculum/instruction/assessment and professional development. As the associate executive director, her responsibilities for the entire WASC region include: working with international, national and state governments, ACS WASC partner associations, school districts and individual schools in developing and refinement of overall policies, understandings, and detailed procedures; creating/refining accreditation criteria, materials and processes; developing/conducting/facilitating training for all visiting committees/school leaders; training of trainers; supervising and organizing visiting committees and improving related office operations; advising and working with educators and professional associations; and assisting the executive director with numerous tasks/issues. Prior to joining ACS WASC, she taught at the K-12 and college levels and has been a professional development specialist, a trainer, a consultant, and a high school district administrator of professional development and state/federal programs. Her degrees are from Westminster College (B.S.), University of Wisconsin, Madison (M.S.), and University of California Los Angeles, UCLA, (Ed.D.).



ANTHONY GILES

Throughout his career in education, Anthony Giles has pursued projects and events that inspire individual student learning, bring different learners together, and enrich the school communities of which those learners are a part. As Director of Arts and Activities at International School Bangkok he believes his primary responsibility is to provide support for all student and teacher led organizations hoping to do the same with their respective areas. He and his wife Jackie (HS Counselor at ISB), and children, Zachary 15, and Cruz 7, love living in Thailand. Their two daughters, Amanda (ISB '13), and Mackenzie, attend Colorado School of Mines, and the University of Puget Sound respectively. Go Panthers, Orediggers, and Loggers!!!



ROB GRANTHAM

Rob, Lisa Kipfer and DJ MacPherson are vice principals at the Canadian International School of Hong Kong. With overall VP responsibilities for the Early Years, Gr I-3 and Gr 4-6 respectively, they work closely with the dynamic and passionate staff at the school to create exceptional experiences for kids every day.



AIMEE GRUBER

Aimee's decades-long commitment to the admission and enrollment industry gives her a first-hand understanding of the challenges and opportunities facing schools. Before joining The Enrollment Management Association in 2006, Aimee was associate director of The Association of Boarding Schools. A former practitioner, Aimee led admission efforts at three schools (boarding and day) and is a recipient of the Western Boarding Schools Association's Hilton Award for outstanding contributions to the association. Aimee holds a bachelor's degree in communication and anthropology from the University of New Hampshire and a master's of education from Plymouth State University.



GSIS ADMIN TEAM

Representing the GSIS leadership team and telling its story are our secondary assistant principal, Darryl Harding (@darrylsjharding), and PYP coordinator; Mei-Lyn Freeman (@freemanmei123). Darryl is also an IB MYP global team leader and consultant who embodies the coaching model to empower others, and Mei-Lyn is a cross-fitter and a former microbiologist who exemplifies mindfulness in her work with teachers. The rest of the team consists of the director of development, Brian Brumsickle (@brumsicklebrian), whose doctoral work focuses on transformative leadership; secondary principal, JP Rader (@raderjrader), who is passionate about leading by example through servant leadership; director of curriculum, Liz Cho (@cho_liz), an Apple Distinguished Educator who believes in the power of creativity; elementary principal, JeffWilliams (@williamsj352), a talented wood carver and outdoor ed advocate; and DP Coordinator, Glau Serralvo (@glaubis2), a polyglot fluent in five languages. See if you can guess who's who in the photo!



MARIA GUAJARDO

Maria is Vice President at Soka University, Tokyo, Japan. Her area of expertise includes leadership, with a focus on women, global competencies and leadership development. She is the founding director of the Women's Leadership Initiative at Soka University. Prior to her arrival in Japan, Maria was sought out internationally as a speaker and trainer on Leadership, Inclusive Excellence, and Racial Healing. As a professor, researcher, author, and international trainer she follows the motto, discover your potential. She is the recipient of a U.S. Congressional Commendation for her advancement of Latino education. Currently she serves as a Trustee for Soka University of America and is the past board president of the Kellogg Fellows Leadership Alliance. A recent publication is *Education: A Transformative Potential* published in 2015. Maria, a licensed clinical psychologist, received her A.B. from Harvard University, and her M.A. and Ph.D. from the University of Denver.



JULIA GÜSTEN

Julia is the board chair at Nanjing International School. As part of the sabbatical agreement Julia committed to stay on the Board during Laurie's absence and the year of his return.



DON HALE

Don is a director of instruction and IT director for QSI Shenzhen. He manages technology needs for 4 different campuses, maintains the MOODLE learning platform, and the school's academic database. He hosts several PD tech sessions for on-boarding of new staff and new tech initiatives.



CARLENEN HAMLEY

Carlene is the director of curriculum and learning at Shekou International School. She is very passionate about empowering students and teachers, breaking down the walls of the classroom and making learning transparent! She is a curious and continuous learner originating from New Zealand!



LAUREN HARVEY

Lauren is the vice principal at Busan Foreign School and is an experienced teacher, teacher educator, and educational program administrator: Mrs. Harvey has K-12 principal licensure from Purdue University, a Master's degree in Education from Indiana University, an Indiana Professional Educator's License.



PAUL HENDERSON

Paul is the director of curriculum and assessment at the Mont'Kiara International School. He has a breadth of international school leadership experience serving as curriculum officer, principal and vice principals in Malaysia and Thailand. This is his 14th year in EARCOS and 9th at the ELC. Paul is passionate about understanding the big picture, planning with it in mind, and finding solutions along the way. Paul's hometown is a suburb of Chicago, Illinois.



CHRISTOPHER HENRY

As middle school principal of Jakarta Intercultural School, I'm interested in building cohesive leadership teams with clarity of purpose. By focusing on developing a common language, we have decreased the "noise" in our system and moved from Confusion to Clarity in a culture of innovation.



KIERSTEN HEWITT

Executive Director of FCD, Kiersten Hewitt brings with her years of clinical and supervisory experience specializing in adolescent substance abuse. She received her B.A. in Organizational Management and holds an M.Ed. in Secondary Education and Educational Leadership.



NGUYEN HIEU

Nguyen joined the Board in 2011 and was elected to the position of Chair in January 2015. He is a member of the Finance Committee, served as the board secretary in 2012-13, as chair of the Finance Committee in 2013-15, and as chair of the Buildings and Facilities Task Force in 2012-13. Hieu worked for Oracle Vietnam in 1995 and later became its managing director until 2002. He then held a number of regional management positions in the Asia Pacific Region for Oracle based in Singapore until 2007, at which time he decided to return to Vietnam as an independent entrepreneur. He is currently involved in investments in Vietnam's Health and IT services industry. Hieu is Australian with a bachelor of electrical engineering degree from the University of New South Wales, Australia. He has two children at UNIS Hanoi.



MICHAEL HIRSCH

Michael has been involved in international education for the last 16 years, having worked in Honduras and Thailand. He has served as the secondary school principal at KIS International School in Bangkok, Thailand for the last 10 years, overseeing both the MYP and DP programmes. He enjoys presenting workshops, having presented in Vietnam, Thailand, Singapore, and Iran on a range of topics. He is interested in pedagogy, integrated curriculum models, as well as using data and testing as means to improve student learning and achievement.



STEPHEN HOLMES

Dr. Holmes is founder and principal of 'The 5Rs Partnership' (www.5rspartnership.com). Stephen lays a robust claim as the most experienced, credentialed school consultant in strategy, marketing, and reputation management. Stephen is the only full-time practising consultant with a PhD in school marketing and reputation. In the late 1990s, Stephen defined the role of strategy and marketing in schools via the 5Rs framework (recruitment, retention, referral, relationships, reputation) in his seminal PhD study. Now based in Asia, Stephen has consulted, researched, published and spoken globally with schools and universities with an unmatched client base, spanning three decades. In 2017, Dr. Holmes was commissioned for major school projects in Asia, Australia, Africa, Middle East, Europe, US, and New Zealand. Stephen is currently developing an online course for international schools in marketing, strategic planning, and reputation management, in close consultation with Council of International Schools (CIS) to be released in late 2017.



SARAH HOWLING

Sarah is an experienced international school principal, performance coach and coach trainer. She has developed coaching cultures in three schools building increased capacity in staff and students alike. Sarah is an experienced workshop leader, is passionate about coaching, wellbeing, and supporting and encouraging others to connect to their strengths and to flourish.



ROBERT HUGHES

Robert is the board treasurer at UNIS. He has been working with the board for 9 years, either as a board member or committee member. He is a businessman working in a variety of fields.



NORMA HUDSON

Dr. Norma is beginning her fifth year as the head of school at ISKL. One of the major projects of ISKL during the past several years is the building of a new campus designed to optimize at 2500 students which will combine the Ampang Campus and the Melawati Campus into one location. ISKL has secured a prime location within view of the Petronas Towers for its new 26 acre Platinum GBI build. This endeavor has involved a number of partners and agreements all of which take time. The build has begun. Norma's overseas career began in 1980 teaching music education with the International Schools Group (ISG), Saudi Arabia. With roles in administration, including assistant superintendent for curriculum and instruction, Norma served as ISG's Superintendent for seven years prior to moving to the position of head of school at ISKL in 2013.



JIM HULBERT

Jim Hulbert, J.D. is a partner at The Jane Group and a labor and employment lawyer by training. Jim helps schools manage existing crises, and is also the lead consultant on legal, governance and board matters, assisting school leadership and boards in developing and implementing crisis plans. He also trains school leadership in crisis management including sexual misconduct issues, and other highly sensitive matters. He has presented at numerous international education conferences for independent schools, including NESA, EARCOS, CIS, ISS and AAIE as well as at the InternationalTask Force on Child Protection in Dubai. Jim graduated from Culver Academies (IN). He was a Morehead-Cain Scholar at the University of North Carolina, Chapel Hill, and graduated magna cum laude, Phi Beta Kappa, with a degree in American Studies. In 1982, he earned his law degree at Boston College. Jim has participated in the Northwestern University, Kellogg School of Management Nonprofit Executive Certificate Program, including Critical Issues of Board Governance and Nonprofit Finance, Effective School Leadership and most recently, Leadership and Crisis Management (December 2016).



VIRGINIA HUNT

Virginia is the primary school principal at Hong Kong Academy. Virginia is an International Baccalaureate (IB) World Leader trainer and regularly presents regionally and Internationally with a focus on leadership in the Primary Years Programme. She is also a Next Frontier Inclusion reviewer and has supported schools on their journey to inclusion regionally. Virginia has taught grade levels prekindergarten - grade 5. She began her international career by opening an international school in Frankfurt, Germany. Prior to joining Hong Kong academy in 2007, Virginia worked at the American School of Dubai in a range of teaching and administrative roles.



JANE HYUN

Jane is a global leadership strategist and consultant to Fortune 500 companies, schools, and social enterprises. As a trusted coach to organizations, her expertise in cross-cultural effectiveness and talent development comes from 25 years of firsthand experience in a variety of sectors, including financial services, healthcare, entertainment/media, technology, and consumer products. She helps organizations better leverage diverse teams to drive high performance and collaboration. Over the years, Jane has coached thousands of leaders (CEOs to first-time managers) to increase their intercultural agility and ability to build trust across differences.



CHRIS JANSEN

Dr. Chris is director and senior consultant at www.leadershiplab.co.nz and works alongside organisations in the education, health, business and community sectors in a range of leadership development projects. Chris is a Senior Fellow at the University of Canterbury where he works with leaders studying in the MBA and Diploma of Strategic Leadership. Leadership Lab specialises in the design and delivery of leadership development programmes, change management initiatives, organisational capability and strategic planning. Chris also implements leadership programmes at UWC Dover Singapore, Taipei European School and the Singapore International School's Leadership Programme.



DEBORAH JANZ-KRIGER

Deborah has been marketing using technology since the late 80s - before Google was a "thing". Previously she was part of a team which generated more than a million monthly visitors to an educational children's website. A digital marketing strategist, Deborah speaks and impacts crowds of business owners through workshops on inbound marketing, search engine optimization, social media, and list growth and management. In addition to leading inbound and advertising campaigns for international schools, Deborah's previous projects include MyDestination.com international expansion project, a 2010 Olympics product launch for Coca-Cola, and the multi-million dollar national launch of Your Travel Business of Canada.



KRISTINE JERABEK

Kristine serves as the academic head of school at Korea International School, Jeju Campus. As a founding member of the school in 2011, she has had several opportunities to go beyond her comfort zone. Kristine believes that challenging faculty to do the same furthers their learning and ultimately benefits the students.



PAUL KANG

Mr. Hoo (Paul) Kang has over a decade of experience in technology and education. Paul has served as a university guidance counselor, webmaster, technology coordinator, and currently, director of educational technology at Busan International Foreign School. Paul is passionate about education and technology in supporting and advancing student learning. Paul is a husband and father to three girls (ages 6, 4, and 2). In his free time, Paul enjoys reading, photography, videography, testing new technologies, creating websites, and spending time with his family.



STEVE KATZ

An innovative leader who is passionate about improving education, Steve Katz initiates change by building capacity in individuals. Steve is passionate about technology integration and professional learning. During his career he has enjoyed his various leadership roles on campus such as director of educational technology, professional development coordinator, and mentor teacher. Steve is an authorized Google Education Trainer, Apple Distinguished Educator, and Apple Professional Development Specialist, and has provided professional development to various schools. Several of his presentations, and many samples of his students' work can be viewed at http://www.stevenkatz.com.



HELEN KELLY

Helen has been teaching in and leading international schools for 20 years, 11 years as an elementary principal. In addition to her current role as lower school principal at Canadian International School Hong Kong, Helen leads Project Innovate, a Pre-K-12 initiative to bring future ready learning to the school. Helen is a great advocate of the work-life balance and believes school leaders should provide a work-based environment where everyone is able to flourish, both personally and professionally, including leaders themselves. She was recently awarded an Ed.D from the University of Birmingham in the UK in 2017 with a thesis focusing on the well-being of school leaders.



DEREK KENSINGER

Derek hails from California where he grew up playing baseball. Derek has a BA from Colby College, an MEd from University of Alabama, FIVB Level I coaches training, and a MA in the works from University of San Francisco in Leadership and Organization. Derek spends much of his spare time reading educational journals and considering how to improve the educational climate for his school and students.



STUART KENT

Stuart is a career educator who calls Australia home. A decision to enter the world of International teaching has provided Stuart the opportunity to teach and lead in a number of schools in South Africa, Colombia and Cambodia. Currently Stuart serves as the assistant head of school - educational operations at Seoul Foreign School in South Korea. To date Stuart has been involved in the planning and design of the new Seoul Foreign School building due to open in August 2018.



NICHOLAS KENT

Nicholas started his international career at Concordia International School Shanghai where he had responsibilities in the classroom, as high school principal, and head of marketing and admissions. After ten years he moved to Indonesia where he is currently the deputy head of school at Jakarta Intercultural School. His doctoral research on marketing practices of international schools was completed through Lehigh University.



DANIEL KILBACK

Daniel is the director of technology at Korea International School. He has worked in Canada, Taiwan, and Kuwait as a teacher at all school levels. Prior to joining the faculty at KIS, he served as the tech director and high school assistant principal at the American School of Kuwait. He is a self-admitted Apple fanboy, enjoys a diverse selection of podcasts, and is eager to see schools use technology to make small changes that yield big results.



DOUG KILLGORE

Doug Killgore graduated with his Bachelor of Arts in voice and vocal music education from Harding College and received his performer's certificate from North Texas State University. He is a National Board-certified Master Athletic Administrator. In 2007, Mr. Killgore was awarded the Arkansas Athletic Director of the Year, and he is an honorary life member of the Arkansas Athletic Trainers Association. Since 2011, Mr. Killgore has also served as the National Interscholastic Athletic Administrators Association board secretary, and in 2012 he received the NIAAA State Award of Merit. In his spare time, Mr. Killgore enjoys cooking and reading military history. His favorite Bible verse is Philippians 1:9-11.



TOSCA KILLORAN

Tosca has taught in the IB community across Asia and Europe since 2000. As an EDTech consultant, presenter and keynote speaker, she publishes research focused on education innovation. She co-founded ED-ucation Publishing, and is an Amazon bestseller author of children's books and apps. She is currently director of the innovation studio, Level 5.



CONNIE KIM

I am a Korean-American educator currently serving Chadwick International (South Korea) as the middle school principal and have been in this role for the last three years. Prior to this, I have taken on the assistant principalship, ESOL directorship, Summer Programs directorship. Prior to these, I have worked as a high school English teacher in California and Hong Kong. I consider myself a bilingual/ bicultural leader. I am currently wrapping on an EdD in Ed Leadership focused on cultural competency in international schools.



CHIP KIMBALL

Chip serves as the superintendent at Singapore American School. Jennifer Sparrow serves as the deputy superintendent. Both have been actively involved in leading SAS through several change initiatives during the past five years.



LISA KIPFER

Lisa, Rob Grantham and DJ MacPherson are vice principals at the Canadian International School of Hong Kong. With overall VP responsibilities for the Early Years, Gr I-3 and Gr 4-6 respectively, they work closely with the dynamic and passionate staff at the school to create exceptional experiences for kids every day.



JARED KURUZOVICH

Jared has held multiple roles in international education for over a decade, including teacher, department head, vice head of school and director of marketing. Holding master's degrees in education and business administration, he now serves as the director of communications at NIST International School.



MEREDITH LAWSON

Meredith began her teaching career as a secondary physical education teacher in Australia but after teaching in 4 different countries and systems as well as across five subject areas she is now the middle school principal at Nishimachi International School in Tokyo. She is passionate about leading teams of teachers to develop engaging, relevant, hands and brains-on learning experiences that will be of benefit for the world of the unknown.



MARTIN LEICHT

Martin is the director of educational technology at Hong Kong International School where he and his team help extend learning. They build faculty comfort and confidence with technology and change by managing transitions and developing literacies, specifically digital, media, and global. A native of Ohio, Martin graduated from the University of Hawaii and has been in Asia for twenty plus years. He divides his free time between the kitchen and surfing.



JOLENE LOCKWOOD

Jolene Lockwood, M.A. is a Cognitive Coaching Agency trainer and the director of teaching and learning at Korea International School in Jeju, South Korea. Jolene provides in-district consultation in the areas of Cognitive CoachingSM, curriculum planning and alignment, content area literacy and is the WASC coordinator. She is a contributing author of *Transformative Talk, Cognitive Coaches Share Their Stories*.



DAN LONG

Dan is an American third culture kid, born in Japan and raised in Vietnam and Taiwan. He brings a unique perspective as someone who has both lived the TCK experience and worked closely with others who are forming a cross-cultural identity. His interest in this topic culminated in a doctoral dissertation on the cross-cultural identity of Chinese students who are educated in a western academic setting. Dan currently serves as upper school dean of students at Taipei American School.



PATRICK LOVE

Patrick has worked as a high school counselor at Concordia International School Shanghai since 2013. He has also worked in the Philippines and Bulgaria. Patrick is interested in using big-data strategies and new technologies to create opportunities for schools to better understand and connect with students.



ANN LOVE

Anne has worked as a HS science/social entrepreneurship teacher at Concordia International School Shanghai since 2013. She also works as the HS academic innovation coordinator and has worked on developing Concordia's Applied Learning Program. Anne has been teaching for 17 years in the U.S., Bulgaria and the Philippines and is very excited about how applied learning has the potential to change education.



DAVID LOVELIN

Dr. David has been an administrator for the past 13 years in a number of different roles and is currently in his first year as the high school principal for Hong Kong International School. Previously, Dr. Lovelin worked at Korea International School and in the US with a continued commitment for developing education programs that are innovative, promote a positive culture, and grounded in supporting all learners.



COURTNEY LOWE

Visionary and trusted leader with strengths in consensus building, curriculum design, instructional supervision, strategic planning, and implementation. Well-known and respected by students, teachers, parents, and board members for maintaining high academic and performance standards for students and colleagues. Approachable, with clear communication skills, yet able to manage sensitive conversations and make difficult decisions. Maintain positive, constructive relationships with students. Recognized for successful balance of multiple responsibilities through superior productivity and time management skills. Offer 16 years of international school teaching and leadership.



STEPHEN LUSH

Stephen & Nitasha Chaudhuri (Deputy Principals) and with Megan Brazil (Elementary Principal), make up the Elementary Leadership Team at UNIS Hanoi. Their collective educational experience spans 8 countries over 5 continents.



STUART MacALPINE

Stuart is director of teaching and learning at United World College South East Asia East Campus and leads curriculum research and development for the College. Since 2011 Stuart has collaborated on a bespoke, mission aligned concept based curriculum working with leading educators. Stuart has led a variety of workshops including concept based curriculum, pedagogy and assessment, service learning and Reggio inspired approaches to learning. Stuart is completing his Ed.D focusing on learning theory and pedagogy.



IAIN MacFARLANE

lain has been the principal of Busan Foreign School since 2016. He has extensive international experience as an administrator joining BFS after working in Kuwait for eight years. A teacher at heart, lain loves working with students, parents and teachers to create a community environment where all members embrace diversity and strive for excellence.



ALASDAIR MacLEAN

Alasdair is from New Zealand and has been teaching since 1996. Alasdair has a Bachelors in Education, a teaching diploma and a Masters in Educational Leadership and Management. Alasdair was a principal in a small school in New Zealand and other small international schools around Asia. Alasdair has vast experience of multi-level teaching, assessment and accreditation. He also led his last school in three-party accreditation, with C.I.S, W.A.S.C and N.C.C.T. He is now the director of a very small school in Indonesia.



DJ MacPHERSON

DJ, Lisa Kipfer, and Rob Grantham are vice principals at the Canadian International School of Hong Kong. With overall VP responsibilities for the Early Years, Gr 1-3 and Gr 4-6 respectively, they work closely with the dynamic and passionate staff at the school to create exceptional experiences for kids every day.



RAMI MADANI

Rami is the director of learning at the International School of Kuala Lumpur, Malaysia. Prior to that he worked in international schools in Yemen, Zambia, and India, serving students and faculty at all school levels. He has taught subjects ranging from mathematics to music to Theory of Knowledge. He served as a secondary school principal, dean of students, and department head in various international schools. Rami has designed a variety of professional development and training programs for teachers. In addition, he is an IB Diploma consultant and is passionate about aligning a school's systems with its mission, and ensuring that teaching and learning is the focus of what schools do. Rami presents at conferences and works with schools on areas related to curriculum, assessment and instruction. His primary focus is on nurturing minds, empowering educators, refining systems and tools to support student growth.



ALEXANDRA MANNING

Alex is a board certified behavior analyst and has worked with students and adults with intensive needs for more than 10 years. Before joining ISM, she worked as a consulting behavior analyst in a Northern Virginia school district. Her work focused on coaching and mentoring teachers who worked with students with autism and intellectual disabilities.



URKO MASSE

Urko is the IT manager and MYP design teacher at Bali Island School. With a Masters in Computer Engineering, MBA in Educational Management, and over 10 years in international education, he has a solid background in both sides of education and technology, and experience in 1:1 laptop programs including Bring-Your-Own-Device and school-owned models. He is passionate about empowering students to lead their own learning, in free and unrestricted environments.



VJACESLAVS MATVEJEVS

Experienced student and faculty service provider, and International education Leader, in addition to years of driving the advanced performance, growth, and profitability of global IT companies (Microsoft and Samsung), gained an extensive experience in developing and managing different sides of school life, including strategy, curriculum, platforms, finances, communication, relationship and conflict management, and of course educational technology, which is a big part of education today.



MARK McCALLUM

Mark has worked in international schools in Singapore for 20 years. He is currently the vice principal (Orchard Campus) and head of secondary at Chatsworth International School in Singapore.



MARK McELROY

Mark is an educator of just over 16 years and is currently in his first year as an EdTech specialist at Korean International School. Previously, he served as the director of learning innovation at Shekou International School where he was part of a team of educators that influenced institutional change with regards to the effective implementations of technology into teaching and learning. He is a product of the international school system, spending 18 years abroad as a child. Mark is currently exploring ways to best empower teachers in enacting change and how schools can shift to a truly student-centered learning approach.



JANE McGEE

Jane is the director at Vientiane International School in Lao PDR. Over the past twenty years Jane has worked in Italy, Egypt, Thailand, Poland and India as a math teacher, IB coordinator, high school principal and assistant superintendent. Jane is originally from Ontario, Canada and has earned a B.Sc. in Math, a B.Ed., and an MEd in Administration and Policy Studies, all from Queen's University.



LAURIE McLELLAN

Laurie McLellan is in his 9th year as director of Nanjing International School. In 2016-17 Laurie was supported through a sabbatical year which he spent at Edinburgh University studying a MSc in Inclusive Education to support the school's explicit mission commitment to inclusion. Laurie has worked and leadership positions in Colombia, Vietnam, Belgium and Sri Lanka.



ELIZABETH McLEOD

Elizabeth McLeod is a multi-talented educator whose portfolio reflects her commitment to the social and emotional wellbeing of children, adults and organizations. Elizabeth has held a variety of positions in schools, including SEL Specialist at The Nueva School; classroom teacher at Live Oak School; and school counselor at Marin Primary and Middle School. As founding Executive Director of GirlVentures, a non-profit that empowers adolescent girls though outdoor adventure and SEL, Elizabeth led all aspects of the start-up of the organization that just celebrated 20 years of programming. Elizabeth facilitates online webinars for women school leaders through the Australian School of Management's National Excellence in School Leadership Initiative. She has been a trainer for Peninsula Conflict Resolution Center and is a co-founder of the Institute for Social and Emotional Learning . where she facilitates Educator Institutes and consults with public and private schools. Elizabeth graduated from Boston College with a B.A. in Human Development and English and earned her M. Ed. from Harvard Graduate School of Education.



BRIAN McMANUS

Brian is the strategic learning coordinator at the International School of Beijing. Prior to moving into this role, he spent 10 years teaching high school English, 7 of those years at ISB.



BRUCE MILLS

Bruce is the managing director for Clearpath EPM, a leading provider of advice, training and software solutions to enhance student protection worldwide. With an emphasis on risk mitigation and emergency preparedness strategies, Bruce tailors his consultative services to the unique needs of educational settings and has conducted security assessments and training at K-12 schools in every region of the world. Bruce came to EPM after enjoying a 24-year career with the U.S. Department of State as a Regional Security Officer (RSO) and Diplomatic Security Agent where he worked closely with schools within his region to enhance their emergency preparedness, to share threat information and to provide sound advice and guidance in areas of physical, technical and procedural security. Bruce has a B.S. in Criminal Justice and has been awarded the Certified Protection Professional (CPP) designation by ASIS International, a leading professional security organization.



SUZANNE MURRAY

Previously a safeguarding, child protection, health and safety and inclusion consultant, I am Safeguarding Manager Cognita Asia and deputy head of School at ISHCMC, with responsibility for the safeguarding agenda within the school culture of care. I am skilled administrator with extensive leadership and management experience; I have lead strategic, operational and cultural change in this area. conducting school safeguarding reviews in national and international settings. I have experience as a public speaker at UK national and International level. I am passionate in my belief that we have a moral duty to safeguard our schools and our students.



KATHRYN NELSON

Kathryn is the vice president for advancement at Punahou School. She joined Punahou School in 2011.



ROB NEWBERRY

Rob is the director of education technology for the Chatsworth Group of Schools in Singapore. Over the last two years, he has focused almost exclusively on digital citizenship and the potential negative effects of the Internet on students - particularly in the area of pornography and the teenage brain. Last year he assisted Singapore police with the arrest of two individuals involved in an online romance scam. In his part time he is making a documentary film about toy collectors in Singapore.



KAREN O'NEILL

Karen is our elementary principal at Aoba-Japan International School and has played a central part in our school's reform. She is an accomplished speaker able to skillfully combine her theoretical understanding and practical application of the content to be presented.



PAUL O'NEILL

Paul is director of learning innovation at The American School in Japan working with teachers in the development of a dynamic curriculum leading to a more impactful and personalised college preparation for ASIJ graduates. His previous experience in Education Queensland, Australia included facilitation of state wide projects such Library 21, eLearning Model Schools, Technology Architecture and Furniture as part of the transformational learning unit. Prior to that Paul was campus academic manager for the Bachelor of Learning Management program at Central Queensland University. In his current role Paul also supports the professional learning of teachers in pursuit of the strategic objectives of the school.



JULIE OLSON

Julie is the ES principal at ISKL. She has always been interested in leadership in roles as administrator, counselor and classroom teacher.



MARIA OSOWIECKI

Maria is currently a vice principal with responsibility for supporting and developing staff. She is a performance coach and is passionate about developing relationships of trust and confidence and helping people to become 'even better' and more 'consciously competent' in their roles, ensuring people feel confident and supported.



SACHIKO OTSUKA

Sachiko is part of school leadership team at Aoba-Japan International School and has been with working closely with Karen O'Neill for the last 4 years. She is also an accomplished speaker who is able to articulate the content from a leader's and a classroom teacher's perspective.



AZRA PATHAN

Azra has been the teaching and learning coordinator and now the ES assistant principal. She continues to learn the art of leadership.



DAVID PERKIN

David has been the ICT Director at SSIS for the past 9 years. Prior to that he worked at the International school of Luxembourg, the American International School-Riyadh and the International School of Kuala Lumpur.



AMIE POLLACK

Amie Alley Pollack, PhD is a member of the board of directors at the United Nations International School of Hanoi, Vietnam. She serves as board secretary, chair of the Committee on Directors and chair of the Head of School Search Task Force. Dr. Pollack is a clinical developmental psychologist on the faculty of Vanderbilt University (USA) and a visiting professor at Vietnam National University. Her work focuses on the development of mental health policy, research and training capacity in Vietnam and Cambodia.



OCHAN POWELL

Dr. Ochan is the director of Education Across Frontiers. an organization dedicated to the professional learning of international school educators. She also serves on the design team for The Next Frontier Inclusion - a non-profit organization devoted to supporting international schools in becoming more inclusive of students with special learning needs. Ochan has presented numerous workshops and courses in the areas of differentiation, assessment, teacher emotional intelligence, coaching and collaboration and is an associate trainer for Cognitive CoachingSM and Adaptive Schools.



CHRISTIE POWELL

Christie worked at Stamford American International School in Singapore for three years. Christie remains at SAIS as the Director of Teaching and Learning. Her international journey as a teacher, principal and curriculum/professional learning director has taken her through Cameroon, Indonesia, Thailand, and Nepal.



CHRIS RAYMAAKERS

Chris is one of the deputy middle school principals at Singapore American School. He has taught both seventh grade math and eighth grade science as well as holding numerous teacher leader positions. Prior to his time in Singapore, Chris taught in Calgary public schools and at Taipei American School. Chris is originally from Calgary, Alberta, Canada. In his free time, he enjoys cycling, reading, and exploring the latest tech gadgets.



TAREK RAZIK

Tarek is currently the head of school at the Jakarta Intercultural School (JIS). After seven years leading the International School of Beijing and six years as the high school principal at Shanghai American School, he succeeds Tim Carr and embraces the rich heritage of JIS. Tarek has a Doctoral degree in Educational Leadership from Columbia University and Bachelor of Arts from the University of Vermont. In his free time he plays golf and strongly supports his Australian Rules Football team, the Collingwood Magpies. He and his family call Rangeley, Maine home.



TOM REED

Tom is an experienced educator-leader who seeks to utilize technology to advance learning approaches that acknowledge the need to puzzle out "both-and" solutions to complex problems. Tom's education includes a Master's Degree in Electrical Engineering from the University of Kansas and a PhD in Technology Planning from the University of Michigan. Over the past 35 years he has worked as an engineer in the aerospace industry, as an assistant research scientist at a university, as a director of web services for a college, and, since Fall 2008, as director of technology at Concordia International School Shanghai.



JO RICE

Jo is currently head of the Early Years Centre and deputy head of primary at Garden International School. Prior to joining Garden International School, Jo has led teams of teachers in Saudi Arabia, Thailand, Qatar and the United Arab Emirates. Passionate about the early years, Jo has worked with teachers in Jeddah, and currently in Kuala Lumpur to develop enabling environments that stimulate and encourage high quality child initiated learning.



KATIE RIGNEY-ZIMMERMANN

Katie has been the admissions and marketing director for the past 7 years. Prior to that she worked Mont Kiara International School in Kuala Lumpur.



ERIN ROBINSON

Erin holds a PhD in educational leadership and currently serves as middle school principal at the United World College of Southeast Asia's East Campus. With a passion for global mindedness, social justice and equity issues, Erin's doctoral work focused on cultural competency in education. In addition, she consults with schools on standards-based learning environments and facilitates assessment workshops; is involved in developing social entrepreneurship curriculum; led research in student voice at the secondary level; and provides professional development in equity and cultural competency.



JUAN SAAVEDRA

Juan is the head of upper school at Nanjing International School and has taught in Colombia, England, Kuwait and China. Passionate about international education, Juan believes in the importance of life skills over content in schools.



BRADLEY SCHMOCK

Bradley was born and raised in Wisconsin, USA, and he developed a passion for student affairs and activities as an undergraduate at the University of Wisconsin-Madison. In 2009, Bradley moved aborad and has worked in a variety of roles in international education including as a High School Teacher, College Admissions Adviser, Member of Board of Directors, and Director of Activities & Athletics. Since 2012, Bradley has been the Director of Activities & Athletics at Chiang Mai International School (CMIS) in Thailand. 2017 is Bradley's fourth EARCOS Leadership Conference, second as a presenter.



JULIE SCHUILWERVE

Dr. Julie Schuilwerve is the elementary principal at Ruamrudee International School, Bangkok, Thailand. She has worked in Saudi Arabia and Singapore for over fifteen years. She holds a Doctorate in Education with a specialization in Teacher Leadership - ESL in the Mainstream Classroom. Her many passions include working with teachers to meet the needs of students.



CHRIS SCHUSTER

Chris is the high school principal of Concordia International School Shanghai. He taught high school English for 10 years in China, South Korea, and in the USA. His educational passions include program evaluation and building team capacity.



JAMES SCOTT

Dr. James Kapae'alii Scott is a member of Punahou's class of 1970 and joined Punahou as its 16th President in 1994 after leading the Catlin Gabel School from 1985-1994. Founded in 1841 and located in Honolulu, Hawaii, and serving 3,750 students, Punahou is the largest coeducational, independent K-12 school on a single campus in the United States.



PEGGY SMITH

In the roles of MS/HS principal and director of curriculum, Peggy has extensive administrative experience working with new teacher induction through The New Teacher Center, creation of New Teacher Induction Programs in WI, and creation of New Hire Induction Programs in both Sao Paulo and Moscow. Her dissertation focused on mentoring new principals into the profession. Her passion in all her administrative roles has been to increase the capacity of new teachers and administrators in order to ensure significant student learning as well as healthy and joyful practitioners.



ANN STRAUB

Ann is an International Advisor for the Council of International Schools (CIS). In this role, she supports a variety of projects including CIS professional development projects and the newly launched International Certification: Educating for Global Citizenship. Ann was previously the Director of Curriculum and Staff Development at the International School of Bangkok for 11 years. Prior to working in Thailand, she was an educator in Vermont working with learners ranging from elementary school to graduate school. For 12 years, Ann was a trainer for the Principals'Training Center course "Curriculum Leadership," and has facilitated the TTC "Leadership Tools" course. She trains teachers and administrators in the United States and internationally who are strategically focused on developing intercultural competency and global citizens, leadership of intercultural schools, and intercultural learning. She holds a Master's degree and a Certificate of Education Leadership from the State University of New York (SUNY) Buffalo. Ann currently lives in Middlebury, Vermont, United States, but works for the Council of International Schools based in Leiden, The Netherlands.



BARRY SUTHERLAND

Barry is the director of International School of Phnom Penh. He has led and worked in schools in Tanzania, Thailand, Singapore and Canada.



DANIEL SWEENEY

Daniel is a champion of SEL work who focuses his practice on cultivating SEL in his classroom, his division, his school, and his community in Seattle. As the Intermediate and Middle School Head and Director of Professional Growth at Seattle Country Day School since 2010, Dan has facilitated the adoption of SEL through tight cross-curricular, pan-departmental integration, and through a purposeful center class for intermediate school students. As middle school head, Dan has attended trips with his students to Rwanda, Iceland, Spain and Viet Nam. Prior to moving to Seattle, Dan taught 1st, 2nd, 4th, and 5th grade at North Shore Country Day School in Winnetka, Illinois. He facilitated sessions at NWAIS and The People of Color Conference; attended the Klingenstein Summer Institute at Teachers College, Columbia University, and traveled to Japan as a Fulbright Memorial Scholar.



JENNIFER SWINEHART

Jennifer is the director of research and development at Hong Kong Academy. She taught middle school English in the United States and the Philippines and was previously the MYP coordinator at HKA. A passionate advocate for nurturing inclusive communities, Jennifer co-facilitates courses on personalising learning and inclusion at the Teacher Training Center through the PTC and is an IB workshop leader, school visitor and consultant. Jennifer is in the process of becoming a Cognitive Coaching and Adaptive Schools trainer and is currently completing her doctoral dissertation about student perceptions on the teaching of cognitive, metacognitive and affective skills.



SARAH THAWLEY

Sarah is the high school learning support teacher and Inclusion advocate at NIS. She specializes in student transitions into the real world, modifying curriculum for tier 3 students and creating alternative pathways for students in B courses.



NOELTHOMAS

Noel has been based in Beijing for six years, having worked in Australia for 35 years as a teacher, department head, vice-principal and principal/CEO. He and Christine Xu, along with the business manager, form the Senior Leadership Team which oversees all aspects of school operation and development. Christine, a renowned leader in bi-lingual education, has been with the Yew Chung Education Foundation for 19 years. Together, Noel and Christine have led a significant shift in school culture and, with the drive and support of the Foundation, and a great team of staff, have generated significant school-wide change.



JANICE TOBEN

Janice is an education innovator whose work focuses on the design and teaching of SEL practices that promote positive school climate. Her work spans three decades, and has touched the lives of educators, students, administrators and parents at public and independent schools worldwide. Janice conducted seminars and delivered presentations at Teacher's College, Columbia University, Wheelock College, Learning and the Brain, Innovative Learning, National Association of Independent Schools, Northwest Association of Independent Schools, California Association for the Gifted, and the San Francisco Unified School District. Janice has previously spoken at TEDx on The Power of Collective Empathy and been interviewed by Daniel Goleman for his book, Emotional Intelligence. Janice taught at the elementary school level for 27 years. She is the former director of the Social and Emotional Learning program at The Nueva School in Hillsborough, California.



ARDEN TYOSCHIN

Arden is the deputy director - learning at Nanjing International School. She was school director for 2016-17 during Laurie's sabbatical. She will take up the post as head of school at Harare International School from August 2018.



TRACY VAN DER LINDEN

Tracy and Kim Criens are currently the high school activities & athletics directors at Singapore American School. Though passionate about sports, competition, and artistic performance, they believe it is the character lessons that students experience in the pursuit of competitive or performance excellence that is the secret sauce to a meaningful Activities & Athletics program.



MELANIE VRBA

Melanie joined WAB in August 2013 as HS principal. Originally from Canada, she has worked as an international teacher and leader for the past 22 years. It has been a career-long aspiration to develop inclusive, alternative pathways for all students in international schools. Melanie has a special interest in technology and how it can support and enhance learning, as well as a passion for the arts and love of literature.



KELLY WALTER

Kelly has 36 years of professional experience in college admissions and enrollment and is currently the associate vice president of enrollment and executive director of admissions at Boston University. Ms. Walter also served as acting director of admissions at Wellesley College. In her current role, Ms. Walter serves as the chief admissions officer for the undergraduate enrollment effort at Boston University. She is responsible for the strategic planning, management, and administration of the admissions office. This includes providing the leadership and direction for all undergraduate recruitment and marketing initiatives at BU. Ms. Walter also provides leadership to the College Advising Corps (CAC), a national service program based on the Boston University campus that works to increase the number of first generation, low-income, and underrepresented students attending college. Ms. Walter has also made significant contributions to the profession through her involvement with NEACAC, NACAC, NEACRAO, and the College Board. She was a member of the College Board SAT Advisory Committee and the Guidance and Admissions Advisory Committee (GAAC). Additionally, she was recognized for her leadership as the recipient of the Harry R. Carroll Distinguished Service Award and a member of the Boston University Honorary Scarlet Key Society.



SEAN WATT

Sean has been in leadership roles for over 20 years in education and sporting organisations including roles such as a head of middle school, head of junior school and head of teaching and learning. Sean now owns his own consulting business working with universities, a global publisher and education companies. He is also director of a sporting club and founder/director of a company specialising in developing high performance cultures in business, sport and education. Internationally, he has consulted with a number of schools and has developed and facilitated with the International Baccalaureate for on-line, webinars and face-to-face workshops on well-being, sustainability and leadership throughout parts of Asia and Australia.



RACHAEL WESTGARTH

As Round Square CEO, Rachael Westgarth leads a global network of more than 170 schools in 40 countries. A graduate of Oxford University, her career spans leadership roles in both the non-profit and commercial sectors. In the past three years with Round Square, Rachael has worked with its membership network and Board to develop and implement a new strategic plan. This has seen the organization grow its membership base, create and pilot a new framework for teaching and learning, venture into research and develop comprehensive online networking and resource centers. Prior to joining Round Square in 2013, Rachael was deputy CEO of Young Enterprise, part of the Junior Achievement Worldwide movement, where she designed and wrote a portfolio of enterprise education programs across the K-12 age range. Throughout her career, Rachael has built extensive experience in research, marketing, fundraising, curriculum and education program development.



JULIAN WHITELEY

Julian has worked in a variety of schools in Europe, South America and Asia. He has been involved in the leadership and management of schools for over 25 years. He was head of the United World College of South East Asia for 9 years until 2014 and since then he has overseen the establishment of the United World College, Thailand in Phuket, of which he was the founding head. He is now a board member and advisor at UWCT, as well as working as an educational consultant.



SARAH WHYTE

Sarah is the leading expert on Third Culture Kids (TCKs) in Asia and one of only a handful of people to hold a doctorate in this field of study. Her doctoral thesis focused on the application of emotional intelligence to support expatriate children with the challenges of transition. She currently works as a consultant, trainer and ICF Associate Certified Coach. Her work builds seamlessly on her background as an international teacher. While teaching, she also led the comprehensive personal, social and health education curriculum at Tanglin Trust Junior School in Singapore. Sarah is an experienced and accomplished moderator of training courses and workshops for parents, teachers and students. Her goal is always to make learning meaningful and impactful. She's a passionate advocate of equipping expatriate teachers and families with positive and practical strategies to ease the emotional friction of an international move.



SHELLY WILLE

Shelly is currently the head of school at Chadwick International School in Songdo, South Korea. Prior to her time in South Korea, Shelly was the assistant head of school at Hillbrook School in Los Gatos, CA, USA. At Hillbrook she was instrumental in technology development for over 10 years and served as the director of technology in addition to her educational leadership role. Formerly a technology consultant specializing in search engine optimization, search strategies, technology integration, thin client computing/ design and marketing technology tools for education. She has served as the director, educational technology and media services for San Mateo Office of Education, serving 24 school districts and over 90,000 students. Shelly has taught students at all levels from preschool to graduate school.



CORY WILLEY

Dr. Cory is the associate middle school principal at the American School of Dubai. He earned his doctorate from Northeastern University in Boston with a thesis project exploring how international educators find meaning in their work. Previously, he worked as the Student Life coordinator at International School Manila where he led initiatives on service learning and advisory. He has also taught at schools in the Netherlands, South Korea and the United States. He is newly married and has four house plants. He enjoys community work, basketball, reading by the pool, and following Boston sports teams with fervent passion.



LUCINDA WILLIS

Lucinda has been an educator for 20 years, fifteen of those years in the state sector in the UK. Then in 2011 she moved to international education at St Nicholas School, Sao Paulo, Brazil. Currently she is the director of learning at Nagoya International School in Japan. She has a special interest in the role of leaders in promoting inclusive educational practice. Lucinda is an experienced workshop leader, IBEN educator and presenter. She has led workshops at SENIA 2016, 2017 presented at the IB Global Conference 2017 and the leads the IB 'Creating Inclusive Classrooms' workshop across the Asia Pacific region.



CHELSEA WOODS

Chelsea has been the technology director at ISPP since August 2014. She has previously been an MYP Coordinator, and has taught technology, social sciences, drama, language, literature, and design. She has lived in Canada, England, Mongolia, Czech Republic, Vietnam, Russia, and Cambodia, and shares her journey with her two children, aged 17 and 12. Her passion is to inspire love of learning, and to help people of all ages live happily by doing what they love. She also loves painting, yoga, 3D design, cycling, team sports, writing, and spending holidays on Gabriola Island in Beautiful British Columbia, Canada.



SHELLEY WOWCHUK

As you can tell from her glamor photo, Shelley enjoys every moment she can get in the sunshine. Her best friend is her apple computer, and large numbers of emails in her "unread" folder keep her excited and focused throughout the day. Her husband Andy, all things Google and large pots of black coffee keep her sane and approachable. Two masters degrees plus 27 years of experience have lead her to this point in time.



CHRISTINE XU

Christine a renowned leader in bi-lingual education, has been with the Yew Chung Education Foundation for 19 years. Together, Noel Thomas and Christine have led a significant shift in school culture and, with the drive and support of the Foundation, and a great team of staff, have generated significant school-wide change.



SAMI YOSEF

For the past few years Sami has overseen all the field research with SE Asia's top schools for ISC Research. Sami studied at Strathclyde University before joining ISC as one of the Market Intelligence Report writers. Sami is now based in Bangkok with his wife and hails from Scotland and Egypt.

KARI YUEN

Kari is an FCD Senior Prevention Specialist and Regional Officer of Far East Asia. She has a BS in Psychology from the University of Phoenix, an MA in School Counseling from Adams State University, and experience working with teens and young adults struggling with substance abuse and other behavioral disorders. She is currently pursuing a Master's degree in Clinical Mental Health.



KENDALL ZOLLER

Kendall Zoller, EdD, is an author, speaker, researcher, and international presenter specializing in communicative intelligence and Hacking Leadership. He is co-author of *The Choreography of Presenting:The 7 Essential Abilities of Effective Presenters* (Corwin Press, 2010) and president of Sierra Training Associates. He has authored over 35 peer reviewed book chapters and journal articles spanning topics of communication, community, and leadership for educators and law enforcement. His work on leadership and presentation skills takes him across the United States, and Canada and into China, Thailand, Malaysia, the Philippines and other points East. His lectures, presentations, and paper presentations include the campuses of Harvard, UC Berkeley, St. Anselm College, Boston University, University of Chicago, and Loyola University, Maryland. Kendall has a doctorate in Educational Leadership a Masters in Educational Management. Kendall can be reached at kvzollerci@gmail.com



NICOLA ZULU

Nicki is currently the high school principal at ISS, Singapore. She started her career in teaching when she joined the UK organisation Voluntary Services Overseas (VSO) and volunteered as a technology teacher at a local government funded college in Zambia. Since then she has taught at a number of international schools across Zambia, prior to her move to Asia. She was introduced to mindfulness on arrival to Singapore and has been practising ever since. She is passionate about the well being of students and has used mindfulness instruction both in the classroom and as part of student preparation for examinations.

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Northbridge International School Cambodia Jill Hope

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