IBSC Annual Conference  
7-10 July, 2015  
Cape Town, South Africa  

Workshop Presentation Descriptions

This will be an African conference with a global feel, and in true African tradition all sessions will be given as ‘Indabas’ – discussions, debates, and interactions where everyone has the opportunity to get involved. The presentation descriptions that follow are arranged according to Indaba Session.

After reading the selections, we invite you to select your workshop preferences by completing the online workshop preference selection form located here:

Selections are not binding, but rather help in room logistics.
Day 2, Wednesday, 8 July

INDABA 1: Celebrating the Present

Day 2, Wednesday, 8 July, 10:45 AM – 12 NOON

A session featuring four speakers: Dr Ian McCallum, Mr Peter Crawley, Mrs Mary Ann Dove, Mr Eugene Daniel.

No preference selection is necessary.

INDABA 2: Learning from the Past/Celebrating the Present

Day 2, Wednesday, 8 July, 12 NOON – 1:00 PM

Join delegates for these fast-paced workshops. Throughout this hour, you will hear three 10 minute presentations, with questions and answers to follow. The workshops are grouped with similar themes/topics, and will follow one right after another. When all three have finished speaking, there will be opportunity for a facilitated Q and A session with the presenters.

INDABA 2-1 Presentations

**Topic:** Collaboration Across Networks

**Presentation Time:** 10 minutes each

- **Connecting Classrooms, Connecting Minds**
  Today’s students must have a deep understanding of other countries and cultures. Our work is to help students realise their rights and responsibilities as global citizens, and nurture in them the skills needed to work in a global economy to build a better tomorrow. It is equally crucial for teachers to gain understanding of the education systems of other countries, and become better endowed to help their students connect with global issues and identify with the rest of the world. Learn how our school created a space for our big wide world in the consciousness and imagination of our students.

  **Presenter:** Kathika Dasgupta, Assistant Teacher, M. C. Kejriwal Vidyapeeth (India)

- **International Research, Global Capacities, Student Outcomes – a Story of Collaboration and Consequence**
  Join us to examine how schools cultivate global capacities in students. Envision how a framework can lead to common language and a shared vision to deepen global capacities – e.g. empathy, citizenship, global problem-solving, and multiple perspectives – in teaching and learning. This presentation will provide opportunities to gauge the potential for adaptation and implementation of the Global Capacities Framework as a universal institutional tool for reflection, planning, and improvement in schools’ efforts to develop essential capacities for learning and living in our contemporary world.

  **Presenter:** Garth Wynne, Headmaster, Christ Church Grammar School (Australia); Deb Sawch, Researcher, Christ Church Grammar School (USA)

- **Parent Power: Partnering with Parents K-12 to Support Upper School Exchange Students**
  Exchange students provide our students with valuable opportunities to become comfortable working with peers from different backgrounds. But when time is short and teachers are busy, how can we help provide exchange students and host families with the support they need? Come hear about one school’s answer. St Christopher’s has recently started a partnership with parents to help welcome international students, support host families, and raise the profile of the exchange program.

  **Presenter:** Frances Turner, Director of Global Engagement, St Christopher’s School (USA)

INDABA 2-2 Presentations
IBSC Librarian Network: Leading and Learning Together
Join the new IBSC Librarian Network as we establish a specialised unit of educators with Libraries as a space and Library Professionals as key catalysts for change in our schools. With the goal of arming our boys with efficient and effective strategies for wading through limitless volumes of information, a Librarian Network can only enhance the offerings of our schools. We can support many areas of curriculum by collaborating with colleagues as we help our boys become ‘critical consumers of information’. Together, we can learn from and support each other across a global platform.

Presenter: Trish Cislak, Head of Libraries and Research, Crescent School (Canada)
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

Libguides and 21st Century Learning: Our School Library Without Walls
St Laurence’s College has recently begun developing LibGuides to meet the 21st century learning needs of its students. LibGuides is a web-based platform used by thousands of libraries worldwide to deliver, share, and present information through an engaging and interactive interface. By building subject and topic specific LibGuides, students can access online resources relevant to the subjects they are studying. Learn more about providing students with interactive digital content that is collaboratively planned and developed by teacher librarians and school educators.

Presenter: Cheryl Toohey, Head of Library Services, St Laurence’s College (Australia)
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

School Library to Learning Commons – a Transformational Journey
This presentation will explore the transformational journey of our school library where the Technology Support Team supports makerspace activities of coding, augmented reality, Kerbal Space Program, and Minecraft coexisting alongside Lego Masters, Chess, Book Club, and peer learning. Not a high-budget renovation, but a renewal focused on behavioural and learning outcomes, and access to quality resources. The traditional model of school library based on information scarcity has evolved into flexible learning spaces that enhance social interaction and cross-disciplinary learning.

Presenter: Camilla Elliott, Head of Library/eLearning Coordinator, Mazenod College, Mulgrave (Australia)
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

INDABA 2-3 Presentations

Applying the Myers-Briggs Type Indicator (MBTI) in the English Classroom
The Southport School has recently begun an innovative program using the Myers-Briggs Type Indicator (MBTI) to profile the personalities of Year 10 students, so that teachers can more effectively cater their pedagogical and relational approaches to the needs of individuals. This presentation will reflect upon the development of this initiative, and discuss its applications within the classroom. Participants will gain an insight into how personality profiling can be used to challenge established ways of thinking and acting in order to encourage reflective processes and to develop a growth mindset among students.

Presenter: Samuel Lobascher, Assistant Head of English, The Southport School (Australia)
[Upper/Senior School (Ages 15-19)]

Public Speaking – a Vehicle for Personal Growth
According to The Wall Street Journal, public speaking is the number one fear in North America (and probably around the world). The focus of this talk will be anecdotal, using examples of boys who have blossomed from self-conscious individuals into confident, strong, and opinionated people who are able to think on their feet, and
face intellectual opposition fearlessly.

**Presenter:** John Holtman, English Teacher, Bishops (South Africa)  
[Upper/Senior School (Ages 15-19)]

**Sweaty Palms and Cracking Voices: the Power of Public Speaking**

Using video, samples of student work, and a how-to guide, this presentation will showcase the way in which one school has helped its students develop communication skills that last a lifetime. Whether reciting a poem of their choice, delivering a cohesive argument, or sharing a personal narrative, boys from Pre-K through Grade Nine work closely with their teachers to select their topic, master the writing process, practice their delivery, and convey their ideas to an auditorium of over three hundred people.

**Presenters:** Margot Pearce, Head of Middle School and English Teacher, Fairfield Country Day School (USA); Jesse Crouch, Associate Director of Admissions and English Teacher, Fairfield Country Day School (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

**INDABA 2-4 Presentations**

**Topic:** Digital Literacy  
**Presentation Time:** 30 minutes

**App Speed Dating: the Use of the Ipad in a Language Class**

This presentation will explore and illustrate the iPad as a tool to engage boys with authentic and motivating activities. Learn more about App Speed Dating, a forum in which students have opportunities to show teachers and peers how to use different apps. Then, live this experience through a video in which students demonstrate six different apps that can be used in classrooms of any grade level to provide effective learning experiences. Finally, different app-based projects will be shared that promote the development of oral and written communication skills, as well as critical thinking.

**Presenter:** Sonya Jean, Grade 3 French Teacher, Selwyn House School (Canada)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

**INDABA 2-5 Presentations**

**Topic:** Emotional Development and Intelligence  
**Presentation Time:** 10 minutes each

**Boys of Divorce: a Lower School Counsellor’s Perspective**

Even the most amicable divorce has profound effects on a child’s emotional world. As the school counsellor, how do I support students during this difficult time? The challenge is encouraging naturally insular boys to recognise the value of sharing their feelings and experiences with each other. In this session, Laura Jordan will share her experiences of working with lower school boys who have endured the many phases of divorce. She will also share techniques, materials, and activities that have proved useful, with the goal of generating discussion and raising important questions.

**Presenter:** Laura Jordan, Lower School Counsellor, Gilman School (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

**Coffee Talk Parenting: Parent Education Group**

Coffee Talk Parenting is a parent education program at Rondebosch Boys’ Preparatory School in Cape Town. Coffee Talk Parenting provides a supportive, relaxed space for parents to learn something new, share parenting experiences, grow their understanding of what may underlie their child’s behaviour and feelings, and develop insight into their own parenting ways. This presentation will discuss our program, and the importance of parent education as a means to create more effective parents who are better able to meet the developmental and emotional needs of their children.

**Presenter:** Tracey Wood, Clinical Social Worker, Rondebosch Boys’ Preparatory School (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]
Lessons From the Clinic
Every year one or two of our boys gets admitted to an Adolescent Clinic. Typically the reason for admission might be depression, concerns around possible suicidal behaviour, or substance abuse. As the clinic says, “Our goal is to help troubled adolescents and young adults find themselves again. Invariably, this results in them finding their families again, too”. As school counsellors and psychologists, we are called to recommend admission, or support such admission for troubled teens. Come discover what we can learn from these boys’ experiences in the clinic that may inform our counselling of troubled boys. **Presenter:** Pete Farlam, Clinical Psychologist, Bishops (South Africa)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

INDABA 2-6 Presentations
**Topic:** Entreprenuership and Intelligence
**Presentation Time:** 10 minutes each

**Linking Industry to Eduction and Education to Industry**
Hear how one school hosted presentations where interested adults, who work in the design industry, met and discussed design ideas with our boys. The boys then worked on real design projects, and learned skills that can be transferred directly to the workplace. This relationship between mentors and boys has led to skill transferance, bursaries for tertiary study, and employment opportunities. New authentic learning experiences – reinforcing the concepts studied in Maths, Physical Science and Engineering and Technology, and exposing them to the bigger world – continue to present themselves.

**Presenter:** Ben Bosch, Housemaster and Head of Engineering Graphic and Design, Maritzburg College (South Africa)

[Upper/Senior School (Ages 15-19)]

**Urban Window Farms – Real Life Application for Growing Your Own Food**
Urban window farms are gaining credence as a viable way of growing food. Hear how our Grade 9 students learn about urban window farms and the factors that affect plant growth through hands-on practical work. They are involved in designing and installing their window farms, and making decisions regarding how to water the farms and what to plant. The observations they make, daily issues of maintenance, practical work, and personal reflections are written up in a blog for their peers and teachers to read and comment on. This makes their study of food security all the more meaningful.

**Presenter:** Jacqueline Withers, Biology Teacher, Diocesan College (South Africa)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

**The Value of Making the Theory Practical Using Virtual Money and the JSE Challenge**
The Economics program at our school has gained so much from our involvement in the JSE (Johannesburg Stock Exchange) Challenge. It has encouraged boys to use studied theories in a practical way by investing R1 million of virtual money. Skills learnt are numerous, and range from social attributes as they work in groups, to financial lessons as they trade, to the impact of politics and society on the economy. It has been a wonderful journey of meaningful learning, and has promoted the subject within the school.

**Presenter:** Jean van Heeswijk, Teacher, Maritzburg College (South Africa)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

INDABA 2-7 Presentations
**Topic:** Global Citizenship

**Student Engagement in Two Overseas Immersion Programs**
Join this presentation to hear about two immersion programs. First, hear about the success of an 8 day program, held annually, in which students learn about the various facets of Islam, in an attempt to combat cross-cultural discrimination that exists in Australia. The second part of this session will reflect on another cultural immersion
present within St Laurence’s College. The Building Across Borders immersion program is a two week experience that gives students the opportunity to assist and connect with the poor and marginalised in Vietnam.

**Presenters:** Leah Maxwell, Teacher, St Laurence’s College (Australia); Matthew Levander, Head of Senior School Studies, St Laurence’s College (Australia)

[Upper/Senior School (Ages 15-19)]

**Presentation Time:** 20 minutes

‘Vision and Action Can Change the World’ – St Laurence’s College Palm Island Indigenous Immersion

Join this presentation to learn about a Design and Technology based immersion where students from practical based subjects, travel to Palm Island to make projects with the local indigenous school children. They experience Island culture with fishing, snorkeling and traditional hunting, along with a traditional Island feast. Students forge lifelong bonds, and the experience itself changes their outlook on life. Our boys usually begin their journey feeling apprehensive, but leave with a sense of hope. The question now is, ‘How can you combine vision with action to change the world?’

**Presenters:** Liam Herbert, Head of Faculty - Technologies, St Laurence’s College (Australia); Etaoin Donovan, Director of Service Learning, St Laurence’s College (Australia)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Presentation Time:** 10 minutes each

**INDABA 2-8 Presentations**

**Topic:** Leadership/Emotional Development and Intelligence

**Presentation Time:** 10 minutes each

**English is Enough – How Fusing Language Learning with Popular Science Can Stop Boys Believing This**

The practical solution to believing the ‘English language is enough’ has been to fuse hands-on popular science with language learning. Practical (and often competitive) science projects require no in-depth scientific knowledge, but can motivate reluctant learners and bring on the simple oral skills that give boys the framework to build a working language toolkit. This 10 minute session will showcase teams competing in an engineering challenge that requires simple and useful language to carry out. Admire their competence and enjoy their triumphs as you learn more.

**Presenter:** Nick Mair, Director of Languages, Dulwich College (United Kingdom)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**From Boys to Young Men ...**

The MGS Father/Son Camp has been created to promote and develop Father/Son relationships, and to support and celebrate our boys becoming young men. The boys and their fathers are exposed to a series of safe yet demanding challenges to push them physically, mentally and emotionally. The Camp is a guided journey towards a deeper understanding of what it means to live a balanced adult male life in today’s world. Gain an understanding of the activities and outcomes from the camp, as well as an insight into the logistics and planning needed to develop this activity for your own school.

**Presenter:** Matthew Houniet, Head of Personal Development and Co-ordinator of Leadership and Service Learning, Melbourne Grammar School (Australia)

[Middle School (Ages 12-15)]

**Reversing the Trend – How We Got Boys Back in to Studying Geography in the Senior School**

Why are boys electing not to study Geography? Join this presentation to hear the story of how Geography at St Laurence’s College has recently been transformed from a subject struggling to gather enough enrolments for a place in the timetable, to a thriving and growing course of study that has achieved success on several levels.

**Presenter:** Nataleen Kilburn, St Laurence’s College (Australia)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]
INDABA 2-9 Presentations
Topic: Leadership
Presentation Time: 10 minutes each

The Center for the Study of Boys: Year One
The Center for the Study of Boys was established by St Christopher’s School in 2014, reflecting the school’s commitment to being a global leader in educating boys. The Center is dedicated to promoting best practices in engaging and teaching boys through research, professional development, and programming. It serves the St Christopher’s community, and is also a resource – both locally and globally – for those interested in understanding and working effectively with boys. Learn about the successes and challenges of Year One, and the goals for the Center as we head into Year Two.

Presenters: Kim Hudson, Director of the Center for the Study of Boys, St Christopher’s School (USA); Charley Stillwell, Headmaster, St Christopher’s School (USA)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

Lessons from Each Other
Relationships hold the key to leadership development, staff development, and spiritual development. When teachers collaborate with pupils and each other, untapped potential can be accessed, and the journey of teaching and learning can take us to new places. This presentation – rooted in self-reflective practice – describes how to develop authentic mentors, and highlights a program that facilitates the sharing of good practice between members of staff, and showcases a snapshot of the authentic, healthy relationships between staff and boys.

Presenters: Craig Cuyler, House Master of Merriman House, St Andrew’s College, Grahamstown (South Africa); Simon Holderness, House Master of Mullins House, St Andrew’s College, Grahamstown (South Africa); Gary Griffith-Smith, School Chaplain, St Andrew’s College, Grahamstown (South Africa)

[Upper/Senior School (Ages 15-19)]

Presentation Time: 20 minutes

INDABA 2-10 Presentations
Topic: Leadership

Inspirational Leadership Model
The Inspirational Leadership model combines Mandela and Adair’s insights into leadership into four spheres (the leader, the task, the team and the individual), and looks at how we can turn each into specific programs for the training and assessment of leadership skills in both schoolboys and staff. Ideally this session will include an opportunity for those present to compare the model to their current best practise, and consider how they could use the model practically in their schools (as opposed to a purely theoretical model of no practical significance).

PRESENTER: James Frazer, Deputy Headmaster, Rondebosch Boys High School (SOUTH AFRICA)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

Presentation Time: 10 minutes

Student Leadership Model Within a Preparatory School
As we prepare our young men for successful contributions in a changing world, there appears an ever-increasing need for quality leadership at all levels. Lessons from the great Nelson Mandela have been heard and addressed throughout the world, and prompt us to provide opportunity from an early age to promote selfless leadership with age-appropriate responsibility. In this presentation, Gavin will present the past, present, and future of Student Leadership within a Preparatory or Primary School environment. Lessons from the past aid us in improvements for the future.

Presenter: Gavin Darwin, Deputy Head of Preparatory School - Administration and Student Services, Anglican
INDABA 2-11 Presentations

**Topic:** Leadership

**Presentation Time:** 10 minutes each

**Developing Pupils as Leaders**
What if we could give each of our pupils the ability to lead their own learning through a practical approach that helps them to develop their confidence as learners and leaders of learning? Adopting a system where learning is not dictated by grades or levels but by fostering curiosity, building confidence and self-esteem and motivating pupils to improve and succeed even beyond what they thought possible. Learning should be about transforming our pupils into something of value in modern society and creating an understanding that “in the giving” is what makes a person complete.

**Presenters:** Lorraine Soares, Academic Director Upper School, St James Senior Boys (United Kingdom); Ben Wassell, Head of PE, St James Senior Boys (United Kingdom)
[Upper/Senior School (Ages 15-19)]

**Fostering Servant Leadership in a Boys’ School**
One of the key trends in industry and political leadership is the concept of servant leadership as exemplified by President Mandela. In the context of a high fee paying independent Uniting Church school, we feel that we have an obligation to foster an understanding in students of the necessity and value of service to their community. An objective of the school is to develop servant leadership concepts and skills in every student so that each can have a positive impact upon society as adults. Join us to discuss and be inspired by different approaches to the concept of servant leadership in schools.

**Presenters:** Alexander Pyne, Head of House, Newington College (Australia); Jonathan Mountain, Head of House, Newington College (Australia)
[Upper/Senior School (Ages 15-19)]

**Self-Management Reloaded: Putting Boys in the Driving Seats of Their Lives**
Effective self-management helps boys enjoy improved academic success and a deepened sense of well-being, and helps them develop a purposeful identity. Come and learn how to help boys realise their potential as they re-evaluate their habits, tackle issues of self-control, and embrace the liberating concept that ‘they are what they repeatedly do’. This course helps boys who feel defined by their disorganisation develop positive self-regard for themselves and a better understanding of what triggers their behaviour.

**Presenter:** Josh Norman, Head of Years 10 and 11/Teach of English, City of London School (United Kingdom)
[Upper/Senior School (Ages 15-19)]

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**INDABA 2-12 Presentations**

**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 10 minutes each

**Gamification and Blended Learning in the Science Classroom**
By using the techniques common in games (gamification) and the advantages of blended learning (combining social media and web-based learning material with conventional classroom teaching), teachers are able to reach more students in a more meaningful way. Join this presentation to focus on the core tools needed to achieve this connection, the principles of gamification and its specific application in the Grade 8 and 9 physical sciences classroom, and the advantages and common pitfalls in embarking on the journey of blended learning.
Glued to Their Screens
When last did you dress like Damon? Does Barney’s Playbook help you Suit Up? Would you survive off the Ark or the wrath of the Iron Throne? Have you and your friends ever spent all night lanning like Sheldon and Leonard? Perhaps these questions have left you dumbfounded, yet they reflect current pop culture that is being watched by our students. The ideas, attitudes, games, and beliefs of these programs are having an impact on their own behaviour and worldview, particularly in the boarding environment. Join us to explore some common pop culture phenomena, and gain insight into and debate the ideologies and current prevailing worldview of our youth.

Serious Play in the Religious Education Curriculum
St Laurence’s College in South Brisbane, Australia has recently contributed to a three year research project in collaboration with Griffith University, Queensland University of Technology, Deakin University, and the National Institute of Education, Singapore. This project was entitled Serious Play: Using digital games in school to promote literacy and learning in the 21st century. This session will briefly discuss how this project was implemented into the Religious Education curriculum for 14 year old boys and the benefits of gaming in education.

INDABA 2-13 Presentations

Good Schools Should Share
We all want our schools to be good, if not great. We want our students to have the best that is offered. Open Educational Resources (OERs) are key. The world’s knowledge should be shared, and we should work collaboratively in global communities to achieve the best for our schools and the boys that we teach. This presentation will highlight many of the successes of OERs as a global movement in education, and show that schools benefit by developing and sharing material of the highest quality at the lowest cost in our classrooms. Learn how we can all contribute, learn, stay up-to-date, be part of a community, and provide students with opportunities.

Learners and Diversity: Building Bridges of Understanding
Hear about a learning paradigm emphasising harmony and promoting empathy between people. These skills can be developed by acknowledging cultural, social, and intellectual differences in schools. This presentation will focus on the strategic and operational implementation of a globalised teaching and coaching philosophy born out of experiences from boys’ schools in South Africa, New Zealand, and Australia. Hear about a ‘teaching matrix’ that can be applied in any educational setting. Central to our mission is the ‘Making of Men’ whereby all learning is founded on four guiding tenets: Scholastic Attainment, Community Service, Spiritual Awareness, and Personal Growth.

Moving up by Slowing Down – Creating a New Vision of Success in Schools
In many of our schools there are strong expectations placed on performance and achievement; these in turn
seem to create a fast paced lifestyle. How corrosive is this success-driven focus, and is it really in the best interest of education and the students themselves? Join this session to examine the benefits of slowing down, specifically in an educational setting. By looking at physical health, mental wellbeing, and academic performance, this session will encourage participants to re-evaluate how we define successful students, and examine how this might change the way we do school.

**Presenter:** Tim Jarvis, Senior Master - Pastoral Care, Michaelhouse (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 2-14 Presentations**

**Topic:** Global Citizenship/Leadership

**Earthquakes and Their Aftermath – Coping with Adversity**  
Schools in Christchurch, New Zealand were severely affected by the earthquakes of September 2010, February 2011, and June 2011. This presentation will describe how schools in the area dealt with the crises at the time and their aftermath. Four years after the worst of the shakes, schools are still in a planning and re-building phase. The impact of the disaster on students is not yet fully understood, but there are indications of emotional and academic toll. Glean useful insights into how to deal with crises, and how to plan for the worst possible scenario.

**Presenter:** Rob Donaldson, Deputy Headmaster, Christ’s College (New Zealand)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]  
**Presentation Time:** 20 minutes

**Google Sites and Apps**  
Use free Google Apps to create a class website which facilitates and simplifies the following: communication with classes for homework, tests and assignment deadlines; distributing resources; lesson activities for students missing lessons (including board work); taking in/submitting tasks and media in electronic format; facilitating class chat forums; pupil feedback; sharing and organising/accessing useful web resources; and lesson planning. All of this – quickly and easily. (Yes really!)

**Presenter:** Keith Warne, Physical Science HoD, Western Cape (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]  
**Presentation Time:** 10 minutes

**INDABA 2-15 Presentations**

**Topic:** Digital Literacy

**Unleashing the Power of Online Forms with Google**  
An Online Form (Google Forms) is a useful tool that can be used to gather data from students with little effort. Whilst online quizzes and surveys are handy, online adaptive forms can also be used to create powerful, self-grading assessment tools for learning. Learn how these are designed and used to inform teaching and give timely feedback to students. Best of all, the service is free and in the cloud! This is a "hands on" session, so bring devices suitable for viewing and creating Online Forms. Attendees should have a Google account and have some familiarity with Google Drive.

**PRESENTER:** Matthew Lander, Educator & eLearning mentor, Trinity Grammar School (Australia)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]  
**Presentation Time:** 10 minutes each

**What’s Next? And How Can My School Keep Up?**  
We will share best practices across the independent school market in web engagement, and will explore strategies including responsive design, mobile trends, HD (what is HD) experiences, leveraging data, as well as choosing which social network(s) are the best to invest your time and energy in. Learn how you can reap the
rewards of the latest trends in technology for the most productive digital engagement with alumni, parents, prospective families and other constituencies.

**Presenter:** Max Eisl Regional Sales Manager, Finalsite, Educational Software and Services (USA)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Presentation Time:** 20 minutes

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**INDABA 2-16 Presentations**

**Topic:** Global Citizens

**Presentation Time:** 10 minutes each

**Global Citizenship in the Foreign Language Classroom: a Joint Spanish and Social Studies Project**

Learn more about language professionals stretching the walls of their classroom. Using Collegiate’s course Las Noticias (The News) as an example, see how to promote language skills and global citizenship among boys. Students regularly read the news in the target language, and watch foreign movies that explore social issues. Routinely, students must record their private thoughts in e-journals, establishing a real time correspondence with their teacher. However, interviewing native speaking staff is the highlight, as the boys enjoy practising Spanish and engaging with the school community.

**Presenters:** Susana Epstein, Spanish Teacher and Head of the Foreign Languages Department, Collegiate (USA) [Upper/Senior School (Ages 15-19)]

**Helping Boys Find Balance in Their Lives**

Balance in a changing society is a key issue for boys today. How do we as educators assist them in this regard? The balance between academics, sport, and culture is obvious. It is also critical for boys to find balance in terms of developing their EQ, being aware of social issues, having a balanced understanding of women, and developing an awareness and balance in terms of their role as males in the new world in which they live.

**Presenter:** Marion Bradley, House Director, Bishops (South Africa); Bev Kemball, HOD of the Life Orientation, Bishops (South Africa) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Why Talk about Gender?**

Learn how a dynamic assembly for boys was used to foster a discussion on gender. After watching a short film showing testimonials featuring community members answering ‘Why talk about gender?’ and ‘When have notions of gender affected you?’, students were invited to examine various forms of media (from print advertisements to video games) and asked questions about how each portrayed masculinity and femininity. We found that with a deliberate and thoughtful plan, we were able to broach a previously taboo topic with our students in a way that allowed them to participate safely and respectfully.

**Presenters:** Janetta Lien, Director of Admission for Middle and Upper School, The Browning School (USA); Betty Noel, Science Faculty and Chair of the Diversity Committee, The Browning School (USA) [Upper/Senior School (Ages 15-19)]

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**INDABA 2-17 Presentations**

**Topic:** Leadership

**Presentation Time:** 30 minutes

**Everything Old Is New Again: Heritage and Identity as Modes of School Strategic Leadership**

This interactive presentation will focus on three key areas of developing strategic positioning using the resources of heritage and institutional identity:

1. the importance of iconic traditions in developing culture leadership within historic schools;
2. exploring the attractiveness of religious traditions to often secular clientele; and
3. integration of strategy and family tradition.
Delegates will be invited to develop specific ‘take home value’, while also exploring the ways in which historic schools have interacted globally in the past, and can continue to cooperate into the future.

**Presenters:** Ian Lambert, Principal, The Scots College, Sydney (Australia); Mark Hutchinson, Director, Strategy, Partnerships and Research, The Scots College, Sydney (Australia); Hugh Chilton, Research Fellow, The Scots College, Sydney (Australia)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]
The contemporary Maker Movement puts a label on something that humans have always done and will always do; make things to solve problems that are personally meaningful. However, what distinguishes the contemporary Maker Movement from previous notions of making is the potential use of technology that allows traditional making to be extended and reshaped, and new forms of making to be pursued. Technology also enables what has often been considered a private pursuit to become a shared one.

Along with its potential to foster creativity, critical thinking, problem-solving, and decision-making, the practical hands-on and technology focus of Making render it a natural fit with the learning styles of many boys. It is for these reasons that Boys as Makers was designated the research topic for the IBSC Action Research Program in 2014-2015.

In this conference strand, thirty-nine action research projects offer examples of Maker Learning across a wide range of topics, grade levels and subjects. As well as enhancing the researchers’ own practice, the research findings will make a significant contribution to research into Maker Learning and add to the knowledge base of pedagogy in boys’ schools.

INDABA 3-1 Presentations
Presentation Time: 15 minutes each

- **Creating a Storybook on the Hopscotch iPad App to Develop Creative Thinking in Grade 4 Boys**
  Presenter: Sarah Stone, Christ Church Grammar School (Australia)

- **Incorporating Storytelling into Kindergarten Maker Days to Develop Empathy**
  Presenter: Kate Turner, The Hutchins School (Australia)

- **Participating in a Series of Group Maker Projects to Develop Empathy in Grade 1 Boys**
  Presenter: Betsy Tyson, St Christopher’s School (USA)

INDABA 3-2 Presentations
Presentation Time: 15 minutes each

- **Participating in Group Maker Projects to Create a Sense of Belonging in High School Boys**
  Presenters: Carey Pohanka and J.D. Jump, St Christopher’s School (USA)

- **Making Wearable Electronics to Inspire Self-expression in Grade 5 and 6 Boys**
  Presenter: James Santosa, Cathedral School for Boys (USA)

- **Creating and Composing a School Anthem to Create a Sense of Belonging in High School Boys**
  Presenter: Dan Pieraccini, Delbarton School (USA)

INDABA 3-3 Presentations
Presentation Time: 15 minutes each

- **Making Movies in English to Empower Grade 7 Boys**
  Presenter: Bill Bedard, Selwyn House School (USA)

- **Making Castles in Minecraft to Enhance Grade 7 Boys’ Engagement with and Understanding of Historical Concepts**
  Presenter: Greg Longney, Barker College (AUSTRALIA)

- **Grade 11 Boys’ Making Responses to Historical Concepts and Events**
INDABA 3-4 Presentations

Presentation Time: 15 minutes each

Designing Games to Improve Grade 9 Boys’ Comprehension of Shakespeare
Presenter: Geoff Stanbury, St Mark’s School of Texas (USA)

Making to Enhance Grade 8 Boys’ Responses to Literary Texts
Presenters: Jill Margerison and Andrew Stark, The Southport School (AUSTRALIA)

Making to Enhance Grade 9 Boys’ Engagement with Literature
Presenters: Robbie Quinn and Elijah Reynolds, Montgomery Bell Academy (USA)

INDABA 3-5 Presentations

Presentation Time: 15 minutes each

Making to Improve Grade 9 Boys’ Motivation in Design and Technology
Presenters: Steven Riddell and Stephen McLean, Scotch College (Australia)

Making to Improve Grade 8 Boys’ Perseverance in Design and Technology
Presenter: Annabel Barber, Poole Grammar School (United Kingdom)

Using a Deliberate Focus on Reflection During a Maker Project to Deepen the Learning of Grade 9 Boys in Technology
Presenters: Martha Miller and Carson McGregor, Crescent School (USA)

INDABA 3-6 Presentations

Presentation Time: 15 minutes each

Making Wind Turbines in Specialized Skill-Set Groups to Develop Autonomy in Grade 9 Boys
Presenter: Jonathan Rose, Sydney Church of England Grammar School (Australia)

Deliberately Focusing on the Design Process in Design and Technology to Deepen Learning in a Maker Project for Grade 6 Boys
Presenter: Jonathan Gunning, St John’s Preparatory School (South Africa)

Making Prototypes to Encourage Creativity and Support CAD Learning in Grade 8 Boys
Presenter: James Moloney, Anglican Church Grammar School (Australia)

INDABA 3-7 Presentations

Presentation Time: 15 minutes each

Incorporating Peer Feedback Strategies into Making to Enhance Complexity in Grade 10 Boys’ Robotics Projects
Presenter: Robert Bell, St Kevin’s College (Australia)

Using Student-Directed Instruction in the Building of 3D Vehicles to Enhance Year 11 Boys’ Comprehension of the Design Process
Presenter: Terence Prezens, St Andrew’s College (USA)

Participating in a Robotics Competition to Build Perseverance in Boys
Presenter: Sarah Cormio, Barker College (Australia)
INDABA 3-8 Presentations
Presentation Time: 15 minutes each
- Incorporating Maker Days into a Project-Based Learning Program to Enhance Engagement in Grade 8 Boys
  Presenter: Frank Snyder, San Miguel Academy of Newburgh (USA)
- Making 3D Structures to Develop Intellectual Risk-Taking in Grade 9 Boys
  Presenter: David Rennie, Lindisfarne College (New Zealand)
- Providing Tinkering Workshops to Enhance Grade 9 Boys’ Curiosity
  Presenter: Martin Chambers, The Hutchins School (Australia)

INDABA 3-9 Presentations
Presentation Time: 15 minutes each
- Making Videos and 3D Graphic Models to Build Problem-Solving and Risk-Taking Skills in Honours Geometry (Mathematics) for Grade 9 Boys
  Presenter: Marjorie Morrison, St Mark’s School (USA)
- Making an Interdisciplinary Self-Imagined Product in Computer Science and Engineering to Encourage Perseverance in Grade 10 Boys
  Presenters: Patrick Louden, and Matthew Kameron, Christ Church Grammar School (Australia)
- Using Blogging as a Reflective Tool in the Making Process to Enhance Self-Management in Grade 11 Boys
  Presenter: Christopher Fox, The Haverford School (USA)

INDABA 3-10 Presentations
Presentation Time: 15 minutes each
- Robopocalypse: Making in the Drama Classroom to Enhance Grade 7 Boys’ Engagement
  Presenter: Tanya Neilsen, Brisbane Grammar School (Australia)
- Making Performance Art to Enhance Grade 11 Boys’ Understanding in Art History
  Presenter: Vaughan Clark, Eton College (United Kingdom)
- Creating Art to Enhance Grade 10 and 11 Boys’ Understanding of the Role of Science and Humanities in Developing a More Critical View of Reality
  Presenters: Hugh Jones, Angelina Giannarou, and Alison Gill, City of London School (United Kingdom)

INDABA 3-11 Presentations
Presentation Time: 15 minutes each
- Creating Games in “Scratch” to Enhance Grade 6 Boys’ Engagement with Geometrical Principles
  Presenter: Daniel McLachlan, The Ridge School (South Africa)
- Making in Woodwork to Enhance Boys’ Understanding of Mathematical Principles
  Presenter: Stephen Ross, St George’s School (USA)
- Making 3D Shapes to Enhance Problem-Solving Skills in Mathematics for Year 8 Boys
  Presenter: Magalan Pather, St Alban’s College (South Africa)
Presentation Time: 15 minutes each

Building Rockets and Developing Rocket Fuel to Encourage Scientific Risk-Taking in Grade 7 Boys
Presenter: Nicholas Diana, The Ridge School (South Africa)

Making to Build Grade 9 Boys' Creative Confidence and Problem-Finding Skills in Technology
Presenter: Brad Droke, The Browning School (USA)

Making to Build Grade 9 Boys' Creative Confidence and the Ability to Find Creative Solutions in Maths/Science Investigations
Presenter: Nathaniel Piper, The Roxbury Latin School (USA)

INDABA 3-13 Presentations
Presentation Time: 15 minutes each

Creating iPad Tutorials in Mathematics to Enhance Grade 9 Boys' Understanding of Geometry
Presenter: James Maistry, Maritzburg College (South Africa)

Making Automated Self-Sustaining Gardens to Enhance Grade 10 to 12 Boys' Awareness and Understanding of Sustainability
Presenter: Todd Igelman, St Augustine High School (USA)

Making Models of Early Canadian Settlements to Enhance Relationships between Grade 6 and Grade 11 Boys
Presenters: Elisabeth Jean and Gabriel Maynard, Selwyn House School (USA)
Day 3, Thursday, 9 July
INDABA 4: Creating the Future

Day 3, Thursday, 9 July, 11:00 AM – 12:30 PM
Ready for a deep dive into topics educators of boys are facing? Join this 90 minute workshop with presenters who bring a high degree of expertise and experience to topics that support evidence-based practice and programs, and that contribute to our understanding of teaching boys, and to our common work in our journey with boys.

INDABA 4-1 Presentation
Topic: Collaboration across Networks
Presentation Time: 90 minutes

The Alternate Reality Classroom: Immersive Games to Engage Boys
Alternate reality games (ARGs) are cutting-edge learning systems that extend gameplay beyond the screen into the real world. ARGs combine digital and analogue elements to create embodied anytime, anywhere experiences. Learn how to employ a combination of video game mechanics, social media, elaborate puzzles, interactive tools, and locative activities to immerse students in course material. Drawing on their experience as veteran pervasive game designers, they collaborated to create Blind Protocol. As students played the mock cyber warfare competition, they became more responsible digital citizens, and applied critical thinking to learn about online security, privacy and surveillance. Join us to hear how any teacher in any subject can use ARGs to create an unforgettable learning experience.

Presenters: John Fallon, English teacher, Fairfield Country Day School (USA); Paul Darvasi, English/Media Studies teacher, Royal St. George’s College (Canada)
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

INDABA 4-2 Presentation
Topic: Emotional Development and Intelligence
Presentation Time: 90 minutes

Blurred Lines – Sexuality and the Male Teenager
A deeply personal and controversial issue. Evidence supports the notion that boys find it difficult to express themselves. Nowhere is this more evident than when it comes to their sexuality. For boys, it may feel that there is more to lose than gain by risking openness in this area. For staff, given the challenge of identifying with one’s own sexuality, it may feel more comfortable to avoid the topic altogether. Join a conversation around male sexuality that will include sexual orientation, and the attitudes and behaviour of boys. We will examine the ideals of equality and patriarchy, debate the concepts of beauty, and discuss the question, ‘What is the role of the school in providing guidance around this crucial aspect of masculinity?’

Presenters: Tim Jarvis, Senior Master - Pastoral Care, Michaelhouse (South Africa); Jonathan Smith, English Teacher, Michaelhouse (South Africa)
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

INDABA 4-3 Presentation
Topic: Leadership
Presentation Time: 90 minutes

Boys’ Schools: Our Current Trajectory and Why We Matter
Join school heads and other school leaders to review developments in boys’ schooling internationally since the founding of the Coalition 20 years ago. In addition to strong findings as to how boys in boys’ schools thrive in comparison to boys in other scholastic settings, the presentation will address promising directions in recent
research into boys’ development and learning. The presentation is also intended to generate discussion and shared experiences of those attending, with a special emphasis on the benefits participating schools have gained by national and international sharing of best practices.

**Presenter:** Richard Hawley, co-founding president of the IBSC, author (USA)

**(Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19))**

**INDABA 4-4 Presentation**

**Topic:** Leadership  
**Presentation Time:** 90 minutes  

**Building Better Schools for Boys: Ensuring Relational Success**  
Two studies sponsored by the IBSC revealed that relationships are at the heart of how boys learn. In their comments, boys described features of teaching and coaching relationships that worked for them, as well as those that did not. Building upon these insights to ensure more dependable relational success, several schools have commenced a more intentional approach to their relational curricula. What they are learning is the subject of this talk.  

**Presenters:** Michael Reichert, Executive Director, Center for the Study of Boys’ and Girls’ Lives, University of Pennsylvania (USA); Kimberly Hudson, Director of Upper School Academic Resource Teacher, Saint Christopher’s School (USA); Michael Fellin, Headmaster, Crescent School (Canada); Charles Stillwell, Headmaster, Saint Christopher’s School (USA); Tom Batty, Headmaster, Scotch College (Australia)  

**(Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19))**

**INDABA 4-5 Presentation**

**Topic:** Leadership  
**Presentation Time:** 90 minutes  

**Creating New Legacies of Learning and Leadership**  
In partnership with the IBSC and with the Island School (Bahamas), Mr. Banks and Mr. Zervas plan to launch a global leadership summit for boys who have had to overcome elements of cultural isolation, poverty, social marginalisation and other familial challenges, and who now stand at the threshold of leadership. By bringing together boys from around the world, the project hopes to create a self-sustaining cohort of young leaders who will return to their own communities stronger, more resolute, and with the added skills and focus needed to affect positive change. Join this workshop to share ideas on how best to shape the boys’ efforts, to create a model that will be easily replicated, and to contribute to a groundbreaking effort for boys who remain at great risk.  

**Presenters:** Brad Zervas, Founder/Director, The Ascension Project (USA); David Banks, President/CEO, Eagle Academy Foundation (USA)  

**(Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19))**

**INDABA 4-6 Presentation**

**Topic:** Learning Spaces/Learning Environment  
**Presentation Time:** 90 minutes  

**Designing Physneyland: Re-imagining Boys’ Learning in the Science ‘Classroom’**  
Drawing on recent research highlighting the positive effect of environmental factors on boys’ learning, join us in the discourse about the process and impact of re-designing a traditional science laboratory and classroom according to Activity Based Learning principles, within the Australian context. This re-design has fostered stronger relationships and more authentic interactions between students and teachers; enabled greater pedagogical awareness of student thinking processes; encouraged student engagement and participation; and instigated a shift towards collaborative classroom culture. Come to re-imagine the use of existing and new
learning environments within physical school structures as a catalyst for pedagogical transformation.

**Presenters:** Chris Metcalfe, Dean of Applied Sciences, The Scots College (Australia); Hugh Chiltern, Research Fellow, The Scots College (Australia)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 4-7 Presentation**

**Topic:** Digital Literacy

**Presentation Time:** 90 minutes

**Developing an Innovative Mindset – the Power of a Strong, Staff Driven Professional Development (PD) Program**

Modern trends tout technology as the saviour of education. That is a myth. Technology is merely a powerful tool. Used correctly, technology can make a significant impact on our learning landscape. However, in the wrong hands (or ill-equipped ones), technology can spell disaster. Developing an innovative mindset in teachers is the key to successful technological integration. Join us to gain insight into one school’s quest to re-energise their teachers and grow an innovative mindset through a rich and regular staff-driven Professional Development Program. Learn more about the strategies and philosophy behind an Innovative Mindset, and practical ideas for dynamic and exciting staff PD opportunities.

**Presenter:** Bruce Collins, Staff Professional Development/Housemaster/English Teacher, St Alban’s College (South Africa)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 4-8 Presentation**

**Topic:** Emotional Development and Intellegience

**Presentation Time:** 90 minutes

**Enabling Conversations, Policy and ICT Platforms for Effective and Transformative Pastoral Care**

School environment plays a major role in the social and emotional competence and wellbeing of learners. As a consequence, increasing efforts are being made to assess how curriculum, pastoral policy, and practice can best contribute to students’ social, emotional, physical, and moral well-being. Explore the pastoral care dynamic that underlies these concerns, and how we best enhance it. Three areas of enquiry will shape the conversation:

1. frameworks that enable teachers to have effective and transformative coaching conversations with learners;
2. essential aspects of pastoral care policy that both validate and hold teachers accountable for contributing to learners’ social, emotional, physical, and moral well-being; and
3. an example of an ICT platform to engage meaningfully with learners.

**Presenter:** Jaques Pretorius, School Chaplain, St John’s College (South Africa)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 4-9 Presentation**

**Topic:** Learning Spaces / Learning Environments

**Presentation Time:** 90 minutes

**Getting it Right: Professional Learning in Schools**

Research affirms that the single-most important factor in student achievement is the quality of teaching. Further, teaching can be improved by continuous, school-based, collaborative professional learning. Join this workshop to:

1. distil the most important global research and scholarship on professional learning, beginning with the OECD’s TALIS report (2013);
2. hear key observations – gleaned from CIRCLE’s consulting practice – about the obstacles schools must overcome to achieve progress; and
3. explore together the design features for a great professional learning program, with the goal of providing school leaders with a vision and guide for fundamental change.

During this interactive discovery, delegates will be invited to evaluate the state of their own professional learning programs in boys’ schools.

**Presenter:** Philip SA Cummins, Managing Director, CIRCLE - The Centre for Innovation, Research, Creativity and Leadership in Education (Australia)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

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**INDABA 4-10 Presentation**

**Topic:** Emotional Development and Intelligence

**Presentation Time:** 90 minutes

**Identity, Empathy, Action and Power: Towards an Inclusive Citizenship**

Educators have the opportunity to expand students’ knowledge about and empathy for their fellow humans. But historical knowledge alone is insufficient; empathy demands that we stretch our sense of self, re-calibrating it to learn about and embrace ‘the other.’ Assignments, activities and assessments that encourage exploration and reflection help boys expand their conception of ‘we’ to include people they might otherwise have considered ‘them.’ Join us to learn how academic courses can empower boys to:

1. identify, recognise, and articulate their feelings around issues of justice/injustice;
2. seek out and value the experience of marginalised groups; and
3. integrate these insights towards building, and acting upon, an inclusive understanding of community.

**Presenters:** Juliette Zener, History Instructor and Chair, History Department Belmont Hill School (USA); Nnaemeka Ekwelum, History and English Instructor, Belmont Hill School (USA)

[Upper/Senior School (Ages 15-19)]

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**INDABA 4-11 Presentation**

**Topic:** Leadership

**Presentation Time:** 90 minutes

**Leadership the Madiba Way: Learning from the Legacy**

Join this workshop to hear more about "Celebrating the Future” through an investigation, a discussion, and interactive interpretation of the leadership traits of Nelson Mandela. The workshop commences by, "Remembering the Past", with a presentation and reflection of Nelson Mandela’s school days. The factors that shaped this great man are considered and supported with visuals and commentary of the school he attended. You will have the opportunity to reflect on your leadership style and to learn from one of the world’s most influential leaders, Nelson Mandela.

**Presenter:** Graeme Edwards, Preparatory School Headmaster, St David’s Marist Inanda (South Africa)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

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**INDABA 4-12 Presentation**

**Topic:** Emotional Development and Intelligence

**Presentation Time:** 90 minutes

**Making Mandela’s Dream a Reality Through Boys’ Schools**

Explore ways of developing racial, religious, gender, political, and socio-economic harmony by implementing a "Whole School Approach". This implementation involves setting up systems and projects to instil critical values
and attitudes that demonstrate respect and reverence for all, and for the world in which we live. We need to continue to work toward making Nelson Mandela’s dream of developing "a democratic and free society in which all persons live together in harmony and with equal opportunities" a reality through our schools.

**Presenter:** Simon Weaver, Headmaster, Cordwalles Prep School (South Africa)
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 4-13 Presentation**  
**Topic:** Emotional Development and Intelligence  
**Presentation Time:** 90 minutes  

**Morals Through Media**  
Learn more about teaching programs that have used media in the form of visual and written texts to challenge boys to think about social and environmental issues concerning our world. Based on Mandela’s ‘Lessons on Life, Love and Courage’, texts have been used as stimuli to develop empathic, creative, critical and moral young thinkers aged 8 to 12 years. Incorporating Harvard’s Visible Thinking Strategies and tablet technology, practical teaching strategies will be demonstrated, and participants will be provided with resources for guiding boys to develop healthy relationships and life skills which foster a concern for others.

**Presenter:** Margo Pickworth, Teacher and Librarian, Shore Preparatory School (Australia)  
[Lower/Primary School (Ages 5-12)]

**INDABA 4-14 Presentation**  
**Topic:** Leadership  
**Presentation Time:** 90 minutes  

**Politics and Pedagogy: How the Most Recent Research and Reports Affect Boys’ Education**  
Boys’ schools exist to give boys a solid education in an environment that fosters the development of positive masculinity and confident scholarship. In the past decade, a few experts in the areas of education and neuroscience have spoken about their beliefs that single-sex schools create sexism and limit children’s academic success. How do boys’ schools respond to these critics? This session will present the latest research from numerous areas to help provide solid evidence for the advantages of single-sex education for boys. The session will start by presenting the critics, their concerns, and the evidence that they cite to support their beliefs. The inconsistencies in their arguments will be revealed and supported by research from around the globe. Attendees will be encouraged to share their schools’ successes in dealing with this issue.

**Presenter:** Abigail James, Adjunct Professor, Germanna Community College (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 4-15 Presentation**  
**Topic:** Global Citizenship  
**Presentation Time:** 90 minutes  

**Race and Cricket in South Africa**  
Despite the undeniable talent of numerous black athletes in the South African boys’ schools system, their situation both on and off the field, and in the school environment is sometimes proven difficult. Contrary to the Victorian views of manners, fair play, morality and ethics, the rituals and the traditions in the game of cricket in South African schools has been the extension of classism, racial exclusion, inequality, privilege based on race and elitism. Join this presentation to explore this topic and learn more.

**Presenters:** Lewis Thato Manthata, Housemaster and History Department St Johns College, PhD candidate Wits University (South Africa)
**INDABA 4-16 Presentation**

**Topic:** Leadership

**Presentation Time:** 90 minutes

**Success Against the Odds – Global Lessons Learned from School Leadership**

Using Mandela’s approach as a basis for effective school leadership, this presentation looks at school leadership in a global context drawing from examples in the UK, Canada, the USA, Ghana, and South Africa. This interactive workshop will examine the reasons why schools fail, and the three stages which turn schools around. We will also explore what exceptional leaders do to create a shared sense of direction for their school, foster teacher capacity, improve their schools’ instructional programs, and continue traditions of excellence whilst consistently looking forward. Participants can expect to come away with leadership tools that will help enable a successful, collaborative school environment for pupils, teachers, and parents, and create an action plan for their schools.

**Presenters:** Alexei du Bois, Doctoral student and education researcher, University of Oxford (United Kingdom); John Lobban, Director of Membership and Operations, Independent Schools Association of Southern Africa (ISASA) (South Africa)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

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**INDABA 4-17 Presentation**

**Topic:** Leadership

**Presentation Time:** 90 minutes

**What's Next for Schools? And How Can I Keep Up?**

Trends in edtech, school marketing and communications are constantly changing - is your school keeping up? Finalsite’s Max Eisl will explore web strategies that schools around the globe have implemented, including responsive design, Learning Management Systems (LMS), Real-Time Data Integration, private social networking and more, including examples from Finalsite’s experience working with more than 1,500 schools worldwide - all with an eye towards the unique needs of boys’ schools. He will also discuss what’s new and what’s next for social media, search analytics and mobile trends, and show you how you can reap the rewards of the latest trends in technology for the most productive digital engagement with alumni, parents, prospective families and other constituencies. These strategies and big picture ideas will help energise and transform the vision for your school’s future and teach you how you can stay current with the latest trends in technology.

**Presenter:** Max Eisl Regional Sales Manager, Finalsite, Educational Software and Services (USA)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

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**INDABA 4-18 Presentation**

**Topic:** Leadership

**Presentation Time:** 90 minutes

**The Why: Our Case for Why Boys Should Lead Their World Through Service**

Historically, our school’s efforts toward character education focused on a handful of virtues to be emulated, while eliminating harmful behaviours and attitudes such as bullying and racism. Currently, we realise that our historic efforts are not adequately preparing our boys to provide for the growing needs of their world, nor the complexities of their future lives. Going forward, we want our school culture permeated by the sense that leadership is a habit of purposeful, coordinated service that is essential to each boy’s future life. Participants should leave with great confidence in their ability to speak with understanding and passion to students, faculty, parents, and alumni about why service-leadership education is essential and vital for each boy and our world.

**Presenters:** Martin Stegemoeller, Brachman Master Teaching Chair and Curriculum Coordinator of Ethical Leadership Program, The St. Mark’s School of Texas (USA); Kezia Warner, Assistant Director of Community
Service and Development Coordinator, The St. Mark’s School of Texas (USA)
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]
Day 3, Thursday, 9 July 2:00 – 3:00 PM

Join delegates for these fast-paced workshops. Throughout this hour, you will hear three 10-minute presentations, with questions and answers to follow. The workshops are grouped with similar themes/topics, and will follow one right after another. When all three have finished speaking, there will be a facilitated Questions and Answers session with the presenters.

INDABA 5-1 Presentations

**Topic:** Communication

**Presentation Time:** 10 minutes each

**Assessing Boys for Learning**

Many scholars have argued that we need to move beyond the consideration of ‘what’ we are assessing, and pay very close attention to the ‘way’ in which we are assessing. In considering this approach, the presenter, Dr Bryan Wood, has collected an enormous amount of data about the learning processes of his own students. He has then correlated this data against external, summative assessment tasks to determine the extent to which different types of activities assist in improving overall educational outcomes for senior students.

**Presenter:** Bryan Wood, Head of Faculty - Commerce, Trinity Grammar School (Australia)

[Upper/Senior School (Ages 15-19)]

**Using a Writer’s Notebook to Create a Culture of Writing**

Creating and fostering a love of writing, alongside a strong reading culture, has been a major goal at our school. Come and explore how the Writer’s Notebook helped us to identify the what, why and how boys are writing, along with incorporating the best ways to model and support the writing process. The Writer’s Notebooks are designed to encourage our boys to gather their thoughts, to list ideas, to research topics, and to experiment with words, sentences and phrases. Hear about how to create an environment that looks for and celebrates the skills and love of writing.

**Presenter:** Brian Sampson, Director of Studies Junior School, Scotch College (Australia)

[Lower/Primary School (Ages 5-12)]

INDABA 5-2 Presentations

**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 10 minutes each

**Ha Ha, Hee Hee, a Grin and a Groan**

Madiba used an easy humour to manage people young and old from all walks of life. The use of humour is an essential skill for any teacher of boys. It is highly rated by boys and, if used wisely, makes their experience of the teaching space safer. What works and what does not in terms of humour is hard to nail down, because it is dependent, to an extent, upon the character of the teacher and the age of the students being taught. However, there are some pointers and pitfalls which can be shared. This talk will focus mainly on the use of humour in teaching older boys aged 14 to 18.

**Presenter:** Peter Westwood, Deputy Headmaster Pastoral, Bishops (South Africa)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**The Learning Journey - a Curriculum Innovation**

Hilton College has implemented a Grade 8 curriculum innovation called “The Learning Journey” with the aim of creating the time and space to learn in ways that are not bound by the normal restrictions of timetable and syllabus. This cross-curricular collaboration is based on the idea that it is better to do less, but do it in a way that promotes deeper learning and thinking. It is also based on the idea that our school’s beautiful natural environment is an excellent classroom, and that it is crucial for boys to be taught how to use technology in ways
that promote depth and insight.

**Presenters:** Peter de Lisle, Curriculum Support, Hilton College (South Africa); John Roff, Environmental Education, Hilton College (South Africa)

**[Middle School (Ages 12-15)]**

**Theme Teaching: the Path of Creation**

Theme-based teaching provides students with hands-on learning experiences across the curriculum. One of the thematic units at University School in second grade, Creations, can be brought to life through various forms of expression. Typically, children develop a comfort level from experiences in dance, music, or art classes; this comfort level supports their self-creativity. Moving boys beyond their comfort level and exposing them to various ways of expression, helps enhance self-confidence and communication skills, and allows them to have a greater awareness of the world around them.

**Presenter:** Cortney Dargaj, Lower School Teacher, University School (USA)

**[Lower/Primary School (Ages 5-12)]**

**INDABA 5-3 Presentations**

**Topic:** Emotional Development

**Presentation Time:** 10 minutes each

- **Badges of Identity**
  Multimodal instruction is a common strategy for reaching diverse learners with diverse information processing styles. But did you know that multimodal instruction can also facilitate the development of emotional intelligence? In this presentation, presenter Katherine Willow-Peterson will walk you through an activity titled ‘badges of identity’ implemented at Grade 6. The activity uses multimodal processes to develop both content-area knowledge and emotional intelligence. Although the activity was designed for a music classroom, implications exist for any subject area.

  **Presenter:** Katherine Willow-Peterson, Grade 5 to 8 Music Teacher, University School (USA)
  **[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]**

- **Bonding in the Eighth Grade**
  Our presentation focuses on two valuable experiences for Grade 8 students: the annual Shakespeare play, a school tradition that dates back to 1910, and the trip abroad. These two important experiences shape the boys’ year. These events develop in each student a strong sense of camaraderie, and they help the boys grow emotionally and intellectually.

  **Presenter:** John Hager, Spanish and Drama Teacher, St. Bernard’s (USA)
  **[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]**

- **What You Can Read in the Handwriting of Boys**
  Handwriting can reflect personality as well as character traits. The basics of this fascinating subject will be explained. Participants will be exposed to certain aspects of handwriting analysis, the knowledge of which could be helpful in understanding personalities of learners.

  **Presenter:** Trudy Hoefnagels, Afrikaans Head of Department, Bishops (South Africa)
  **[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]**

**INDABA 5-4 Presentations**

**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 10 minutes each

- **The Extreme Explorer’s Program**
  At St John’s Prep we run a program where boys have the chance to be recognised for completing challenges that are not necessarily part of the normal school day. We encourage the boys to experience the outdoors, be
challenged physically and mentally, and develop personal confidence in completing the various challenges. These challenges and recognitions may then form the basis for future hobbies and pursuits for the boys.

**Presenter:** Jon Gunning, Design and Technology Head of Department, St John’s Preparatory School (South Africa)

[Lower/Primary School (Ages 5-12)]

**Growing Tension Between Town-Based Club Teams and School-Sponsored Athletic Teams**
The proliferation of club or ‘outside’ athletic teams is eroding the foundation of athletic programs in many of our schools. More boys are making significant commitments to town-based athletic teams with schedules and expectations that often conflict with those of the school. Do we require boys to choose between the two, and what are the ramifications? Can schools and clubs collaborate to support the physical and emotional growth of boys? This workshop will present some strategies, and is intended for participants to share approaches they use at their schools to cope with this issue.

**Presenters:** John Munro, Headmaster, Fairfield Country Day School (USA); Brad Fallon, Director of Athletics, Fairfield Country Day School (USA)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Using Boys’ Love of Sport and Fitness as an Introduction to a Theme in Life Sciences**
The South African Life Science syllabus includes a study of the cardiovascular and musculature systems. In order to introduce this section and encourage boys to keep fit all the time rather than for a particular sport, our boys visited a university-linked Sports Science Centre in March 2015. Various fitness tests were performed as part of the field trip. Boys have been challenged to maintain fitness throughout the year with a view to keeping fit for the sixteen day outdoor experience, the Epic, in November.

**Presenter:** Olga Peel, Head of Life Sciences Department, Bishops (South Africa)

[Upper/Senior School (Ages 15-19)]

**INDABA 5-5 Presentations**

**Topic:** Emotional Development

**Presentation Time:** 10 minutes each

**Doing Dweck**
Professor Carol Dweck’s research and writing - about the impact of understanding and believing that our abilities can be developed - enables teachers and students to reflect constructively on past performance, and engage wholeheartedly in the present with optimism for the future. However, integrating her ideas into the tangible reality of powerful and pre-existing school cultures takes time, thought and tenacity. This workshop aims to explore how we can embed routines and create an integrated school-wide culture that is deeply rooted, and not just paying lip service, to a Growth Mindset.

**Presenter:** Lizzy Nesbitt, Head of Latin, St John’s College, Johannesburg (South Africa)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Outreach and the Resultant Opportunities to Care for Others Develops the Emotional Intelligence of Learners and Educators**
The demand for schools and other organisations to be involved in outreach programs has increased in the last number of years. Outreach doesn’t only help learners grasp the meaning of gratitude and humility, it also shapes learners’ view about world issues. Emotional intelligence is about making wise and good decisions by weighing the pros and cons of every choice. Developing learners’ emotional intelligence through outreach helps every school to create learners who understand what it means to be global citizens.

**Presenter:** Gerda-Marie Swanepoel, Mathematics and AP Math Teacher, St Alban’s College (South Africa)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Why Empathy Matters – Fostering Empathy in the Primary Classroom**
Empathy matters! Empathy starts with putting yourself in someone else’s shoes - a key step in understanding
perspectives that differ from one’s own. Empathy is key to embracing differences, building relationships, and communicating more effectively. Empathy also drives thoughtful problem solving, and enables children to create meaningful solutions to real world problems. And, like a muscle, empathy gets stronger with practice and can be developed by any child. Come learn how to help foster empathy in the classroom using specific strategies and activities.

**Presenter:** Betsy Tyson, First Grade Teacher, St. Christopher’s School (USA)
[Lower/Primary School (Ages 5-12)]

**INDABA 5-6 Presentations**

**Topic:** Global Citizens

**Presentation Time:** 10 minutes each

**Developing Renaissance Men into Global Citizens**

At Trinity Grammar, all boys are encouraged to strive to be ‘Renaissance Men’, young men who have broad intellectual interests, and are accomplished in the areas of the arts, sports and sciences. While this traditional focus will continue to shape who they are, exposure to living in a globalised world builds their confidence through experiences in different cultural and social contexts. Explore experiences and benefits gained from a range of programs (beyond student exchanges) that provide opportunities for students to become global citizens.

**Presenter:** Susan Hill, Deputy Head of Year 12, Assistant Manager of Studies, Trinity Grammar School (Australia)
[Upper/Senior School (Ages 15-19)]

**‘Ubuntu’ and Masculinity: Becoming Men in Community**

‘Ubuntu’ means ‘humanity’, but is more fully explained via the Xhosa proverb ‘ubuntu ungamntu ngabanye abantu’ which translates roughly to ‘a person is a person because of other persons’. ‘Ubuntu’ is thus an expression of the centrality of community in African life, and emphasises a relational view of the human being. ‘Ubuntu’ challenges the individualism which often characterises Western societies and is reflected in Descartes’ dictum, ‘I think therefore I am’. This session will explore how the values of Madiba might impact education and pastoral practice, and how an ‘Ubuntu’ philosophy of education - focused on interdependence, consensus and compassion - might enable students to develop a more holistic and integrated approach to masculinity.

**Presenter:** Paul Hess, Chaplain and Teacher of Divinity, Eton College (United Kingdom)
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Walking in the Footsteps of the Maya-an Experience of Mission...And Mission-in-Reverse**

In 2011, our school partnered with the Mission San Lucas Toliman in the Guatemalan Highlands to create a month-long, boy-friendly adventure focused more on learning than on helping, more on ‘being with’ than ‘doing for’. Emphasis is on teaching solidarity through active accompaniment, with a goal of affecting sustainable change in visitors that will influence their developing view of how their world(s) are interconnected. Learn practical tools and new insights into creating rich, life-changing immersion experiences for students at an accessible cost.

**Presenter:** Kirk Davis, Director of Christian Service, St. Augustine High School (USA)
[Upper/Senior School (Ages 15-19)]

**INDABA 5-7 Presentations**

**Topic:** Emotional Development and Intelligence

**Presentation Time:** 10 minutes each

**Of Men and Masculinity: It Is Time to Redefine**

Explore the question ‘what is this thing called masculinity?’ and, beyond the challenges to male identity, review the damaging impact of gender stereotypes and how we respond to them. This talk asserts powerful ways in which we might redefine masculinity, urging schools to grant boys the freedom to define their own (male)
identity. With research from boys at the City of London School, the talk concludes with views on what constitutes ‘the good man’; it finds value in ‘the androgynous mind’; and reveals just how significant (or not) a gendered identity is to them.

**Presenter:** Josh Norman, Head of Years 10 and 11 and Teacher of English, City of London School (United Kingdom)

[Mid School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Questionable? Measurable? Ethics**

Do you, like us, worry that with such intelligent students, even our most morally conscious students can rationalise unethical behaviour? In our session, we will share with teachers and administrators a framework for multi-divisional evaluation of moral standards. Our approach is intentionally straightforward. By requiring that our boys answer core questions across the humanities at developmentally important stages, we are able to gauge the breadth of behavioural possibilities in a laboratory context.

**Presenters:** Byron Lawson Jr, Assistant to the Headmaster and History Chair, St. Mark’s School of Texas (USA); Amy Reck, Assistant Director of Leadership and Ethics Program, St. Mark’s School of Texas (USA)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Teaching Ethics - A Framework and Program**

Family time, even family meals are under siege due to many factors such as speed of life and isolating technology. Where moral development was once parental domain, educators now have to take over. But how do we teach ethics to students of varying religions, cultures and backgrounds? As has been frequently proven, our ethics are subject to the vagaries of situations, emotions, obedience and even political persuasion. When we also consider the turmoil of the immature teenage brain, it is clear that ethical education is not only necessary but must be reasoned, non-prescriptive and practical.

**Presenter:** Susan Stos, Founder, APPLY Ethics (South Africa)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 5-8 Presentations**

**Topic:** Leadership

**Presentation Time:** 10 minutes each

**Leading the Way: Fostering an Inclusive Community**

Learn about a leadership program in which Upper School boys partner with Lower School classrooms to teach lessons about what it means to be inclusive and to make everyone feel welcome in our community. Through this process, Upper School students serve as role models for Lower School boys to foster positive relationships and deliver messages that the ‘little guys’ hold on to because they come from ‘big guys.’ The goal is for the Upper School boys to examine their own beliefs and actions around inclusivity, and to gain confidence and experience serving as a teacher-mentor. This year’s program included involvement from young alumni, and the session will highlight the benefits of adding yet another layer of mentorship.

**Presenter:** Kim Hudson, Director of the Center for the Study of Boys, St. Christopher’s School (USA)

[Lower/Primary School (Ages 5-12), Upper/Senior School (Ages 15-19)]

**Learning to Lead**

The importance of quality role modelling has never been more important in teaching leadership skills to staff and students. The values of health and wellbeing, timeliness, uniform adherence, and manners are still critical to academic success for students. What are some of the requirements for teachers working at traditional boys’ schools in 2015 and beyond? We will review challenges facing schools in South Africa, New Zealand and Australia, and explore the key leadership skills excellent teachers are using at some of the most established all-boys, day and boarding schools in the world.

**Presenter:** James Thorpe, Housemaster – Melbourne, The Southport School (Australia)
**INDABA 5-9 Presentations**

**Topic:** Leadership  
**Presentation Time:** 30 minutes

**Cultural Leadership in the Globally-engaged School**
Large schools have traditionally dealt with leadership by appointing ‘leaders’ (typically with the Principal as prime ‘leader’). As societies have globalised however, their constituencies and sources from which they can attract skilled teachers and administrators have diversified. This has meant that school leaders encounter, and also have to deal with, a much wider range of values, skills, and knowledge in their organisations. Learn about an approach to culture-change as the stepping off-point for discussing the challenges to leadership in globally engaged schools.

**Presenters:** Dr Ian Lambert, Principal, The Scots College, Sydney (Australia); John Montgomery, Head of Curriculum, The Scots College, Sydney (Australia); Stuart Pearson, Preparatory School Teacher, The Scots College, Sydney (Australia)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 5-10 Presentations**

**Topic:** Leadership  
**Presentation Time:** 10 minutes each

**Exploring Teacher Self-Reflection Using Video**
Providing feedback is the most effective tool in improving student outcomes. It’s time we provide teachers with the same level of feedback on their practice. Hear about a long term project to improve teacher quality using video analysis and teacher self-reflection. The project employs a video feedback model developed by Bill Gates to allow their teachers to be self-critical and review lessons with objective goals for improving practice. The model encourages teachers to be self-critical and identify areas of development and improvement in their practice. Please be prepared to learn and share.

**Presenters:** Matthew Lander, Teacher and eLearning Mentor, Trinity Grammar School (Australia); Virgina Middleton, Teacher, Trinity Grammar School (Australia)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

Appraisal and self-evaluation are key aspects of any teacher’s and school’s development. From classroom teacher to senior management, our desire is to improve and to deliver the best possible outcomes for our students. This presentation aims to look at how appraisal and self-evaluation can be a positive tool for both the teacher and the pupil, and not just a test to overcome. The session aims to stimulate discussion on the various ways that we can approach the process to maximise its usefulness, and to meet each school’s varying needs.

**Presenter:** Keith Metcalfe, Surmaster (Assistant Deputy Head), Harrow School (United Kingdom)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**‘Windmills and Willow Trees’ – Role-models, Mentor-Leaders and Tutors**
Probably the key to who we are as schools ... Mentor-leadership, tutoring and role-modelling to our colleagues and our boys. Pre-recorded interviews with various school leaders, Housemasters, mentor-leaders and tutors will ignite our collaborative discussion on this critical and most rewarding part of education.

**Presenter:** Keith Fairweather, Director of Marketing, Hilton College (South Africa)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**INDABA 5-11 Presentations**

**Topic:** Learning Spaces and Learning Environments  
**Presentation Time:** 30 minutes
Merging Realities: Blended Learning in the Physical and Virtual Worlds
Blended learning offers diversity and depth in delivery, whilst encouraging collaboration and conversation, and supporting the development of community and identity. Designing and delivering a blended learning environment also offers greater flexibility, avenues for innovation, and chances at autonomy for students and teachers alike. To demonstrate how we are recognising the value of merging physical and virtual worlds in our school, this workshop invites participants to brainstorm, team-design, and build a hypothetical, multi-dimensional blended learning space.

Presenters: Andrew Stark, Associate Dean of Learning and Teaching; Head of Libraries and Information Services, The Southport School (Australia); Jill Margerison, Associate Dean of Learning and Teaching eLearning, The Southport School (Australia)
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

INDABA 5-12 Presentations
Topic: Problem Solving and Critical Thinking
Presentation Time: 10 minutes each

Adopting a Growth Mindset
Mindset is a simple idea discovered by world-renowned Stanford University Psychologist Carol Dweck in decades of research on achievement and success. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. This presentation will look at what teachers can do to help their students adopt a growth mindset.

Presenter: Dawn Siso, Head of Natural Sciences, South African College High School (South Africa)
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

Harrow’s Elective Program – Teaching ‘Off Piste’
Learn about an innovative elective program, where alongside their regular exam classes, boys have to take one other course each term. These courses are proposed by teachers and there is only one rule – they must not follow an exam syllabus, but instead stretch and extend boys in other areas of learning. The outcome has been exciting and energising for all involved. Teachers are teaching what they love with great freedom, passion, flair and enthusiasm. Boys are learning to enjoy learning as an end in itself, and this academic enthusiasm transfers over to their exam classes.

Presenter: Jesse Elzinga, Director of Studies, Harrow School (United Kingdom)
[Upper/Senior School (Ages 15-19)]

The ‘Off-Switch’ and How to Get Boys Thinking Again
Independent thought and problem solving can occur only when boys’ minds are focused on the task in front of them. However, they have an incredible knack of flicking the mental switch to ‘off’. This talk discusses two very simple techniques to get that switch back to the ‘on’ position. As long as the learning framework is in place, I propose that having fewer questions from the students actually leads to greater understanding.

Presenter: Ben Thompson, Director of Academics, Wynberg Boys’ High School (South Africa)
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

INDABA 5-13 Presentations
Topic: Digital Literacy/Global Citizenship
Presentation Time: 10 minutes each

Making Movies of Madiba’s Legacy
The focus of the presentation will be to report on a cross curriculum project run for Grade 8 learners. Groups were required to use Project Based Learning (PBL) methods to prepare a documentary movie on their iPads on the topic “20 years of Democracy”. New skills were developed in educators and learners alike. This presentation
will provide a summary of the skills developed in the use of PBL, feedback on the highs and lows as reported by learners and teachers involved, and plans for development of further projects.

**Presenter:** Glenda Dell, Science Department, St. David’s Marist Inanda (South Africa)

**[Middle School (Ages 12-15)]**

**Developing and Sustaining a Successful Service Program on the Local and Global Stage**

Churchie is a well-respected Australian independent school for day boys and boarders. In this session, we will explore several initiatives and provide examples of how Churchie conducts its comprehensive Service program that successfully engages over ninety percent of the Senior School population. Topics will include Transactional v Transformational Service; Service Learning; and structures necessary for a program to work efficiently. At the conclusion, delegates will reflect on and discuss their own Community Service and Service Learning programs.

**Presenters:** John Collins, Director of Service, Anglican Church Grammar School (Churchie) (Australia); Rod Olsen, Head of Senior School, Anglican Church Grammar School (Churchie) (Australia)

**[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]**

**Transformation Service in an International Setting**

This presentation will explore the relationship with an individual school in Samoa or Vanuatu in order to establish and nurture an ongoing link with key personnel, and provide a consistent experience for students. Risk factors, student selection, group size, billeting arrangements, and specific service activities are also considered during this presentation. Participants will gain knowledge and understanding of the advantages of service opportunities in the South Pacific, and be given the building blocks to develop a unique program in their own region.

**Presenters:** Rod Olsen, Head of Senior School, Anglican Church Grammar School (Australia); John Collins, Director of Service, Anglican Church Grammar School (Australia)

**[Upper/Senior School (Ages 15-19)]**

**INDABA 5-14 Presentations**

**Topic:** Problem Solving

**Presentation Time:** 10 minutes each

**21st Century Core Competencies: Identifying and Measuring Purpose, Mission and Value**

Driven by the overarching question, ‘what skills and characteristics do our graduates need to be successful academically and personally?’, faculty members at one school came together to self-assess, define programmatic goals, and benchmark student learning. Through the process, ten ‘core competencies’ were identified. Hear about these ten competencies, and how the process of identifying the competencies, incorporating them throughout our curriculum, assessing them, and broadcasting their importance to our entire school community have helped us to be a more intentional, mission-driven school.

**Presenters:** Bill Mulcahy, Head of Lower School, Fairfield Country Day School (USA); Duncan Briggs, Middle and Upper School Latin Teacher, Fairfield Country Day School (USA)

**[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]**

**47 Years a Science Teacher: Lessons Learned**

What can the teaching and learning of science offer pupils beyond mere content? What is important in the presentation of this subject? Is science only for the academic elite? Come learn how this academic subject can be used as a tool for growth.

**Presenter:** Peter Broster, Teacher, Bishops School (South Africa)

**[Upper/Senior School (Ages 15-19)]**

**Mathematics: Thinking Stops at the Answer**

Too many people put emphasis on the answer, yielding the result of memorising formulas and tricks, instead of ensuring concepts are understood. Each new concept in Mathematics relies on the understanding of the previous one. It is important to teach boys to think critically, and to understand the reason behind choosing a
method. Hear how critical thinking and problem solving can be taught using mathematical concepts. In teaching our boys these skills, they are enabled to approach multiple facets of education with a new way of viewing challenges, and to formulate dynamic solutions.

**Presenter:** Catherine Johnson, Teacher and Head of Grade 5, Rondebosch Boys’ Preparatory School (South Africa)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

**INDABA 5-15 Presentations**

**Topic:** Leadership

**Presentation Time:** 10 minutes each

**Gumboot Dance for Boys: Past, Present and Future**

The inherent ability to communicate in the absence of verbal dialogue is celebrated in every rendition of the dance. Gumboot Dance reflects everyday life in microcosm. Its current popularity as an art form acknowledges the lifestyles of contemporary South Africans. It is entrenched in a folkloric genre which ensures that it is perpetuated from generation to generation. Cooperation, resilience, and respect for each team member, inspires dancers to lead others in successful and meaningful social expression. **Presenter:** Annette Briscoe, Director of Performing Arts, Durban Preparatory High School (South Africa) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15]

**Opportunities for Holistic Growth through International Tour Experiences**

St. Laurence’s College has initiated and embarked on a number of international tours to further the learning and growth opportunities for our students. From European sporting tours, to academic and cultural pilgrimages, to the Western Front and Gallipoli, our boys have been exposed to learning and leadership opportunities that extend far beyond the classroom. **Presenters:** Terry Thompson, Head of Year 11, St Laurence’s College (Australia); Matthew Warr, Head of Year 7, St. Laurence’s College (Australia); Eddie Wallace, Head of Sport, St. Laurence’s College (Australia) [Middle School (Ages 12-15) , Upper/Senior School (Ages 15-19)]

**Ten Ideas for Teaching a Second Language to Boys**

Learning to speak a second or third language has cognitive, social, cultural and linguistic advantages. In this session we will look at a few creative ideas that teachers can apply to make learning a second language more enjoyable and interesting. **Presenter:** Wessel Theron, Afrikaans Teacher, Bishops Diocesan College (South Africa) [Upper/Senior School (Ages 15-19)]

**INDABA 5-16 Presentations**

**Topic:** Leadership

**Presentation Time:** 20 minutes

**The Development of Virtue and Leadership through Christian Formation**

Our two schools build virtue and leadership through practices that are consciously Christian. In looking to the historic and traditional ethos base of our schools, we orient young people to the future. In this presentation we will present our practices of worship, service, curriculum, and our voluntary groups, and share how these practices develop the leadership understandings and moral character of our boys. Participants will gain a familiarity with the work of two schools which have chosen to frame their ethos in this way, and be introduced to some inspirational thinkers in this area. **Presenters:** Timothy Wright, Headmaster, Shore School (Australia); Fred Jordan, Chairman of History, Shore School (USA) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Presentation Time:** 10 minutes
Lessons from the Hardiness of Schools for English-Speaking Pupils and Their Future

Schooling for English-speaking pupils in many parts of the world is based upon three pillars – muscular Christianity, imperialism and colonialism. These pillars are no longer consciously in the minds of leaders in education (and possibly never have been), but their influence remains. What are the essential practices and qualities that made this schooling philosophy so ubiquitous? How is its ethos being maintained as change becomes increasingly necessary? What does the near future hold for such schools around the world?

Presenter: Mark Henning, Pensioner, Author, Historian, Trustee, Independent (South Africa)

[Medium School (Ages 12-15), Upper/Senior School (Ages 15-19)]

Presentation Time: 10 minutes

INDABA 5-17 Presentations
Topic: Learning Spaces / Learning Environments
Presentation Time: 30 Minutes

Learning through Experiences
No experience is truly learned without reflection. During this session, you’ll explore the brain science behind transforming experiences into knowledge and dive into practical strategies that teachers can implement to foster meaningful learning through experiences. As students soak up the world around them, they are able to either place their experiences into an existing schema or create new, more rich and robust, schema. Great educators help students craft the latter, empowering their students with the tools necessary to tackle the critical issues of their time.

Presenter: Brent Watkins, Vice President of Program Operations, Rustic Pathways Associate Faculty, Johns Hopkins University Graduate School of Education (USA)

Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)

INDABA 6: Taking it forward and creating the future
Day 4, Friday, 10 July, 9:00 AM – 10:00 AM
A session featuring four speakers: Mr Paul Mayers, Dr Jason Bantjes, Mr Will Fowlds, Mr Rob Moolman.
No preference selection is necessary.