

# *Unearthing Creativity*



## **19th Annual IBSC Conference**

**Monday, 9th to Thursday, 12th July 2012**

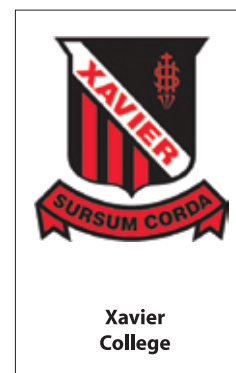
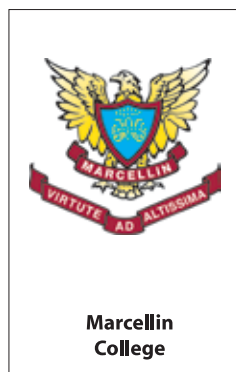


**International Boys' Schools Coalition**

*Melbourne, Australia*

# The IBSC Schools of Melbourne

welcome delegates to the  
19th Annual IBSC Conference, 2012



Rowers and hot air balloons over Melbourne skyline and Yarra River



Aerial view of Federation Square



*Committed to best practices for teaching boys around the globe*



Dear Delegates,

The forming and sharing of ideas and practice sit at the heart of our profession. It is in such spirit, that, on behalf of all Melbourne member schools, I bid you welcome to the 19<sup>th</sup> annual conference of the International Boys' Schools Coalition.

Melbourne is a fitting city for such a gathering of like, and unlike, minds: young enough to believe all is possible, but sufficiently long of tooth to know what is required in making the possible a reality. I hope you find something of this over the days of the conference: a belief in boys as creative learners and leaders, and the influence of teachers, curricula and communities in *unearthing creativity* and making possible the best of our great profession.

Melbourne is also no bad place in which to while away time apart from conference routines. Melbournians love their city and the richness, diversity and accessibility it offers. So, whether it be within the grounds of Scotch, in front of a painting by Arthur Streeton or Lin Onus, behind a goal at the MCG or amongst the cafes of Hardware Lane, I am confident you will find an environment conducive to forging new friendships and new thoughts.

And, when the time comes to head home, no matter how long the journey, I trust it will be full with new ideas for the boys of your school and warm memories of our special corner of the unique country that is Australia.

A handwritten signature in black ink, which appears to read 'Tom Batty'. The signature is stylized with a large 'T' and a long, sweeping underline.

Tom Batty  
Principal



## **Welcome to the 19th annual conference of the International Boys' Schools Coalition!**

In the past six years, our journey has taken us to South Africa, Canada, New Zealand, the United States and the United Kingdom – and we are excited to be in Australia once again!

This is an occasion to learn and share in the spirit of fellowship. We owe special and heartfelt thanks to Scotch College for hosting Unearthing Creativity. The tremendous effort and dedication of the planning team will ensure the success of this year's conference.

In the next four days, we hope that you will find many opportunities to share your thoughts about the mission and work of the IBSC with the Board of Trustees and our staff. We look forward to meeting you!

Vance Wilson

President, IBSC

Headmaster, St Alban's School, Washington, DC

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## **On behalf of my colleagues and the IBSC community, welcome to Melbourne and to Unearthing Creativity!**

This annual conference is the culmination of many months of planning and coordination. I wish to extend our special gratitude to the team at Scotch College and in particular to Ian Savage for making this event possible.

Since its founding, the IBSC has been boldly global, giving voice to a world-wide dialogue about the transformational mission of boys' schools. The sharing that will take place here over the next four days can only deepen this wonderful tradition.

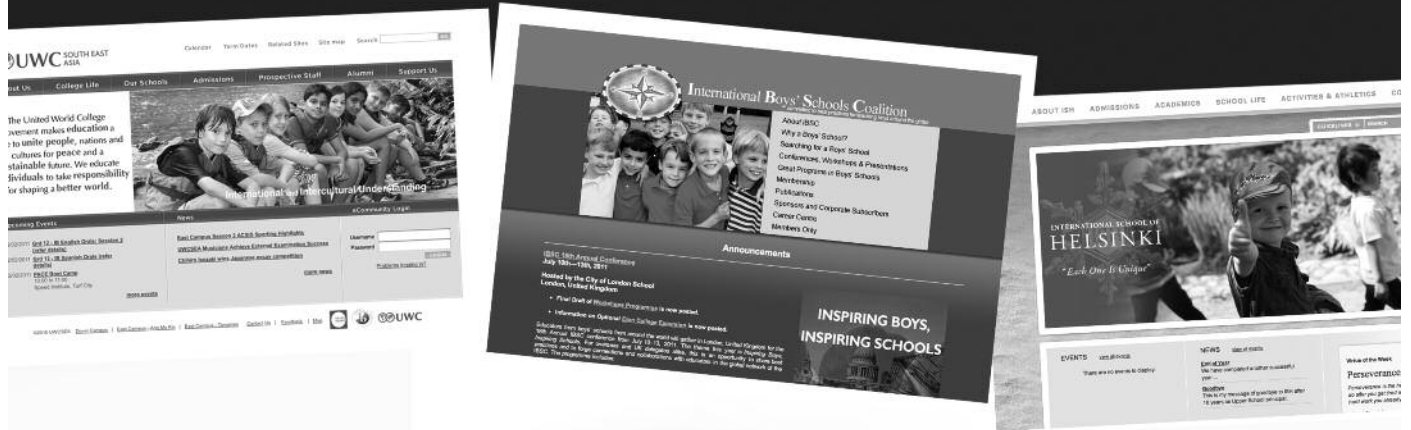
Brad Adams

Executive Director

International Boys' Schools Coalition

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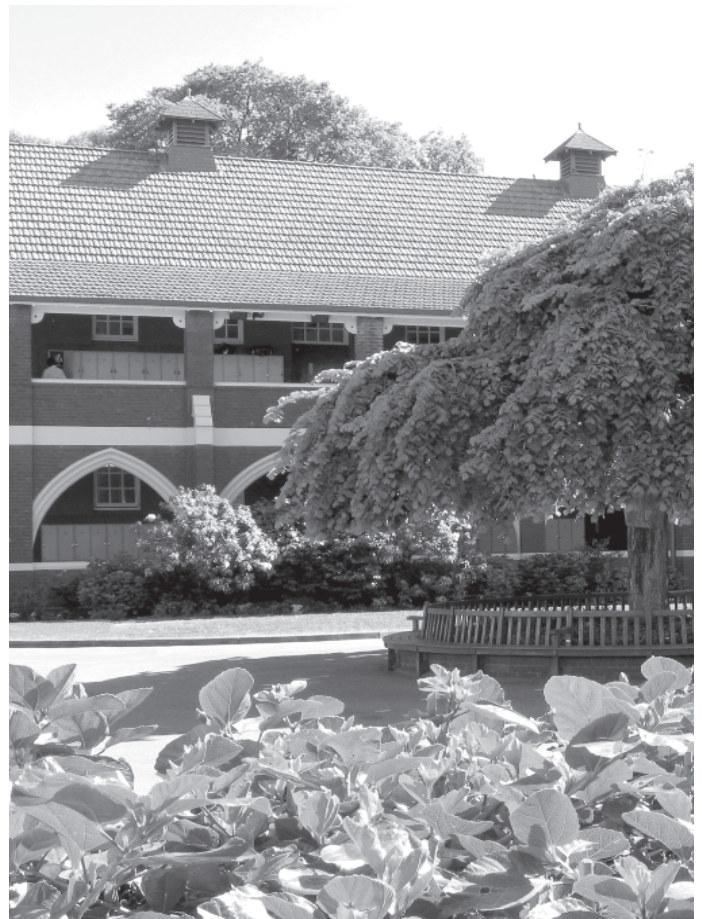
**We acknowledge with thanks the support of APT our travel partner.**



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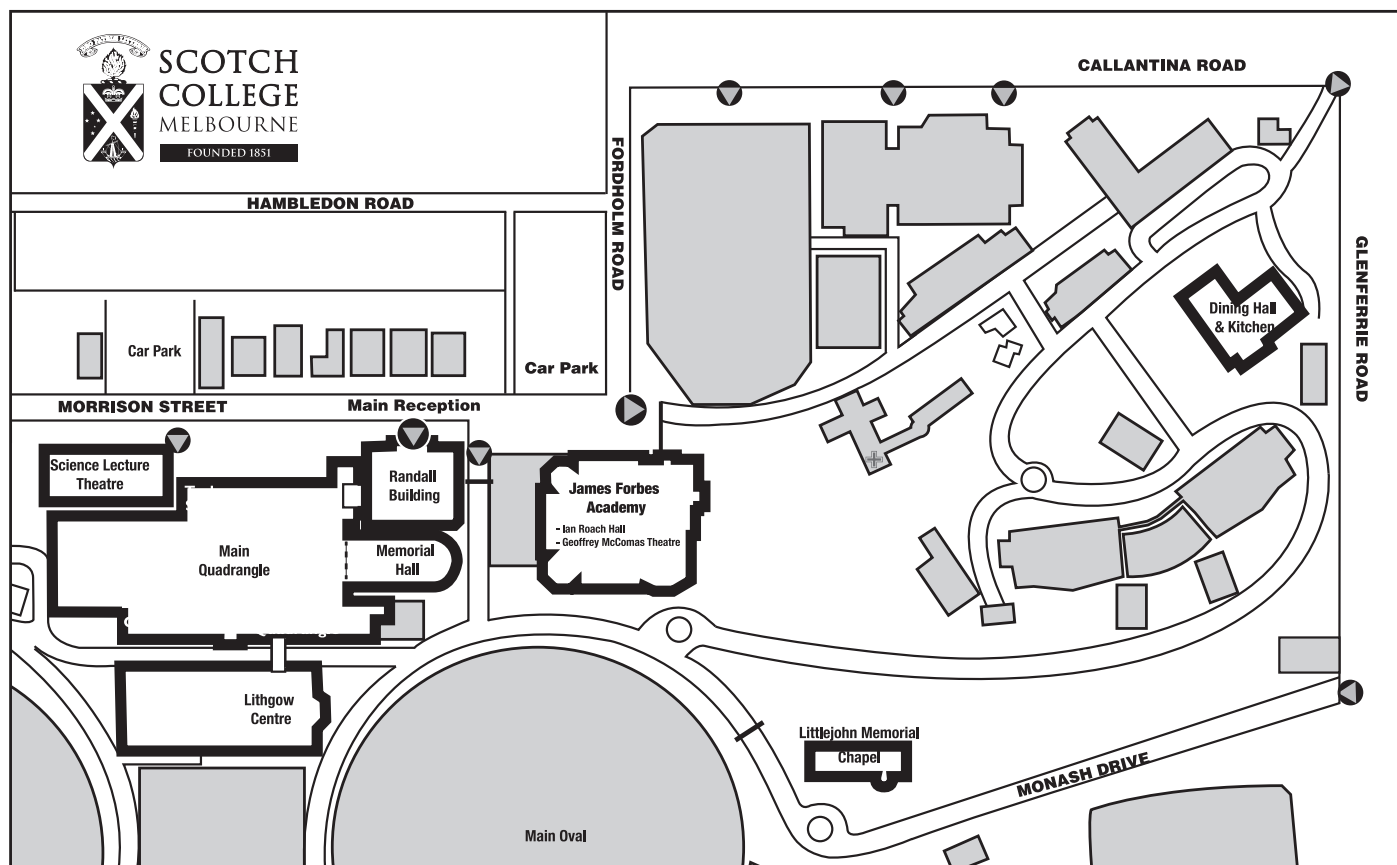
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## MAPS

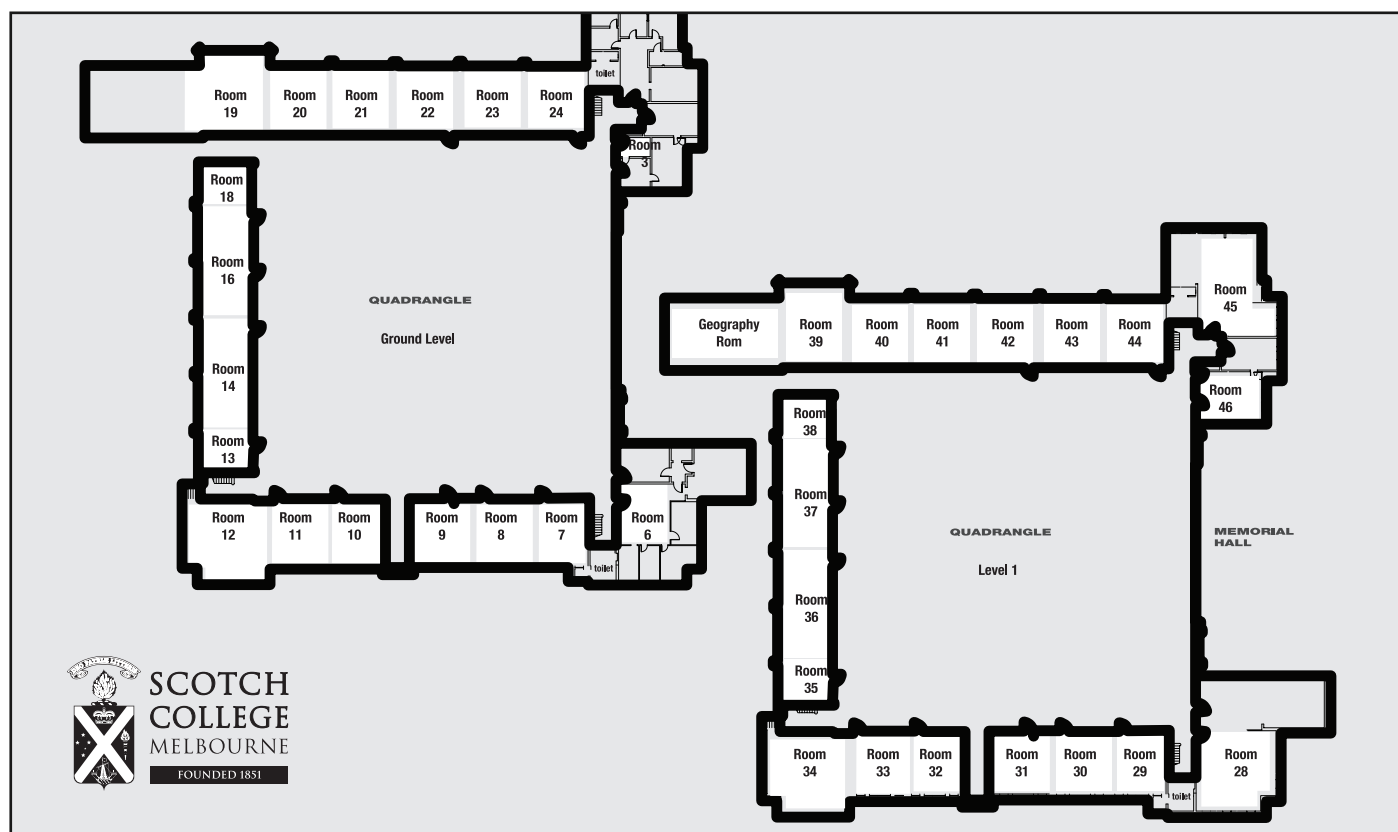


*Regional map of Hawthorn*

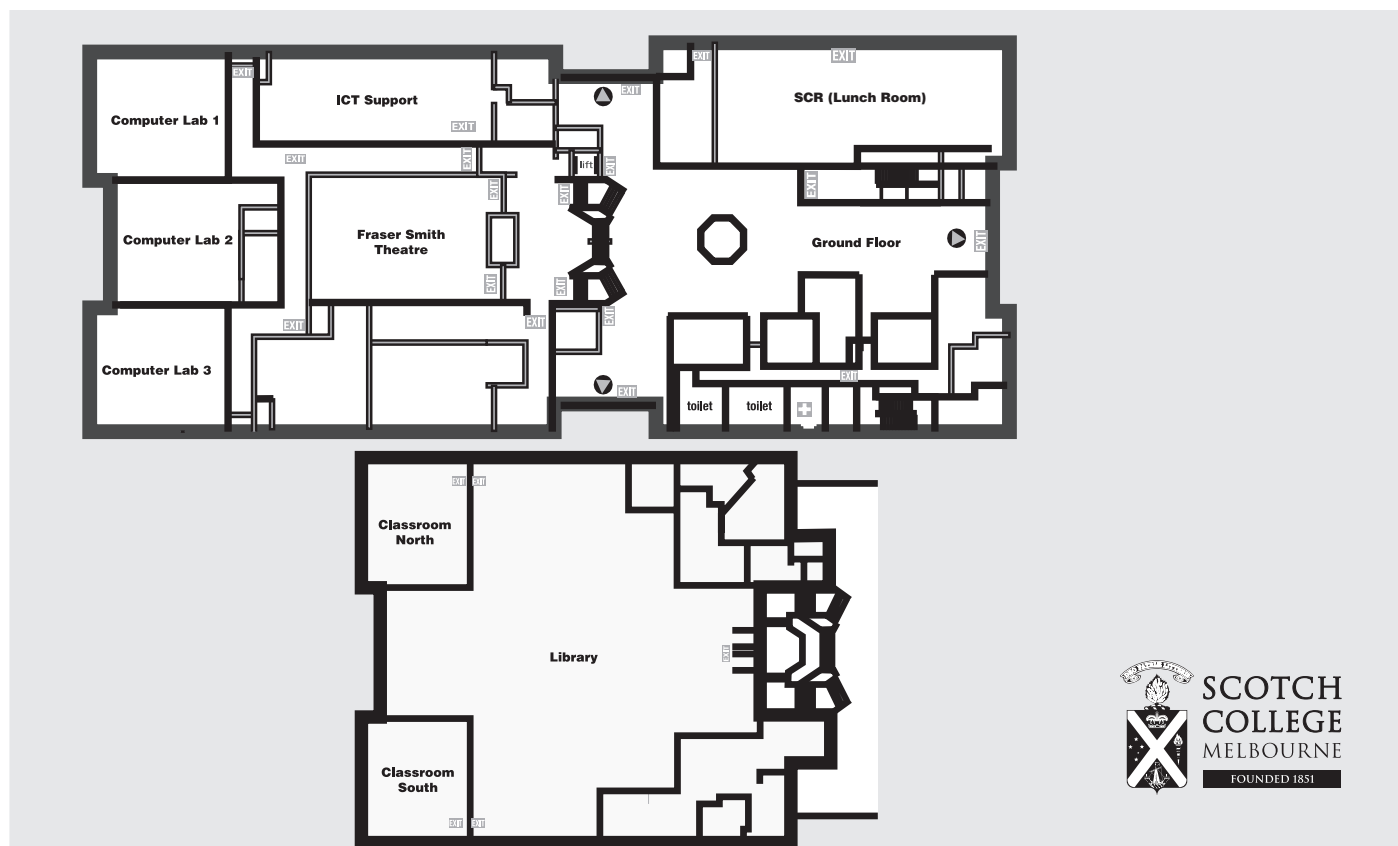


*Facilities map of the Scotch College campus*

# MAPS

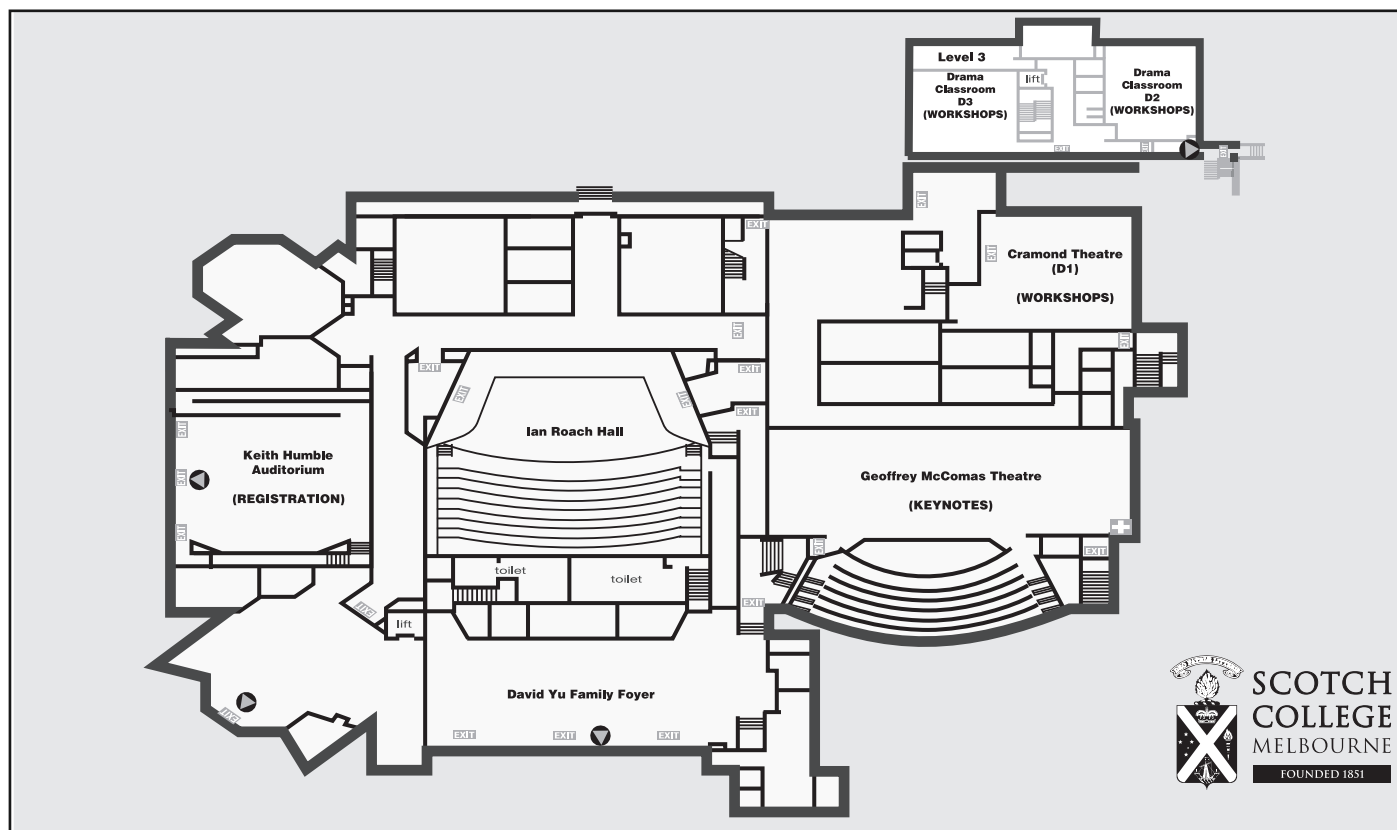


*Floorplan of the Quadrangle*



*Floorplan of the Lithgow Centre*

## MAP



Floorplan of the James Forbes Academy

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# CONFERENCE SCHEDULE

## Monday, 9th July

9.00 am - 12.00 pm	Pre-conference Extended Workshops
1.00 pm - 3.00 pm	Arrival and Registration, <i>Keith Humble Auditorium</i>
1.45 pm - 2.30 pm	Chapel Service, Littlejohn Chapel (limited to 200)
3.00 pm - 3.45 pm	Conference Opening, <i>Ian Roach Hall, James Forbes Academy</i>
4.00 pm - 5.00 pm	Keynote Speaker: <b>Rufus Black</b> , <i>Geoffrey McComas Theatre</i>
5.15 pm - 7.15 pm	Opening Reception, <i>Memorial Hall</i>
7.15 pm	Buses depart for Conference Hotels

## Tuesday, 10th July

7.30 am - 8.30 am	Continental Breakfast, <i>Boarders' Dining Hall</i>
8.45 am - 8.50 am	Conference Business/Presentations, <i>Geoffrey McComas Theatre</i>
8.50 am - 9.50 am	Keynote Speaker: <b>Julia Atkin</b>
9.50 am - 10.30 am	Boys and Creativity: Panel Discussion
10.30 am - 10.50 am	Morning Coffee, <i>Memorial Hall</i>
10.55 am - 11.25 am	Boys and Creativity: Breakout Sessions
11.30 am - 12.30 pm	Workshop Session A
12.30 pm - 1.25 pm	Lunch, <i>Boarders' Dining Hall</i>
1.30 pm - 1.45 pm	Conference Business/Presentation, <i>Geoffrey McComas Theatre</i>
1.45 pm - 2.45 pm	Keynote Speaker: <b>Andrew Fuller</b>
2.45 pm - 3.10 pm	Afternoon Break, <i>Memorial Hall</i>
3.15 pm - 4.15 pm	Workshop Session B
	Return to Hotels
6.30 pm	Bus Pick Up begins from Conference Hotels
7.00 pm - 10.15 pm	Conference Dinner at <i>Melbourne Cricket Ground</i>
10.15 pm	Buses return to Conference Hotels

## Wednesday, 11th July

7.45 am - 8.45 am	Continental Breakfast, <i>Boarders' Dining Hall</i>
9.00 am - 9.15 am	Conference Business/Presentations, <i>Geoffrey McComas Theatre</i>
9.15 am - 9.45 am	Creative Indigenous Education: Ian Smith, Tiwi College
9.45 am - 10.45 am	Keynote Speaker: <b>Debra Masters</b>
10.45 am - 11.10 am	Morning Coffee, <i>Memorial Hall</i>
11.15 am - 12.15 pm	Workshop Session C
12.15 pm - 1.10 pm	Lunch, <i>Boarders' Dining Hall</i>
1.15 pm - 1.30 pm	Conference Business/Presentations, <i>Geoffrey McComas Theatre</i>
1.30 pm - 2.30 pm	Keynote Speaker: <b>Andrew Martin</b>
2.30 pm - 2.55 pm	Afternoon Break, <i>Memorial Hall</i>
3.00 pm - 4.00 pm	Workshop Session D

## Thursday, 12th July

7.45 am - 8.45 am	Continental Breakfast, <i>Boarders' Dining Hall</i>
9.00 am - 9.30 am	IBSC Annual Meeting and Conference Business, <i>Geoffrey McComas Theatre</i>
9.30 am - 10.30 am	Keynote Speaker: <b>Li Cunxin</b>
10.30 am - 10.55 am	Morning Coffee, <i>Memorial Hall</i>
11.00 am - 12.00 pm	Workshop Session E
12.00 pm - 12.30 pm	Closing Ceremonies, <i>Geoffrey McComas Theatre</i>

# CONFERENCE DETAILS

## CONFERENCE LOCATION

All conference events except for the Conference Dinner will take place at Scotch College, 1 Morrison Street, Hawthorn, Victoria 3122. The suburb of Hawthorn lies 9Km south-east of the Central Business District of Melbourne. The school is sited on the Yarra River and is easily accessible by train and tram. During the conference the School Reception can be contacted on 61 3 9810 4321. The school website is [www.scotch.vic.edu.au](http://www.scotch.vic.edu.au)

## HOTELS

The conference hotels are the Novotel Melbourne on Collins, 270 Collins Street (between Swanston and Elizabeth Streets), Melbourne 3000, the Swanston Hotel Melbourne Grand Mercure, 195 Swanston Street, Melbourne 3000 (between Little Bourke and Lonsdale Streets) and Mercure Melbourne Treasury Gardens, 13 Spring Street, Melbourne 3000 (near the corner of Spring Street/Flinders Street).

## IBSC HELP DESKS AT CONFERENCE HOTELS

Help desks will be open at the conference hotels on Sunday 8 July, 1.00-4.00 pm and on Monday 9 July, 9.00 am-2.00 pm. Volunteers will answer questions about the conference, and provide guidance about the city. Train tickets will be available at the help desks for the journey to Scotch College on Monday 9th July (See "Travelling to Scotch College" below).

## CONFERENCE HELP DESK, WORKSHOP AND SPEAKERS DESK

The conference help desk in the foyer of the James Forbes Academy at Scotch College will be open throughout conference hours from 8.30 am on Monday and will double as a workshop and speakers desk. All workshop presenters should report there to confirm and check their technology needs. Workshop conveners should come to the help desk to pick up certificates of appreciation for presentation at workshops.

## CONFERENCE DRESS CODE

Smart casual attire (slacks or skirts, blouses or shirts and optional blazers and sweaters for women; and slacks, collared shirts, and optional blazers and sweaters for men) is appropriate for all conference activities and the reception on Monday 9 July. The reception and dinner in the Members Dining Room at the Melbourne Cricket Grounds on Tuesday 10 July is more formal. A jacket or blazer and tie for men and a similar standard of business attire for women are required.

## CONFERENCE SCHEDULE

### MONDAY 9TH JULY

- **Pre-Conference Extended Workshops**

Pre-conference extended workshop attendees can register from 8.30 am in the Keith Humble Auditorium in the James Forbes Academy on Monday 9 July. The pre-conference workshops will take place in the Lithgow Centre between 9.00 am and 12.00 noon. Morning coffee and a light lunch will be provided.

- **Arrival and Registration**

Delegates should plan to arrive between 1.00 pm and 2.30 pm. Registration will be in the Keith Humble Auditorium in the James Forbes Academy. Details of transportation arrangements are discussed below. If travelling by train to Scotch College via Kooyong Station, enter Gate 8 on Glenferrie Road. Make your way along the Monash Drive and past the Littlejohn Chapel. Conference bags, name tags and programme booklets will be issued. Public transport tickets will also be issued to those who require them. Tours of the school will be available as will hot and cold drinks.

- **Chapel Service**

There will be a service in the Littlejohn Chapel at 1.45 pm for those who wish to attend. Please note that seating is limited to 200.

- **Conference Opening**

The conference begins at 3.00 pm. in the Ian Roach Hall, James Forbes Academy. The conference will be welcomed to the country on behalf of the Wurundjeri people, the traditional owners of the land on which Melbourne was built, and opened by His Excellency the Honourable Alex Chernov AC QC, Governor of Victoria. After the conference opening, delegates will move next door to the Geoffrey McComas Theatre for the first keynote address.

- **Conference Opening Reception**

At the conclusion of these activities, delegates will walk to the Opening Reception held in the nearby Memorial Hall. The reception will conclude at 7.15 pm. Bus transport will be provided to the Conference hotels after the reception.



## CONFERENCE DETAILS

### TUESDAY 10TH JULY

- **Arrival and Breakfast**

Delegates should arrive at Scotch College for continental breakfast which will be served in the Boarders' Dining Hall from 7.30 am on Tuesday 10 July (from 7.45 am on Wednesday 11 and Thursday 12 July). The Boarders' Dining Hall is best accessed from Gate 7 on Glenferrie Road. If you are not coming for breakfast and are travelling via Kooyong Station, enter Gate 8 on Glenferrie Road.

- **Programme**

Please note that the programme begins at 8.45 am (9.00 am on Wednesday and Thursday). At the conclusion of the last workshop session on Tuesday, delegates will travel by public transportation or other means back to the conference hotels or other destinations.

- **Conference Dinner**

The Conference Dinner will be held in the Members Dining Room at the Melbourne Cricket Ground from 7.00 pm to 10.15 pm on Tuesday 10 July. Buses will transport delegates and spouses/partners from the conference hotels to the MCG from 6.30 pm and return them from the MCG at 10.15 pm. Entrance to the dinner is via the Members Reserve Gate 2. The nearest drop off point is the corner of Jolimont Street and Jolimont Terrace. There is street parking nearby.

- **Dress Code for Conference Dinner**

A jacket or blazer, collared shirt and tie for men and a similar standard of business attire for women are required for the conference dinner in the Members Dining Room at the MCG. Delegates and partners/spouses are required to wear their conference name tags/lanyards to pass through security.

### WEDNESDAY 11TH JULY

- **Arrival and Breakfast**

Delegates should arrive at Scotch College for continental breakfast which will be served in the Boarders' Dining Hall from 7.45 am on Wednesday 11 July. The Boarders' Dining Hall is best accessed from Gate 7 on Glenferrie Road. If not coming for breakfast and travelling via Kooyong Station, enter Gate 8 on Glenferrie Road.

- **Free evening**

Wednesday 11 July concludes with a free evening for delegates. This is an opportunity to choose from Melbourne's many fine restaurants and venues. Dining suggestions in Melbourne will be provided at the help desk in the foyer of the James Forbes Academy. These restaurants will be listed according to area. Please note that most restaurants will be licensed but some will have a BYO license which allows you to bring your own wine with a small fee for corkage.

### THURSDAY 12TH JULY

- **Arrival and Breakfast**

Delegates should arrive at Scotch College for continental breakfast which will be served in the Boarders' Dining Hall from 7.45 am on Thursday 12 July. The Boarders' Dining Hall is best accessed from Gate 7 on Glenferrie Road. If not coming for breakfast and travelling via Kooyong Station, enter Gate 8 on Glenferrie Road.

- **Programme**

The programme begins with the IBSC Annual Business Meeting at 9.00 am. This is a short and important meeting, and we encourage all delegates to attend. After an address by Li Cunxin and the final workshop session, we move to the closing ceremonies, final presentations, and the "passing of the torch" to the host school for the 20th annual conference. The conference closes at 12.30 pm.

### TRAVELLING TO SCOTCH COLLEGE

#### Public transport

Public transport tickets for Monday 9 July will be available for delegates and spouse/partners at the hotel help desks. These help desks will be open on Sunday 8 July from 1.00 pm to 4.00 pm and on Monday 9 July from 9.00 am to 2.00 pm. Delegates not staying at these hotels will need to make their way to the hotels to pick up tickets. Public transport tickets for delegates over subsequent conference days will be available at registration at Scotch College. Tickets are valid for both train and tram travel and are supplied as part of conference registration for those who require them.

Assistance and direction will be given for the journey on Monday 9th July. Train schedules are provided below. Please give yourself adequate time for the walk to the station, train travel and the walk from your destination station to Scotch College.

## CONFERENCE DETAILS

Those delegates wishing to use public transport before or after the conference will need to purchase a 'Myki Card' (\$6.00 AUD) and load the card with cash or credit card to cover the cost of their travel. 'Myki Cards' are available at train stations and outlets near to hotels.

### Train Travel to Scotch College

#### Train travel to Kooyong Station on the Glen

**Waverley line** is recommended. Trains can be boarded at Flinders Street Station on platform 2/3. Delegates staying at the Novotel Collins Street are recommended to use Flinders Street Station. Delegates at the Swanston Hotel Grand Mercure can board trains on the Glen Waverley line at the Melbourne Central Station. Delegates at the Mercure Treasury Gardens can board trains on the Glen Waverley line at Parliament Station or walk to Flinders Street Station.

Travellers should alight at **Kooyong Station** on the **Glen Waverley line**. It is a 5-10 minute walk north along Glenferrie Road to Scotch College from Kooyong Station. Enter Gate 8 on Glenferrie Road and make your way along the Monash Drive past the Littlejohn Chapel to the James Forbes Academy.

### Time-Table for Train Travel

#### OUTBOUND TO SCOTCH

Monday 9th July (PM)

Parliament	Melbourne Central	Flinders Street	Kooyong
12.07	12.09	12.18	12.30
-	-	12.33	12.45
12.37	12.39	12.48	1.00
1.03	-	-	1.15
Flinders Street	Melbourne Central	Parliament	Kooyong
1.10	1.16	1.18	1.30
1.25	1.31	1.33	1.45
1.40	1.46	1.48	2.00
1.55	2.01	2.03	2.15
2.10	2.16	2.18	2.30

Tuesday 10th - Thursday 12th July (AM)

Parliament	Melbourne Central	Flinders Street	Kooyong
6.59	7.01	7.11	7.22
7.10	7.12	7.22	7.33
7.24	7.26	7.36	7.47
7.40	7.42	7.52	8.03
7.46	7.48	7.59	8.10
7.57	7.59	8.09	8.20
8.02	8.04	8.14	8.26

On the return journey trains do not go to Melbourne Central or Parliament until the 5.41 pm departure from Kooyong Station. Delegates are recommended to walk to hotels from Flinders Street Station. For delegates staying at the Swanston Hotel an alternative to walking is to catch any of the many trams travelling north along Swanston Street to Lonsdale Street.

#### INBOUND TO CBD

Kooyong	Flinders Street	Melbourne Central	Parliament
Tuesday 10th and Wednesday 11th July (PM)			
4.33	4.47	-	-
4.48	5.03	-	-
5.01	5.14	-	-
5.18	5.32	-	-
5.31	5.45	-	-
5.41	5.54	6.03	6.05

#### INBOUND TO CBD

Kooyong	Flinders Street	Melbourne Central	Parliament
Thursday 12 July (PM)			
12.54	1.07	1.16	1.18
1.09	1.22	1.31	1.33
1.24	1.37	1.46	1.48
1.39	1.52	2.01	2.03

### Tram Travel to Scotch College

Tram travel is slower but useful over shorter journeys. Time tables are less predictable than train time tables. Unfortunately, there will be works on the tram route along Swan Street to Scotch College during the conference. These works will require a short bus transfer along this route. It is not recommended to travel by tram from the CBD to Scotch College.

### Car

There is ample parking at Scotch College in car parks along and at the end of Morrison Street. A campus map showing these car parks is available at [www.scotch.vic.edu.au](http://www.scotch.vic.edu.au)

## CONFERENCE DETAILS

### Taxi

A taxi from the CBD to Scotch College will cost approximately \$30 AUD. Telephone 131 008 from the suburbs, have hotel reception call or hail from the street in the CBD. Visa, Mastercard and American Express cards are accepted.

### WEATHER

A 10 year drought has broken and the conference is being held in the winter season in Australia. The weather can be pleasant, but variable and sometimes chilly. Average maximum temperatures for July are 13.5°C and average minimum temperatures are 6°C. It is likely that it will rain at some stage, and it can rain heavily. Come prepared with warm clothing, and please pack a fold-up umbrella for travel to and from Scotch College and about the campus.

### SPOUSE/PARTNER PROGRAMME

Registration for spouse/partners includes the Conference Opening, Reception and Dinner as well as the special activities planned for Tuesday 10 July and Wednesday 11 July.

#### Monday 9th July

Between 1.00 and 2.30 pm there will be a spouses/partner Welcome Desk in the Keith Humble Auditorium for registration and receipt of a conference name tag/lan-yard. To allow for the booking of exact numbers, Spouses/Partners will be asked to indicate whether or not they wish to participate in the special activities for Tuesday 10 July and Wednesday 11 July.

Spouses/Partners are welcome to attend the opening ceremony in the Ian Roach Hall but during the opening keynote address there will be a short tour of the school and afternoon tea in the Terrace.

#### Tuesday 10th July

Details regarding the walking tour of Melbourne's hidden laneways and small alleys will be given at registration. Discover art galleries, hidden specialist shops, an artist's studio, street art and glimpses into the history and architecture of Melbourne. The tour includes a sit down morning tea break en route and finishes with a substantial sit down lunch including a glass of wine at a contemporary city restaurant. The rest of the afternoon is free.

#### Wednesday 11th July

Spouses/partners will be picked up at hotels for a tour of the Yarra Valley with the opportunity to visit wineries

and the Healesville Sanctuary. This is a day tour with a traditional Aussie lunch at a winery, returning to Melbourne by approximately 5.30 pm in time for the free evening.

### BOOKSTALL

A bookstall will operate in the foyer of the James Forbes Academy throughout the conference, beginning at 1.00 pm on Monday 9 July. Titles by our keynote speakers and titles of general interest to teachers in boys' schools will be available. Any book signing by our speakers will take place at the bookstall.

### SPONSORS

There will be a number of stands of interest in the foyer of the James Forbes Academy. Tea and coffee will be available in the foyer during morning and afternoon breaks. Please take time to visit and talk with our valued sponsors.

### ICT SERVICES AND BUSINESS CENTRE

WiFi access is available across the campus. Internet access via desk top computers is available in the Library and ICT area of the Lithgow Centre. Delegates will be given a username and password to access WiFi and the internet at registration. An ICT support desk, printing and photocopying facilities are also available in the Lithgow centre. Please ask for directions from the reception in the Lithgow Centre.

### EMERGENCY CONTACT & EVACUATION

Contact for emergency services in Melbourne is 000. The school reception can be called during business hours on (61 3) 9810 4321. The Scotch College Health Centre (Nurse on Duty) is contactable on (61 3) 9810 4220 or 0418 568 331.

In the event of an emergency evacuation of buildings at Scotch College a continuous bell or voice instruction will be heard. The assembly point is on the Main Oval near the flag poles.

### PRE-CONFERENCE AND POST-CONFERENCE TOURS

Tours can be viewed and booked on the conference website via **APT-Scotch College promotional booking site**. Assistance with booking tours after the conference will be available at the help desk at Scotch College.

# CONFERENCE SPEAKERS

MONDAY, 9TH JULY, 4.00 PM

PRACTICAL DISCIPLINES FOR THE 21ST CENTURY MIND

## Rufus Black



Rufus Black is the Master of Ormond College, a Principal Fellow in the Department of Philosophy at the University of Melbourne and a Principal Fellow at the Melbourne Business School. An educator, ethicist, theologian and management consultant, he writes and works on educational, ethical and public policy issues.

Rufus is a regular speaker on education issues. He is involved in innovative educational initiatives including chairing the board of *Teach for Australia* and sitting on the Board of the New York based *Teach for All*. His work on ethics and public policy issues includes teaching for the Melbourne Business School's Centre for Ethical Leadership and serving as a director of the Committee for the Economic Development of Australia (CEDA). His recent public policy work has also included leading the Accountability and Governance Review of Department of Defense (*The Black Review*) in 2010 and the Independent Review of the Australian Intelligence Community in 2011. He maintains his commercial interests as a Director of the law firm *Corrs Chambers Westgarth* and as a strategic advisor.

Before becoming Master of Ormond, Rufus worked as a management consultant at McKinsey & Company for nine years where he was a partner. He holds degrees in law and politics from the University of Melbourne and masters and doctoral degrees in moral theology from the University of Oxford, where he studied as a Rhodes Scholar.

TUESDAY, 10TH JULY, 8.50 AM

'THE ILLUSIVENESS OF CREATIVITY – NURTURING ITS NATURE'

## Julia Atkin



Julia Atkin, BSc (Hons) and MSc *University of Sydney*, PhD (Ed) *Cornell University*, and DipEd *UNE FACE*, is an independent education and learning consultant who works across education settings in Australia and internationally. Her work with educators over the past thirty years has focused their reflection and dialogue around two key questions: *What is powerful learning?* and *What is powerful to learn?*

Julia has a passion for learning and understanding how we learn and what supports and enhances learning. She has a vital interest in developing, and in helping others learn how to develop, educational services and systems that nurture the **human spirit** of individuals and the organization, are **personalised and customized**, help the learner **learn to think** and **learn to learn**, integrate the best of learning technology with **information and communication technologies**, are **collaborative** and result in learning that has **deep personal meaning** and is thus transferable from one context to another.

Julia's awards include *Apple Distinguished Educator*, 2000-2004, *Fellow of the Australian College of Educators*, and the *Sir Harold Wyndham Medal-2000* in recognition of the contribution her work has made to the learning of teachers and the children of Australia. In October 2003, *The Bulletin* named Julia as one of *Australia's Smart 100* – a list of one hundred people, ten in ten fields, making a difference to Australian society through innovation.

TUESDAY, 10TH JULY, 1.45 PM

DEVELOPING A CREATIVE MINDSET IN BOYS

## Andrew Fuller

Andrew Fuller is a Clinical Psychologist and a Family Therapist Consultant Psychologist. He is also a Fellow of the Department of Psychiatry and the Department of Learning and Educational Development at the University of Melbourne. Andrew has been described as an "interesting mixture of Billy Connolly, Tim Winton and Frasier Crane" and as someone who "puts the heart back into psychology".

## CONFERENCE SPEAKERS



Andrew has recently been the scientific consultant for the Australian Broadcasting Corporation on a five episode series called *Whatever! The Science of Teens*. He has also been a principal consultant to the national drug prevention strategy REDI and to the ABC on children's television shows. He is an Ambassador for Mind Matters, a national mental health initiative for secondary schools, and a member of the National Coalition Against Bullying. The concept of "resilience" offers a coherent framework for the creation of schools that are sensitive to the developmental needs of young people and their teachers. As Andrew describes, resilience is 'the happy knack of being able to bungee jump through the pitfalls of life - to rise above adversity and obstacles.'

Andrew has years experience in working with Australian and international schools and communities, specialising in the wellbeing of young people and their families. He is the author of best sellers: *Tricky People - how to deal with horrible people before they ruin your life*, *Work Smarter not Harder*, *From Surviving to Thriving*, *Help Your Child Succeed at School*, *Raising Real People* and *Beating Bullies*. His most recent book is *Life: A Guide*. Andrew has also co-authored a series of programs for the promotion of resilience and emotional intelligence used in over 3500 schools in Britain and Australia called *The Heart Masters*. Andrew works directly with young people and their families. He has also established programs to promote mental health in schools to reduce substance abuse, violence and bullying, prevent suicide and assist homeless youth.

### TUESDAY 10TH JULY, CONFERENCE DINNER

#### Paul Sheahan



Paul Sheahan is President of the Melbourne Cricket Club (MCC) and, as a Test cricketer who played 31 Tests and three One Day Internationals, has a long and intimate relationship with the conference dinner venue, The Melbourne Cricket Ground (MCG). Indeed, the record shows his highest Test score of 127 was achieved against Pakistan at the MCG in 1973. Paul made his first-class debut aged 19 and surprised the cricketing world with his 'early' retirement, aged 27, to turn his attention to his teaching career.

Educated at The Geelong College and the University of Melbourne, Paul is a mathematician who was a Housemaster at Geelong Grammar, Second Master at St Peter's College, Adelaide, Principal of The Geelong College and Headmaster of Melbourne Grammar School until his retirement in 2009.

Paul's public life has involved leadership in educational and charitable service as a director, and now trustee, of the Sir Robert Menzies Foundation, director of the Melbourne Symphony Orchestra, member of the Principals' groups associated with the Victorian Board of Studies and Victorian Curriculum and Assessment Authority, Head of AHISA (Victoria), board member of the Alfred Hospital Foundation, Patron of 'Anglicare' and as an Australia Day Ambassador. He is a Member of the Australian College of Education, Fellow of the Australian Institute of Management and a Life Governor of the Australian Drug Foundation.

A comment from Paul upon his retirement is relevant to our conference theme: 'I have found almost one fail safe mechanism for a teenager to chart those troubled waters relatively unscathed and that is to develop a passion about something ... The world loves experts, people who really have a passionate interest in their subject and delve into it to an extent that no one else does.'

## CONFERENCE SPEAKERS

WEDNESDAY, 11TH JULY, 9.45 AM

**VISIBLE LEARNING – IT'S NOT ROCKET SCIENCE OR IS IT?**

### Debra Masters



Debra Masters has worked in a number of senior assessment roles in New Zealand education. With the Ministry of Education she managed the development of assessment tools, the assessment of professional development and the review of the National Assessment Strategy. Her most recent role has been working with Professor John Hattie at the University of Auckland where she managed the development of e-asTTle and the work of the Visible Learning Lab. In her role with the Ministry of Education she was also closely involved with the development of the revised New Zealand Curriculum and facilitated the review and design of the English curriculum. Debra has a background in primary and secondary teaching primarily in English and media studies.

WEDNESDAY, 11TH JULY, 1.30 PM

**BOYS AS CREATIVE LEARNERS: THE ROLES OF  
MOTIVATION, ADAPTABILITY AND RELATIONSHIPS**

### Andrew Martin



Andrew Martin, BA (Hons), MEd (Hons), PhD, MAPS, is a Registered Psychologist, Member of the Australian College of Developmental and Educational Psychologists, President-Elect of Division 5 (Educational, Instructional, and School Psychology) of the International Association of Applied Psychology, and Honorary Senior Research Fellow at the University of Oxford. His research focuses on motivation, engagement, and achievement as well as work into boys' education, gifted and talented, disengagement, academic buoyancy and courage, pedagogy, parenting, teacher-student relationships, and Aboriginal education. He was listed in *The Bulletin* magazine's SMART 100 Australians and in the Top 10 in the field of Education. His books, *How to Motivate Your Child For School and Beyond* and *How to Help Your Child Fly Through Life: The 20 Big Issues* are published in five languages and have been enthusiastically received by schools and parents across Australia and beyond. His latest book, *Building Classroom Success, Eliminating Academic Fear and Failure* (Continuum) was published in 2010.

THURSDAY, 12 JULY, 9.30 AM

**'MAO'S LAST DANCER:  
LI CUNXIN'S INSPIRATIONAL JOURNEY'**

### Li Cunxin



Li Cunxin's journey is simply remarkable. Born into utter poverty in Mao's communist China, he was selected at a very young age to train in Madame Mao's Beijing Dance Academy. The seven years of harsh training at the Beijing Dance Academy taught him discipline, resilience, determination and perseverance. Li's astounding drive and relentless hard work made him one of the best dancers in the world.

Li then made a successful career transition from ballet to finance. He is a senior manager at one of the largest stockbroking firms in Australia. He was named 2009 Australian Father of the Year.

The inspirational story of Li's life is recounted in his memoir *Mao's Last Dancer*, which quickly rose to No. 1 on the Australian Non-Fiction Best-Seller List, won the Book of the Year Award in Australia and received the Christopher Award for Literature in the USA. It went on to become an international bestseller and is now in its 53rd reprint. *Mao's Last Dancer* became a blockbuster film. Li's journey is a living example of unleashing the creativity from within and achieving excellence in life.



## CONFERENCE WORKSHOP SCHEDULE

<b>Workshop Session A</b> .....	<b>Tuesday, 10th July</b> .....	<b>11.30 am</b> – <b>12.30 pm</b>
<b>Workshop Session B</b> .....	<b>Tuesday, 10th July</b> .....	<b>3.15 pm</b> – <b>4.15 pm</b>
<b>Workshop Session C</b> .....	<b>Wednesday, 11th July</b> .....	<b>11.15 am</b> – <b>12.15 pm</b>
<b>Workshop Session D</b> .....	<b>Wednesday, 11th July</b> .....	<b>3.00 pm</b> – <b>4.00 pm</b>
<b>Workshop Session E</b> .....	<b>Thursday, 12th July</b> .....	<b>11.00 am</b> – <b>12.00 pm</b>

*Some workshops are repeated.*

*Presenters were invited to indicate the division level(s) targeted in the workshop, and any particular personnel who might find the content especially relevant. This information is below each workshop description.*

## WORKSHOP SESSION A

**A-1, Room: Senior Common Room (lunch room)**

### **CREATING A MODEL FOR PROFESSIONAL LEARNING TEAMS FOR TEACHERS AND BOYS**

**\*\* This workshop is repeated in Session D-2 \*\***

**ALAN BLISS, Co-ORDINATOR OF TEACHING AND LEARNING,  
MELBOURNE GRAMMAR SCHOOL, AUSTRALIA**

**DANIEL MCCOPPIN, SENIOR SCHOOL CURRICULUM  
COORDINATOR, MELBOURNE GRAMMAR SCHOOL, AUSTRALIA**

In 2012 and for a third year, Melbourne Grammar School will be working in close association with Dr. Ron Ritchhart, Senior Researcher, *Project Zero* at Harvard, and Dr. Julie Landvogt, Educational Consultant, to focus on developing a culture of thinking among boys and staff. The *Creating Cultures of Thinking* program explores the types of classroom practices which are likely to be most effective in developing students who are not only better learners, but also better equipped to be productive citizens in the twenty-first century. Under the leadership of Dr Ritchhart, teachers from Years 7-12 have been invited to join Professional Action Groups (PAGs). These learning communities provide opportunity for professional dialogue (including opportunities for cross-disciplinary and cross-campus interactions) about effective classroom practices, promoting strategies for enhancing students' thinking and learning, observing the effects of specific thinking routines, and developing the vocabulary to articulate practice. This workshop will explore and discuss the work of these PAGs, and consider their effectiveness in a traditional boys' school environment.

*[Middle, Upper] [Heads/Administrators, Learning Specialists]*



**A-2, Room: 39****BOYS TALK: LEARNING A LANGUAGE FOR LIFE**

**MISHAELE CHUA, EL TEACHER/ READING CO-ORDINATOR,  
ST JOSEPH'S INSTITUTION, SINGAPORE**

**ADELINE NG, EL TEACHER, ST JOSEPH'S INSTITUTION,  
SINGAPORE**

At SJI, we have noticed that many boys for whom English is a second language were not able to express themselves confidently during Preliminary Oral Examinations. Although they may possess the knowledge, they were not able to articulate their responses clearly and succinctly. As these students are not natural users of the language, they are understandably apprehensive when required to share responses. Moreover, studies have also shown that boys are generally 'less linguistically inclined than girls', and as articulated by one teacher in the IBSC's *Teaching Boys: A Global Study of Effective Practices* (2009): "Often boys receive less practice and have less experience in acknowledging the feelings of others, of understanding the world from someone else's perspective. While they certainly retain this capacity, it is very helpful to give them the opportunity to 'flex this muscle'".

Our new approach was designed to address these concerns. The boys are involved in a structured lesson where they read, reflect on and discuss their ideas about a common text. Each text requires them to respond to three questions related to the story, to their own experiences, and to a social issue. Discussion is conducted in Reading Circles, guided by a facilitator. At the end of each lesson, one boy will summarise the discussions that involved different points of view. Crisp process, clear structure and an emphasis on oral performance are boy-specific strategies employed to coach our students to be more confident users of the English Language.

An overview of our work will be shared in a number of different ways: PowerPoint presentation, videos of boys and teachers carrying out the reading programme, reflections from teachers and boys, discussions and handouts. This workshop presents an interesting way to engage boys, to improve their oral competency and to build their confidence in oral communication. Hence it should be useful for teachers who are keen to explore Reading Circles as a technique to teach foreign users of any language.

[Reading/Language]

**A-3, Room: 32****SPARKS IN THE CLASSROOM: CREATIVITY IN PHILOSOPHY AND RELIGIOUS STUDIES**

**JEREMY HALL, HEAD OF PHILOSOPHY AND RELIGIOUS STUDIES,  
NEWINGTON COLLEGE, AUSTRALIA**

**DYLAN BARTLETT, TEACHER OF RELIGIOUS STUDIES,  
NEWINGTON COLLEGE, AUSTRALIA**

**MARK CASE, TEACHER OF PHILOSOPHY AND RELIGIOUS STUDIES;  
HOUSEMASTER, NEWINGTON COLLEGE, AUSTRALIA**

Newington College is one of few schools in Australia which has brought together Philosophy and Religious Studies under one umbrella, creating an integrated curriculum from Years 7-12. It has also established a Centre for Ethics, with a series of public lectures and regular workshops for students and teachers. It has done so for a number of reasons:

1. A belief that an authentic education addresses the 'whole child' and must therefore engage directly with students' questions about meaning, value and purpose, and introduce them to religious and non-religious philosophies, giving them the knowledge and skills to explore their own beliefs and values.
2. There is growing evidence that a philosophical education brings not only academic benefits, but emotional and social maturity.
3. The explicit teaching of Ethics and Critical Thinking helps equip students to engage with many emerging issues such as global warming, world poverty, bioethics, the effects of globalisation and information technologies. This is recognised by the Australian Curriculum, which has included ethical behaviour, inter-cultural understanding and critical and creative thinking among its general capabilities.
4. In an age of sound bites and easy rhetoric, a healthy democracy needs to raise citizens to think and judge independently, equipped with the skills of critical thinking.
5. Such an education is a potent defence against the twin dangers of relativism and dogmatism.

This workshop will present the vision for Philosophy and Religious Studies at Newington College – the rationale for the subject and examples of creative pedagogy. The presenters will share examples of curriculum planning and a range of class activities, encouraging active participation from delegates.

[Lower, Middle, Upper] [Heads/Administrators, Learning Specialists]

**A-4, Room: 21**

**EDUCATION BEYOND THE PICKET FENCE**

**FRASER HARRISON, ENGLISH TEACHER, LINDISFARNE COLLEGE, NEW ZEALAND**

**GEORGE ROGERS, SPECIALIST CLASSROOM TEACHER, LINDISFARNE COLLEGE, NEW ZEALAND**

Too often education occurs in silos where teachers are unable to collaborate due to various demands on time and resources. Sharing of good practice can be limited because of lack of confidence, lack of time and lack of support in allowing teachers to go beyond the boundaries of the classroom. This workshop reports on a model developed at Lindisfarne College that encourages a cross-curricular approach to boys' learning, but with a twist. The key life-skills being developed are then put to the test in a real life experience. Boys are placed in a real-time, unscripted situation before members of the community, where they react to challenges in order to achieve specified outcomes. All subject teachers collaborate to achieve this goal through classroom pedagogy and by providing opportunities for boys to exercise leadership, develop social awareness and empathy, and strategic planning skills, and learn to self-evaluate. In addition, various programs were put in place including a Middle School Leadership program, team activities within the various subjects, and a challenge sponsored by a local company that provided opportunities for boys to go out in teams and provide service to the community. The learning process develops individuals socially, learning that they need to be flexible in their thinking in order to be successful, especially "beyond the picket fence".

*[Middle, Upper] [Heads/Administrators, Coaches/PE, Learning Specialists]*

**A-5, Room: Geography Room**

**TEACHING BOYS TO RUN AWAY FROM SCHOOL  
- IN CENTRAL PARK, NEW YORK CITY**

**ERIC HILL, TEACHER AND COACH, ST BERNARD'S SCHOOL, USA**

The St Bernard's Running Program offers opportunities for self-discovery and self-renewal four days a week to boys in 5th to 8th Grades. Participants discover many things about themselves, their environment, and their friendships with other boys and coaches, in a setting that encourages fun, stress relief, and open creativity. Parent and student loyalty has become deeply rooted, and many boys go on to secondary school and college and beyond as confirmed runners, not necessarily competitive runners, but runners for their own self actualization and personal fulfillment. Many boys who do not fit the traditional sports/athletic profile find themselves completely at home and able to become an athlete when they least expect it. As an antidote to the stress and sometimes oppressive nature of a boy's life today, the St Bernard's Running Program stands out in many ways. Fitness, freedom of movement, self-discovery, camaraderie, and the pure joy of being a boy running in a park each day are the hallmarks of the program's success. Including video reports by current boys, graduates, teacher/coaches and parents, this workshop will explore the significance of the program in the lives of boys, and invite discussion about the many ways we can respond creatively and compassionately to their needs and spirit.

*[Middle] [Coaches/PE, Learning Specialists]*



**A-6, Room: 41****'PERIPHERAL TO PIVOTAL'**

**JULIA JAREL, MIDDLE SCHOOL COORDINATOR OF DRAMA,  
HALE SCHOOL, AUSTRALIA**

In most schools, the major Arts events – the school play, music concert and art exhibition – are some of the highlights of the year. They are usually the result of weeks or months of sweat, time and energy. They always involve sacrifice, and they are often very expensive. But they are worth it. These events are exciting, uplifting and affirming. This workshop explores what happens when we say: "OK, these Arts events are already good, very good, but how can we make them even better? How can we 'value add' to these creative experiences, not only for those boys directly involved, but for all our boys? As demand on time and resources in our schools continues to grow, how can we make what we already do more meaningful and wide-reaching? How can we ensure that these events have ramifications far beyond the 'run', far beyond the subject, far beyond the year?" In this workshop, we will examine a case study of a major Middle School Drama production and its integration with the English curriculum, an initiative which aimed not only to establish inter-relationship between the in-house drama production and English content and skills, but also to provide opportunities and encouragement for all boys to invest the curriculum with their own background, interests and creativity. We will then collaboratively explore the obstacles and successes of such an innovation, reflect upon the current state of major Arts events in our schools, and consider possibilities for taking these events from "peripheral to pivotal" in the future.

*[Middle, Upper] [Heads/Administrators, Learning Specialists]*

**A-7, Room: 23****HIGH STAKES MENTORING**

**BYRON LAWSON JR., ASSISTANT TO THE HEADMASTER, ST  
MARK'S SCHOOL OF TEXAS, USA**

**AMY RECK, MIDDLE SCHOOL MATHEMATICS INSTRUCTOR, ST  
MARK'S SCHOOL OF TEXAS, USA**

Getting new teachers to "get boys" sooner rather than later can be the most difficult part of the acculturation process to a boys' school. Add "new to teaching boys" to the formula and you have a recipe for a slow and sometimes tumultuous growth period for new faculty. At St Mark's School of Texas, experienced instructors new to

the school are given a single mentor from the same department to help with the acculturation process. New to teaching, teaching boys, and the school, St Mark's Fellows are purposely given two mentors; one of these is from a different academic discipline and often a different division. The transitions of these new teachers have illuminated key strategies for advancing the effective instruction of boys and faculty competency. Our hope is that participants at this workshop will learn the benefits of taking an interdisciplinary and inter-divisional approach to faculty mentoring.

*[Heads/Administrators, Learning Specialists,  
Counselling/Pastoral]*

**A-8, Room: 30****THE QUEST FOR CURIOSITY – BUILDING  
BOYS LEARNING THROUGH RESEARCH  
PROJECTS**

**PETER MOULDS, DIRECTOR OF CURRICULUM AND STAFFING,  
THE SCOTS COLLEGE, AUSTRALIA**

**CAMERON TORRANCE, DIRECTOR OF SPORT,  
THE SCOTS COLLEGE, AUSTRALIA**

This workshop examines The Scots College Research Projects programme that aims to promote inquiry, creativity and leadership through education, research, and service to community. The Research Projects programme dedicates time in the boys' lives and curriculum (core and extra) to explore and think about issues that necessitate engaged inquiry. Academics, researchers and post-graduate students from a number of local and international universities are invited to come and work with both staff and boys at Scots in a number of identified areas including enhancing excellence in learning and teaching, Science research projects, sport, leadership and community service.

*[Lower, Middle, Upper] [Heads/Administrators, College/Career  
Counsellors, Coaches/PE, Learning Specialists]*

**A-9, Room: Keith Humble Auditorium**

**BUILDING GOOD MEN**

**STUART RYAN, SENIOR HOUSEMASTER, SHORE SCHOOL, AUSTRALIA**

**TIMOTHY WRIGHT, HEADMASTER, SHORE SCHOOL, AUSTRALIA**

Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning and practice. Shore is a Christian school and we seek to educate our boys with a clear understanding of the principles and values of the Christian faith. "Building Good Men" is a character education programme at Shore School, which was developed by the staff of the School, as we sought to instil in our boys the virtues we believe are necessary to make a 'good' man. The programme also provides leadership opportunities for the Year 11 boys who are trained as facilitators to deliver the programme to Years 7 through to 10. This workshop will outline some key features of the programme as well as discussing issues such as the challenges facing a faith-based school in the development of character.

[Lower, Middle, Upper] [Heads/Administrators, Counselling/Pastoral]

**A-10, Room: 28**

**EXPLORING CREATIVITY THROUGH INTEGRATIVE THINKING**

**ERICA SPRULES, CO-ORDINATOR, THE STERLING INSTITUTE; SCIENCE SPECIALIST, THE STERLING HALL SCHOOL, CANADA**

**KATE TAYLOR, GRADE 5 TEACHER, THE STERLING HALL SCHOOL, CANADA**

In preparing students for the 21st century, where emphasis will increasingly be placed on the ability to creatively resolve difficult problems, the need arises to teach our students concrete, practical thinking tools. One innovative approach is offered by *Integrative Thinking*, developed by the Rotman School of Management at the University of Toronto. Now being piloted schools in Canada and gaining international attention, *Integrative Thinking* teaches students how to leverage the tension between seemingly opposing ideas to generate better and more creative solutions. In this workshop, delegates will explore the *Integrative Thinking* process. A brief overview of the decision-making model will be presented, and attendees will partake in hands-on tasks. Featured are two case studies from The Sterling Hall School. In the first, Grade 2 boys were helped to communicate and work together, deciding

upon the merits of each boy's ideas in the quest to find the most appropriate resolution. In the second, boys in a Grades 6-8 Business Elective course learn to work their way to better problem-solving through the development of an avatar. The goal of this workshop is to have participants gain an appreciation for and understanding of *Integrative Thinking*, so that they can begin to apply this decision-making model in their classrooms, as well as in their professional and personal lives.

[Lower, Middle, Upper] [Heads/Administrators, Admission, College/Career Counsellors, Learning Specialists, Reading/Language, Counselling/Pastoral, Boarding/Residential]

**A-11, Room: 45**

**WHAT TO DO WHEN YOU KNOW "WHERE THE SIDEWALK ENDS": A ROADMAP FOR LOSS**

**BARBARA VINER, TEACHER, FAIRFIELD COUNTRY DAY SCHOOL, USA**

This program was initiated as a continuation of FCDS's 6th grade Ethics program, "Channeling Your Inner Spiderman" which was presented at the New Zealand IBSC conference. In this course, heroes of popular culture and literature are used to address ethical choices. Prompted by two encounters with loss in our school community, this is an attempt to start the discussion among our boys about how to live with the many types of loss and transition that we all face inevitably. From losing a friend, to defeat in a championship game, to the incomprehensible death of a loved one, this is a gentle introduction to a thorny topic that we often try to avoid...a modern look at the universal question, "Where is my GPS when I need it?" Included will be movie clips from *Harry Potter*, *Toy Story* and *Lion King*, as well as excerpt from mentors Dr. Seuss, Shel Silverstein and Knuffle Bunny. Most appropriate for 6th, 7th and 8th graders.

[Middle]

**A-12, Room: 43****INTERDISCIPLINARY TEACHING IN THE PRIMARY CLASSROOM: INVOLVING THE BOYS IN THE PROCESS**

**NIAMH WALDRON-HAIRS, HEAD OF MERCHISTON JUNIORS, MERCHISTON CASTLE SCHOOL, EDINBURGH, SCOTLAND**

As a classroom teacher I am always looking for ways of keeping it fresh for both the pupils and myself. Tapping into boys' interests, latest crazes and fascinations at any given moment are key to this. We all know that if boys believe we care and are interested, they will maintain greater focus and work rate. If we ask their opinion and listen to their suggestions they are more engaging and willing participants. It was in one such engaging chat with my class that we hit on the idea of going with an interest of the moment. Very soon a small idea took legs and we literally went on an adventure! They were vocal, excited and extremely enthusiastic at the prospect of planning and designing the topic. They even planned a room make-over! They identified relevant subject areas, skills needed and possible outcomes, which gave a fresh way of tackling and approaching teaching and learning. This exciting planning method, involving the boys, also has advantages beyond the classroom. Life skills are developed, independence nurtured, confidence grown, and above all a love of learning, and achieving, blossoms. The boys are keen to engage, suggest ideas, and be part of the grand scheme and are thrilled with the end result. They enthuse when telling anyone all about it. They no longer feel that the curriculum is outside their control, decided by others and delivered in a particular way, but rather an aspect of their learning that they can be directly involved in. Participants of this workshop will discuss how this can be achieved in the primary classroom; share ideas for interdisciplinary teaching and discuss the challenges it raises. We will hear what is happening in classrooms around the globe and, hopefully, be inspired to try something new or reinvent ideas within our own classrooms. Contacts made will lead to continued sharing of practices well beyond the limitations of the conference.

[Lower]

**A-13, Room: Science Lecture Theatre****TREADING SOFTLY ON THEIR DREAMS: FOSTERING CREATIVITY IN BOYS**

**MARK WATSON, SOCIAL STUDIES DEPARTMENT HEAD, SELWYN HOUSE, CANADA**

Ken Robinson, in a TED talk in Vancouver, read the following lines from Yeats: "But I, being poor, have only my dreams; / I have spread my dreams under your feet; / Tread softly because you tread upon my dreams." He reminds educators that students come to us with their dreams, and implores us not to tread too heavily on them in the name of rigour. Many teachers, while appreciating the value of creativity, often feel they do not have the time to waste on such "fuzzy" activities, and fear the time lost for more important and rigorous content. Others are simply at sea as to how to begin fostering creativity in their classrooms. In this workshop I hope to convince you that you can help your boys enjoy exercising their creativity without sacrificing other essential content. I hope, through hands-on activities, to demonstrate how to turn the most mundane content into opportunities to be creative. I will share with you examples of the incredible work some of my students have produced and the context under which they made them. Finally, we will have an opportunity to consider our collective practice and think of ways we can change our own assignments into opportunities for creativity.

[Lower, Middle, Upper]





**A-14, Room: Fraser Smith Theatre**

**IPADS AND INQUIRY...A RECIPE FOR CREATIVITY AND REFLECTION**

**\*\* This workshop is repeated in Session E-12 \*\***

**CHRIS WYATT, HEAD OF LINDFIELD, NEWINGTON COLLEGE, AUSTRALIA**

**JOEL WEEKES, YEAR 5 TEACHER/PREP TEAM LEADER, NEWINGTON COLLEGE, AUSTRALIA**

Unlocking learning potential in boys is something that all of our schools strive to do. Whilst all learners are different, boys often find it difficult to freely express their ideas. The challenge for educators is to find ways to empower boys to express themselves and to reflect on their learning in meaningful ways. In this workshop we will share our school's iPad learning journey, which began as a means of engaging boys in their learning and has proven to be a powerful learning tool, capable of providing boys with opportunities to express their creativity and reflect on their learning. However, the iPad is only half of the story; the teacher's ability to embed it in meaningful, inquiry-based learning is key. This learning initiative has provided an opportunity for staff and boys to explore the learning power of iPads and to discuss the way that we facilitate classroom learning. As a staff, we have worked collaboratively to develop a pedagogical approach that harnesses the iPad as a learning tool to allow boys to express their creativity, and to reflect on and remain engaged in their learning. During this practical workshop we will share our learning journey by providing hands-on learning experiences and examples of the boys' learning. Participants will have a chance to work with iPads in small groups and to explore teaching and learning activities which encourage boys to move beyond lesson completion to real learning.

*[Lower, Middle] [Heads/Administrators, Learning Specialists, Librarians]*

**A-15, Room: 19**

**BOYS AND MOTIVATION – THE CHRIST CHURCH PEDAGOGY**

**GARTH WYNNE, HEADMASTER, CHRIST CHURCH GRAMMAR SCHOOL, AUSTRALIA**

**JULIE HARRIS, DIRECTOR OF PEDAGOGY, CHRIST CHURCH GRAMMAR SCHOOL, AUSTRALIA**

**PHILIP SA CUMMINS, MANAGING DIRECTOR, CIRCLE – THE CENTRE FOR INNOVATION, RESEARCH, CREATIVITY AND LEADERSHIP IN EDUCATION, AUSTRALIA**

In 2011 Christ Church Grammar School, in collaboration with CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education, began a project driven by two of the School's strategic intents: 'Boys and Motivation' and 'Enhancing Quality Staff in Pursuit of the School's Mission'. A wide range of boys from Years 5 to 12, as well as staff, were involved in a substantial action research project, which incorporated literature review and film interviews. This has resulted in an aligned purpose for the community of the School: The Christ Church Pedagogy. This workshop will outline the process by which the School and CIRCLE approached the project and film footage of some of the interviews will be shared. Workshop participants will receive a copy of the Christ Church Pedagogy, in which roles of leaders, teachers, parents and students are made explicit and all stakeholders are shown how to play their part in ensuring the continued development of this successful boys' school.

*[Lower, Middle, Upper] [Heads/Administrators, Learning Specialists, Counselling/Pastoral, Boarding/Residential]*

## WORKSHOP SESSION B

### ***B-1, Room: Keith Humble Auditorium***

#### **IBSC ACTION RESEARCH PROJECT, 2011-12, WORKSHOP #1: VIRTUAL LEARNING ENVI- RONMENTS – REAL RELATIONSHIPS**

**LINDA GIBSON-LANGFORD (ACTION RESEARCH TEAM LEADER),  
THE KING'S SCHOOL, AUSTRALIA**

**KAREN YAGER, KNOX COLLEGE, AUSTRALIA**

**ANDREW WEEDING, KNOX COLLEGE, AUSTRALIA**

**JEFF ADAMS, CRESCENT SCHOOL, CANADA**

**JOHN THORNBURG, ST JOHN'S NORTHWESTERN MILITARY  
ACADEMY, USA**

The power of gaming and virtual learning environments brings new energy and renewed interest to the classroom. For boys in high school, gaming and participation in online learning communities allow them to immerse themselves in their world, their culture.

Tapping into these technologies is a positive way to engage boys in learning and to reshape teacher-student relationships. Inspired by Reichert and Hawley's *Reaching Boys, Teaching Boys* (2010), teachers participating in the IBSC Action Research Program for 2011-2012 explored the theme of teaching boys at the coal face – mining key pedagogical approaches. Stepping into the boys' culture was a bold move for these researchers. Through embedding gaming and online learning environments into coursework, the researchers found that boys' attention and energy were engaged. They also acknowledge the expansive pleasure the boys derived from their experiences and the positive change in the boys' relationships with peers and teachers. The five action research stories you will hear in this workshop are empowering.

*[Middle, Upper]*

### ***B-2, Room: 39***

#### **THE GENDER SUMMIT – A CHURCHIE EXPERIENCE**

**DAVID BELL, DEPUTY HEAD MIDDLE SCHOOL,  
CHURCHIE, AUSTRALIA**

The Churchie Gender Summit is conducted by our Middle School. Participation means sharing an insight into the way the different genders perceive relevant teen issues. By removing the mystery of what the other side "wants" it is hoped that better understanding can be promoted, especially on a social level, thus assisting not only boys and girls but parents, teachers and administrators.

*[Middle, Upper] [Heads/Administrators, Counselling/Pastoral,  
Boarding/Residential]*

### ***B-3, Room: Geography Room***

#### **GUIDING SCIENCE INQUIRY THROUGH CHILDREN'S BOOKS AND THE 5E INSTRUCTIONAL MODEL**

**EMILY CATHCART, LOWER SCHOOL SCIENCE TEACHER, FAIRFIELD  
COUNTRY DAY SCHOOL, USA**

The 5E Instructional Model, which was developed by the Biological Science Curriculum Study, brings an effective sequence of teachings that engage all students. Inquiry lessons engage, explore, explain, elaborate, and evaluate each science concept. By linking children's literature to science, teachers are able to make connections and introduce innovative ways to explore different scientific concepts. When teaching science through children's literature and the 5E model, science lessons can be linked with other disciplines as a cross-curricular program for all ages and learning styles. This workshop will give examples of successful and practical applications of teaching science inquiry through children's books and the 5E model. Creative ideas, practical expectations, and lessons that engage and challenge all boys will be shared to bring inventive applications of scientific inquiry to your lower school classrooms.

*[Lower]*

**B-4, Room: Senior Common Room (lunchroom)**

**SHAKESPEARE AND ANDREW FULLER**

**MARK COLLINS, ENGLISH TEACHER,  
SCOTCH COLLEGE, AUSTRALIA**

"Boys are the masters of minimalism and the practitioners of 'just-in-time' management." Starting with this classroom premise — a down-to-earth dose of realism from guru Andrew Fuller — this lively workshop for all lovers of Shakespeare, English teachers and non-English teachers, will take you through some hands-on, small group techniques for applying highly effective minimalist and just-in-time techniques to experience Shakespeare's insights into Andrew Fuller's four major priorities for teaching boys: respect, compassion, generosity and being part of a team. The workshop will include reading and discussion of handout extracts from *Romeo and Juliet*, *Macbeth* and *Julius Caesar*. We'll consider some inner conflicts and public contradictions in characters who appeal to these four virtues in love and politics.

[Upper] [Reading/Language]

**B-5, Room: Geoffrey McComas Theatre**

**DEVELOPING A CREATIVE SCHOOL FOR BOYS**

**\*\* This workshop is repeated in Session C-8 \*\***

**TIM HAWKES, HEADMASTER, THE KING'S SCHOOL, AUSTRALIA**

Most schools like to think of themselves as modelling creativity and fostering creativity ... but are they and do they? A challenging evaluation of the extent schools encourage creativity is followed by an exploration of best practice in how some schools have fostered the development of creativity in their students. Creativity needs to be witnessed in the classroom, the common room and the board room. Most significantly, creativity needs to be encouraged in our boys. Their neural development requires it and their self-fulfilment demands it. The workshop will conclude with opportunities for delegates to share further ideas on how creativity can be modelled by schools and encouraged in boys.

[Lower, Middle, Upper] [Heads/Administrators, Admission]

**B-6, Room: 19**

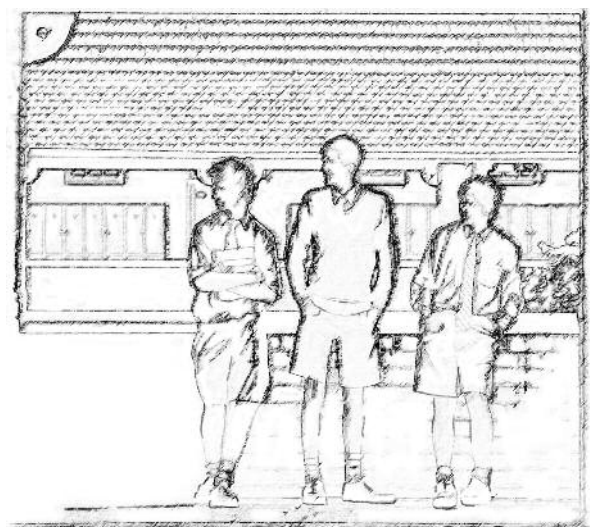
**MAKING CURRICULAR CHANGES IN THE 21ST CENTURY TECHNOVERSE**

**MARK HOLT, SIXTH GRADE DEPARTMENT CHAIR,  
CARDIGAN MOUNTAIN SCHOOL, USA**

**ALEXIS HANNIS, SIXTH GRADE TEAM LEADER,  
CARDIGAN MOUNTAIN SCHOOL, USA**

Learn how a small boys' school in rural New Hampshire brought about curricular change in their sixth grade department. This workshop will help you understand how to bring about change in your school to help better meet the needs of boys living in a constantly evolving digital universe—the Technoverse. As this workshop will be conducted as a Socratic seminar, audience participation is a requirement. The following points will serve as guiding questions: What is the process involved in altering and creating new curriculum that aligns with a set of prescribed standards? What are the ups and downs of piloting a new course and how do you best chart its successes and challenges? How can co-teaching be implemented as a vehicle for differentiating instruction? How is objectives-based grading utilized to better assess the skills the students need to attain? If you have new and interesting ideas about how to invigorate your school's curriculum, then this is the workshop for you.

[Lower, Middle, Upper] [Heads/Administrators]



**B-7, Room: 41****DISSOLVE LEVELED READING GROUPS**

**JANE HOVER, GRADE 2 TEACHER, COLLEGIATE SCHOOL, USA**  
**ANDREW AYERS, LEARNING SPECIALIST, COLLEGIATE SCHOOL, USA**

How do we create multi-level reading groups for boys in lower schools? The workshop has two main focal points. The first is how teachers, learning/reading specialists, curriculum coordinators, and librarians can create reading units based on boys' interests, rather than their reading level. The second focal point is learning how to implement an author study to help boys scaffold their understanding of story elements. Learn how Collegiate School created an in-school professional development program. This included a school-wide author study using multi-level reading groups where boys self-selected their placement based on interest. In addition, you will learn how to implement activities and ideas to deepen and enrich boys' understanding of story elements. Please join us as we share ways to create a community of readers where the book, and not the level of the book, is the focus of reading.

*[Lower] [Heads/Administrators, Learning Specialists, Librarians, Reading/Language]*

**B-8, Room: 45****LEARNING THROUGH SERVICE: THE SONY FOUNDATION CHILDREN'S HOLIDAY CAMP EXPERIENCE**

**TIMOTHY KELLY, DEPUTY HEADMASTER, TOOWOOMBA GRAMMAR SCHOOL, AUSTRALIA**

Since 2007, Toowoomba Grammar School has hosted an annual Sony Foundation Children's Holiday Camp. For three days each September, approximately 35 young children with disabilities reside at the school, involving themselves in a full range of activities. During the camp the young guests are cared for by Year 11 boys from the school – the companions. Based on a model from St Ignatius College, Sydney, the camp has three aims – to provide a wonderful time for the young guests, respite for their families, and learning experiences for the student companions that they will most likely not get elsewhere. For the student companions their involvement is very much about giving – giving of time, attention and care. The impact of the camp on the student companions is quite considerable as many of them place themselves well outside of their comfort zone and learn to deal with a range of challenges they would never have previously experienced. Whilst there is always adult assistance nearby, it is expected that the companions be the chief carer for their guest throughout the camp. As such, the companions can be tested with little sleep and much responsibility. The personal growth of the boys involved in this experience is significant and, for some, life-changing. Through the use of video interviews and discussion, this workshop will consider the experience of a group of boys as they live through their own Sony Camp experience.

*[Middle, Upper] [Heads/Administrators, Learning Specialists, Counselling/Pastoral, Boarding/Residential]*



**B-9, Room: 30**

## REFRAMING THE CREATIVE CHRISTIAN VOICE IN A TRADITIONAL PRESBYTERIAN BOYS' SCHOOL

IAN LAMBERT, PRINCIPAL, THE SCOTS COLLEGE, AUSTRALIA  
PETER MOULDS, DEAN OF STUDIES, THE SCOTS COLLEGE,  
AUSTRALIA

Intellect and feeling with little capacity to love, no ideals to cherish, and an impoverished view of humanity, can never be substitutes for the creative quest for wisdom. How does Christian heritage, as a quest for contemporary spiritual experience and creative expression, find meaning in the culture of a traditional boys' school? The integration of faith and learning involves far more than the conjunction of liberal learning and student formation. The ideal of liberal neutrality continues to be problematic in twenty-first century faith-based educational institutions. C S Lewis in *The Abolition of Man* warned that the educational outcome of creeping secularization and the abolition of Christian tradition would effectively make us "men without chests." The 'unearthing of creativity' begins with a search for integrity where convictions, character and community intersect. This workshop will stimulate and explore practical and theoretical discussion and reflection around the notion that Christian beliefs provide theological foundations for knowledge, creativity and art; introduce truths that would otherwise be ignored; and give coherence to a worldview, culture and set of values that honour the life and creative expression of a boy. How does a school leader recreate and reform faith expression in a traditional school? What does it mean to learn, lead and serve? How can theology and philosophy, the sciences of meaning, provide a secure foundation for boys to play, innovate, challenge, risk, adventure and create? Join us in this workshop as we explain and explore 'unearthing of creativity' through our quest for excellence, faith and tradition, and leadership through teams.

[Lower, Middle, Upper] [Heads/Administrators, Coaches/PE, Counselling/Pastoral, Boarding/Residential]

**B-10, Room: 32**

## PRAGMATIC CREATIVITY

GREG MALKIN, DIRECTOR, ENTREPRENEUR INSTITUTE,  
UNIVERSITY SCHOOL, USA

As adults, our boys will face many problems with no single, right answer and with incomplete, and often conflicting, information. The decision-making process therefore becomes a creative act. Cultivating an entrepreneurial character can help foster this pragmatic creativity. The entrepreneurial character includes many of the traits that lead to success in life, such as self-reliance, curiosity, ability to overcome adversity, and passion. In this workshop, you will learn about the Entrepreneur Institute at University School, a program that engages more than half of our student body in courses and activities that utilize real-world problem solving to help develop an entrepreneurial character. In the Institute, students never ask the perennial question, "When will I ever use this information?" You will leave this workshop with lesson plans and activities you can use immediately in your school. These entrepreneurial activities are especially effective in engaging boys who may not be as successful academically.

[Middle, Upper] [Heads/Administrators]



**B-11, Room: 43****WE ARE THE CREATORS OF OUR OWN LEGACY**

**NICOLA McCATHIE, YEAR 6 COORDINATOR,  
THE SCOTS COLLEGE, AUSTRALIA**

**HANNAH HOLT, YEAR 5 TEACHER, THE SCOTS COLLEGE,  
AUSTRALIA**

The idea of "Living History" is based on the principle that the personal experiences of a "living historian" open up a unique view of history that cannot be found in books. It creates opportunities for boys to learn about the unwritten histories of ordinary people who have done extraordinary things. As well as offering lessons in how the present, the future and the past are tied together, these living historians are able to give advice to boys who are starting out in a world that is so different to theirs. This workshop will demonstrate and model the collaborative process essential in inspiring creativity when teaching boys. During the workshop participants will have the opportunity to work in small groups and conduct short interviews to get to know the other members of the group. The information gained from the interviews will be collated into a brief iMovie to demonstrate the potential to integrate ICT. The enduring understanding behind the idea of "Living Historians"; that we are the creators of our own legacy, will be discussed and analysed. Participants will be asked to think about how they want to be remembered and how their daily decisions impact and create a lasting legacy. The process will involve groups completing a "placemat task" to determine a group definition of the concept. The enduring understanding will be further developed through "Defining a Mantra" where various quotations will be reviewed and those that inspire the group to appreciate the value of their own legacy will be discussed. As part of the workshop attendees will see how this creative collaboration has been successful with boys in a Stage 3 classroom at The Scots College.

*[Lower, Middle, Upper] [Learning Specialists, Librarians]*

**B-12, Room: Fraser Smith Theatre****UNEARTHING NEW PEDAGOGY AND CREATIVE MODES OF LEARNING WITH MOBILE TECHNOLOGIES IN THE CLASSROOM. WHAT DO THE STUDENTS VALUE AND WANT FOR THEIR FUTURE?**

**\*\* This workshop is repeated in Session D-10 \*\***

**BRADLEY MERRICK, DIRECTOR OF RESEARCH IN LEARNING,  
BARKER COLLEGE, AUSTRALIA**

**ANDREW MIFSUD, SECONDARY MUSIC TEACHER,  
BARKER COLLEGE, AUSTRALIA**

In a world where new technologies are arriving daily, and where teachers are struggling to maintain a level of connection with their students, the emerging technology of this generation may offer a range of solutions. Using data collected from a large secondary school trial of iPads, combined with a research survey administered to 400 students in the secondary school, key issues that are impacting on learning and related pedagogies are unpacked and discussed. Student perceptions about using mobile technologies and their creative approaches to applying these devices in their learning are highlighted through a range of annotated examples and subject specific reflections. The presenters will highlight a variety of different student 'voices', unearthing their use of 'apps', web 2.0 and many other integrated approaches to their learning through the implementation of mobile devices. Through a combination of research data, examples of tasks, and ongoing discussion, this workshop will identify and examine emerging trends that teachers must consider, forcing them to reflect upon and redefine their pedagogy. Similarly, this session will also present some possible solutions, looking at different ways of developing and collecting assessments, while also discussing the need to develop a more 'constructivist' model of learning, whereby students use technology as a means of confirming and qualifying their own understanding. While not advocating that mobile devices are the only way to teach in the future, the data presented will highlight the need to work alongside our students rather than against them, as we create new learning environments that best suit the needs of those in our classrooms.

*[Middle, Upper] [Heads/Administrators, Learning Specialists, Librarians]*

**B-13, Room: Science Lecture Theatre**

**DIGITAL LEARNING: A PATHWAY FOR CREATIVITY, LEADERSHIP AND PERSONAL DEVELOPMENT**

**CRAIG TIMMS, CORDINATOR OF PERSONAL DEVELOPMENT AND STUDENT LEADERSHIP PROGRAMS, BRISBANE GRAMMARE SCHOOL, AUSTRALIA**

**ANTHONY MICALLEF, DEPUTY HEADMASTER (STUDENTS), BRISBANE GRAMMAR SCHOOL, AUSTRALIA**

For the past twenty years, Brisbane Grammar School staff has delivered a school-wide personal development curriculum; however, in the past decade there has been a more focussed effort to develop leadership curriculum and to construct a personal development curriculum that spirals from Year 6 to Year 12. Of late, the rise of the digital natives in our classrooms has forced us to rethink how a relevant pastoral care program can be delivered in our school. The recent introduction of a 1:1 Tablet program throughout Brisbane Grammar School has provided us with an opportunity to devise a digital curriculum to promote greater student and teacher creativity, engagement and enthusiasm. This workshop will offer an opportunity to examine the pedagogy and delivery of our personal development curriculum and programs. In particular, an emphasis will be placed on our recent efforts in rewriting our Middle School curriculum, along with the leadership programs that support this work. Keen for this workshop not to be a mere presentation, time will be provided throughout for critical questioning, conversation, and reflection.

*[Lower, Middle, Upper] [Heads/Administrators, Counselling/Pastoral]*



**B-14, Room: 12**

**WELL-BEING- A FRAMEWORK FOR DEVELOPING AND MAINTAINING WELL-BEING FOR STUDENTS, STAFF AND PARENTS IN OUR COMMUNITY**

**SEAN WATT, DEPUTY HEAD OF PREPARATORY SCHOOL, PRINCE ALFRED COLLEGE, AUSTRALIA**

**MARK DELL'ORO, DEPUTY HEAD OF SENIOR SCHOOL, PRINCE ALFRED COLLEGE, AUSTRALIA**

**BEAU MUZIC, DEPUTY HEAD OF MIDDLE SCHOOL, PRINCE ALFRED COLLEGE, AUSTRALIA**

Prince Alfred College understands and acknowledges that boys learn and operate differently. As such, our student development and well-being programs reflect and communicate a flexible and adaptive approach for young men in the 21st century. As a school community, we are dedicated to shifting the paradigm to a proactive approach for community well-being. One of our catch cries is "work hard and be kind". The message is a strategic view to develop expectations in each boy that will last beyond the school years. We are raising the bar by researching, reviewing and implementing best practice in creating long term well-being skills for our boys. This includes strategies we would like to share which have been extremely successful and rewarding for our community. We would also like to present how we invite parents, staff and especially our boys to be part of our decision-making. This ensures that we have an opportunity for three-way feedback, and there is a greater chance that the well-being program is successful. Participants will be involved in an informative and forum style presentation where they can share, gain and receive a network of experiences and frameworks in a collaborative environment.

*[Lower, Middle, Upper] [Heads/Administrators, Learning Specialists, Counselling/Pastoral, Boarding/Residential]*



## WORKSHOP SESSION C

**C-1, Room: Keith Humble Auditorium****IBSC ACTION RESEARCH PROJECT, 2011-12,  
WORKSHOP #2: RELATIONAL LEARNERS –  
TRANSITIVE LEARNING**

LINDA GIBSON-LANGFORD (ACTION RESEARCH TEAM LEADER),  
THE KING'S SCHOOL, AUSTRALIA

CATHERINE GARRETT, SCOTCH COLLEGE, AUSTRALIA

RUSSELL UNTIEDT, ST JOHN'S COLLEGE, SOUTH AFRICA

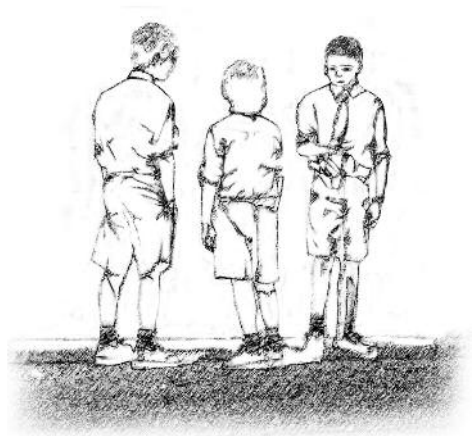
KAREN MAITLAND, ST JOHN'S COLLEGE, SOUTH AFRICA

SANDRA BOYES, CRESCENT SCHOOL, CANADA

SHERRI DARVER, ST MARK'S SCHOOL OF TEXAS, USA

Inspired by Reichert and Hawley's *Reaching Boys Teaching Boys* (2010), teachers participating in the IBSC Action Research Program for 2011-2012 explored the theme of teaching boys at the coal face – mining key pedagogical approaches. Reichert and Hawley noted that boys are relational learners; they elicit their own pedagogy and they will engage if learning is transitive. In this workshop, five action researchers focus on pedagogical change through relational learning. They present a stimulating session investigating: personal realization through empathetic and internalized characterization; social learning through reflection-based writing in Science; role play in restorative practices; raising self-awareness through a daily mindfulness program; and challenging boys to develop and enact their own leadership award system. These researchers present compelling reasons why teachers of boys must embrace pedagogical change and work from the premise that all boys can excel.

[Lower, Middle, Upper]

**C-2, Room: Fraser Smith Theatre****IS CREATIVITY BORN OR BRED? THE TALENT MYTH**

MEG ADEM, SENIOR TEACHER OF PSYCHOLOGY, SCOTCH COLLEGE, AUSTRALIA

Are our students born creative, or is creativity a hidden talent waiting to be unlocked? Is talent a myth, and should we instead consider instead the power of practice? This presentation will consider the real nature of talent, what kind of practice actually works, how to achieve motivation, and how to support creativity in boys. Scientific evidence from researchers including renowned psychologists and neuroscientists will be considered, and alternatives for teaching will be offered. Learn how to unlock the minds of boys in the classroom so they can unlock their creative potential.

[Middle, Upper] [Learning Specialists]

**C-3, Room: Senior Common Room (lunchroom)****CREATIVITY, COLLABORATION AND CRITICAL THINKING IN A 1 TO 1 CLASSROOM**

PAUL DIETE, HEAD OF FACULTY, MIDDLE SCHOOL MATHEMATICS, ANGLICAN CHURCH GRAMMAR SCHOOL, AUSTRALIA

TERRY BYERS, MANAGER OF E-LEARNING, ANGLICAN CHURCH GRAMMAR SCHOOL, AUSTRALIA

Current literature places significant emphasis on the 'four Cs' of creativity, critical thinking and problem solving, collaboration and communication, all key 21st century skills to succeed in a technology rich post-school environment. As a consequence, the aim of any 1 to 1 technology program is to provide students with the opportunities to acquire and apply these skills in learning experiences that are dynamic, differentiated, engaging and real. This session will challenge participants to explore how they can utilise Microsoft OneNote in association with a suite of other applications (i.e. other Microsoft Applications, Vodcasting, DyKnow, Windows Movie Maker and Web 2.0 applications) to create complete learning packages that are engaging, relevant and encompass all levels of student ability in their classroom. Participants will also examine how the very nature of a Multi-modal and Collaborative assessment lends itself to incorporate the 21st century skills of collaboration, communication, creativity, critical thinking and problem solving.

[Lower, Middle, Upper] [Heads/Administrators]

**C-4, Room: 43**

**CREST-INSPIRING CREATIVITY IN SCIENCE**

**JULIA DOBBIN, TEACHER OF BIOLOGY, CITY OF LONDON SCHOOL, UK**

CREST is a project-based awards scheme run by the British Science Association to develop CReativity in Engineering, Science and Technology. At the City of London School, CREST is used to allow pupils to achieve an award for creative thinking in a project of their choice. CREST supports the pupil through the creative process, encourages problem solving skills, independent thinking, communication and peer interactions. This workshop comprises: introduction to CREST and how to implement the programme; CREST projects at the City of London School; the creative process involved in carrying out a CREST project; approaches teachers can take to encourage and develop the creative process; and the value of CREST in pupil interactions, problem solving and peer support.

*[Middle, Upper] [Heads/Administrators]*

**C-5, Room: 19**

**CASE STUDY: CLOSING THE STRATEGY-EXECUTION GAP — HOW THE SCOTS COLLEGE IMPROVED THEIR MARKETING COMMUNICATION**

**BRAD ENTWISTLE, MANAGING DIRECTOR, IMAGESEVEN, AUSTRALIA**

**IAN LAMBERT, PRINCIPAL, THE SCOTS COLLEGE, AUSTRALIA**

Since 2007 specialist school marketing communications firm *imageseven* has worked closely with The Scots College to optimise their marketing communications. In 2011 they embarked on a new partnership — the first of its kind. Some would call it outsourcing, but *imageseven* prefer to call it co-sourcing which reflects the special partnership. Team members from *imageseven* are embedded at the College, over 3,300 kilometres from their head office in Perth. Between the two offices, *imageseven* services all of Scots internal and external communications, from parent emails through to media relations, events and publications. In this workshop *imageseven* Managing Director Brad Entwistle is joined by Scots Principal Dr Ian PM Lambert to uncover the success of the co-sourced model.

*[Heads/Administrators, Admission]*

**C-6, Room: 39**

**WHAT BOYS THINK ABOUT FEELING: EXPERIENCES FROM YEAR 3**

**STEPHEN FINDLEY, SCHOOL COUNSELLOR, NEWINGTON COLLEGE, AUSTRALIA**

**MELANIE BRYDEN, PRIMARY CLASSROOM TEACHER, NEWINGTON COLLEGE, AUSTRALIA**

The social and emotional development of boys continues to be an area for investigation, particularly in methods and techniques to help develop emotional awareness and social cohesion amongst other males. Newington College is an all-boys K-12 school situated in the inner-west of Sydney. The school is divided into three campuses, with the junior school situated on a separate site, consisting of designated play areas and busy corridors. Social interaction is an unavoidable component of daily school life, with boys needing to demonstrate pro-social behaviours in order to maintain harmony.

Year 3 poses a variety of new social challenges and contexts for boys with an additional class and new students entering, a different play area and cohort peers sharing the space, and the commencement of competitive weekend sport. Each of these aspects interrelate, as do the social interactions and dynamics that occur. The need for boys to navigate complex social scenarios prompted the creation of a tailored social and emotional program to prepare and help them thrive during these changes. The workshop will present the perspectives from the students and staff, relating to their experiences during the program and the learning that resulted. Of particular interest is how effective the learning activities were in helping boys generalise skills to multiple social challenges and settings. Video interviews, drama role play and student-created materials will be presented.

*[Lower] [Heads/Administrators, Counselling/Pastoral]*

**C-7, Room: D3 - Cramond Theatre****FOUNDATIONS: HELPING BOYS DEVELOP A MINDSET FOR OPEN-MINDEDNESS AND CREATIVITY**

**MARY GAUTHIER, EXECUTIVE DIRECTOR, WERNHAM WEST CENTRE FOR LEARNING, UPPER CANADA COLLEGE, CANADA**  
**DON KAWASOE, HEAD OF PREP AND UPPER SCHOOL, UPPER CANADA COLLEGE, CANADA**

At Upper Canada College, we believe that the characteristics of a growth mindset help boys develop 21st learning skills in the areas of collaboration, creativity and communication. After years of weaving Carol Dweck's *Growth Mindset* to frame our student led conferences and portfolios for boys from SK to 9th grade, we have added a new program to deepen the boys' understanding of a growth mindset, inspired by Carol Dweck's work and *Roots of Empathy*. In addition to learning how we have embedded *Growth Mindset* into our programs through portfolios and student-led conferencing, learn about the impact of Baby Taylor's visits to 8th grade classes throughout this school year. Hear what the boys have to say about risk taking, what limits their learning, and what blocks creativity...all because of talking about their learning, observing a baby grow throughout the year, and discovering what the "roots" of creative thinking are!

*[Middle, Upper] [Heads/Administrators]*

**C-8, Room: Geoffrey McComas Theatre****DEVELOPING A CREATIVE SCHOOL FOR BOYS**

**\*\* This workshop is repeated in Session B-5 \*\***

**TIM HAWKES, HEADMASTER, THE KING'S SCHOOL, AUSTRALIA**

Most schools like to think of themselves as modelling creativity and fostering creativity ... but are they and do they? A challenging evaluation of the extent schools encourage creativity is followed by an exploration of best practice in how some schools have fostered the development of creativity in their students. Creativity needs to be witnessed in the classroom, the common room and the board room. Most significantly, creativity needs to be encouraged in our boys. Their neural development requires it and their self-fulfilment demands it. The workshop will conclude with opportunities for delegates to share further ideas on how creativity can be modelled by schools and encouraged in boys.

*[Lower, Middle, Upper] [Heads/Administrators, Admission]*

**C-9, Room: Science Lecture Theatre****IN THE NAME OF CREATIVITY  
– FLIPPING THE CLASSROOM**

**\*\* This workshop is repeated in Session E-3 \*\***

**REED JEFFREY, CHAIR OF SCIENCE, UPPER CANADA COLLEGE, CANADA**

With the intent of freeing-up class time for coaching students, a group of Math and Science teachers at Upper Canada College have been creating video lessons to be viewed by their students outside of class as homework. Only a few months into the pilot project, teachers and boys were discovering some unexpected and very positive collateral outcomes. Boys were coming to class with questions, and teachers were finding more time and creative ways to respond to student learning. Inspired by Khan Academy video lessons, it was soon discovered that fitting the lesson within a 15-minute homework "bite" was critical. Better control over the tempo of the lesson was needed, and simply screen-capturing real-time audio and video was out. The team has come up with a best practice for creating homework-sized video lessons that can be altered and shared with other teachers. In this workshop, a brief technical talk on how the lessons were created will be complemented by a video lesson on creating video lessons, as well as samples from Physics and Math. Interviews with boys afford insight into the impact on the classroom and learning. Taking some of the "chalk talk" out of the classroom presented some creative learning opportunities; these will be shared with participants. The workshop will finish with a question-and-answer session and a sharing of ideas and practices for creating effective video lessons and their use in other subject areas.

*[Upper] [Learning Specialists]*

**C-10, Room: Geography Room**

**TREASURED MEMORIES  
– CREATING NEW ONES**

**BILL JENNINGS, DIRECTOR, TIME & SPACE, AUSTRALIA**

*Delegates are invited to bring a 'treasured item' or a picture or story of a 'treasured item' to this workshop.*

Bill Jennings is the director of *Time & Space* – a service that he has taken to schools in every state in Australia. Bill facilitates and speaks at events that enable young people and their parents or mentors to connect, share their stories and 'unearth' their 'buried treasures'. The programs that are most popularly sought out are the ones that were there at the very beginning – work with boys. Originally, in the senior leadership roles Bill held in two Melbourne boys' schools, he facilitated father and son programs; these formed the basis of his published work in the USA journal, *Thymos*. In this workshop, Bill will review the outcomes of this study, and highlight the conditions that create safe, post-modern 'rites of passage' for boys.

Attendees will then participate in *The Treasured Item* activity that is the cornerstone of all these programs. Delegates are invited to bring a 'treasured item' or a picture or story of a 'treasured item' to the workshop. This session really goes to the heart of *Unearthing Creativity*. We will be practicing an activity that research has shown provides enormous benefits to boys in the quest towards being fine young men. Come along and you will easily be able to re-create this unearthing experience for your school community post-conference.

*[Lower, Middle, Upper] [Heads/Administrators, College/Career Counsellors, Coaches/PE, Counselling/Pastoral, Boarding/Residential]*

**C-11, Room: D1-Drama Classroom**

**TEACHING RESPONSIBLE BEHAVIOR IN  
ELEMENTARY AND MIDDLE SCHOOL  
PHYSICAL EDUCATION**

**BILL JONES, DIRECTOR OF PHYSICAL EDUCATION (K-8),  
UNIVERSITY SCHOOL, USA**

Physical education offers a unique opportunity to foster personal and social responsibility in all students. In fact, two of the six content standards from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the National Association for

Sport and Physical Education (NASPE) support the use of physical education to teach personal and social responsibility. One system for addressing these standards and fostering responsible student behavior is Hellison's Levels of Responsibility. Based on the work of Professor Don Hellison, this system can be easily implemented and integrated into any existing physical education or athletic program. In this system there are five levels including, irresponsible (needs improvement); self-control; involvement and participation; self-responsibility; and caring. Prior to implementing this system, students must be taught appropriate behavior through effective classroom management and the creation of an efficient learning environment. This can be accomplished by utilizing principles of effective management such as developing rules and consequences; establishing efficient routines; shaping acceptable behavior; setting clear, high expectations; being attentive and active; creating effective lessons; reflecting on lessons; and addressing unacceptable behavior. Participants in this workshop will understand the rationale for Hellison's Levels of Responsibility in physical education or other activity settings, and be readied to plan and implement the program.

*[Lower, Middle] [Heads/Administrators, Coaches/PE]*

**C-12, Room: 41**

**THE JOURNEY FROM GIFTED BOY TOWARDS  
MANHOOD**

**MICHELLE LINOSSIER, ACADEMIC EXTENSION CO-ORDINATOR,  
INDIGENOUS SUPPORT STAFF, SCOTCH COLLEGE, AUSTRALIA**

Exceptional talent in any domain or across the board inevitably shapes life's experiences and impacts upon how a young person sees and meets the world. Educators working with such asynchronous development, enhance their teaching via a greater understanding of this uniqueness. In this workshop, we will focus on identifying and discussing factors which are most influential in determining a successful transition from gifted boy to young adult; and consider a few key dominant stereotypes and myths connected with the gifted spectrum, such as being gifted means poor social skills. Participants will hear the stories and reflections of a range of gifted young men aged 15-28 and what significantly influenced their journey through school and their childhood/adolescent years, providing rich insights and wisdom for today.

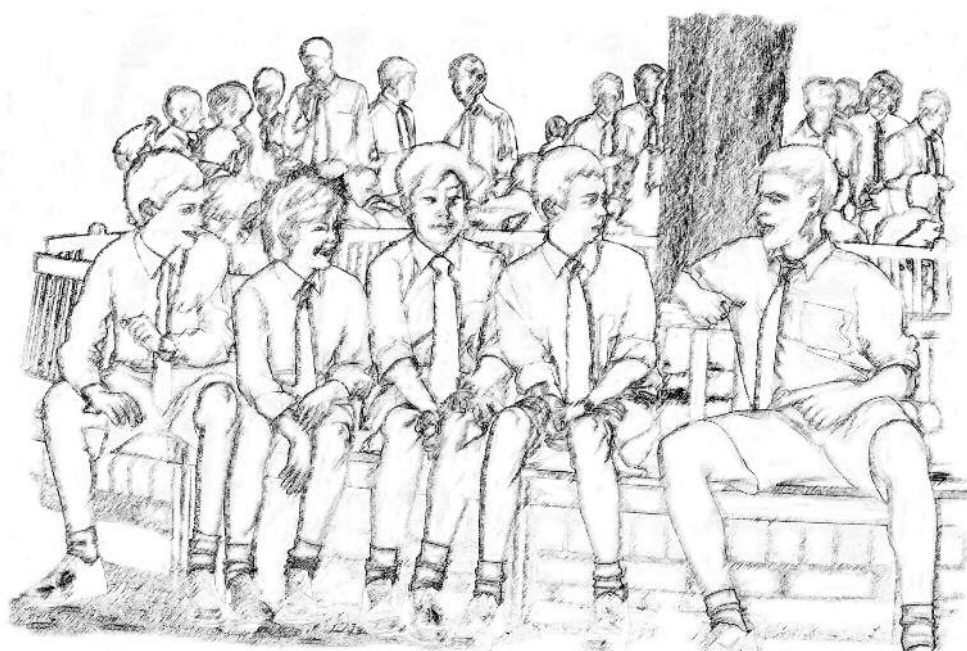
*[Middle, Upper] [Learning Specialists]*

**C-13, Room: 23****EXPERIENTIAL LEARNING AND NURTURING CREATIVITY AND IMAGINATION IN BOYS****HOLLY MILLER, EARLY LEARNING CENTRE COORDINATOR, CHRIST CHURCH GRAMMAR SCHOOL, AUSTRALIA****GAIL STEIN, LOWER SCHOOL DIRECTOR, UNIVERSITY SCHOOL, USA**

Experiential learning is essential to boys' development because it contributes to their cognitive, physical, social, and emotional well-being. Boys naturally learn and discover their world by getting involved and being physically active. It is through experiential learning that they gain a deeper level of meaning and understanding; develop language skills; and learn how to co-operate, solve problems, think critically and apply new knowledge. This presentation will provide examples of experiential learning in a theme-based curriculum K-5 and discuss the deep and meaningful learning that takes place in such a program. A theme-based curriculum has a way of engaging boys in a story and sending them on a journey. The journey is always an intellectual one but it occurs in the context of creating an authentic experience, where boys live what they study and where knowledge takes on meaning. The presentation will include a variety of multimedia, examples of boys' work, interviews with boys on how role-playing impacted their understanding, and interviews with teachers on success they have experienced in their classrooms.

*[Lower] [Heads/Administrators, Reading/Language]***C-14, Room: 45****COPY CAT: IMITATION AND CREATION****BRONWYN PLATZ, LEARNING SUPPORT TEACHER TO SENIOR ENGLISH STUDENTS, ST JOSEPH'S COLLEGE, GREGORY TERRACE, AUSTRALIA**

Students who are able to imitate the conventions of any specific text will have success in creative text production. In this session delegates will participate in classroom activities designed to accelerate boys' reading and writing abilities. This workshop comprises classroom practices that are relevant and adaptable to learners of all ages, from primary through to senior, across the curriculum; however, it is particularly significant for learners who lack confidence and those who speak English as a second language. This workshop is an activity-based exploration of David Rose's 'Learning to read: reading to learn' pedagogy (2005).

*[Middle, Upper] [Learning Specialists, Reading/Language]*

## WORKSHOP SESSION D

### D-1, Room: 45

#### MOVEMENT, MOTIVATION AND CLASSROOM MANAGEMENT

VALERIE ARSENAULT, FRENCH TEACHER, SELWYN HOUSE, CANADA

Did you know that teaching a second language and grammar, even to upper school boys, can be fun and engaging? Experiential Education methods inspired me to develop a new approach to teaching government required French courses to 15 to 17 year-old males. During this workshop, we will explore ways to keep students motivated through movement and activity. Participants will engage in sample activities and reflect in small and large group discussions on possible goals and outcomes for their own classrooms and area of instruction. Although the activities have been tested in second-language classrooms, they can be easily adapted to most subjects and grade levels. Participants will leave this workshop with new ideas for keeping boys moving and motivated and thus creating a positive environment of classroom management. A list of resources and references will be provided to those attending the workshop.

[Lower, Middle, Upper] [Reading/Language]

### D-2, Room: Senior Common Room (lunchroom)

#### CREATING A MODEL FOR PROFESSIONAL LEARNING TEAMS FOR TEACHERS AND BOYS

**\*\* This workshop is repeated in Session A-1 \*\***

ALAN BLISS, CO-ORDINATOR OF TEACHING AND LEARNING, MELBOURNE GRAMMAR SCHOOL, AUSTRALIA

DANIEL MCCOPPIN, SENIOR SCHOOL CURRICULUM COORDINATOR, MELBOURNE GRAMMAR SCHOOL, AUSTRALIA

In 2012 and for a third year, Melbourne Grammar School will be working in close association with Dr. Ron Ritchhart, Senior Researcher, *Project Zero* at Harvard, and Dr. Julie Landvogt, Educational Consultant, to focus on developing a culture of thinking among boys and staff. The *Creating Cultures of Thinking* program explores the types of classroom practices which are likely to be most effective in developing students who are not only better learners, but also better equipped to be productive citizens in the twenty-first century. Under the leadership of Dr Ritchhart, teachers from Years 7-12 have been invited to join Professional Action Groups (PAGs). These learning communities provide opportunity for profes-

sional dialogue (including opportunities for cross-disciplinary and cross-campus interactions) about effective classroom practices, promoting strategies for enhancing students' thinking and learning, observing the effects of specific thinking routines, and developing the vocabulary to articulate practice. This workshop will explore and discuss the work of these PAGs, and consider their effectiveness in a traditional boys' school environment.

[Middle, Upper] [Heads/Administrators, Learning Specialists]

### D-3, Room: Keith Humble Auditorium

#### STRATEGIC PROGRAMS FOR BOYS' SCHOOLS – FROM CONCEPT TO PROCESS TO ALIGNMENT TO THE ROLE OF THE PRINCIPAL

PHILIP SA CUMMINS, MANAGING DIRECTOR, CIRCLE – THE CENTRE FOR INNOVATION, RESEARCH, CREATIVITY AND LEADERSHIP IN EDUCATION, AUSTRALIA

The evolution of a great idea into a program that actually works on the ground is worth mapping. How is it that some schools are able to engage so well with their communities on projects of importance and meaning? What are the critical factors that can help your school succeed in instituting a significant and sustainable initiative? How can you build a culture of enterprise that will support, protect and encourage those who are involved? And how should the role of the Principal play out? In this hands-on workshop, we will draw on CIRCLE's practical experience of working with boys' schools to demonstrate a range of approaches and equip participants with practical tools to help them plan and implement a strategic program for the benefit of the boys and wider community in their schools.

[Lower, Middle, Upper] [Heads/Administrators]



**D-4, Room: D3-Cramond Theatre****NIKE IS A GODDESS: WOMEN COACHING BOYS AND THE CREATIVITY OF SPORT****ERIN DROMGOOLE, HISTORY TEACHER, CROSS COUNTRY AND TRACK & FIELD COACH, THE ROXBURY LATIN SCHOOL, USA**

Boys' schools have long acknowledged the importance of developing boys' creativity in the classroom and of providing boys with positive female role models in an intellectual environment. Yet all too often, we leave both creativity and female role modeling at the school-house door when it comes to coaching boys - relying instead upon "tried and true" training methods and "traditional masculine values" to define their sporting experience. What if we could encourage boys to envision sport differently, as an extension of their classroom experience rather than a break from it? What role can women coaches play (particularly at the competitive, varsity level) in defining boys' experience of sport and masculinity? Intended for teachers, coaches and administrators of both genders, this workshop will examine the value of creativity and female role-modeling in the sporting life of boys, and explore how we can extend the values that we uphold in our classrooms onto the playing fields. Beginning with a review of current literature on the role of sport in defining gender norms, the workshop will segue into examining techniques that coaches can use to redefine boys' conceptions of masculinity (often driven by the sporting media) and unleash their creative energy on the playing fields. In addition to discussing how to foster female leadership in their school's sports programs, workshop participants will also converge in small groups to develop athletic "lesson plans" that emphasize creativity - without losing a competitive edge. Through professional reflection and interaction, we hope to foster further inquiry into the roles that gender and creativity can play in boys' sporting lives.

*[Middle, Upper] [Coaches/PE]***D-5, Room: Science Lecture Theatre****EDUKART - SO MUCH MORE THAN AN ENGINEERING EXPERIENCE****PETER KARAMOSHOS, HEAD OF MIDDLE SCHOOL, PRINCE ALFRED COLLEGE, AUSTRALIA**

Imagine you had to occupy twenty-eight thirteen year-old boys, for six hours a day, for five days straight. Suppose during this time you were charged with get-

ting them excited about science, technology, engineering and mathematics (STEM) concepts. Also suppose you were charged with helping the boys to take risks while learning, to believe in their own ability, to face challenges they believe beyond them, to develop authentic group work skills, to learn what it really means to have pride in your achievements, to achieve things they genuinely thought impossible. What would you do with them? In this workshop you will learn what we did with them, with every Year 8 boy at our school. You will see the task first hand, hear in the boys' words how they found it and what they learned about themselves. EduKart is a project that started out with the aim of engaging boys in STEM through an authentic challenge. It ended up achieving this, but so much more we never expected. The impact on the character of each student was truly amazing. What is the authentic challenge? In a team of three boys construct, from one-hundred or so bits, a single seat electric vehicle (capable of 40 km/hr) in three days; compete against each other in 'racing' events for two days; and then go back to class and extend and refine what has been learned through this exhilarating experience.

*[Middle] [Heads/Administrators, Admission]***D-6, Room: Geography Room****PARENTS: HOW TO ENCOURAGE EFFECTIVE HELP****ABIGAIL NORFLEET JAMES, EDUCATIONAL PSYCHOLOGIST AND ADJUNCT INSTRUCTOR, UNIVERSITY OF VIRGINIA SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES, USA**

Of late, many parents are over-involved in their son's school experience, under the mistaken impression that the result of education is more important than the process. Boys, who are pragmatists, are not likely to dissuade their parents and many become good at manipulation to garner assistance with homework. Telling parents to back off does not get good results. The solution is two-fold: teach parents how to offer effective help, and structure homework so that parental assistance is irrelevant. The discussion will include information from research to support the theory on which solutions are based and practical strategies which can be utilized to help parents become effective advocates for their sons, not replacements for them. This workshop is designed for teachers and administrators of primary/elementary level schools.

*[Lower, Middle] [Heads/Administrators, Learning Specialists]*



**D-7, Room: D1 and D2-Drama Classrooms**

**TEACHING THROUGH DIALOGUE: USING DISCUSSION AND DEBATE TO FOSTER DEEP THINKING, PASSION AND CREATIVITY IN BOYS**

**JOHN LAMBERSKY, TEACHER, ROYAL ST GEORGE'S COLLEGE, CANADA**

**STEFANIE TURNER, TEACHER, ROYAL ST GEORGE'S COLLEGE, CANADA**

Teaching through dialogue and discussion has promise for boys: research and experience has long highlighted the importance of voice for young men and the desire for boys to discover rather than repeat. Set against the backdrop of the experience of a Professional Learning Community at Royal St George's College, this workshop will share stories from the field about using dialogue, discussion and debate to motivate boys' learning, deepen their thinking, and foster creativity in the classroom. Providing the opportunity to learn through discussion is one way to put the learner first, and moves the teacher away from a set goal and preconceived notion of what the student should learn. This shift fosters creativity in the classroom. Though these methods are traditionally employed in the humanities subjects, teachers of all disciplines can feel more comfortable finding ways to free some of their control to give way to creativity.

This workshop is designed for teachers working with students from middle school to grade 12, and is intended to help teachers explore the possibility of using dialogue and debate in their classrooms to reach and inspire boys. Drawing on research and practice, participants will learn techniques for fostering dialogue in their classrooms: from Harkness-style discussions, to literature circles, to debates – both formal and informal. The session itself will begin with a brief presentation, including evidence from student voices, then continue by modeling the teaching-through-dialogue methods with the participants themselves. Attendees will be encouraged to experiment with dialogue and debate with their boys, embrace the possibilities of these methods, and explore the possibility of ambiguity and creativity in their classrooms. Samples of articles and teaching materials, including rubrics, will be available electronically to all attendees.

[Middle, Upper] [Learning Specialists, Reading/Language]

**D-8, Room: 31**

**RED DOG AND RIO TINTO**

**CATHERINE LAMONT, TEACHER OF GEOGRAPHY, TRINITY GRAMMAR SCHOOL, KEW, AUSTRALIA**

This workshop focuses on the creative use of film to stimulate and expand boys' learning. I will demonstrate how I have used the popular Australian film *Red Dog* (2011) to teach Years 9 and 10 (ages 14-16) boys the Geographic concepts of place, space and environment in a creative fashion. The film enables boys to explore the mining and exporting of Australian iron ore and apply this knowledge within a local and global context. I will demonstrate how a variety of media resources can be embedded in a web quest activity which will direct students in their analysis and interpretation of information. From this research, students will be able to reflect on the film *Red Dog* and draw conclusions about its accuracy in terms of the iron ore industry, mining communities and its location. This will also create a pathway for students to see how this region is connected with the rest of Australia and the world. While this unit has specific "geographic" content, my aim is to show teachers how a film can entice boys to learn creatively. Hence the activities and the construction of a web quest can be applied to other subject areas.

[Middle]



**D-9, Room: 41****TAPPING THAT CREATIVE SPARK IN BOYS:  
THE MASTERY DEMONSTRATION****BYRON LAWSON JR., ASSISTANT TO THE HEADMASTER, ST  
MARK'S SCHOOL OF TEXAS, USA**

Boys love to play, to compete, and to express themselves "their way." Wouldn't you love a classroom project that encompassed all of these elements and advanced their learning? When academic instructors tap into these most basic urges, the possibilities for mastery learning may be endless. At their core, Mastery Demonstrations require that students use knowledge from more than one discipline to solve a problem and more than one modality to articulate that answer. A freshman ancient history class provides teachers the chance to develop knowledge and talents in archeology, metallurgy, theology, city planning, masonry, political organization, and resource management, just to name a few. Proper attention to this array of knowledge may be demonstrated in a multi-modal mastery assessment, requiring students to demonstrate their knowledge, creativity, and an applied aesthetic. From one boy's point of view, this type of assessment required "so many types of skills that I willingly learned on my own just to meet my own expectations." Student response to the project will be shared through video. Attendees will come away with the tools to organize and create their own mastery assessment and an appreciation as to how 14-15 year-old boys may respond to those assessments.

*[Lower, Middle, Upper] [Learning Specialists]***D-10, Room: Fraser Smith Theatre****UNEARTHING NEW PEDAGOGY AND  
CREATIVE MODES OF LEARNING WITH  
MOBILE TECHNOLOGIES IN THE CLASSROOM.  
WHAT DO THE STUDENTS VALUE AND WANT  
FOR THEIR FUTURE?****\*\* This workshop is repeated in Session B-12 \*\*****BRADLEY MERRICK, DIRECTOR OF RESEARCH IN LEARNING,  
BARKER COLLEGE, AUSTRALIA****ANDREW MIFSUD, SECONDARY MUSIC TEACHER, BARKER  
COLLEGE, AUSTRALIA**

In a world where new technologies are arriving daily, and where teachers are struggling to maintain a level of connection with their students, the emerging technology of this generation may offer a range of solutions. Using data collected from a large secondary school trial of iPads, combined with a research survey administered to 400 students in the secondary school, key issues that are impacting on learning and related pedagogies are unpacked and discussed. Student perceptions about using mobile technologies and their creative approaches to applying these devices in their learning are highlighted through a range of annotated examples and subject specific reflections. The presenters will highlight a variety of different student 'voices', unearthing their use of 'apps', web 2.0 and many other integrated approaches to their learning through the implementation of mobile devices. Through a combination of research data, examples of tasks, and ongoing discussion, this workshop will identify and examine emerging trends that teachers must consider, forcing them to reflect upon and redefine their pedagogy. Similarly, this session will also present some possible solutions, looking at different ways of developing and collecting assessments, while also discussing the need to develop a more 'constructivist' model of learning, whereby students use technology as a means of confirming and qualifying their own understanding. While not advocating that mobile devices are the only way to teach in the future, the data presented will highlight the need to work alongside our students rather than against them, as we create new learning environments that best suit the needs of those in our classrooms.

*[Middle, Upper] [Heads/Administrators, Learning Specialists,  
Librarians]*

**D-11, Room: 12**

**STILLNESS AND SILENCE IN TEACHING**

**CHARLES NEAVE, DIRECTOR OF STUDIES, ST JAMES  
INDEPENDENT SCHOOL FOR SENIOR BOYS, UK**

**DAVID HIPSHON, ASSISTANT HEADMASTER, ST JAMES  
INDEPENDENT SCHOOL FOR SENIOR BOYS, UK**

**DAVID BODDY, HEADMASTER, ST JAMES INDEPENDENT SCHOOLS  
FOR SENIOR BOYS, UK**

We constantly tell our students to be quiet – but how? Have we ever really taught them the discipline of being quiet? So much of the pedagogical dialogue is based around the premise that boys must be constantly kept busy – that movement and productiveness are the same thing. At St James, our ethos is built around helping boys develop their ability to fall still and silent. Through meditation periods and shared moments of stillness we hope boys build a discipline within themselves that will help them in all their physical and mental pursuits. Stillness is also the first step in a spiritual journey and developing the boys' philosophical understanding underpins all our education. At St James, we ensure that the philosophical aspect of being is explored through every subject so that the greatest material feeds the soul. This workshop will explore how we teach our boys to find stillness and silence and why we believe it is important. You will also hear about our underlying philosophy as a school and why we have taught meditation since the school's inception forty years ago. Finally, you will hear from our students (in a short film). They evaluate our practices in a frank and honest way as well as suggest how elements of our practice may be introduced at other schools.

*[Middle, Upper] [Heads/Administrators]*

**D-12, Room: 19**

**TURBO ETHICS**

**MICHAEL PARKER, HEAD OF SENIOR SCHOOL/DEPUTY  
HEADMASTER, CRANBROOK SCHOOL, AUSTRALIA**

"Should I download 1000 songs for nothing?" "Should I look at a leaked Maths test in advance if most of the class has already seen it?" "Would I torture a terrorist to get information about a bomb on a train... if my Mum is on the train?" Ethical questions are some of the most profound questions that boys ask themselves as they work out what sort of people they are and what sort of people they want to be. Furthermore, ethics conversations can be the most stimulating, creative, engaging and important discussions you can have in a classroom. This workshop is designed to give you a 'starter pack' to turbo charge your way through Ethics talks with your boys. It will include vigorous and creative ideas to kick-start a discussion in the first place. Role plays, games, and competitions will all be introduced. The 'Spot the Ethical Potholes at Dudgeon High' game and 'The Bullhunt' (as featured on the ABC Radio Programme *The Philosopher's Zone* in October 2011) will be outlined so that you can use them at your school straight away. Secondly we will look at many ways of fanning the flames of a discussion so that it is kept alive for the whole lesson — and so that light is produced as well as heat. This will include tricks to get everyone speaking. We will look at how 'discussion tennis' works in a class, complete with a tennis ball. And we will make sure boys are getting some real ethical insights along the way. Lastly, we will look at how to evaluate your sessions so that you can really track how the discussion went and make each lesson better than the last. All of this will be done in a workshop forum that will be engaging, interactive, turbo-charged and peppered with real life examples. Whether you are looking to start a whole ethics programme in your school, want to incorporate ad hoc ethical discussions in your subject area, or simply seek some teaching ideas that will work in any subject, this workshop will have something for you.

*[Middle, Upper]*

**D-13, Room: 29****YEAR 5 OF INTERNAL PD: FROM LATE STARTS TO THE MIDDLE LEADERS PROGRAMME****ALEX REED, ASSOCIATE HEADMASTER, WESTLAKE BOYS HIGH SCHOOL, NEW ZEALAND**

In 2008, Westlake Boys shifted the focus of its Professional Development Programme. We began an internal 'Late Starts' programme in response to the lack of robust external training that suited the ethos and needs of our school. The workshop aims to lead participants along the same path that the school has followed over the past five years. We would like participants to leave with a clear idea of how we have developed the school by changing the culture of our professional development programs, and with a sense of where we will be heading in the future. We would also like them to leave with ideas that they might be able to apply in their own institutions. There will be no attempt to talk about pedagogical theory in the workshop. It will focus on the questions we had to ask as a school, such as why our teaching and learning strategies needed to become more diverse, and how we could raise our examination results; and will then look at the strategies we used in our PD programme. This will include a description of our Late Starts programme and its evolution. The workshop will conclude with a description of where we are now: the development of a Middle Leaders Programme, including a partnership with external providers, and a notable improvement in examination results. Throughout, the emphasis will be on how we made this work without challenging the very strong core ethos of the school.

*[Upper] [Heads/Administrators, Learning Specialists]***D-14, Room: 43****MEETING THE NEEDS OF OUR LEARNERS – LITERACY STRATEGIES FOR THE WHOLE CLASS****MICHELE STUDD, HEAD OF LEARNING SUPPORT, BARKER COLLEGE, AUSTRALIA****NICOLA CAMERON, ASSISTANT COORDINATOR LEARNING SUPPORT, BARKER COLLEGE, AUSTRALIA**

The move to inclusive practice in the 1990s has involved a change in mindset about how mainstream schools provide learning support effectively. At Barker College, the role of the Learning Support Department has evolved over time and aims to support teachers and students within an inclusive framework. In this

workshop we will focus on approaches to literacy teaching and learning, as every teacher, regardless of their subject area and the age and ability level of the students they teach, must be able to meet the needs of a broad range of learners. Differentiating curriculum and classroom practice can be challenging, even for the most experienced and knowledgeable of teachers. We will present an overview of the context and approaches implemented at Barker College, and offer a range of practical literacy strategies that can be easily adapted for use in primary and secondary classrooms. We aim to motivate teachers to think about the needs of their literacy learners and how to enhance their teaching practice, not just for boys with special educational needs, but for the whole class.

*[Lower, Middle] [Learning Specialists, Reading/Language]***D-15, Room: 39****CREATIVITY AND GLOBAL AWARENESS THROUGH CROSS DISCIPLINARY TASKS****KAREN YAGER, DEAN OF STUDIES, KNOX GRAMMAR SCHOOL, AUSTRALIA****ANDREW WEEDING, ACADEMIC MASTER, KNOX GRAMMAR SCHOOL, AUSTRALIA**

It is claimed that schools (Robinson, 2006) and educators (Malaguzzi, 1987) actually kill creativity. If boys creativity is to be engaged, then there needs to be a paradigm shift in curriculum design and delivery, and the development of a culture that values originality, active learning and invention (Craft, 2005). The workshop is designed to demonstrate how schools can design and implement cross-disciplinary assessment tasks focused on global issues that foster creativity, collaboration and critical thinking. One task that was completed this semester involved 265 boys working in teams of three using Minecraft to design a low energy, sustainable city. The principles of Flip Learning were applied as boys accessed rich resources before starting their design. The task addressed outcomes in English, Science, Mathematics and Languages. A range of tasks accompanied by work samples and student evaluations as well as a plethora of resources will be shared.

*[Middle, Upper] [Heads/Administrators]*

# WORKSHOP SESSION E

## **E-1, Room: 45**

### **A TEACHER RESEARCHER'S LOOK INTO SMALL BOOK-DISCUSSION GROUPS BY FIRST GRADE BOYS**

**SUE DAS, FIRST GRADE TEACHER; ADJUNCT LITERACY PROFESSOR, BRUNSWICK SCHOOL, USA**

Gender and achievement are controversial. Social and cultural concerns about who boys are and should become are closely related to how both co-educational and single-gender schools function, and how they approach literacy issues. There is growing interest in boyhood, masculinities and literacies in both popular and academic arenas. The main purpose of my study was to explore the emerging student identities of first-grade boys as they met in small book-discussion groups, and to discover if any of the common identities were gender-related. It also looked to see if any of these identities changed over time. It was evident from the study, that today primary children learn to be literate within the framework of a sophisticated context that includes various forms of multimedia, and cross-media forms. Against such a backdrop, the current study has generated six implications for teaching that will be of relevance to both current and future practice and research. Bringing out-of-school interests to school sanctioned spaces of book-talks, enable young learners (specially boys) to appreciate the aesthetic enjoyment of reading in the early years as they negotiate their identities by finding their own roles while discussing books. As learning to read involves the systematic teaching of decoding, primary boys seem to shy away from the very task as they begin to crack the code. Hence, book-talks are ideal in keeping up their interests, paving the way to being life-long readers and writers.

*[Lower] [Heads/Administrators, Learning Specialists, Librarians, Reading/Language]*

## **E-2, Room: Senior Common Room (lunchroom)**

### **REVISION PIG: CREATIVE REVISION FOR BOYS**

**HEATHER EVANS, DIRECTOR TEACHING AND LEARNING, TRINITY GRAMMAR SCHOOL, KEW, AUSTRALIA**

**DIANNE McDONALD, TEACHER OF HISTORY, TRINITY GRAMMAR SCHOOL, KEW, AUSTRALIA**

It has become clear to us that many boys did not know how to revise for topic tests or exams. We decided a dif-

ferent program of revision strategies was required. This workshop will demonstrate some of these revision techniques and discuss the outcomes one year on. We hope that when participants have seen the videos showing Trinity boys modelling learning to other boys, they will realise the power of student modelling and be inspired to use similar strategies in their own schools. It will explore the intranet site - Revision Pig - we have developed.

*[Middle, Upper] [Learning Specialists]*

## **E-3, Room: Science Lecture Theatre**

### **IN THE NAME OF CREATIVITY – FLIPPING THE CLASSROOM**

**\*\* This workshop is repeated in Session C-9 \*\***

**REED JEFFREY, CHAIR OF SCIENCE, UPPER CANADA COLLEGE, CANADA**

With the intent of freeing-up class time for coaching students, a group of Math and Science teachers at Upper Canada College have been creating video lessons to be viewed by their students outside of class as homework. Only a few months into the pilot project, teachers and boys were discovering some unexpected and very positive collateral outcomes. Boys were coming to class with questions, and teachers were finding more time and creative ways to respond to student learning. Inspired by Khan Academy video lessons, it was soon discovered that fitting the lesson within a 15-minute homework "bite" was critical. Better control over the tempo of the lesson was needed, and simply screen-capturing real-time audio and video was out. The team has come up with a best practice for creating homework-sized video lessons that can be altered and shared with other teachers. In this workshop, a brief technical talk on how the lessons were created will be complemented by a video lesson on creating video lessons, as well as samples from Physics and Math. Interviews with boys afford insight into the impact on the classroom and learning. Taking some of the "chalk talk" out of the classroom presented some creative learning opportunities; these will be shared with participants. The workshop will finish with a question-and-answer session and a sharing of ideas and practices for creating effective video lessons and their use in other subject areas.

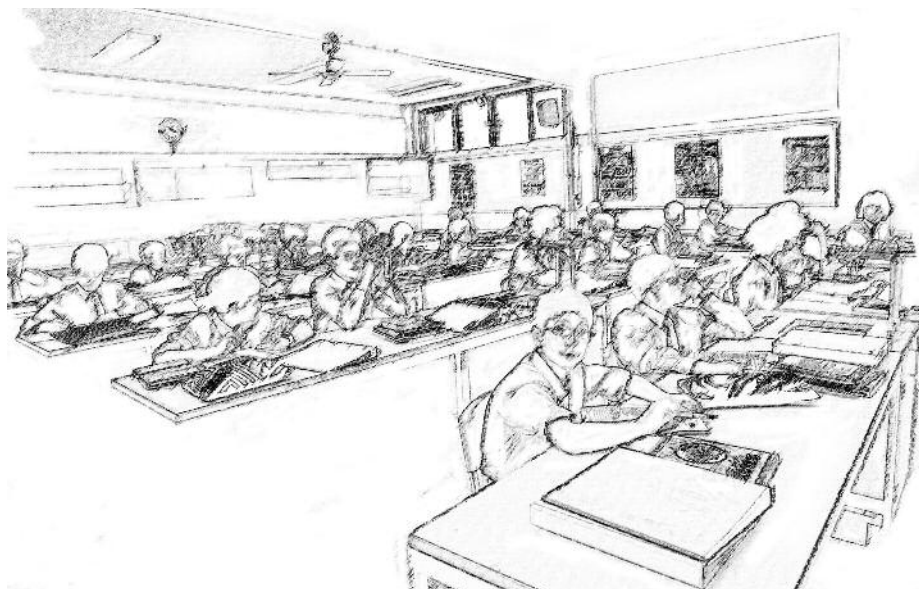
*[Upper] [Learning Specialists]*

**E-4, Room: 39****I'M NOT A GAMER BUT MY STUDENTS ARE:  
HOW WE CREATED AN "ALTERNATE REALITY  
GAME" TO ENGAGE BOYS IN THE LANGUAGES  
CLASSROOM****ANDREW JEPPESEN, CLASSROOM TEACHER OF JAPANESE, KNOX  
GRAMMAR SCHOOL, AUSTRALIA**

When many people do not see second languages as relevant as we might like, engaging boys in the language classroom has always been a challenge. Keeping them interested and finding ways to make the language relevant is key. Many boys engage themselves outside of the classroom with a variety of computer games, usually multiplayer games. Games-based learning has thus begun to make its way into our classrooms. This workshop will show how we turned our Term 4 programme into an 'alternate reality game', where students received an email from a mysterious figure, entreating them to help save their future. We used the website Edmodo as a platform where students worked individually and collaboratively to make their way through 'phases' (using the target second language) and discover 'coins' (placed around the school). The workshop will explain and discuss how we used a combination of websites, worksheets, badges (rewards) and personae to engage the students in the task and with the target language. This approach could be used in a variety of subjects and year levels, and there will be an opportunity to discuss such possibilities.

*[Lower, Middle]***E-5, Room: 19****DISCOVERY AND THE RENAISSANCE BOY****SUZANNE LAGACEY, VISUAL ARTS TEACHER, THE STERLING HALL  
SCHOOL, CANADA****DOROTA TRNIK, VISUAL ARTS TEACHER, THE STERLING HALL  
SCHOOL, CANADA**

Experience "A Day in DaVinci's Shoes" through the eyes of the modern Renaissance Boy. This workshop will illustrate how links between subjects can enhance creativity in boys, thus truly empowering them to explore and become well-rounded thinkers in the world at large. This Visual Arts team will share and present their own creative discovery pilot project called "A Day in Da Vinci's Shoes" where Art, Technology, and Science intersect to allow the boys to make creative discoveries. The Discovery Centre at The Sterling Hall School in Toronto is a place designed with the belief that creativity develops by encouraging students to use both analytical and perceptual thinking. The workshop will also include hands-on activities that illustrate the whole-brain learning process. Useful projects for creative discovery will be shared with professionals educating boys at the elementary school level. The presenters will share video and VoiceThread recordings of students' reflections, as well as evidence of inquiry in their process of learning. Participants in this workshop will be inspired to bring together their community for school-wide, discovery-based learning to enrich and nurture "the Renaissance Boy".

*[Lower, Middle] [Heads/Administrators, Learning Specialists]*

**E-7, Room: 43**

**CHARACTER BUILT ON FIRM FOUNDATIONS.  
TUTORING TAILORED TO THE INDIVIDUAL  
PERSON**

**JOSÉ MARÍA MARTÍNEZ, DEPUTY DIRECTOR OF STUDENT AND PARENT PROGRAMS, DIRECTOR OF 1º AND 2º DE ESO (YEAR 7 AND 8), GAZTELUETA COLLEGE, SPAIN**

**MATT ALDOUS, DEPUTY HEADMASTER AND COORDINATOR OF STUDENT AND PARENT PROGRAMS, WOLLEMI COLLEGE, AUSTRALIA**

This workshop will discuss the Personalised Tutorial System in operation at the PARED (Parents for Education) Schools in Sydney, in particular Redfield and Wollemi Colleges, and Colegio Gaztelueta and the Fomento Schools in Spain. Effective education is personal – education must be of the whole person. In our schools, we have put structures in place to work closely with parents and to focus very much on the development of the whole person. There is much literature about the significance of mentors, ‘another trusted adult’, in the development of young people. In this “personalised tutorial program” each boy is allocated a teacher as a mentor. The mentors work with parents to assist in the intellectual, moral, spiritual, social and physical development of the boys and young men entrusted to them. The tutorial program guarantees that the needs of the individual boy are understood and addressed. Direct contact between parents and tutors is first of all by personal interview, normally every three months. This interview helps both parents and tutor work in support of the boy and assist him most effectively in his development. A common language of character development, focusing on the development of good habits or virtues, is established in regular parenting presentations in the College. Our experience is that the tutor is a great assistance in the many challenges that can arise in the life of a young man, most particularly during adolescence. The workshop will include a short video presenting evaluative feedback about the tutorial system. The feedback will be from a student, a parent and a teacher. There will also be time for an open forum on approaches to preparing boys for adult life, and to fostering the spectrum of character qualities they will need to flourish.

*[Middle, Upper] [Heads/Administrators, College/Career Counsellors, Coaches/PE, Counselling/Pastoral, Boarding/Residential]*

**E-8, Room: Geoffrey McComas Theatre**

**REWARDS AND DISCIPLINE IN BOYS’  
SCHOOLS**

**ROD MORRISON, ASSISTANT TO THE HEADMASTER, SHORE SCHOOL, AUSTRALIA**

This workshop will examine the establishment and management of an effective rewards and discipline policy in a boys’ school. It will recognise that each school has different needs and boys and focus on some effective methods of both discipline and reward. It will involve some group activities where discipline problems and solutions are discussed and also solutions for the most effective ways of rewarding boys at school. It will also focus on discipline and reward without adversely affecting creativity and individuality amongst boys.

*[Lower, Middle, Upper] [Heads/Administrators, Counselling/Pastoral]*





**E-9, Room: 41****BOYS AS CREATIVE BUILDERS AND LEARNERS: THE CUBBY HOUSE PROJECT****KELVIN SPARKS, DIRECTOR OF TEACHING AND LEARNING (ELC-6), PRINCE ALFRED COLLEGE, AUSTRALIA****JOSIANNE FAHEY, TEACHER, PRINCE ALFRED COLLEGE, AUSTRALIA**

Picture this scene: A group of 6 and 7 year-old boys are gathered around a wooden frame, some drilling, some hammering, others looking at the plan of the cubby house they have designed. The teacher is watching and guiding. Finally all four frames are ready to hoist into position; there is a lot of excitement. Teamwork is needed to hold the frames in place. Will they fit? Will they match? Are the measurements accurate? This is precisely what happened when a teacher engaged a class of junior primary boys in a creative design technology project that stretched not only their imagination but also their skills. Along the way they had to make many decisions and find creative solutions to the problems they encountered. Reading, writing and mathematics were integral to the success of this project as the boys enthusiastically generated floor plans, recorded the results of their voting processes and reflecting upon what they had learned. The creativity continued even when construction was completed. The cubby house became a focus for the boys' socio-dramatic play and, over the school year, was transformed into many imagined uses – a hospital, a tool shop, the cabin of a ship, a quiet reading space, a Global Village, to name but a few. Through their play sessions, creativity was present in the many problems that the boys posed and solved. Furthermore, through constant use, repairs and renovations became necessary on a regular basis. Prince Alfred College is in the process of building a 'shed' so that this creative design technology experience that took place in the classroom and corridors can now take place in a purpose-built environment. During the workshop there will be opportunities for participants to share their ideas and experiences, as well as ask questions. This workshop is based on research conducted as part of a doctoral dissertation.

*[Lower] [Heads/Administrators, Learning Specialists]***E-10, Room: Keith Humble Auditorium****HOW DO YOU CHANGE A SCHOOL CULTURE?****MICHELLE WEEDING, HEAD OF VISUAL AND PERFORMING ARTS FACULTY, THE HUTCHINS SCHOOL, AUSTRALIA****JACQUIE COAD, DANCE TEACHER, THE HUTCHINS SCHOOL, AUSTRALIA**

Who would ever have considered that The Hutchins School, steeped in tradition, would have a strong and healthy dance programme for boys! Fifteen years ago we would never have dreamed that Hutchins would offer dance on the curriculum let alone as a recognised sport. Participants will have the opportunity to hear how we went about changing an entire school culture, give you ideas on where to start and provide you with examples of what can be achieved. Boys in the program will be present to share their experiences and show you something of what they do. You will have the opportunity to participate in a hands-on dance workshop to dispel the myth that it's 'uncool to dance'. Li Cunxin came to our school last year and was instrumental in inspiring our boys to strive to be the best they can be. Have some fun and experience what our boys do each week.

*[Lower, Middle, Upper] [Heads/Administrators]*

**E-11, Room: 29**

**PERSONALISED LEARNING: A JOURNEY, NOT A DESTINATION**

**ANDREW WHEATON, MANAGER OF LEARNING AND TEACHING, ANGLICAN CHURCH GRAMMAR SCHOOL, AUSTRALIA**

This workshop will provide an insight into the development of Churchie's Personalised Learning philosophy. Central to our mission is the 'Making of Men' whereby all learning is founded on our four guiding tenets of Scholastic Attainment, Community Service, Spiritual Awareness and Personal Growth. Personalised Learning at Churchie is expressed through challenging learning experiences, positive relationships and the acceptance of shared responsibility for individual success. This presentation will incorporate aspects of Personalised Learning as it relates to Mentoring programs; academic audits; academic profiling; formative evaluation of colleagues; student surveys; the creative use of data to inform practice in the academic and pastoral domains; learning space design; Emotional Intelligence and relational learning; the use of John Hattie's effect size calculations to monitor student performance and growth; and the Academic Leaders' project. Participants will be encouraged to explore the concept of Personalised Learning as it relates to their role and the global mission of boys' education.

*[Lower, Middle, Upper] [Heads/Administrators, Admission, Learning Specialists, Boarding/Residential]*



**E-12, Room: 12**

**UNEARTHING CREATIVITY: HISTORICAL FICTION AND LITERACY**

**DAVID WOODGATE, HEAD OF HISTORY, THE KING'S SCHOOL, AUS**

"I can't read historical fiction because I find the real thing so much more interesting" (Antonia Fraser, famous biographer of Mary Queen of Scots). Historical fiction is often regarded as the poor cousin of fiction and is certainly dismissed by many historians as having no great worth. The quote from Antonia Fraser clearly testifies to this. I would contend instead that historical fiction, when well written, is to a very large extent the "real thing" and therefore has enormous value in secondary school History. Introducing students to historical fiction does more than simply engage them with the lives and periods of people in the past, which in itself is a desirable outcome; it can also be used as an important tool to introduce them to the processes of historiography (research, inquiry, critical thinking and reflection). As such, it adds immeasurably to their general historical literacy - defined by the Australian National Centre for History Education as the "personal political and social empowerment of students of history." This presentation will guide you through the processes used to introduce boys in Year 9 Elective History at The King's School to historical fiction and the strategies undertaken to measure and evaluate their reactions and responses to it using an interactive medium.

*[Middle, Upper] [Heads/Administrators]*

**E-13, Fraser Smith Theatre****IPADS AND INQUIRY...A RECIPE FOR CREATIVITY AND REFLECTION****\*\* This workshop is repeated in Session A-14 \*\*****CHRIS WYATT, HEAD OF LINDFIELD, NEWINGTON COLLEGE, AUSTRALIA****JOEL WEEKES, YEAR 5 TEACHER/PREP TEAM LEADER, NEWINGTON COLLEGE, AUSTRALIA**

Unlocking learning potential in boys is something that all of our schools strive to do. Whilst all learners are different, boys often find it difficult to freely express their ideas. The challenge for educators is to find ways to empower boys to express themselves and to reflect on their learning in meaningful ways. In this workshop we will share our school's iPad learning journey, which began as a means of engaging boys in their learning and has proven to be a powerful learning tool, capable of providing boys with opportunities to express their creativity and reflect on their learning. However, the iPad is only half of the story; the teacher's ability to embed it in meaningful, inquiry-based learning is key. This learning initiative has provided an opportunity for staff and boys to explore the learning power of iPads and to discuss the way that we facilitate classroom learning. As a staff, we have worked collaboratively to develop a pedagogical approach that harnesses the iPad as a learning tool to allow boys to express their creativity, and to reflect on and remain engaged in their learning. During this practical workshop we will share our learning journey by providing hands-on learning experiences and examples of the boys' learning. Participants will have a chance to work with iPads in small groups and to explore teaching and learning activities which encourage boys to move beyond lesson completion to real learning

*[Lower, Middle] [Heads/Administrators, Learning Specialists, Librarians]*

**E-14, Room: 31****"LET A BOY SPREAD HIS WINGS"- A JOURNEY INTO MANHOOD THROUGH OUTDOOR AND EXPERIENTIAL EDUCATION****CHRIS WYNN, DIRECTOR, TIHOI VENTURE SCHOOL, ST PAUL'S COLLEGIATE SCHOOL, NEW ZEALAND****CYN SMITH, DIRECTOR, TIHOI VENTURE SCHOOL, ST PAUL'S COLLEGIATE SCHOOL, NEW ZEALAND**

Tihoi Venture School is a unique educational facility located on the Western side of Lake Taupo, NZ. Students take part in a holistic programme of social living and education, academic study and wide ranging outdoor pursuits. St Paul's Collegiate operates Tihoi Venture School as a compulsory eighteen week (two school terms) residential outdoor education centre for Year 10 boys. This holistic programme has been running for over 30 years and integrates academic study, outdoor education and community living. The students live in cabins of eight, taking responsibility for cooking, cleaning and operating their house. An important ethos has been created using the philosophy of "less is more"; a back-to-basics approach to life education where all students are treated as equals. The programme encompasses aspects of the Virtues Project, Global Perspectives towards Sustainability, NCEA Level 1 assessment and wide-ranging outdoor activities. This workshop aims to give participants an insight into the benefits of an extended residential outdoor programme and the opportunities created through experiential education for boys to be independent and to spread their wings before embarking on the senior school.

*[Middle, Upper] [Heads/Administrators, Coaches/PE, Counselling/Pastoral, Boarding/Residential]*

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TAK SUN SECONDARY SCHOOL	Hong Kong, SAR	China
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THE KING'S SCHOOL	Parramatta	Australia
THE LONDON ORATORY SCHOOL	London	UK
THE ORATORY SCHOOL	Reading	UK
THE RIDGE SCHOOL	Parkview	South Africa

<b>THE ROXBURY LATIN SCHOOL</b>	West Roxbury	USA
<b>THE ROYAL GRAMMAR SCHOOL, HIGH WYCOMBE</b>	High Wycombe	UK
<b>THE SCOTS COLLEGE</b>	Sydney	Australia
<b>THE SOUTHPORT SCHOOL</b>	Southport	Australia
<b>THE WINDSOR BOYS' SCHOOL</b>	Windsor	UK
<b>TIMARU BOYS' HIGH SCHOOL</b>	Timaru	New Zealand
<b>TOOWOOMBA GRAMMAR SCHOOL</b>	Toowoomba	Australia
<b>TOWN SCHOOL FOR BOYS</b>	San Francisco	USA
<b>TRANBY COLLEGE</b>	Baldivis	Australia
<b>TRINITY GRAMMAR SCHOOL</b>	Summer Hill	Australia
<b>TRINITY GRAMMAR SCHOOL</b>	Victoria	Australia
<b>TRINITY-PAWLING SCHOOL</b>	Pawling	USA
<b>TWO ACADEMIES - DENT MIDDLE SCHOOL</b>	Columbia	USA
<b>UNIVERSITY SCHOOL</b>	Hunting Valley	USA
<b>UPPER CANADA COLLEGE</b>	Toronto	Canada
<b>URBAN PREP ACADEMIES</b>	Chicago	USA
<b>VIARO SCHOOL</b>	Sant Cugat Del Valles	Spain
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<b>WAH YAN COLLEGE (KOWLOON)</b>	Hong Kong, SAR	China
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<b>WARWICK SCHOOL</b>	Warwick	UK
<b>WATT, IAN</b>	Sherbrooke	Canada
<b>WELLINGTON COLLEGE</b>	Basin Reserve	New Zealand
<b>WESTLAKE BOYS' HIGH SCHOOL</b>	North Shore City	New Zealand
<b>WETHERBY PREPARATORY SCHOOL</b>	London	UK
<b>WETHERBY SCHOOL, PRE-PREP</b>	London	UK
<b>WHITESANDS SCHOOL</b>	Lagos	Nigeria
<b>WINDWARD DISTRICT: HAWAII DEPT OF EDUCATION</b>	Kaneohe	USA
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*The clocks at Flinders Street Station \**



*Tram on Spring Street*



*Baby koala on mother's back at Melbourne Zoo #*



*Hot air balloons fly over the MCG ^*



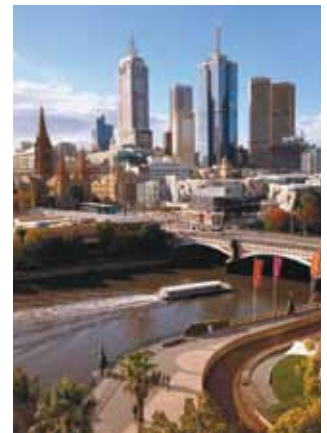
*Treasury Gardens in Spring Street*



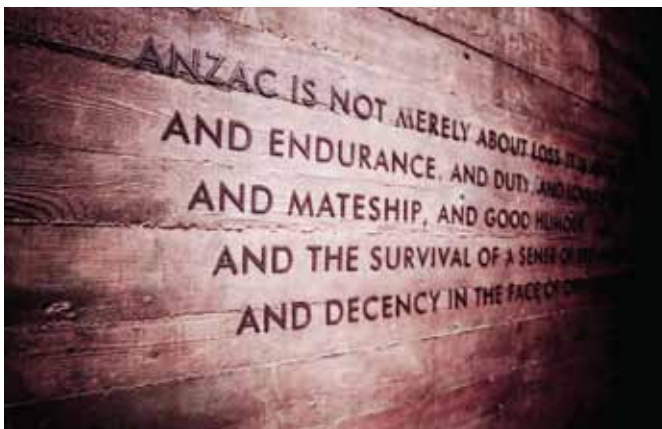
*The Arts Centre spire*



*Spring Racing Carnival at Caulfield*



*Yarra River and Melbourne Skyline*



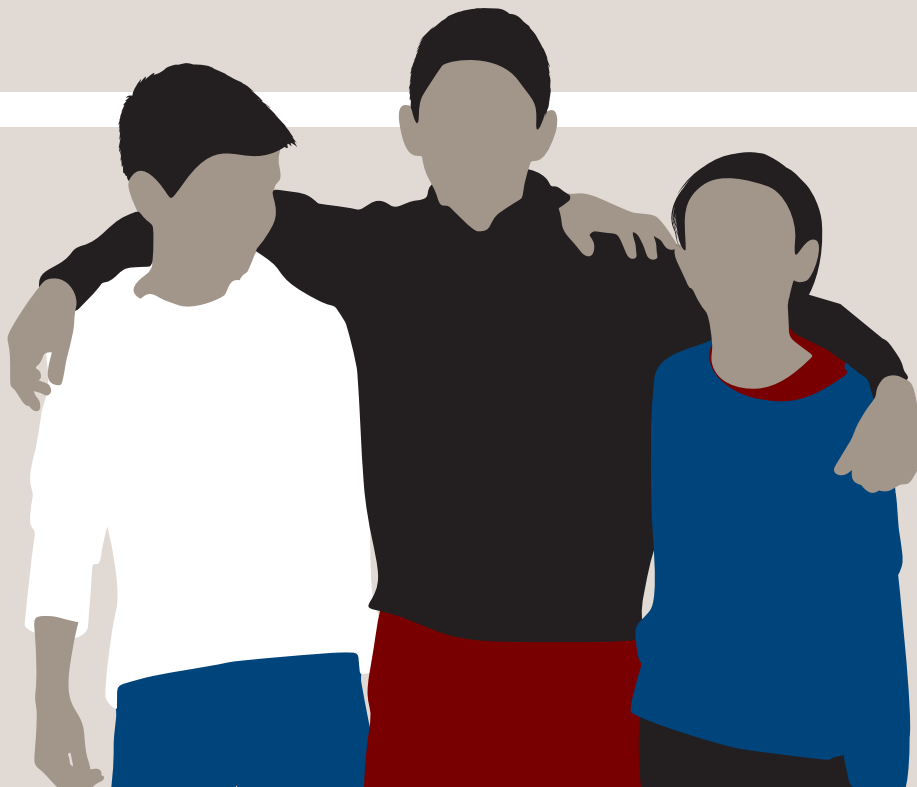
*The Shrine of Remembrance*



*Football fans at Etihad Stadium*

# **BROTHER TO BROTHER**

**LOOKING IN, REACHING OUT**



**International Boys' Schools Coalition  
20th Annual Conference**

**JUNE 30 - JULY 3, 2013  
ST. CHRISTOPHER'S SCHOOL  
RICHMOND, VIRGINIA, USA**