

BUILDING BOYS INTO GOOD MEN

**International Boys' Schools Coalition
21st Annual Conference**



**June 29 - July 2, 2014
Montgomery Bell Academy
Nashville, Tennessee, USA**

Explore Nashville



Grand Ole Opry



Nashville Skyline



The Hermitage



Live Music



The Parthenon



The District Downtown



MBA Campus—Lowry Hall



MBA Campus—Wallace Dining Hall



IBSC

International Boys' Schools Coalition

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International Boys' Schools Coalition

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International Boys'
Schools Coalition



Dear Conference friends and attendees:

For 20 years, I have attended these wonderful annual gatherings of the International Boys' Schools Coalition. I am grateful to the many individuals who have built this association over the years. All of you have taught us the values and the benefits of educating boys. You have introduced us to a world of great education, stewardship, and connection of great boys' schools. I am appreciative of these opportunities and proud to see the conference return to Nashville, Tennessee, since we last hosted this event at MBA in 1999.

I am grateful to our many committee members and Co-Chairs Rick Seay and Greg Ferrell. They have done the lion's share of the work in organizing this program and galvanizing our community to host you in Nashville. I hope that their hard work and commitment reflect the kind of legendary hospitality for which Nashville and the American South are known. I trust that you will have the opportunity to build deeper and better friendships over this week – and to enjoy thinking about the conference theme *Building Boys into Good Men*, as well as relish the great food, music, and people of this wonderful city.

In our planning we have endeavored to weave the creativity of great writers, musicians, historians, and theologians to elucidate this theme of building boys. We have utilized the resources of Vanderbilt University, and we are especially grateful to the Vanderbilt Office of Admissions for their hospitality. We will introduce you to our beautiful downtown area and the Country Music Hall of Fame. Most of all, we hope that the substance and style of this conference offer you a wonderful respite and important moment in time and thought to reflect on our work in *Building Boys into Good Men*. I thank you for sharing these days with us and for all you have done to help make our work together better and greater.

Sincerely,

A handwritten signature in black ink that reads "Bradford Gioia". The signature is fluid and cursive, with a long horizontal stroke at the end.

Bradford Gioia, Headmaster
Montgomery Bell Academy

CONFERENCE INFORMATION

CONFERENCE LOCATION

Except for the afternoon and evening activities on Monday (Vanderbilt University and the Country Music Hall of Fame), all conference events will take place at Montgomery Bell Academy, 4001 Harding Road, Nashville, Tennessee 37205, USA. During the conference, the school's main switchboard will be accessible by contacting 615-298-5514.

HOTELS

The conference hotels are the Loews Vanderbilt Hotel, 2100 West End Avenue, Nashville, Tennessee 37203 (615-320-1700) and the Homewood Suites, 2400 West End Avenue, Nashville, Tennessee 37203 (615-340-8000). The hotels are within three blocks of one another and are both just across the street from Vanderbilt University. On conference days, buses will take delegates back and forth between the hotels and Montgomery Bell Academy. Details are provided below. Although the hotels are only about two to three miles from the school, walking to and from the school is not recommended since West End Avenue/Harding Road is a crowded street with many cross streets and busy intersections in between.

GETTING TO AND FROM THE AIRPORT

Both hotels are about a 15-minute drive in non-rush hour times from the Nashville International Airport. Taxis to the conference hotels will cost about \$25. The taxi stand is outside the baggage claim area at the airport. Both hotels have taxi stands as well. Loews Vanderbilt Hotel also works with Grayline Downtown Airport Shuttle and offers shuttle service from the airport. The shuttles run about every thirty minutes from 6 a.m. to 7 p.m. and cost \$14 USD.

IBSC WELCOME DESKS AT CONFERENCE HOTELS

Welcome Desks will be open at the conference hotels on Sunday, June 29, from 8:00 a.m. to 1:30 p.m. Volunteers will happily provide you with information about the conference and the city.

CONFERENCE REGISTRATION AND HOSPITALITY DESKS

Registration and Hospitality Desks are located in Brownlee O. Currey Gymnasium on the west side of the MBA campus. Buses will be unloading and loading passengers right beside the gym. The Currey Gymnasium will be open at noon on Sunday, June 29. Upon arrival, all delegates should report to the Registration Desk to obtain their conference badges and to pick up their delegate bags. Volunteers will be available throughout the campus to provide advice and information about the conference, the school, and the city.

After picking up conference badges and bags, all guests are invited to enjoy refreshments and a performance by the band "A Boy Named Banjo" under the white tent in the Sloan Quadrangle. Opening ceremonies will begin in the Paschall Theater of the Davis Fine Arts Building at 3 p.m.

SPEAKER AND PRESENTERS DESK

After checking in at the registration station, all **CHALLENGE**, **MENTORING**, and **REWARD** presenters should report to the Speaker and Presenter Desk, located in the Currey Gymnasium, to confirm attendance and to review any technology requirements and logistics.

NASHVILLE AREA EDUCATORS

Throughout the conference, educators from the Metropolitan Nashville Public School system will be joining us for many of the sessions. MNPS educators should pick up their conference badges and programs at the registration desk located in the Davis Fine Arts Building outside of the Paschall Theater.

CONFERENCE INFORMATION

CONFERENCE DRESS CODE

Nashville weather at this time of the year is typically hot and humid, and temperatures generally range between 80°F to 90°F/26°C to 32°C. For all conference events, including the social events on Sunday, Monday, and Tuesday evenings, comfortable summer attire is appropriate. Shorts are welcome, but not t-shirts. For Tuesday evening's Songwriters' Night, feel free to sport your best Country and Western attire!

Conference sessions will take place in air-conditioned rooms. For some delegates, the shift from outdoor heat to indoor air-conditioning will be noticeable, and you may want to consider bringing a sweater or light jacket. It often rains during this time of the year so you may also want to pack an umbrella or rain cover.

TRAVELLING TO AND FROM MONTGOMERY BELL ACADEMY

Conference Buses: During conference days, buses will transport delegates to the school each morning and back to the hotels in the evening. On Monday evening, buses will shuttle delegates from the hotels to downtown Nashville and the Country Music Hall of Fame. On Wednesday, separate shuttles will be available to take delegates from campus to the Nashville airport or to the hotels at the conclusion of the conference (12:30 p.m.). There will be a luggage room at MBA so delegates can bring their luggage to campus Wednesday morning and have it stored in a secure area. The luggage room will be located on the bottom floor of the Currey Gymnasium, just beside the bus loading and unloading area.

Car: Parking is available in any campus parking places as well as in our two-story parking garage off Wilson Avenue.

Taxi: Local taxi companies include: Allied Cab and Nashville Cab at 615-333-3333, Checker Cab at 615-256-7000, and Music City Taxi at 615-865-4100. There are taxi stands outside of the conference hotels, but delegates will need to call a cab for pick-up at Montgomery Bell Academy.

SPECIAL CIRCUMSTANCES AND EMERGENCIES

In the event of an emergency situation that would require you to return to the hotel during the day, you can report to the main office in the Ball Administration Building on campus or phone the conference organizers at (615) 337-0768 or (615) 828-3168. We will arrange a way for you to get back to your hotel.

CONFERENCE BOOKSTORE

There will be no on-site bookstore at Montgomery Bell Academy during the conference, but just across West End Avenue from the hotels is a Barnes and Noble Bookstore that also serves as the bookstore for Vanderbilt University. Barnes and Noble Vanderbilt is located at 2501 West End Avenue, Nashville, Tennessee, USA 37203. The telephone number is 615-343-2665. In conference bags, you will find a discount coupon for the store, and you will also receive a discount on the Starbucks Coffee Shop located inside the store. Feel free to order items online for in-store pick-up once you arrive for the conference.

SPONSORS

There will be several sponsor displays during conference hours. Please take time to visit and talk with our valued sponsors. Their displays will be set up in the Big Red Room, a high-school student center located on the main floor of the Lowry Classroom Building.

CONFERENCE INFORMATION

IT SERVICES AND SUPPORT

- Wi-Fi access is available throughout the Montgomery Bell Academy campus. To access, simply join your device to the MBA Guest network upon arrival at the campus.
- Delegates may use school computers and printers in the Wilson Library Computer Lab located just inside the front entrance of the Patrick Wilson Library or in the computer lounge located on the third floor of the Lowry Classroom Building.
- Additionally, an IT Help Desk will be available in the Technology Center, on the third floor of the Lowry Classroom Building.
- Presenters will have presiders/facilitators to help with classroom setup and technological needs.

EMERGENCY CONTACT

The school's main switchboard is open during business hours at (615) 298-5514. The conference organizers can be contacted at (615) 337-0768 or (615) 828-3168.

CONFERENCE APP

DOWNLOADING THE IBSC 2014 MOBILE APP IS EASY!

- Simply search your app store for IBSC 2014 (iOS and Android), or
- Type the following URL into your mobile device's browser:
<http://m.core-apps.com/ibsc-2014>, or
- Scan the QR code to the right. From there you will be directed to download the proper version of the app for your particular device, or on some phones, bookmark this page for future reference.
- Note: using the URL above, you may also access the app via regular computer browsers.



For attendees, IBSC 2014 provides easy-to-use interactive Mobile App to enhance the conference experience. The Dashboard keeps you organized with up-to-the-minute Conference information.

- My Schedule organizes your schedule with one click
- Alerts allow you to receive important real-time communications from the event organizers
- Built-in Twitter feed
- Comment on the sessions you attend
- Connect with your colleagues using the Friends feature
- Share your event photos and experiences with the Photo Gallery
- Watch IBSC videos

CONFERENCE SCHEDULE

SUNDAY, JUNE 29 *(The full Conference Schedule may be found on page 10.)*

Pre-conference seminar: For delegates participating in this activity, buses will leave the conference hotels for Montgomery Bell Academy at 8:30 a.m. Upon arrival, a light breakfast will be available. The seminar will begin promptly at 9:00 a.m. in Massey Commons; badges and bags for these participants may be found in the meeting room. The seminar will end at 12:30 p.m., followed by lunch for those who so wish.

Arrival and Registration: Registration at Montgomery Bell Academy will be open between noon and 2:45 p.m. Buses will leave from the conference hotels starting at noon for the short, ten-minute trip to the school. The last bus will leave the hotels at 2:30 p.m. Upon arrival, delegates will be directed to the Registration Desk in Brownlee O. Currey Gymnasium to pick up their conference badges and delegate bags.

Welcome Activities: After registration, delegates are welcome to join campus tours, enjoy afternoon refreshments, view the IBSC Action Research Poster Gallery located in the Lowry Classroom Building, or learn more about Nashville and MBA at the hospitality desk in Currey Gymnasium. Under the white tent located in the Sloan Quadrangle, refreshments will be served, and guests can enjoy the terrific bluegrass stylings of local band “A Boy Named Banjo,” composed of members from MBA’s graduating class of 2013.

Conference Opening: The conference begins promptly at 3:00 p.m. in the Paschall Theater with a special program of welcoming and opening events, followed by the opening keynote presentation by Brad Zervas, David Banks, and the Boys’ Hope/Girls’ Hope Project. At the conclusion of their address, delegates will be treated to music provided by Mike Reid, former All-American/National Football League All-Pro and Grammy-winning songwriter (*Walk on Faith, Stranger in My House*).

Opening Reception: At the conclusion of the opening events and presentation at 5:45 p.m., delegates will walk to the Dining Hall for the opening reception followed by a bountiful dinner buffet. The dinner will conclude around 8:00 p.m. Buses will transport delegates back to the hotels beginning at 7:30 p.m., with the last buses leaving at 9:00 p.m.

MONDAY, JUNE 30

Early Morning Runs (optional): For those who wish to get some exercise, running groups will be meeting in the Loews Vanderbilt Hotel lobby at 5:30 a.m. The run both mornings will be led by MBA cross country/track staff. Sign-ups will be available at the Hospitality Desk in Currey Gymnasium, but walk-ups (run-ups) are welcome.

Arrival and Breakfast: Buses will depart from the conference hotels beginning at 7:30 a.m. The last bus will leave the conference hotels at 8:30 a.m. Full breakfast will be served in the Dining Hall from 7:45 a.m. to 8:45 a.m.

Program: Delegates should be in the Paschall Theater by 9:00 a.m. Following conference announcements and a performance by the MBA Orchestra, Pulitzer Prize-winning author Jon Meacham will deliver the morning’s keynote address. The Monday **CHALLENGE** sessions A will take place before lunch.

(Monday Schedule continued on next page)

CONFERENCE SCHEDULE

MONDAY, JULY 1 *(continued from previous page)*

Afternoon at Vanderbilt University: Shuttles to Vanderbilt University will leave the MBA campus at 11:45 a.m. Upon arrival at Vanderbilt, campus representatives will issue lunch tickets to all conference attendees. Delegates will have lunch at the Vanderbilt Freshmen Commons from 12:30 to 1:30 p.m. and will then hear the afternoon keynote address delivered by Vanderbilt School of Theology professor Amy-Jill Levine. After Dr. Levine's address, there will be tours of the Vanderbilt University campus and small-group break-out sessions about the current state of college admissions from 2:45 to 4:15 p.m. These activities will be followed by an optional reception hosted by the university. Delegates may walk back to their hotels from the Vanderbilt campus. The details of the Vanderbilt visit may be found in the overview conference schedule.

Special Evening in Downtown Nashville: At 5 p.m. from the conference hotels, delegates will board buses bound for the world famous Country Music Hall of Fame where there will be a wine and cheese reception, tours of the museum, and entertainment provided by Curb Records, featuring up and coming country groups "Love & Theft" and "American Young." The reception concludes at 7 p.m., and the evening is free for exploring downtown Music City. A list of downtown restaurants and hotspots will be provided for delegates in conference bags. **It is highly recommended that you make reservations in advance for a downtown restaurant this evening.** From 9:15 to 10:30 p.m., shuttles will run from the Country Music Hall of Fame back down Broadway/West End to the conference hotels.

TUESDAY, JULY 1

Early Morning Runs (optional): Like Monday, there will be an optional, early-morning run on Tuesday. Runners may join MBA cross country and track staff in the lobby of the Loews Vanderbilt Hotel at 5:30 a.m. for exercise that will go through Centennial Park and around Nashville's full-scale replica of the Parthenon of Athens. Sign-ups will be available at the Hospitality Desk in Currey Gymnasium.

Arrival and Breakfast: Buses will depart from the conference hotels beginning at 7:15 a.m. The last bus will leave the conference hotels at 8:30 a.m. Full breakfast will be served in the Dining Hall from 7:30 a.m. to 8:45 a.m.

Chapel Service (optional): For those who wish to attend, there will be a non-denominational chapel service at Vine Street Christian Church, just across Montgomery Bell Avenue from the school. The chapel service will run from 8:00 a.m. to 8:30 a.m.

Program: This morning's activities begin at 9 a.m. in the Paschall Theater. After a brief conference business session, Alice Randall, award-winning author (*The Wind Done Gone*) and frequent guest lecturer at MBA, will deliver today's keynote address. After the morning break will come **MENTORING** sessions, designed as presentations and as round-table discussions of best practices for *building boys into good men*. These sessions run until lunch, which will be served in the Dining Hall. At 1:15 p.m., delegates will attend the second set of **CHALLENGE** sessions until 2:30 p.m. At 3 p.m., the **JOURNEY** sessions will begin. Six special presenters will address conference delegates for the next hour, after which shuttles will run continuously back and forth between MBA and hotels, returning delegates to MBA for the evening's activities.

Singer/Songwriter Night: A delegate reception and dinner will be served in the Dining Hall beginning at 6:30 p.m. The dinner menu will include some of the best cuisine that Nashville has to offer. From 7:45 p.m. to 9:15 p.m., conference attendees will gather in the Paschall Theater for a songwriter performance with CMA-winning songwriters Tom Douglas (*Love's the Only House, I Run to You*), Rivers Rutherford (*When I Get Where I'm Going, Real Good Man*), and Julia Sinclair. Shuttles will return delegates to the hotels from 8:30 to 9:45 p.m.

CONFERENCE SCHEDULE

WEDNESDAY , JULY 2

Arrival and Breakfast: Buses will depart from the conference hotels beginning at 7:15 a.m. The last bus will leave the conference hotels at 8:15 a.m. Full breakfast will be served in the Dining Hall from 7:30 a.m. to 8:30 a.m.

Annual Business Meeting at 8:30 a.m.: The final morning's program begins in Paschall Theater with the IBSC Annual Business Meeting at 8:30 a.m. This is a short but important meeting, and we encourage all delegates to attend. The agenda includes IBSC reports and the election of new IBSC trustees.

Program: At 8:45 a.m., delegates will be treated to the final keynote address from Grammy-winning singer/songwriter Amy Grant (*Baby, Baby, The Next Time I Fall*). Ms. Grant is a graduate of MBA's sister school Harpeth Hall. At 10 a.m., the students involved in the IBSC Student Forum will make a special presentation. From 10:45 a.m. to noon, the **REWARD** sessions will be held in locations across campus. These sessions are designed to provide a final, tangible "take-away" from this year's conference. The Closing Ceremonies and Presentations will take place from 12:00 p.m. to 12:30 p.m. At the conclusion of these events, shuttles will take delegates to the Nashville International Airport or back to the conference hotels. Playing for delegates on their way from Montgomery Bell Academy and Nashville will be the band "Founding Fathers."

THE HERO'S JOURNEY: GENERAL PROGRAM INFORMATION

The names of the programs for this year's conference are inspired by the Hero's Journey as identified by Joseph Campbell. Each name refers to a stage in the journey of the hero as he prepares to leave the ordinary world and travels through the special world. The idea of the journey makes reference not only to Montgomery Bell Academy's progressive approach to a traditional education, but also to the journey each boy has to undertake to grow into a good man

CHALLENGE Sessions: In the Hero's Journey, the hero receives the challenge, or call to action. These concurrent, 1 hour 15 minute **CHALLENGE** sessions are meant to inspire their colleagues through the sharing of best practices related to the conference theme. The **CHALLENGE** sessions are led by delegates who each present for 15 minutes, followed by 10 minutes after each presentation for discussion, questions, and sharing of ideas. **CHALLENGE** sessions are organized according to specific themes related to the Hero's Journey: Building Boys, Building Character, Building Citizenship and Service, Building Global Experiences, Building Identity, Building Leadership, Building Learning Communities, Building Respect and Empathy, and Fostering Spirituality in Boys.

MENTORING Sessions: Before embarking on the Hero's Journey, the hero meets with a seasoned traveler who gives training and advice. These concurrent, 1 hour sessions are designed to focus on a specific theme, practice, approach or question related to teaching and working with boys. **MENTORING** sessions include individual presenters and round-table discussions. **MENTORING** sessions are led by delegates, and may include some keynote speakers.

JOURNEY Sessions: The journey of the hero is where he leaves the ordinary world and explores the special world. The **JOURNEY** sessions are a more in-depth exploration of the teaching of boys related to the conference theme and they are led by experts. These concurrent sessions last 1 hour.

REWARD Sessions: At the end of the journey through the special world and before returning to the ordinary world, the hero takes possession of a treasure that he can bring back home. These concurrent, 1 hour 15 minute **REWARD** sessions are designed so that participants begin the process of creating a project that they can bring back to their schools. The **REWARD** sessions are led by delegates.

Keynote Sessions: : General sessions for all delegates featuring either one speaker or two speakers and/or musicians presenting together. Keynote presenters include David Banks, Tom Douglas, Amy Grant, Amy-Jill Levine, Jon Meacham, Alice Randall, Mike Reid, Rivers Rutherford, and Brad Zervas.

DAILY SCHEDULE

SUNDAY, JUNE 29

9:00 a.m. – 12:30 p.m.	Pre-Conference Seminar – <i>Measuring Character Education in Boys' Schools:</i> Dr. Philip SA Cummins and Dr. Julie Hodges
12:00 p.m. – 2:30 p.m.	Shuttle from hotels to campus
1:00 p.m. – 3:00 p.m.	Registration (Brownlee O. Currey Gymnasium) Optional Campus Tours Hospitality/Refreshments – <i>Boy Named Banjo</i> (Sloan Quadrangle)
3:00 p.m. – 4:00 p.m.	Conference Opening & Welcome- (Paschall Theater)
4:00 p.m. – 5:00 p.m.	Keynote Speakers: David Banks and Brad Zervas (Paschall Theater)
5:00 p.m. – 5:45 p.m.	Music: Mike Reid (Paschall Theater)
5:45 p.m.	Reception (Wallace Dining Hall)
6:15 p.m.	Dinner at MBA (Wallace Dining Hall)
7:30 p.m. – 9:00 p.m.	Shuttle from campus to hotels

MONDAY, JUNE 30

5:30 a.m.	West End Run (Optional – meet in Loews Vanderbilt Hotel lobby)
7:30 a.m. – 8:30 a.m.	Shuttles from hotels to campus
7:45 a.m. – 8:45 a.m.	Breakfast on campus (Wallace Dining Hall)
9:00 a.m. – 9:15 a.m.	Conference Business (Paschall Theater)
9:15 a.m. – 10:00 a.m.	Keynote Speaker: Jon Meacham (Paschall Theater)
10:00 a.m. – 10:30 a.m.	Morning break
10:30 a.m. – 11:45 a.m.	CHALLENGE Sessions A (see conference app or booklet for location)
11:45 a.m. – 12:15 p.m.	Shuttle to Vanderbilt University
12:00 p.m. – 1:15 p.m.	Lunch at The Commons, Vanderbilt
1:10 p.m. – 1:30 p.m.	Walk to Langford Auditorium
1:30 p.m. – 2:30 p.m.	Welcome: Brad Gioia, MBA and Doug Christiansen, Dean of Admissions, Vanderbilt University Keynote Speaker: Amy-Jill Levine
2:30 p.m. – 3:00 p.m.	Walk to SLC (Student Life Center)
3:00 p.m. – 4:00 p.m.	Break-out Sessions: <i>Behind the Curtains</i>
4:00 p.m.	Reception in OUA/Old Gym
4:00 p.m. – 5:00 p.m.	Walk from Vanderbilt to hotels
5:00 p.m. – 5:30 p.m.	Shuttle from hotels to Country Music Hall of Fame (CMHF)
5:30 p.m. – 7:00 p.m.	Reception at Country Music Hall of Fame: Curb Records Sampler – <i>American Young</i> and <i>Love and Theft</i>
7:00 p.m.	Free night in Nashville
9:15 – 10:30 p.m.	Ongoing shuttle from CMHF to hotels

DAILY SCHEDULE

TUESDAY, JULY 1

5:30 a.m.	West End Run (Optional)
7:15 a.m. – 8:30 a.m.	Shuttle from hotels to campus
7:30 a.m. – 8:45 a.m.	Breakfast on campus (Wallace Dining Hall)
8:00 a.m. – 8:30 a.m.	Chapel (optional) at Vine Street Christian Church
9:00 a.m. – 9:15 a.m.	Conference Business (Paschall Theater)
9:15 a.m. – 10:15 a.m.	Keynote Speaker: Alice Randall (Paschall Theater)
10:15 a.m. – 10:30 a.m.	Morning Break
10:45 a.m. – 11:45 a.m.	MENTORING Sessions (see conference app or booklet for location)
12:00 p.m. – 1:00 p.m.	Lunch (Wallace Dining Hall)
1:15 p.m. – 2:30 p.m.	CHALLENGE Sessions B (see conference app or booklet for location)
2:30 p.m. – 3:00 p.m.	Afternoon Break
3:00 p.m. – 4:00 p.m.	JOURNEY Sessions (see conference app or booklet for location)
4:15 p.m. – 6:30 p.m.	Continuous shuttles to hotel and back to MBA for break
6:30 p.m.	Reception and Dinner at MBA (Wallace Dining Hall)
7:45 p.m. – 9:15 p.m.	Singer/Songwriter Night with Tom Douglas, Rivers Rutherford, and Julia Sinclair
9:00 p.m. – 9:40 p.m.	Shuttles back to hotels

WEDNESDAY, JULY 2

7:15 a.m. – 8:15 a.m.	Shuttle from hotels to campus
7:30 a.m. – 8:30 a.m.	Breakfast on campus (Wallace Dining Hall)
8:30 a.m. – 8:45 a.m.	IBSC Annual Business Meeting (Paschall Theater)
8:45 a.m. – 10:00 a.m.	Keynote Speaker: Amy Grant (Paschall Theater)
10:00 a.m. – 10:30 a.m.	IBSC Student Forum Presentation (Paschall Theater)
10:30 a.m. – 10:45 a.m.	Morning Break
10:45 a.m. – 12:00 p.m.	REWARD Sessions (see conference app or booklet for location)
12:00 p.m. – 12:30 p.m.	Closing Ceremonies & Presentations (Paschall Theater)
12:30 p.m.	Shuttle from campus to hotels and airport

SPOUSE/PARTNER PROGRAM

Mid-summer temperatures in Nashville can be quite warm and often humid. Spouses/Partners are encouraged to dress accordingly with casual, lightweight clothing, good walking shoes, and cotton sweaters for air-conditioned areas.

SUNDAY, JUNE 29

Spouses/Partners will join delegates for the conference opening at 3:00 p.m., followed by the reception and dinner. Spouses/Partners are asked to pick up their registration materials and conference bags at the Spouse/Partner registration desk in the Brownlee O. Currey Gymnasium. Spouses/Partners are also invited to join delegates in the Sloan Quadrangle for refreshments and a performance from the band “A Boy Named Banjo” prior to the opening ceremonies.

MONDAY, JUNE 30

- Pick up from the Loews Vanderbilt Hotel at 7:45 a.m. and board the bus to Nashville’s Bicentennial Mall for a historic tour of Nashville.
- From 9 to 11:30 a.m., there will be a tour of the Hermitage, home of the 7th President of the United States, Andrew Jackson. This will be followed by lunch in the Zimmerman Room at Montgomery Bell Academy.
- At 1 p.m., there will be a tour of downtown Nashville including the Frist Center for the Visual Arts, the historic Union Station Hotel, and the Federal Building/Customs House. The tour ends at Centennial Park, home of the Parthenon which houses a 42-foot replica of the ancient statue of Athena. Centennial Park’s version was sculpted by Nashville’s own Alan LeQuire, who is also a 1974 graduate of Montgomery Bell Academy. Buses will drop off spouses/partners at the Loews Vanderbilt Hotel at 3:45 p.m.
- Spouses/Partners will join delegates for the reception from 5:30 p.m. to 7 p.m. at the Country Music Hall of Fame.

TUESDAY, JULY 1

- At 9 a.m., the bus leaves the Loews Vanderbilt Hotel for a Nashville backstage tour.
- From 9:00 a.m. to noon, we start the day with a behind-the-scenes tour of the Opry House, home to the world-famous Grand Ole Opry.
- Next, it’s off to the Musician’s Hall of Fame, followed by lunch at Jack’s Bar-B-Que, and then backstage and onstage at the historic Ryman Auditorium, former home of the Grand Ole Opry.
- The bus will arrive back at the Loews Vanderbilt Hotel by 3:45 p.m.
- Tuesday evening will be a reception and dinner at MBA.

WEDNESDAY, JULY 2

- Spouses/Partners are welcome to join delegates for the special keynote from Nashville celebrities and then for the presentation from the Student Forum Presentation and the **REWARD** session. Buses leave the hotels for campus between 7:15 a.m. and 8:15 a.m.
- The program ends with the Closing Ceremonies, and buses will take delegates back to the hotels and to the airport at the conclusion of the conference.

KEYNOTE SPEAKERS

DAVID BANKS and BRAD ZERVAS

Boys Hope Girls Hope Project: A "Message to Our Brothers"

David C. Banks is the President/CEO of The Eagle Academy Foundation. He was the Founding Principal of The Eagle Academy for Young Men, the first school in a network of innovative all-boys public school in New York City. Since opening in 2004, the Eagle Academy family has grown to encompass a total of three schools in the Bronx, Brooklyn and Queens, and is expanding its vision nationally.

David is a graduate of Rutgers University in New Brunswick, New Jersey and received his *Juris Doctorate* from St. John's University. He earned his Educational Administration and Supervision certification in only one semester by attending three colleges: Brooklyn College, City College and Baruch College.

The Eagle Academy for Young Men, the first all-boys public high school in New York City in over thirty years, is a nurturing institution which believes that excellence, both in character and scholarship, opens doors and provides a bridge to equality. The Eagle Academies represent a partnership between students, school staff, parents, mentors, and community partners, who are all committed to the guiding principles of academic excellence, leadership and character development. These principles are supported by the core initiatives of mentoring, community service, extended day activities, Saturday Institute, summer programs, and parental involvement. The first Eagle Academy for Young Men was established as part of New York City's twenty-first century high school reform initiative, an accomplishment achieved through a unique partnership with One Hundred Black Men, Inc. David Banks has recently joined the Board of the IBSC.

Brad Zervas is an award-winning leader, educator, musician, activist and youth advocate. As a teacher, film-maker, and executive in the nonprofit sector, he has galvanized generations of young people through programs of his own design whose results have earned regional and national recognition. After a ten-year independent school career as a teacher and administrator, Brad joined The Boys' Club of New York as its Education Director and was later appointed Executive Director where he served for nearly twenty years. In 2009, he launched the Ascension Project, an online platform dedicated to the advocacy of boys and their ascension to manhood. Mr. Zervas is currently Executive Director of Boys Hope Girls Hope of New York where he oversees the operation of two urban boarding school programs for low-income first-generation college-bound students. He also serves the International Boys' Schools Coalition as a Trustee and ardent supporter of its mission.



**Sunday, June 29
4:00 p.m.**



KEYNOTE SPEAKERS



Sunday, June 29
5:00 p.m.



MIKE REID

Mike Reid received his degree in music from Penn State University in 1970. But that achievement was considerably overshadowed by his reputation on the football field.

At Penn State he was an All-American selection and won the Outland Trophy as the country's outstanding collegiate lineman. He was the first-round draft pick of the Cincinnati Bengals that year and at the end of his first season in the NFL was named Defensive Rookie of the Year.

Reid's success continued when he was voted NFL All-Pro in 1972 and 1973. In spite of these honors, Reid decided he would rather play music than football for a living. He retired from the Bengals and in 1980 moved to Nashville to pursue song writing. Since 1983 when Mike Reid scored his first number one country hit song *Inside* by Ronnie Milsap, he has composed more than 30 top ten country and pop hits. Twenty-one of those records have gone all the way to number one on the charts.

He has been the recipient of ASCAP's "Songwriter of the Year" award and one of the many songs that Milsap recorded, *Stranger in My House*, has earned a Grammy award. In addition to Milsap, Reid has had his songs recorded by Bonnie Raitt, Anita Baker, Bette Midler, Prince, George Michael, Nancy Wilson, Etta James, Kenny Rogers, Ann Murray, Wynonna Judd, Alabama, Joe Cocker, Tanya Tucker, Willie Nelson, Collin Raye and Tim McGraw. Among the songs that Mike has composed are *I Can't Make You Love Me* (Raitt, Michael and Prince), *My Strongest Weakness* and *To Be Loved by You* (Judd), *In This Life* (Raye and Midler), *Sometimes I Wonder Why* (Baker), *Forever's As Far As I'll Go* (Alabama) and *Everywhere* (McGraw).

In 1992, Reid composed the score for *Quilts*, a modern dance piece created by Andrew Krichels and Donna Rizzo of The Tennessee Dance Theatre. Following the premiere, Reid, Krichels and Rizzo received The Governor's Award for the Arts in Tennessee for their work on *Quilts*. Presently, Mike divides his time between Nashville and New York City with his wife and their children.



Monday, June 30
9:15 a.m.

JON MEACHAM

Jon Meacham is the author, most recently, of *Thomas Jefferson: The Art of Power*, a Number 1 *New York Times* bestseller that was named one of the best books of the year by *The New York Times Book Review*, *The Washington Post*, *Entertainment Weekly*, *The Seattle Times*, and the *St. Louis Post-Dispatch*. Meacham received the Pulitzer Prize for *American Lion*, his bestselling 2008 biography of Andrew Jackson. He is also the author of the *New York Times* bestsellers *Franklin and Winston* and *American Gospel*. Executive editor and executive vice president of Random House, Meacham is a contributing editor to *Time* magazine, a former editor of *Newsweek*, and has written for *The New York Times* and *The Washington Post*, among other publications. He is a regular contributor on *Meet the Press*, *Morning Joe*, and *Charlie*

KEYNOTE SPEAKERS

Rose. A fellow of the Society of American Historians, Meacham serves on the boards of the New York Historical Society, the Churchill Centre, and the McCallie School. During the 2013 fall term, he was a Distinguished Visiting Professor at Vanderbilt University. He is a former trustee and Regent of The University of the South and has served on the vestries of St. Thomas Church Fifth Avenue and Trinity Church Wall Street. Born in Chattanooga in 1969, Meacham was educated at McCallie and at The University of the South, where he was salutatorian and Phi Beta Kappa. He began his career as a reporter at *The Chattanooga Times*. He and his wife live with their three children in Nashville and in Sewanee.

AMY-JILL LEVINE

Amy-Jill Levine is University Professor of New Testament and Jewish Studies, E. Rhodes and Leona B. Carpenter Professor of New Testament Studies, and Professor of Jewish Studies at Vanderbilt University Divinity School and College of Arts and Sciences. Holding the B.A. from Smith College, the M.A. and Ph.D. from Duke University, and honorary doctorates from Christian Theological Seminary, Drury University, the University of Richmond, the Episcopal Theological Seminary of the Southwest, and the University of South Carolina-Upstate, Professor Levine has been awarded grants from the Mellon Foundation, the National Endowment for the Humanities, and the American Council of Learned Societies. She has held office in the Society of Biblical Literature, the Catholic Biblical Association, and the Association for Jewish Studies. Her books include *The Misunderstood Jew: The Church and the Scandal of the Jewish Jesus* (HarperOne), the edited collection, *The Historical Jesus in Context* (Princeton), and the fourteen-volume edited series, *Feminist Companions to the New Testament and Early Christian Writings* (Continuum). With Marc Brettler of Brandeis University, she has edited the *Jewish Annotated New Testament* (Oxford), and she has written, with her Vanderbilt colleague Douglas Knight, *The Meaning of the Bible: What The Jewish Scriptures and the Christian Old Testament Can Teach Us* (HarperOne). She has recorded *Introduction to the Old Testament*, *Great Figures of the Old Testament*, and *Great Figures of the New Testament* for the Teaching Company. In 2011, Professor Levine became Affiliated Professor at the Woolf Institute: Centre for the Study of Jewish-Christian Relations at Cambridge, UK. A self-described "Yankee Jewish feminist who teaches in a predominantly Christian divinity school in the buckle of the Bible Belt," Professor Levine combines historical-critical rigor, literary-critical sensitivity, and a frequent dash of humor with a commitment to eliminating anti-Jewish, sexist, and homophobic theologies.



**Monday, June 30
1:30 p.m.
(at Vanderbilt)**

KEYNOTE SPEAKERS



**Tuesday, July 1
9:15 a.m.**

ALICE RANDALL

Alice Randall is the author of *The Wind Done Gone*, *Pushkin and the Queen of Spades*, *Rebel Yell*, and *Ada's Rules*. Born in Detroit she grew up in Washington, D.C. As a Harvard undergraduate majoring in English, she studied with Julia Child as well as Harry Levin, Alan Heimert, and Nathan Huggins. After graduation Randall headed south to Music City where she founded Midsummer Music with the idea she would create a new way to fund novel writing and a community of powerful storytellers. On her way to *The Wind Done Gone*, she became the first black woman in history to write a number one country song; wrote a video of the year; worked on multiple Johnny Cash videos; and wrote and produced the pilot for a primetime drama about ex-wives of country stars that aired on CBS. She has written with or published some of the greatest songwriters of the era including Steve Earle, Matraca Berg, Bobby Braddock, and Mark D. Sanders.

Four novels later, the award-winning songwriter with over twenty recorded songs to her credit and frequent contributor to *Elle* magazine, is Writer-in-Residence at Vanderbilt University. She teaches courses on Country Lyric in American Culture, Creative Writing, and Soul Food as text and in text. Randall lives near the university with her husband, a ninth generation Nashvillian who practices green law. Her daughter graduated from Harvard and is now teaching and writing in the Mississippi Delta. After twenty-four years hard at it, Randall has come to the conclusion that motherhood is the most creative calling of all and that health disparity is the dominant civil rights issue of the first quarter of the 21st century.



**Tuesday, July 1
7:45 p.m.**

TOM DOUGLAS, RIVERS RUTHERFORD, and JULIA SINCLAIR **Singer/Songwriter Night with Tom Douglas and Rivers Rutherford**

Tom Douglas is an American country music songwriter. Active since the early 1990s, he has written Top Ten hits for John Michael Montgomery, Martina McBride, Tim McGraw, Collin Raye and others.

Douglas first worked in real estate before beginning his songwriting career. One of his first cuts was *Little Rock*, which Collin Raye took into the Country Top Ten in 1993. By 1994, Douglas was signed with Sony/ATV Music Publishing. *Little Rock* was nominated for Song of the Year by the Country Music Association that year, and received a *Million-Air Award* from Broadcast Music Incorporated (BMI) for receiving one million spins on country radio. Following the song's success, Douglas moved to Nashville, Tennessee in 1997.

Douglas has also co-written several songs for Tim McGraw, including the Number One singles *Grown Men Don't Cry* and *Southern Voice*, as well as the Top Five songs *My Little Girl* and *Let It Go*. He also co-wrote Martina McBride's #3 *Love's the Only House*, as well as Lady Antebellum's #1 *I Run to You*. His song, *The House That Built Me*, co-written with Allen Shamblin, won the CMA and ACM Song of the Year Award in 2010. In addition, he received an Oscar and Golden Globe nomination for the song *Coming Home* for the movie *Country Strong* starring Gwyneth Paltrow and Tim McGraw.

KEYNOTE SPEAKERS

After moving to Nashville in 1993, **Rivers Rutherford** quickly found his place in the world as an entertainer, studio guitar player, and songwriter. In 1996, Rivers signed with Universal Music Publishing and remains with the company today. Artists including Gretchen Wilson, Gary Allan, Faith Hill, LeAnn Rimes, Keith Urban, Trick Pony, Blake Shelton, Deana Carter, Clay Davidson, Jamie O'Neal and Andy Griggs have since recorded Rutherford's songs.

Rutherford claimed his first number one hit, *Ain't Nothin' Bout You* in 2001. The song spent six weeks at number one and is to date the most successful single ever recorded by Brooks and Dunn. Rutherford was honored by ASCAP and received its Song of the Year Award in 2002. Since the smash hit with Brooks and Dunn, Rivers has accomplished two more number one singles, Tim McGraw's *Real Good Man*, and Montgomery Gentry's first number one, *If You Ever Stop Loving Me*, which he also produced. While Rivers continues to enjoy songwriting success such as Gretchen Wilson's hit, *Homewrecker*, he plans to expand performing, recording and is producing upcoming albums for artists such as Jamie O'Neal and Montgomery Gentry.

Julia Sinclair is an award winning artist currently based in Nashville, TN. Having toured with national acts such as Ingrid Michaelson, Graham Colton, Bryan Greenberg and others, Sinclair has gained a well earned reputation as one of Nashville's most excited emerging talents. She cites contemporary influences ranging from John Mayer to Nick Drake and is a true "multi-instrumentalist", playing guitar, cello, piano, bass, drums, mandolin, etc... Sinclair is making a record now with Drive Music in LA. It will be her first produced and internationally distributed production!

AMY GRANT

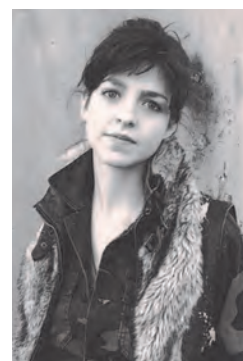
Amy Grant is an American singer-songwriter, musician, and author. She has been referred to as "The Queen of Christian Pop." As of 2009, Grant remains the best-selling contemporary Christian music singer ever, having sold over 30 million records worldwide.

Grant grew up in Nashville and attended MBA's sister school, Harpeth Hall. She made her debut as a teenager and gained fame in Christian music during the 1980s with such hits as *Father's Eyes*, *El Shaddai*, and *Angels*. During the 1980s and 1990s, she became one of the first gospel artists to cross over into mainstream pop on the heels of her successful albums *Unguarded* and *Heart in Motion*, the latter of which included the number-one singles *Baby Baby* and *Every Heartbeat*. Grant scored her first Billboard Number One hit in 1986 with *The Next Time I Fall*.

Grant has won six Grammy Awards along with twenty-five Gospel Music Association Dove Awards. She was honored with a star on Hollywood Walk of Fame in 2005 for her contributions to the entertainment industry



Tuesday, July 1
7:45 p.m.



Wednesday, July 2
8:45 a.m.

MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM



In the Hero's Journey, the hero receives the challenge, or call to action. These concurrent, 1 hour 15 minute **CHALLENGE** sessions are meant to inspire us through the sharing of best practices related to the conference theme.

The **CHALLENGE** sessions are led by delegates who each present for 15 minutes, followed by 10 minutes after each presentation for discussion, questions, and sharing of ideas. **CHALLENGE** sessions are organized according to specific themes related to the Hero's Journey:

Building Boys
Building Character
Building Citizenship and Service
Building Global Experiences
Building Identity
Building Leadership
Building Learning Communities
Building Respect and Empathy
Fostering Spirituality in Boys

CHALLENGE-A1: Building Character

Location: Wallace 32

- **IBSC Action Research – The Power of Performance: Developing Character in Boys**

Cal Bray, Head of Department Dramatic Arts, Hilton College, South Africa

In my Grade 10 Dramatic Arts class, some boys lacked the resilience and determination to finish a task to the best of their ability. In addressing this issue, part of the challenge for me was to learn to understand how boys think, learn and interact, and how to give them space to be creative and innovative. Through this IBSC action research project, I hoped to be able to encourage individual persistence and collaborative thinking in the boys. They were tasked with planning, preparing, and rehearsing an individual and group performance. Data regarding the boys' character development were collected via questionnaires and interviews with the boys. My research findings indicate that the boys responded well to the challenge; they learnt a lot about themselves, working with others and about performing for an audience. This workshop will consider in greater detail the power of performance to develop character.

[Upper]

- **IBSC Action Research – Developing Boys' Personal Ethos Through Film**

Vinton Bruton, Assistant Headmaster for Co-Curricular Programs, Blue Ridge School, USA

I believe that our students unwittingly absorb many of their values from sources such as television shows, songs, conversations with friends, even advertisements. As a result, there appears to be no commonly held moral framework that unites our students. To address this issue, I conducted an IBSC action research project whereby an alternative, positive moral vision for boys in Grades 9-12 was offered through a film study of "The Lord of the Rings." It was hoped that discussions focused on the character of the film's main players would help boys clarify and articulate their personal ethos, particularly in relation to the character traits of moral courage and grit. This session will explore the practicalities of implementing my project, and will consider the findings in detail.

[Lower, Middle, Upper]

MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

- ***Crafts in the Classroom***

Rebecca Oshins, Teacher, St. Bernard's School, USA

This session will focus on St. Bernard's unique Crafts program. The Crafts program, used in the first and second grades, uses sequential instruction, fine motor skills, art projects, and interdisciplinary activities to help boys become more patient, dexterous and collaborative. Crafts in the classroom is a non-competitive environment, allowing boys of all skill level to excel, make mistakes, and ask each other for help.

[Lower]

CHALLENGE-A2: Building Character

Location: Lowry 22

- ***Parents Before Teachers/ Teachers Before Students: A Tried and Tested Route to Character Building***

Miguel Dionis, Dean of Students and Discipline, Viaro School, Spain

Student-centred learning can clearly reap important benefits in terms of promoting communication and collaboration skills and in fomenting student autonomy and responsibility. However, in some respects our school's ethos may, at first sight, appear to be in direct opposition to such an approach. When it comes to character building we believe first place should be given not to the students but to the parents, followed by the teaching staff and only finally the students. To many this may appear as an approach which swims against the tide; in this presentation we hope to show how and why it succeeds.

[Lower, Middle, Upper]

- ***Building Boys into Good Men and Leaders Through Positive Sports Coaching***

Rod Morrison, Assistant to the Headmaster, Shore School, Australia

David Anderson, Senior Boarding Housemaster, Shore School, Australia

This **CHALLENGE** session will look at the vital role of the sports coach in *building boys into good men* and the way that this is advocated and developed at Shore School. It will emphasise the importance of the sports coach as a mentor and role model and examine the job description of a 'positive coach' that goes beyond 'winning' and puts players first, helping them to learn life lessons through their involvement in sport. This takes into account that boys often identify more closely with their sports coach than their classroom teacher and that therefore the sports coach has more influence on a boy's well-being and development than any other adult other than the parent. It will also examine the role of sport in the overall educational philosophy of a school, keeping the balance with academic studies and other extra-curricular activities.

[Middle, Upper]

- ***Boys and Personal Honor: A Conversation with Mentors - Young and Old***

Charles Stillwell, Headmaster, St. Christopher's School, USA

This **CHALLENGE** presentation will describe a special program on the importance of honor and integrity that St. Christopher's hosted this year for students and faculty in grades 5-12. The program combined presentations by alumni who had served on Honor Councils in both high school and university with group discussions and activities mixing boys across all grade levels with faculty and senior leaders.

[Middle, Upper]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A3: Building Character

Location: Lowry 37

- ***The Newington Man: Discovering What's Possible***

Sean Corcoran, Head of Learning and Teaching, Newington College, Australia

Andrew Hirst, Deputy Headmaster, Newington College, Australia

Gary Maxwell, Head of Year 8, Newington College, Australia

For centuries, boys' schools have been building better men whether it is on the sports field, in the chapel or through service to their community or country. More recently, Newington College has made the classroom the starting point for character development, establishing a Learning Framework which provides the guiding principles for boys on their six year journey from Years 7-12 as they aspire to become a "Newington Man". The overarching aim of our program is to educate young men who are prepared not only for the academic challenges they will face during school but the countless tests they will encounter in their lives after they leave Newington. Hence while the final outcome has not changed, our methods have. In this workshop we will explore how our character education program unites the various core areas of the school and is tied together through the mantra of boys "Discovering What's Possible". The aim of this workshop is to explore with participants practical strategies and approaches which we have built into our program and invite discussion to share and reflect on colleagues' own best practices.

[Middle, Upper]

- ***Growing Grit: How the Stories, Spaces and Symbols of an Independent School Can Be Employed to Develop Character***

Steven Middleton, Head of Life Education, The King's School, Australia

This presentation highlights how the history, traditions and ceremonies of an independent Australian boys' school have been strategically employed to enhance character education and the development of resilience, service and integrity amongst students. Participants will reflect on how to best access the hidden curriculum of their school by employing stories, spaces and symbols to promote a culture and ethos consistent with the emergence of good character.

[Middle, Upper]

- ***Pillars of Character: Relevant and Effective Character Development***

Will Norton, Dean of the High School, Montgomery Bell Academy, USA

What are the most important values of character education? What are the most effective ways to instill these values? This presentation will summarize the methods Montgomery Bell Academy uses for character education while inviting a discussion to answer these two questions.

Participants can expect to come away with an understanding of one approach to character education in addition to a thought-provoking dialogue of values, methods, and programs from other schools. The presentation will include research from various sources to enhance the discussion.

[Upper]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE–A4: Building Learning Communities

Location: Wallace 37

- ***Learning Commons as a Collaborative Tool***

Marie Mitchell, Learning Commons Coordinator, Fairfield Country Day School, USA

Kelly Barr, 2nd Grade Teacher & After School Program Director, Fairfield Country Day School, USA

Learn how transitioning from a library to learning commons has changed our school in just one year through the use of technology (3D printing, audio recording studio, iPads, green screen and video editing). Our new space has encouraged project-based learning and collaboration between teachers, students, and students and teachers together. We will share our successes and struggles along with projects that have worked well at various grade levels.

[Lower, Middle]

- ***From Let's Listen to Let's Talk: Ethnography in the Development of the Learning Commons at Upper Canada College***

Mari Roughneen, Teacher Librarian, Upper Canada College, Canada

Julia Kinnear, Academic Dean, Upper Canada College, Canada

At Upper Canada College, the Learning Commons is a collaboration between Academic Program, Macintosh Library, Centre for Learning, University Counseling and IT. We are creating a welcoming virtual and physical environment in which engagement in collaborative teaching and learning, grounded in best practice, is supported and optimized. Creativity is fostered and academics are celebrated. This session covers an ethnographic study undertaken to inform our planning. The deep listening of ethnography, as a participatory form of action research, elicited boys' opinions and vision regarding non-classroom spaces and learning communities. Deep conversation with our students about their learning has begun.

[Upper]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A5: Building Learning Communities

Location: Wallace 34

- ***What Do You Want to Be When You Grow up and How Can We Help You Get There?***

Toni Riordan, Dean of Studies, St. Laurence's College, Australia

Natalie Casey, Head of VET (Vocational Education and Training), St Laurence's College, Australia

Academic Tracking and Career Development for Diverse Senior School Populations: Discover successful whole-school programs, which have been implemented in an Australian secondary school to develop genuine engagement with parent and local industry partners in students' career education and transition to work or further training. An invitation to all stake holders to be part of the academic tracking process is just one innovation making a difference to the young men with diverse aspirations and learning needs in this Queensland school.

[Upper]

- ***House Matters***

Diana Salvitti, Senior Head of House, Trinity Grammar School, Australia

Sara Woolley, Head of House, Trinity Grammar School, Australia

The House Program at Trinity Grammar School has been developed to build cross-age communities in which each boy knows and is known by other members of his House. We use the House communities to empower each boy with the knowledge, skills and attitudes he needs to attain his personal best. Each student has the opportunity to develop his vision of the future, sense of service, ability to manage himself, interactions as a group member, and positive relationships across all age groups. By utilising the broadest range of sporting, cultural, social and spiritual activities, our students have the opportunity to earn recognition, to build communities, to depend upon others, to accept responsibility for others, and to extend their service into the society beyond Trinity. In this session we will provide a brief overview of the activities that involve each boy cooperating and competing in a meaningful way through his own areas of interest and at his own level of expertise. A summary of our program will be provided.

[Middle, Upper]

- ***Empowering Boys: A Curiosity Quest***

Lisa Sharpe, Preparatory School Staff Mentor, The Scots College, Australia

The Scots College 'Brave Heart Bold Minds' educational philosophy celebrates the courageous journey each boy undertakes as he navigates his way along his individual learning pathway. At the College, we acknowledge that various inquiry-based learning methods can support the distinct needs of our boys. Celebrating inquiry in the primary classroom has allowed our youngest

learners to thrive as curious, creative, flexible, collaborative, innovative problem solvers and masters of purposeful learning experiences. Results have demonstrated increased engagement and high levels of intrinsic motivation for our boys. Whilst celebrating the inquisitive nature of boys, this presentation will explore ways to empower boys to be in control of their own learning while sharing successes from The Scots College Preparatory School.

[Lower]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A6: Building Learning Communities

Location: Lowry 24

- ***IBSC Action Research – Developing Leadership Through Choral Music***

Rob Murray, Music teacher, St. George's School, Canada

This workshop will consider an IBSC action research report that focused on character education (specifically leadership) in a Grade 6 choral ensemble. The aim of the project was to develop leadership in the boys by teaching them to conduct choral warm-ups, allowing them to self-regulate their behaviour, and by providing a group sense of responsibility and focus. All twelve participants were taught how to bring a group to silence and lead a breathing exercise and a singing warm-up, and were given a schedule of participation in conducting the choir. The boys completed pre-action surveys, post-action surveys and participated in a group discussion forum. Findings indicated a majority of boys experienced an increase in the foundations of leadership – responsibility, empathy and a greater awareness of the group.

[Lower, Middle, Upper]

- ***Community of Inquiry: Student-Facilitated Discussion Classes***

Dan Pieraccini, Teacher of English and Italian, Delbarton School, USA

In this presentation I will discuss how a discussion-based class, a community of inquiry, can be led by a different student each meeting. This both places the onus for preparation and participation on the students (for they now hold each other accountable), and lets them see the class from the facilitator's perspective. Furthermore, especially for any thoughtful discussion class, it demonstrates that this sort of environment of inquiry is more "normal" than a formal lecture-- something people "just do" when they get together to discuss something on which everyone has different backgrounds.

[Middle, Upper]

- ***The Viking Experience***

Andy Baker, Headteacher, Poole Grammar School, UK

At Poole Grammar School, we wanted to give our new students a common challenge to help them adapt to a new school, and to encourage bonding with their new classmates. Each class spent 24 hours at a local Ancient Technology Centre. In Viking dress, they prepared and cooked their meals, performed a range of tasks using traditional tools, and played traditional games. They got used to life without electricity social media and fast food, and slept together in a replica Viking Longhouse. The experience was formative for students and staff alike, and has contributed significantly to their adjustment to their new school and classmates, as well as facing an unfamiliar situation.

[Middle]

Andy Baker's session has been switched to Monday session A6 from Tuesday session B4.



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A7: Building Respect and Empathy

Location: Wallace 35

- ***IBSC Action Research – Guys Beating Bullying***

Sabrina D'Angelo, Assistant Director of Middle School, St. Andrew's College, Canada

It is important that schools develop initiatives to provide students with opportunities to reflect on their behaviour, the way in which they treat others, and the relationships they build with their peers. This workshop will explore an IBSC action research project that investigated the effect of participation in an anti-bullying program on the development of empathy in Middle School boys. Our Guyship Committee (Anti-Bully Committee) organised a Bullying Awareness week to help promote and educate students in Grades 5-8. Throughout the week, students participated in a number of activities that included a poster and slogan competition, a Bullying Awareness survey, and listening to the facts about bullying in Canada. Research data were collected through a survey, observation, and interviews with the boys. Findings indicated that Bullying Awareness Week created a more empathetic Middle School boy, and suggested that when students are well informed, they are able to make healthy and positive choices that sustain a safe and happy school community.

[Middle]

- ***Big Brother Little Brother***

Johnnie Foreman, Director of Community & Diversity, Gilman School, USA

Erika Outlaw, Assistant to Office of Community & Diversity, Gilman School, USA

The mentoring program at Gilman School aims to shepherd lower and middle school boys through their Gilman journey, offering them support and fellowship along the way, by pairing boys together in mentor-mentee teams. Throughout the school year, the boys meet with faculty advisors and their parents on several occasions including: various breakfast gatherings, Outreach projects to the community, Thanksgiving and Christmas gatherings, Potluck suppers, Family Day activity and Spring cookout. We will explain how these events, and others, assist us in bringing the boys together, as we build on developing relationships.

[Upper]

- ***Building Emotional Intelligence: Teaching Boys the Art of Relationships***

Mark Fruitt, Principal, Presbyterian Day School, USA

Tom Edwards, Counselor, Presbyterian Day School, USA

Research is showing convincingly that EQ is more important than IQ in predicting future success. In this era of rapid change and technological advances, the ability to smoothly navigate the complexities of relationships remains vital. In this presentation, participants will be introduced to methods used to teach concepts of Emotional Intelligence to 4th, 5th & 6th grade boys.

[Lower]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A8: Building Global Experiences

Location: Lowry 21

- ***Building Global Empathy with Technology***

Carey Pohanka, Upper School Academic Instructional Technologist, St. Christopher's School, USA

Not all students and classes can travel abroad, but with technology we can get many of the same benefits from within the four walls of our classrooms. In this session, we will explore ways to connect students with people around the world to build empathy and understanding of other cultures.

[Lower, Middle, Upper]

- ***Build Boys into Global Citizens***

Ying Zhang, Chinese teacher, Montgomery Bell Academy, USA

In today's globalized society, it is critical for young people to be able to understand and connect to the world. Having an overseas exchange experience offers students an opportunity to learn more about other languages, cultures, and peoples. Furthermore, overseas exchanges open up students' views of the world, enhance their interests in global issues, and increase their awareness of others' perspectives and ideas. In general student exchanges generate educational, personal, cultural, and long-term impacts on students, their families and schools, and helps create an extended community. In my presentation, I will demonstrate how overseas exchanges impact boy's development from educational, personal, and cultural perspectives. Also I will discuss how overseas exchange experiences have long term effects on students' lives and careers.

[Upper]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A9: Building Leadership

Location: Lowry 39

- **IBSC Action Research – Empowerment Trumps Entitlement**

Ryan Bell, Deputy Head of Preparatory School, Crescent School, Canada

This workshop will consider an IBSC action research project conducted with Grade 6 boys to see whether giving them control of activities such as brainstorming, planning, and executing would boost their self-esteem, resiliency and confidence. Using pre- and post-surveys, and reflective journal entries, it was found that empowering boys through leadership experiences created more engaged and happier boys. The boys appreciated having opportunities to build resiliency as they worked to ensure that their leadership role did not interfere with their student role. A sense of pride and accomplishment came through in many of the boys' reflections. The findings of this study have re-shaped the role of our House Captains, and have prompted new approaches to support the House Captain program that will be put into place for the next school year.

[Lower, Middle]

- **IBSC Action Research – Character Development Through Role Modelling**

Robert Gulson, Housemaster, Shore School, Australia

This session will focus on the practicalities and findings of an IBSC action research project that was undertaken to provide greater opportunities for Grade 10 boys to be positive role models for junior boys within a pastoral care environment. The five boys in the study identified situations where fairness, teamwork and leadership could be displayed by them within a school environment. These situations were then role-played to the remainder of their House and the Grade 10 boys had to actively live each character trait for a period of time. The research findings suggest that the project was successful in encouraging Year 10 students to develop their sense of justice and to reflect on the character traits they display as a role model. The project also empowered the boys to be more confident in acting as positive role-models within the pastoral care environment.

[Upper]

- **Teaching Leadership Through Caesar**

Ryan Sellers, Instructor in Latin, Memphis University School, USA

After decades of near extinction in the American high school curriculum, Julius Caesar's 2000-year-old commentary on his expeditions in Britain and Gaul (*De Bello Gallico*) is currently experiencing a resurgence in popularity, especially since the text is now a required component of the Advanced Placement Latin syllabus. The traditional perception may be that Caesar offers nothing but boring military marches and confusing grammatical constructions, but the reality is that this ancient text, a remarkable treasure of world literature, can be used as an effective tool for teaching leadership skills to boys living in the 21st century world.

[Upper]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A10: Building Boys

Location: Wallace 30

- ***Wild Places and Their Boys***

James Hay, Earth Science Teacher, The Sterling Hall School, Canada

This workshop introduces a potent year-long and place-based personal project for middle and senior boys. The invitation and guidance to find, observe and document a local “Wild Place” has proven immediately compelling and sustainably meaningful. Over the school-year of seasons, supported by a choice of text resources, boys pay attention to a naturalized space as it gives them access to the most powerful ecological themes. Their online records invite collaborative feedback and periodic defense in the classroom. This project seeks to build boy’s literacy for the natural world along with their identity as an integrated part of it.

[Middle, Upper]

- ***Instrumental Music for Boys: Meeting Every Challenge***

David Kay, Music Faculty, University School/Interlochen Arts Camp, USA

In light of today’s varied menu of student music opportunities and the wide range of boys interested in our schools, it is more vital than ever that all schools provide a meaningful instrumental music program for as many boys as possible. Instrumental music addresses in authentic ways so many of the topics and themes of the **CHALLENGE** program. David Kay will make this compelling case, tapping into his own wide range of teaching and performing experiences.

[Lower, Middle, Upper]

- ***Sports Science: Bringing Sport into the Classroom***

Tenzing Tsewang, Director of Sports Science, The Scots College, Australia

Cameron Torrance, Director of Sport, The Scots College, Australia

Sports Science is a powerful tool to enhance the learning experience for adolescent boys in the classroom. By exploiting boys’ love of being physical and the natural allurement of sport, the study of sports science in the Physical Development and Science syllabus enables an opportunity to engage and enrich the learning experience. This workshop will provide a blue print of a functioning and successful method of engagement and how it has manifested from the conception of the High Performance Laboratory to sports science in the classroom, culminating in the International Youth Sports Science Conference 2014. Teachers will leave with an inspired view of how further to inspire adolescent boys in the classroom with practical ideas of how sports science can be delivered simply and effectively. This will include how we document their physical journey from age 12 to 18 and our school philosophy of turning boys into men.

[Middle, Upper]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A11: Building Boys

Location: Lowry 34

- ***Confronting Our Idols in the Classroom: Introducing Students to the Complexities of Heroism***

Tim Boyd, History Teacher, Montgomery Bell Academy, USA

Roderick Russ, History Teacher, Montgomery Bell Academy, USA

This presentation will discuss means of teaching boys about the complexity of heroism in history and literature. The way we tell stories – whether fact or fiction – frequently relies on ‘heroes & villains’ to provide frames of moral reference. And yet, we are often reluctant to examine critically what makes a historical or literary figure ‘heroic’ or otherwise. We prefer the more straightforward ‘good vs. evil’ paradigm. This **CHALLENGE** panel will discuss helping boys to understand and critique concepts of heroism in history and on stage in order to gain a better understanding of heroism in the world around them.

[Middle, Upper]

- ***Professional Generational Trios***

Milton Cujes, Head Master, Trinity Grammar School, Australia

The ability of teachers to “connect” with their students is clearly a key factor to developing positive teacher/student relationships and an important if unstated variable in this dynamic is the influence of different generational attitudes and perspectives that staff bring to the classroom when they engage with their students. The concept of Professional Generational Trios combines peer professional networking and classroom observation to raising staff awareness and perception of generational differences that often impact in the classroom, with a view to further improving classroom practice in general.

[Lower, Middle, Upper]

- ***Strategies for Success: Techniques for Building Relationships in the Classroom***

Margaret Mullally, Mathematics Department Chair, Boys' Latin School of Maryland, USA

Studies reveal that boys are relational learners who thrive on connection in the classroom. Additional research suggests that boys thrive on structured feedback and dynamic lessons. In my mathematics courses, such strategies as a flipped classroom, various structured reflection exercises, and even a modified “Harkness Method” have helped me connect with my students who vary greatly in mathematical aptitude. I will also share techniques that encourage different types of boys to connect with each other in a classroom setting, thereby building a class *esprit de corps*.

[Middle, Upper]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A12: Building Identity

Location: Wallace 33

- ***Finding the 'Gentle Man' Within***

Michael Hudson, Director of Service Learning, St. Laurence's College, Australia

David Knight, Teacher of Mathematics, Head of Year 9, St Laurence's College, Australia

Too often, young men do not truly know what they have to offer themselves and the world around them! Their 'masking of true-self' strategy, designed to help reduce and avoid close scrutiny amidst the turbulence of adolescence can so often be so effective that it can manage to hide the good and sometimes the great from the man himself and certainly those around him! Service Learning (Serving and Sharing self with others) can provide simple and authentic opportunities for young adult males to discover the value and strength of the 'Gentle-Man' within. This session gives a snapshot of Secondary School service-action and insight that has proven to be transformational for students and teachers alike!

[Upper]

- ***Transforming Manhood: Why Men Sew***

Aaron Mullen, Director of Athletics, Cathedral School for Boys, USA

This presentation examines and redefines the "Man Code" that inundates boys with messages about how to exist and perform in society. During the redefinition process, boys learn to sew in order to make a personal quilt - a process stereotypically categorized as feminine. The examination process explores a culture where boys receive citations if they express emotions, cry, show empathy, dislike sports, or are physically weak. At the conclusion of the project, combining social awareness and mathematics, boys will showcase their quilts as well as a refined "bro-code" that focuses on human qualities that are not restricted by gender.

[Middle]

- ***The Manhood Project***

Clark Wight, Director of Leadership, Hale School, Australia

The Manhood Project started as a conversation with young graduates about their definition of "being a man" and how they feel peers judge them on their "levels of manhood". In essence, they feel they are judged on the 4Bs (booze, bedroom, bravado and billfold). Our work together, and the subsequent workshops with current students, involves moving beyond these stereotypical measures of manhood and into the 4Cs. The Manhood Project group has formulated the 4Cs to correspond and challenge the assumptions and pressure behind the 4Bs. The 4Cs are Courage, Compassion, Community and Character. The "action research" these young men have undertaken over the last eighteen months has been to publicly and privately question and challenge peers as to the impact on themselves and others of the 4Bs as well as the potential benefits of developing as men around the concepts of the 4Cs. Their stories around feedback and their own challenges are heart-wrenching, hilarious and compelling. Come enjoy a discussion of the 4Cs and what we are doing to inform our young graduates on how to move beyond the limiting (and dangerous) 4Bs.

[Upper]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A13: Building Identity

Location: Lowry 32

- ***A Pedagogical Tool for Reflecting on Teacher-student Relationships***

Jason Cheers, Dean of Boys' Education, Trinity Grammar School, Australia

The teacher-student relationship makes a real difference to students' motivation, engagement and achievement (Martin, 2010; Davis, 2013). This is especially important for boys, with a positive relationship in the classroom preceding effort and mastery (Reichert & Hawley, 2013). Trinity Grammar School developed a tool for reflecting on teacher-student relationships, grounded in evidence, to enhance the educational outcomes for our boys. It focuses on a relational intention that is embedded in the teaching and learning process.

[Lower, Middle, Upper]

- ***Academic Tracking***

Jo Inglis, Head of Learning and Teaching, The Southport School, Australia

Providing boys with concise academic and diligence data develops ownership of performance and a platform for individual growth. The Southport School has developed a tailored program to provide boys, parents and teachers with easily accessible and visually concise academic feedback on performance over time, to track and guide senior subject selection and post-school pathways. Teacher mentors guide boys in creating and updating goal setting for reaching academic potential, assisting boys to further develop their understanding of self and their potential.

[Middle, Upper]

- ***Instructables: An Alternate Format to Document Practical Projects***

Patrick Loudon, Secondary Teacher - Design & Technology, Christ Church Grammar School, Australia

Many practical subjects require students to document their projects via a design portfolio. Getting boys to see the merit of producing a detailed portfolio can be challenging. 'Instructables' is a web-based documentation platform where people share what they do, and how they do it.

'Instructables' provides boys with: a real-world context for the documentation of their project, a multitude of examples of others' documentation, a source of inspiration for future projects, and a world-wide web of potential mentors beyond the classroom.

[Middle]



MONDAY CHALLENGE SESSIONS

MONDAY, JUNE 30

10:30AM – 11:45 AM

CHALLENGE-A14: Building Citizenship and Service

Location: Lowry 25

- ***Intersession Internships and Community Outreach***

Nancy Caine, Director of College Counseling, St. Augustine High School, USA

James Horne, Principal, St. Augustine High School, USA

Greg Hecht, Vice-Principal Academics, St. Augustine High School, USA

Every January St. Augustine High School places boys in internship positions throughout San Diego county, and beyond. The popularity of the program continues to grow as we have gone from 30 original participants to over 163 students this year. Join us to learn how we started and maintain these internships and the positive community reaction they have created.

[Upper]

- ***Long Ducker: a 400 Year-Old Challenge***

Jesse Elzinga, Director of Studies, Harrow School, UK

John Lyon died in 1592 and left his money to two causes. The first was for a school on a Hill, ten miles out of London. Harrow School is now over 400 years old and has famous old boys that include Winston Churchill and Benedict Cumberbatch. John Lyon left the majority of his money to fund a road from Central London to Harrow. Each November, hundreds of boys and staff at Harrow run this ten mile stretch of road in a fundraising event known as the Long Ducker. This year the event raised over \$160,000 for charity. This event is the ultimate challenge and it is often said that boys become men in the last three miles, which is all uphill.

[Upper]



TUESDAY MENTORING SESSIONS

TUESDAY, JULY 1

10:45 AM – 11:45 AM



Before embarking on the Hero's Journey, the hero meets with a seasoned traveler who gives training and advice. These concurrent, 1 hour sessions are designed to focus on a specific theme, practice, approach or question related to teaching and working with boys.

MENTORING sessions include individual presenters and round-table discussions.

MENTORING sessions are led by delegates, and may include some keynote speakers.

MENTORING -1, Lowry 21

Summer Scholar Program at MBA: Using Summer Programs to Attract Non-Traditional Independent School Applicants/Students

Tim Bryant, Admissions Counselor, Montgomery Bell Academy, USA

Travis Barclay, Physics Instructor/Ass't. Varsity Football Coach, Montgomery Bell Academy, USA

Ed Tarkington, English Lit. & Comp. Instructor/Asst. Varsity Wrestling Coach, Montgomery Bell Academy, USA

One of the key challenges we face in independent boys' schools is how best to attract students from nontraditional backgrounds. Many boys outside the system of 'feeder' schools are either uncomfortable with the idea of attending an all-boys' school or unaware that the option is available and/or affordable. Since 2011, one strategy implemented by Montgomery Bell Academy in Nashville has been the Summer Scholar Program, a free two-week enrichment program with a grade-free, fun-oriented curriculum in math, science, visual art, and language arts. Rising fifth- and sixth-grade boys from a broad swath of area elementary and middle schools whose students do not traditionally apply to independent schools are invited to spend two weeks on campus at MBA, where they strengthen academic skills and gain experience in an all-boys' academic environment. Teachers are able to introduce unique elements of the MBA experience that will ease the students' transition into the independent school environment should they choose to pursue admission. This panel will introduce this particular program's mission, recruitment strategies and academic curriculum. We also hope to facilitate discussion and exchange of ideas on similar programs and strategies used world-wide to attract and develop greater diversity at independent boys' schools.

[Middle, Upper]

TUESDAY MENTORING SESSIONS

TUESDAY, JULY 1

10:45 AM – 11:45 AM

MENTORING –2, Lowry 22

The Story So Far: Measuring Character Education in Boys' Schools

Philip SA Cummins, Managing Director, CIRCLE - The Centre for Innovation, Research, Creativity and Leadership in Education, Australia

In recent years, CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education has been privileged to work with thousands of educators across the world in pursuing a mission of achieving better outcomes for more learners. Implicit in this quest is the attainment of outstanding results in character education. Many schools make strong statements about how they add value to the character of their students; some schools consciously collect and analyse data that enables them to point to ways in which this happens. Existing measurement tools in this area have, nonetheless, caused more than a few raised eyebrows among educators who worry about simplistic approaches that do not really address the heart of character and how it might be assessed. With the participation of a group of IBSC schools, CIRCLE has undertaken a three year research project to ascertain whether or not schools might realistically be able to track the development of character in boys and the contribution of individual programs and whole school approaches to this. Led by Associate Professor Phil Cummins, Managing Director of CIRCLE, this session seeks to report back on progress and to share with member schools some of the key findings so far that relate to frameworks, methodologies tools and preliminary data for the project. It will also enable other schools to become more informed about progress and to consider participating in this research.

[Lower, Middle, Upper]

MENTORING –3, Lowry 24

ROE: Return on Engagement for Boys' Schools

Rob DiMartino, Founding Team Member and Director, finalsite, USA

Finalsite provides a customized web platform for schools, colleges and organizations seeking to centralize and enhance on-line learning and communication, with many IBSC client members. Join finalsite Director Rob DiMartino to learn about trends and strategies from web design to data integration to learning management systems. Rob will share how client boys' schools use online tools to engage their extended school communities on and off campus and to build student connectedness, and provide best practices to take back to your school.

[Lower, Middle, Upper]

MENTORING –4, Lowry 25

A World First Program: The Development and Implementation of an Emotional Intelligence Assessment and Intervention for Elementary (Primary) School Boys

Michael Dunn, Head of the Preparatory School, Anglican Church Grammar School, Australia

Alan Campbell, Headmaster, Anglican Church Grammar School, Australia

Justine Lomas, Researcher, Swinburne University of Technology, Australia

There is a distinct lack of research and intervention programmes specifically targeting the development of emotional intelligence (EI) competencies in elementary school boys. In a world first, Churchie has partnered with Swinburne University (Melbourne, Australia) to develop an assessment and intervention programme to assist boys to understand their emotional intelligence competencies and to develop positive social relationships. This **MENTORING** session outlines Churchie's Year 4 EI assessment and intervention programme, its research evidence base and implementation. Participants in this **MENTORING** session will emerge with a greater understanding of EI in elementary aged boys and, importantly, a checklist of 'things-to-do' in order to embark on the journey of personalising an EI program for your school.

[Lower, Middle]



TUESDAY MENTORING SESSIONS

TUESDAY, JULY 1

10:45 AM – 11:45 AM

MENTORING -5, Lowry 32

Considering Coordination: Exploring a Joint Curriculum in the 11th and 12th Grade Years

David Faus, Headmaster, St. Paul's School, USA

St. Paul's School and St. Paul's School for Girls have embarked on an extensive review of their respective High School curriculums. This study will lead to recommendations based on a holistic evaluation of the curriculum and coordinated programs, taking into consideration the student profile at both schools, college placement/credit results, community feedback, marketing/enrollment benefits, as well as the potential effects, risks and financial impact of any significant recommended changes that will benefit the students and the overall community. The school has assembled a "team of experts" from both the higher education and secondary school world to help evaluate their programs. Come and participate in a conversation about the process of self review and the potential benefits of coordination within the framework of single gender institutions.

[Upper]

MENTORING -6, Lowry 34

Toward a Home Away from Home: A Program to Enhance the Parenting Role of Boarding Staff

Julie Hodges, Clinical Psychologist and Post Doctoral Research Fellow, The University of Queensland, Australia

Boarding schools are busy and complex places and boarding staff wear many hats. Staff are not only responsible for facilitating the safety and security of the adolescents in their care, but just as importantly, they are *in loco parentis* models for these young people. The demands of the parenting role present a significant challenge for boarding staff who must walk challenging boundaries between their legal and parental responsibilities. This conundrum points to a pressing need for data to inform practice. This interactive workshop will present the outcomes of contemporary research in Australian boarding schools, with a specific focus on the outcomes of boys. The perceptions of staff and boarders regarding levels of social support, conflict and boarding school climate will be explored and the implications for boarders' developmental outcomes will be discussed. The evaluation of a skills-based course to support the parenting role of boarding staff will then be presented. There will be opportunities for workshop participants to experience aspects of this newly developed course.

[Middle, Upper]

MENTORING -7, Wallace 30

Five Fundamentals in Educating Boys, Ages 4-12: A Design for Schools and Teaching

Abigail James, Educational Consultant, University of Virginia, USA

In this **MENTORING** session, Abigail Norfleet James brings a wealth of knowledge and experience as a researcher, author, consultant and classroom teacher to develop the fundamentals for teaching, program and school design for boys at the primary and elementary level. The goal is to create a global dialogue across our schools, and lay the foundation for a global network of boys' schools at this level of education. Abigail will bring to bear the most recent research and scholarship on boys' development and learning, and propose practical but compelling categories to express these fundamentals. Best practices will be highlighted throughout. Dr. Abigail Norfleet James is the author of *Teaching the Male Brain: How Boys Think, Feel, and Learn in School* (2005) and *Teaching the Female Brain: How Girls Learn Math and Science* (2009). Her most recent books are *Active Lessons for Active Brains: Teaching Boys and Other Experiential Learners, Grades 3-10*, co-authored with Sandra Boyd Allison, and *The Parents' Guide to Boys: Help Your Sons Get the Most Out of School and Life*. She has been a frequent presenter at IBSC conferences, and has visited and consulted to many IBSC schools in North America, the United Kingdom, Australia, New Zealand, Hong Kong and South Africa.

[Lower, Middle]



TUESDAY MENTORING SESSIONS
TUESDAY, JULY 1 10:45 AM – 11:45 AM

MENTORING -8, Lowry 39

Boys Opening to their Creative Selves: Creativity Education as a Tool to Help Boys Grow into Good Men by Resisting Gender Stereotypes

Alex Kopelman, Co-founder, Children's Arts Guild, New York City, USA

Mark LaRiviere, Co-founder, Children's Arts Guild, New York City, USA

Traditional gender socialization is deeply detrimental to boys' healthy development. It limits individual agency and denies young people opportunities to discover and become their best and truest selves. Boys feel significant stress over how to remain themselves in the face of stereotypical definitions.

The Children's Arts Guild helps boys resist limiting cultural norms by supporting them in becoming emotionally intelligent, socially engaged, productive citizens. Through active exploration of creativity and the arts, boys in our programs learn how to recognize what they are feeling, gain confidence in expressing those feelings, and manage their emotions constructively.

In this interactive workshop, we will invite participants to engage in an exploration of the ways gender stereotypes affect boys' self-concepts. What happens when their perceived choices narrow to just a few gender-specific ideals? We will then guide participants in a hands-on exploration of how creativity education serves as a tool to counteract the limiting effects of gender stereotypes by supporting the development of individual self-concept, connection with the authentic self, and discovery of personal significance.

[Lower, Middle, Upper]

MENTORING -9, Lowry 37

On The Clock: Hot Topics Related to College Admission

Virginia Maddux, Director of College Counseling, Montgomery Bell Academy, USA

Christopher Gruber, Vice President and Dean of Admission and Financial Aid, Davidson College, USA

In this fast-paced session, presenters and all participants will discuss ideas, issues, strategies and other hot topics that impact the development of boys as they move through our schools and prepare for college. This session will focus primarily on topics that relate to college admission because we understand that this is one lens through which the accomplishments of boys and our schools are measured.

[Upper]



TUESDAY MENTORING SESSIONS

TUESDAY, JULY 1

10:45 AM – 11:45 AM

MENTORING –10, Wallace 33

Why Boys Schools Are Best: Research Findings from New Zealand

Roger Moses, Headmaster, Wellington College, New Zealand

Susan Hassall, Headmaster, Hamilton Boys High School, New Zealand

The Association of Boys' Schools in New Zealand contracted an independent research company to undertake an in depth research project on a comparison between students from boys schools, and boys in co-educational schools in New Zealand. New Zealand has the advantage of having boys' schools across all school types and socio-economic groups, and the findings of this research provide an excellent base for reflection on best practice for boys. This session would suit those in management roles in boys' schools, as well as all teachers interested in providing the best environment for boys in their classes. This session will present the results of the research and raise the implications of the findings.

[Lower, Middle, Upper]

MENTORING –11, Wallace 34

I Can Learn From You: A Panel Discussion on Creating Relational Schools for Boys

Michael Reichert, Executive Director, Center for the Study of Boys' and Girls' Lives, USA

David Young, Deputy Head: Teaching and Learning, Crescent School, Canada

John Thornburg, Chief of Staff/Associate Head of School, St. John's Northwestern Military Academy, USA

Kim Hudson, Director of Academic Support, St. Christopher's School, USA

In this **MENTORING** session, representatives of three IBSC schools join Michael Reichert in discussion about creating relational schools informed and inspired by the findings of the IBSC Relational Teaching study. While most schools will recognize their work at its best in these findings, recasting boys' education with a relational priority requires thoughtful planning, training and careful alignment at each level of a school community. As a paradigm shift, it encompasses individual teacher growth and professional development; hiring, induction, orientation and evaluation; as well as whole-school commitment. Panelists will talk about how they started on this journey, where their schools are now and where they are headed, and what challenges and opportunities are arising along the way. Those attending this **MENTORING** session will be invited to share perspectives and experiences, and raise questions.

[Lower, Middle, Upper]

TUESDAY MENTORING SESSIONS

TUESDAY, JULY 1

10:45 AM – 11:45 AM

MENTORING –12, Wallace 35

Te Haerenga: A Journey of Challenge and Discovery

John Rice, Head of Rural Campus, Dilworth School, New Zealand

Simon Craggs, Deputy Head of Rural Campus - Curriculum, Dilworth School, New Zealand

Dilworth School in Auckland, New Zealand, is a special character school with over 108 years experience in offering educational scholarships to boys from disadvantaged backgrounds. The school has built a strong reputation of preparing boys well for life beyond the school gates. In 2012, Dilworth opened its third campus, Te Haerenga ('The Journey' in Maori) Rural Campus. This unique, year-long experience, for all year 9 Dilworth boys, (13 years) focuses on developing the 'whole boy'. The curriculum consists of three interwoven strands: academic learning, outdoor education and social development. Learning can and does occur at any time. The program references the metaphor of a waka (Maori canoe) journey. Over the past two and half years the Te Haerenga staff team have planned, fashioned and refined this educational journey into an experience that anecdotally brings about significant and powerful changes in student maturity, understanding of self and higher levels of learning engagement. This session examines the Te Haerenga journey and invites participation in discussing how we can better educate and empower our young men.

[Middle, Upper]

MENTORING –13, Wallace 37

Emotional Intelligence in the Senior School: Developing Academic Resilience via a Research-based Emotional Intelligence Development Program

Andrew Wheaton, Deputy Headmaster Academic, Anglican Church Grammar School,

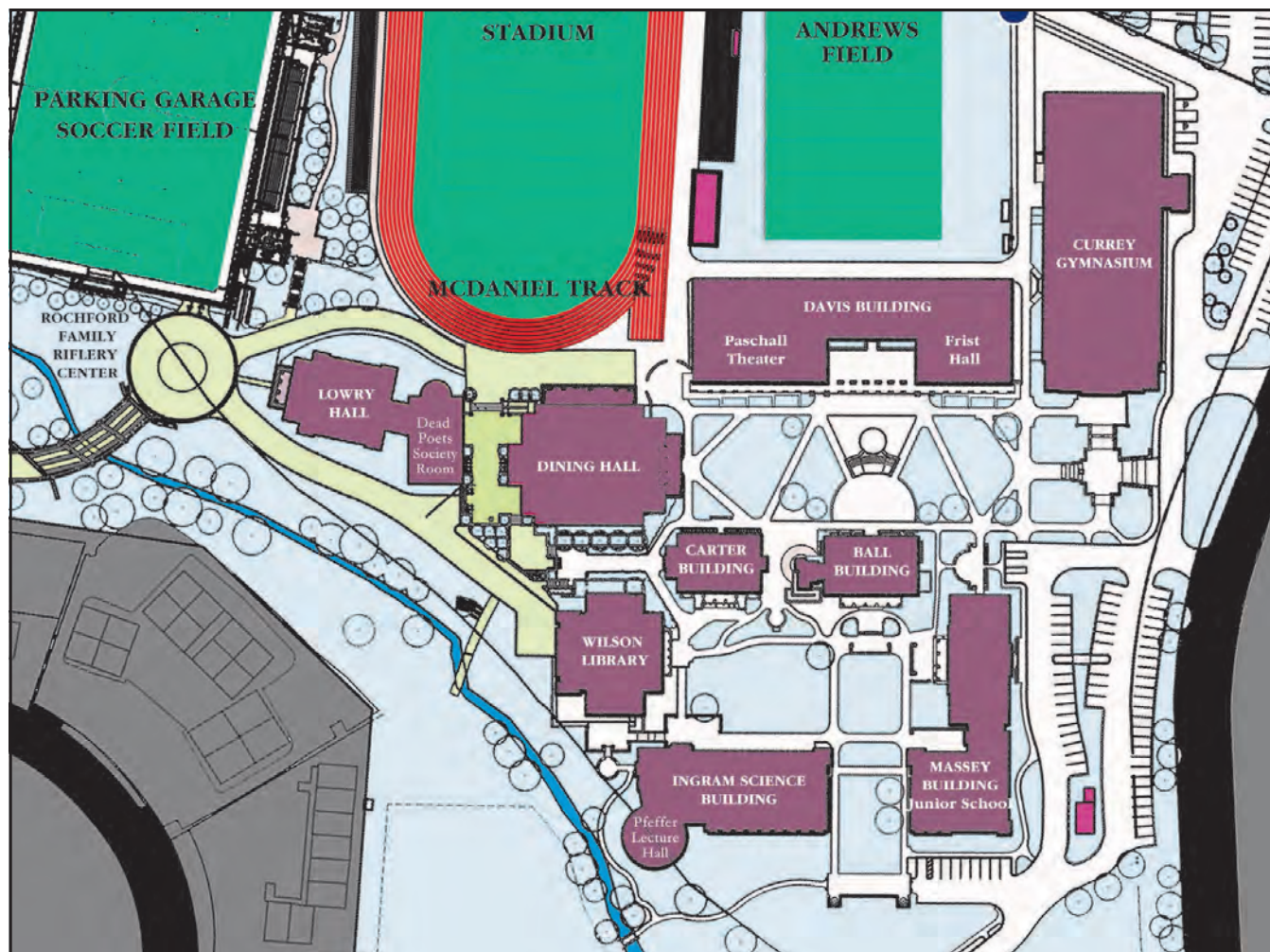
Nathan Simmons, Educational Psychologist, Anglican Church Grammar School,

Con Stough, Professor of Cognitive Neuroscience and Psychology, Swinburne University of Technology, Australia

There is a paucity of research and intervention programmes specifically targeting the development of emotional intelligence competencies in high school boys. Churchie has partnered with Swinburne University (Melbourne, Australia) to develop an assessment and intervention regime to assist our Senior School boys to understand their emotional intelligence competencies and, importantly, develop positive social relationships within their cohort. This program is specifically targeted at our Year 10 students in order to foster academic resiliency, using emotional intelligence (EI) as its core platform. This mentoring session outlines Churchie's Year 10 transition intervention programme, its research evidence base and implementation to enhance academic resiliency. Participants in this **MENTORING** session will emerge with a greater understanding of EI in high school boys in order to embark on the journey of personalising an EI intervention program for your school.

[Middle, Upper]

MONTGOMERY BELL ACADEMY- CAMPUS MAP



Program Locations

Registration is located in Brownlee O. Currey Gymnasium.

Keynotes occur in Paschall Theater in Davis Building.

Daytime meals take place in Wallace Dining Hall.

JOURNEY Sessions occur concurrently at locations below:

- William Hastings: Chorus Room in Davis Building
- John Ingram: Zimmerman Hall in the Dining Hall
- Panel Discussion: Pfeffer Lecture Hall in Ingram Science Building
- Mike Reichert and Rick Hawley: Massey Commons in Massey
- Ruta Sepetys: Dead Poets Society Room in Lowry
- Brad Zervas: Paschall Theater in Davis Building

CHALLENGE, MENTORING, and REWARD Sessions take place in Lowry Hall and Wallace Dining Hall (3rd floor).

MONTGOMERY BELL ACADEMY- BUILDING MAPS

Wallace Dining Hall,
Third Floor

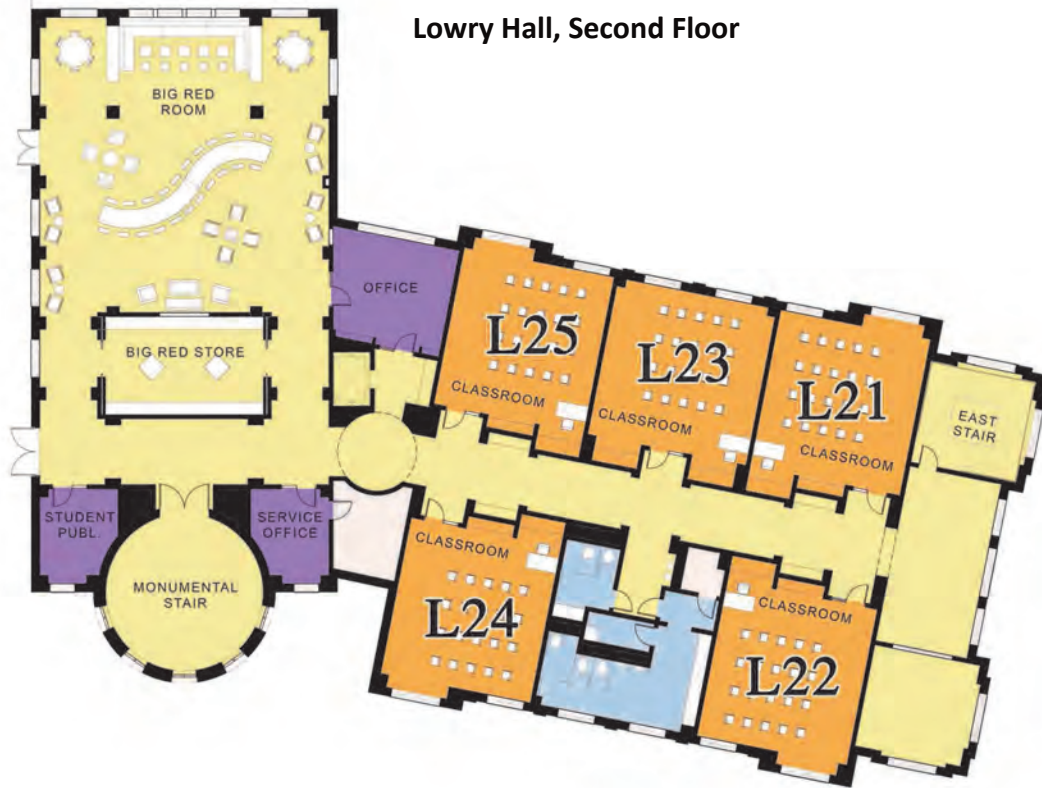


Lowry Hall, First Floor



MONTGOMERY BELL ACADEMY- BUILDING MAPS

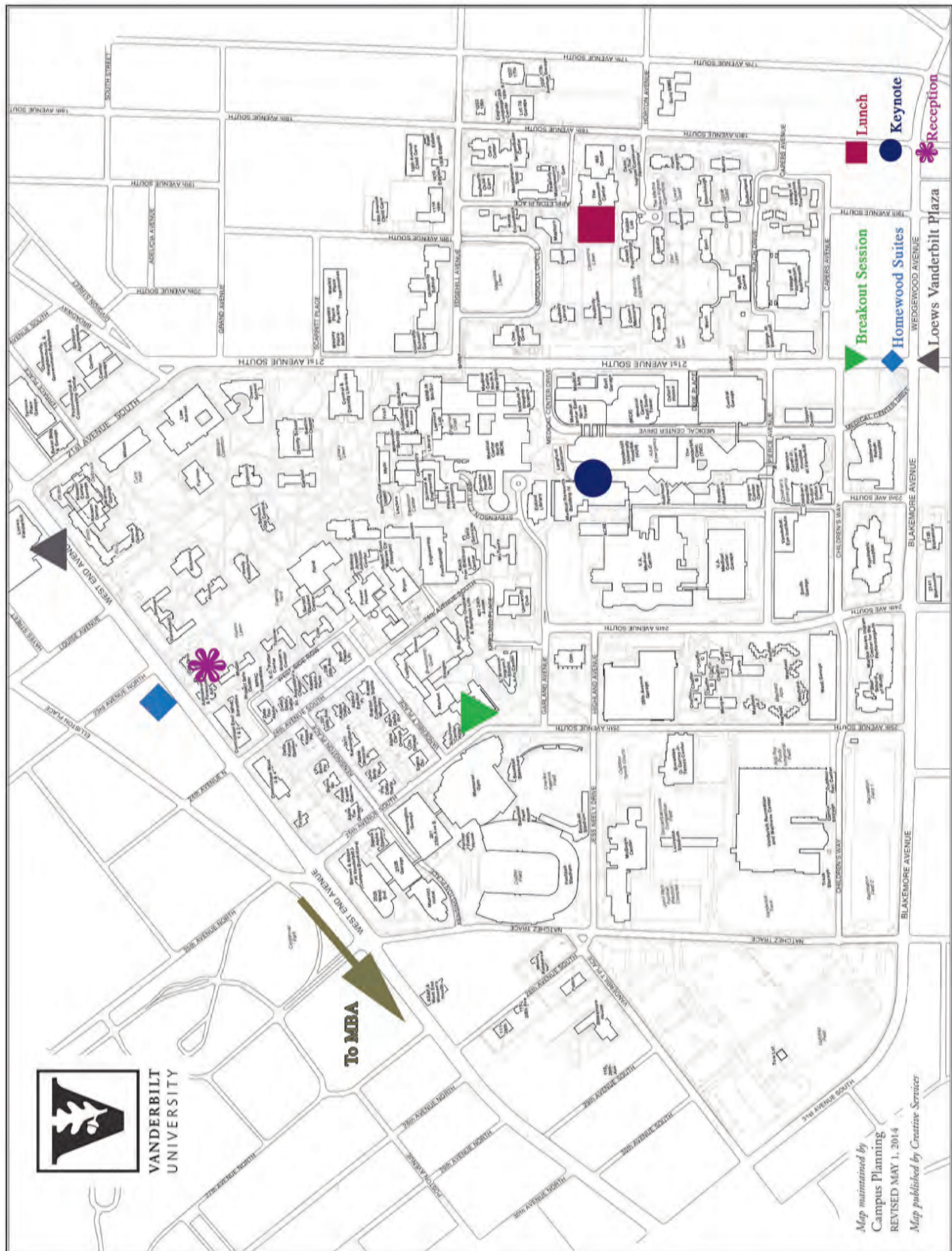
Lowry Hall, Second Floor



Lowry Hall, Third Floor



VANDERBILT UNIVERSITY– CAMPUS MAP



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About Vanderbilt

Consistently ranked in the top 20 by *U.S. News & World Report*, Vanderbilt University, a mid-sized, private, research institution, is devoted to excellence in teaching, learning, and in developing global leaders who strive to make a mark on the world. Vanderbilt's 6,800 undergraduate students and nearly 6,000 graduate students from 89 countries are constantly immersed in the multidisciplinary research and teaching that are at the heart of the university community. With a student to faculty ratio of 8:1 and over 120 research centers on campus, Vanderbilt students and professors work together as colleagues in the classroom and lab. Vanderbilt University students engage in an outstanding educational and social experience as they find their place in the world.

Academics

Known for collaborative teaching and learning, and for world-class research, Vanderbilt offers students a stellar academic experience. Students typically engage in cross-disciplinary learning and have ample opportunities to work with renowned faculty on a broad range of research initiatives.



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#17
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SESSION | ROE: Return on Engagement for Boys' Schools

Time: Tuesday - 10:45 AM

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IBSC 21ST ANNUAL CONFERENCE OPENING

“Homeland” Opening

Lyrics by Sir Cecil Spring Rice

Music by Gustav Holst

Arrangement by Z. Randall Stroope

Participating Choirs

Avon Old Farms School	United States
Blue Ridge School	United States
Delbarton School	United States
Fairfield Country Day School	United States
Montgomery Bell Academy	United States
Scotch College	Australia
St. Albans School	United States
St. Christopher's School	United States
St. John's Northwestern Military Academy	United States
St. Laurence's College	Australia
St. Louis University High School	United States
St. Mark's School of Texas	United States
St. Stithians Boys' College	South Africa
Toowoomba Grammar School	Australia
Trinity-Pawling School	United States
Westlake Boys High School	New Zealand

International Boys' Schools Coalition
Action Research Program, 2013 - 2014
Boys and Character Education

Congratulations on completing your research journey!

Program Coordinator: Di Laycock, Barker College, AUSTRALIA
IBSC Action Research Team Advisors: Trish Cislak, Crescent School, CANADA
Margot Long, St John's Preparatory School, SOUTH AFRICA

Team Members

Ryan Bell	Crescent School	CANADA
Cal Bray	Hilton College	SOUTH AFRICA
Vinton Bruton	Blue Ridge School	USA
Sabrina D'Angelo	St Andrew's College	CANADA
Robert Gulson	Shore School	AUSTRALIA
Maria Hodges	Christ Church Grammar School	AUSTRALIA
Simon Holderness	St Andrew's College	SOUTH AFRICA
Graham Jonson	St Stithians Boys' College	SOUTH AFRICA
James McMillan	Selwyn House School	CANADA
Alexandra McMullen	Fessenden School	USA
Rob Murray	St George's School	CANADA
Josh Norman	City Of London School	UNITED KINGDOM
Ellen Savill	Dulwich Prep London	UNITED KINGDOM

The *IBSC Action Research Team* will be presenting their research findings in the *CHALLENGE* sessions. The *IBSC Action Research Poster Gallery* will be open throughout the Conference.

TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM



In the Hero's Journey, the hero receives the challenge, or call to action. These concurrent, 1 hour 15 minute **CHALLENGE** sessions are meant to inspire us through the sharing of best practices related to the conference theme.

The **CHALLENGE** sessions are led by delegates who each present for 15 minutes, followed by 10 minutes after each presentation for discussion, questions, and sharing of ideas. **CHALLENGE** sessions are organized according to specific themes related to the Hero's Journey:

Building Boys
Building Character
Building Citizenship and Service
Building Global Experiences
Building Identity
Building Leadership
Building Learning Communities
Building Respect and Empathy
Fostering Spirituality in Boys

CHALLENGE-B1: Building Character

Location: Lowry 37

- **7th Grade Character Education**

Kate Chappell, Class VI Classmaster/Math & Science Teacher, The Roxbury Latin School, USA

At Roxbury Latin we care most of all what kind of person each boy is. In the seventh grade, we have developed a character education curriculum to help shape the newest members of our school. In this monthly seminar, seventh graders are presented with a theme, asked probing and thought-provoking questions, and given a situation to think about and discuss. These groups of 10-11 boys are led by one faculty member, and will be led next year by a pair of seniors. Some of the themes explored are honesty, respect, decision making, responsibility, sportsmanship, and friendship.

[Middle]

- **Building Good Men - A Program in Character Development**

Stuart Ryan, Senior Housemaster, Shore School, Australia

Building Good Men is a program in character development and is now in its fourth year. It was written by the staff at Shore and is actually facilitated by all Year 11 boys, and delivered to the boys in Years 7 to 10. In 2013 a student committee of Year 11 boys reviewed and rewrote the program, producing a new second edition. Participants will be provided with specific details of the program.

[Middle, Upper]

- **Virtues Program**

Sarah Stone, Preparatory Teacher, Christ Church Grammar School, Australia

The purpose of the Virtues Program is to encourage boys to strive for moral excellence. There are weekly focus virtues and boys who act in virtuously, are recognised in a number of ways.

[Lower]

TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM

CHALLENGE-B2: Building Character

Location: Wallace 37

- ***Wambana: Others Before Self***

Dale Hobbs, Director - Wambana Campus, Prince Alfred College, Australia

Wambana, meaning 'knowledge and wisdom', is a five week residential program for boys at Prince Alfred College, South Australia. The key purpose of Wambana is to foster character development by helping adolescent boys better manage the transition to adulthood. This program, based at Point Turton on the Southern Yorke Peninsula, represents a journey, a quest, which involves confronting challenges and provides an opportunity for service to others. Let the staff and students of Prince Alfred College take you on their journey of discovery, perseverance and resilience but most importantly, their new found awareness of placing others before self.

[Middle]

- ***Growing Character in Adolescent Boys Through Wilderness Experiences***

Jonathan Rheinberger, Coordinator, The Grange, Barker College, Australia

"We make men without chests and expect of them virtue and enterprise. We laugh at honour and are shocked to find traitors in our midst. We castrate and then bid the geldings to be fruitful," according to C.S. Lewis. This presentation will focus on the place of rites of passage, role models and wilderness experiences in the transition from boyhood to manhood. It will provide an evaluation of several programs attempting to create contemporary rites of passage and explore the potential for wilderness experiences to have a powerful impact on the character education of boys.

[Middle]

- ***Step Up***

Timothy Wright, Headmaster, Shore School, Australia

The Step Up program at Shore has been designed to teach boys what it truly means to be a man of character. Step Up is in its 8th year and is a three-day retreat for all Year 11 boys, where they are taken away from the school and challenged to consider the virtues and values that they will rely upon as they confront life's challenges. As the name suggests we are inviting the boys to Step Up into manhood.

[Middle, Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM

CHALLENGE-B3: Building Character

Location: Lowry 22

- ***Use of Graphotherapy in Character Building***

Kathika Dasgupta, Assistant Teacher, M.C. Kejriwal Vidyapeeth, India

Graphology is the science of analysing handwriting. Using the analysis to transform behaviour and facilitate a child's progress and development is called Graphotherapy. The connection between thought processes and handwriting makes Graphotherapy a powerful tool in the hands of teachers for understanding their students. At M.C. Kejriwal Vidyapeeth, we analyse the handwriting of students on the basis of standard graphological norms, and seek to rectify deviant letter formations. Since Graphology provides information on 180 character traits, we believe that with the help of Graphotherapy, a child can gradually replace self-limiting attributes with self-realizing ones. The ultimate aim is to help him become a balanced and well-adjusted individual who can face life's challenges and be a contributing member of society.

[Middle]

- ***IBSC Action Research – Hannibal the Honesty Table: Giving Boys the Courage to Be Honourable***

Simon Holderness, Housemaster, St. Andrew's College, South Africa

This presentation will report on an IBSC action research project which focused on encouraging Grade 9 boys to wrestle with the concept of honesty, and on giving them the courage to be honest with themselves and others. The action at the heart of the project was simple: I built a table, gave it a name (Hannibal the Honesty Table), and placed it in the dining hall. The boys then used the table to sign in for meals over weekends, instead of having a formal roll call, thus giving them the responsibility of monitoring their own attendance. In addition, a series of questionnaires were given to the boys during tutor periods. These asked searching questions about honesty, and created a great deal of awareness around the issue. My research findings indicated an increase in the number of boys considering their actions before acting, and created an awareness of boys who were not acting in an honest manner. This session will explore in detail a simple action that I believe could have long-lasting positive effects for boys' character development.

[Middle, Upper]

- ***IBSC Action Research – Character: A Product of Our Habits***

Josh Norman, Head of Second Form (Year 8) / Teacher of English, City of London School, UK

If Aristotle claims "we are what we repeatedly do," then any character education project should surely be about habit-formation in the hope of bringing about a positive change in character. The IBSC action research project presented in this session targeted boys in Grade 8 (12/13 year olds) who struggled to stay organized and who did not feel in the 'driving seats' of their lives; they were caught in limbo, leaving boyhood behind as they turned teenager. I explored whether a series of organization workshops could help these boys become more self-managing. Driving questions for the project included: "Do parents who over-manage their children, with the best of intentions, actually rob them of a brain to do it for themselves?" "What will encourage the boys to adopt simple practical habits which had hitherto been largely ignored?" and "How will sustained habits make boys feel about themselves several months after participating in the workshops?" This presentation will present the findings of my character education project and show how it shifted boys' behaviour, and set them on the all-important route to independence, well-being and increased academic success.

[Middle, Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM

CHALLENGE-B4: Building Character

Location: Wallace 32

- ***The Viking Experience***

Andy Baker, Headteacher, Poole Grammar School, UK

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Andy Baker's session has been switched from Tuesday session B4 to Monday, session A6.

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The experience was formative for students and staff alike, and has contributed significantly to their adjustment to their new school and classmates, as well as facing an unfamiliar situation.

[Middle]

- ***A Fishbowl of Boys: Establishing Healthy Group Dynamic in a Small School Environment***

Angela Fubler, Director, The Chatmore Preparatory School, Bermuda

Andrea Cann, Asst. Director and Physiotherapist, The Chatmore Preparatory School, Bermuda

A new school year brings many challenges. As boys wrestle annually with meeting new friends, the adjustments can bring unexpressed confusion and isolation among the once familiar group. The role of the facilitator/teacher, each year, is to discover ways to re-establish the connections, engender communication and create an environment where new learning and new friendships can develop. Our school's Personal Learning Goals (resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability) related to Physical Activity and planned Time, play a critical role in the successful transition. How much time does it take? What do boys learn about each other...and themselves?

[Lower]

- ***Self-Control vs. Discipline: Which Builds Character?***

Abigail James, Educational Consultant, University of Virginia, USA

In school, discipline usually means that adults define acceptable behavior and if students do not follow those patterns, they suffer consequences – in other words, behavioral control is regulated by adults. One issue that boys may have in school is what is perceived by adults as a lack of control, usually due to boys' impulsive behavior and need for physical interaction with their world. Parents may send their son to a boys' school because they believe that the structure and discipline inherent in a school designed for boys will help their son learn to behave in socially acceptable ways. Boys' schools have discovered that teaching boy self-control means that a boy is able to manage himself

both in and outside of school. This **CHALLENGE** presentation will present methods used by boys' schools around the world and offer some discussion as to the success of these methods.

[Lower, Middle, Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM

CHALLENGE-B5: Building Learning Communities

Location: Lowry 39

- ***We Call It 'Parallel Reading:' a Middle School Pleasure Reading Program That Works***

Lisa Brennan, Middle School Librarian, St. Christopher's School, USA

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**Lisa Brennan's Session
has been cancelled.**

boys, books, and faculty
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f reading and become
and interviews, boys
1. Bring a colleague from

your school, department, or division who shares your passion for inspiring boys to read. Our program's success is based on transdisciplinary ideology and incessant collaboration. English Teachers, Reading Specialists, and Librarians will recognize seminal voices and best practices from their respective fields.

[Middle, Upper]

- ***Impacting Student Research: Teachers and Librarians as Collaborative Partners***

Angela Klausner, Head Librarian, Montgomery Bell Academy, USA

Angela Klausner, MBA librarian, views the library as an extension of the classroom and a place to embrace new information and learning technologies. This project, involving MBA's biology teacher, librarian, and technology integration specialist, demonstrates how collaborative projects maximize resources and expertise. Students design a structure within a U.S. National Park that incorporates sustainable design and energy conservation. Using LibGuides to find information and Google Sketchup to render a 3D model, students are challenged to incorporate what they discover about desert ecology and biomimicry into a functional yet creative structure.

[Middle, Upper]

- ***Building Boys into Good Men and Life-long Learners: Libraries as Mentors and Motivators***

Andrew Stark, Head of Libraries and Information Services, The Southport School, Australia

This session will present an overview and discussion of a selection of literacy and research programs currently in place at the Senior Library of The Southport School. While these programs are certainly designed to support and extend the academic needs of the students, each program is also indicative of the School's desire to develop its students into positive and enthusiastic life-long learners. Delegates will consider: the role of literature in fostering tolerance and understanding; how developing a range of literacies in students may shape their future learning habits and styles; and how 'best practice' research skills may encourage independent learning, inquiry and exploration.

[Middle, Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1 1:15 PM – 2:30 PM

CHALLENGE-B6: Building Learning Communities

Location: Wallace 34

- **IBSC Action Research – *Let's Be Cool Together: Using Vertical Pastoral Care Groups to Foster Boys' Character Strength***

Maria Hodges, Director of Pastoral Care, Planning and Co-Curricular (Deputy Head), Christ Church Grammar School, Australia

This presentation will explore an IBSC action research project that focused on the creation of vertical pastoral groups as a means to develop character strength in boys. Working with 15 boys from Grades 4 to 6, the younger boys were chosen by their teachers for their lack of social skills and social standing amongst their peers. The older boys were polar opposites; they were chosen because they were seen as leaders amongst their peers, and somewhat 'too cool for school'. During pastoral care time, the boys worked together through designated activities that focused on relationship building. The research findings suggested that the introduction of a Vertical Pastoral Group within a primary school setting improved relationships among boys, and in particular, fostered the character strength of care between them. Within a very short time, the boys were interacting with each other without the boundaries of the year group they belonged to. In this session I will share details of my research project and its findings.

[Lower, Middle]

- **Reaching out to Foster an Inclusive Community**

Kim Hudson, Director of Academic Support, St. Christopher's School, USA

Participants in this **CHALLENGE** session will learn about a program in which Upper School boys partner with Lower School classrooms to teach lessons about what it means to be inclusive and to make everyone feel welcome in our community. Through this process, Upper School students serve as role models for Lower School boys to foster positive relationships and deliver messages that the "little guys" hold on to because they come from "big guys." The goal is for the Upper School boys to examine their own beliefs and actions around inclusivity and to gain confidence and experience serving as a teacher-mentor.

[Lower, Upper]

- **IBSC Action Research – *Mentorship and Responsibility: an Action Research Project in Character Education***

Graham Jonson, House Director, St. Stithians Boys' College, South Africa

Mentorship programs in many schools are often focused on the benefit for the junior partner, with little consideration given to the benefits for the senior partner in the relationship. This session will

focus on an IBSC action research project designed to evaluate the effect of a mentorship programme on the character development of senior boys acting as mentors for younger boys. As part of the programme, I worked with the Grade 11 boys in my House, equipping them with skills to guide their mentees. Along the way we engaged in reflective exercises to assess whether the mentor became more responsible as a result of this training. Teacher observations were also used to note changes in the boys' behaviour. Although growth in character is difficult to assess, findings suggest that by acting as mentors, the boys became more self-disciplined and responsible.

[Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1 1:15 PM – 2:30 PM

CHALLENGE-B7: Building Respect and Empathy

Location: Lowry 24

- ***The Best Way out Is Through***

William Burke, Headmaster, St. Sebastian's School, USA

Imagine you're the headmaster. In the early evening, as you begin your short walk home, you encounter the varsity soccer team getting off the bus. You ask how the game went. In somber tones, your coach informs you that the 3-2 loss was hardly the most devastating failure of the day. He explains that as he was about to board the bus to come home, the opposing coach, a truly great guy, told him that some of his players had reported that some of our boys had been guilty of racially charged language. Come to the session and learn what unfolds.

[Middle, Upper]

- ***Social Media and the Challenges to the Emergence of an Authentic Self in Young Men***

John Morris, Dean of Students, Saint Peter's Preparatory School, USA

The explosive growth of social media and other forms of technological communication has changed the framework in which young people grow and develop today. This **CHALLENGE** session will examine the challenges to young men's journeys to their authentic Selves in an age of hyper-connectivity to others.

[Middle, Upper]

- ***Naturally Aware: Incorporating Nature-based Educational Opportunities***

Chris Spiegl, Earth Science Educator, Montgomery Bell Academy, USA

Chris Bullington, Earth Science Educator, Montgomery Bell Academy, USA

Classical studies have long stressed the natural world as source of physical and spiritual sustenance. A critical component of a contemporary education should be awareness of the natural world and man's role in its vibrant evolution. Young men at Montgomery Bell Academy are offered opportunities for this exposure and interaction through a variety of programs including an interactive outdoor gardening space, competition in the Envirothon program and a field day on sustainable local agriculture. We seek to provide students a depth of practical experience and exposure to their natural world, thereby enhancing choices in career, health and economically sustainable lifestyles.

[Lower, Middle, Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM

CHALLENGE-B8: Building Leadership

Location: Wallace 35

- ***Building Communities Through Peer Mentoring***

Michelle Martin, College Counsellor / Head of Counselling Services, St. Laurence's College, Australia

Paul Moscos, College Counsellor, St Laurence's College, Australia

The Peer Mentoring Program has been designed to give as many students as possible access to necessary support within a school context. It aims to build community and leadership skills and to equip students with lifelong, transferrable skills in communication, problem-solving and teamwork. The underlying principle of the program is the recognition that young people who have difficulties frequently turn to peers as a source of support. This presentation aims to outline how this program has been successfully implemented in a boys' school of approximately 1600 students.

[Lower, Middle, Upper]

- ***IBSC Action Research – Food for Thought: Developing Boys' Leadership Skills Through a Table Monitor Program***

Alexandra McMullen, Middle School Dean of Students, The Fessenden School, USA

Although our school has both an informal and formal character education program in the middle school, leadership opportunities and training for our boys in Grade 6 is essentially absent from the program. This presentation will report on an IBSC action research project designed to address this issue through the creation of table monitors for the school's family-style mealtime; a strong tradition at the school. Seventeen table monitors from sixth grade were selected and trained in areas specific to running a table: organization, setting a tone, and etiquette. It was hoped that being a table monitor would enhance the boys' understanding and experience of being a leader. The research findings indicate that being a table monitor enhanced the boys' sense of the role that responsibility, kindness, and role modeling play in being an effective leader. As well, while the level of enhancement and understanding varied between participants, each boy took away a new-found understanding of what leadership means within the middle school community. This session will provide details of the background and practicalities of creating and monitoring the table monitor program, and consider the project's findings in greater detail.

[Middle]

- ***Relatedness and Engagement: Developing the Relational Skills of Middle Year Boys***

Dean J. Bunn, Director of Student Leadership Development, Australia

Much of the present research that investigates student perceptions and understanding of authentic leadership indicates that students see it as highly relational and non-hierarchical. Many also view leadership as an informal process in which small actions gain traction and momentum that lead on to significant change (Propp, 2007). This workshop explores this evidence along with the idea that relatedness is a significant factor in student engagement (Appleton et al., 2008). It then goes on to explore how these concepts are investigated in a piece of action research undertaken in an outdoor education program for Middle School boys. The general principles that emerge are then used to augment other possibilities for informal student leadership and engagement.

[Middle, Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM

CHALLENGE-B9: Building Boys

Location: Lowry 21

- ***The Importance of Latin in Educating Boys***

Duncan Briggs, Latin Teacher, Fairfield Country Day School, USA

I would like to share why I believe that it is extremely important for boy's schools to teach Latin as a language. I will discuss mainly the benefits of learning Latin at a young age. Latin challenges students to think analytically and creatively, reinforces English grammar, and builds a fundamental base in vocabulary and syntax that is hugely beneficial in pursuing modern languages. Latin can also be a tool through which students can enhance their knowledge of the classical world and draw parallels from ancient Rome to modern society.

[Middle, Upper]

- ***Content and Language Integrated Learning: Boys Can Learn Languages!***

Elizabeth Briggs, Head of Languages, Melbourne High School, Australia

Languages are notoriously hard to teach at boys' schools and provide a challenge to all language teachers in adapting to boys' learning needs. We believe the Content and Language Integrated Learning program at MHS has been hugely successful in challenging the notions of language education and has changed the atmosphere of language learning at MHS. The students, parents and wider school community involved in the program have been positive about the program and we have seen the boys really grasp the language and be enthused to learn it. The CLIL program challenges the traditional notions of the way we teach languages and is moving towards a better practice in language education.

[Middle, Upper]

- ***Engaging Diverse Learners in the Second Language Classroom***

Kirsten Uhre, Learning Centre Coordinator, Royal St. George's College, Canada

Rachel DeBlois, Foundation Year Coordinator & Senior School French teacher, Royal St. George's College, Canada

Engaging boys in a second language presents a variety of challenges for both the teacher and the student. This workshop will highlight two unique projects designed to inspire boys' creativity and confidence when communicating in a foreign language. This workshop will showcase various strategies to motivate students to participate orally with confidence, and communicate effectively in written form or through digital media. In addition, the workshop presenters will share collaborative teaching strategies that enhanced student participation and led students further along their journey to acquiring a second language.

[Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM

CHALLENGE-B10: Building Boys

Location: Wallace 33

- ***High Stakes Testing: Can It Really Promote a Learning Culture in a Boys' School?***

Stella Chan, Head of Learning Pathways and Performance, St. Laurence's College, Australia

High stakes testing is rarely associated with positive impacts on student learning or the culture of a school. However, St Laurence's College, a boys' college in metropolitan Queensland, Australia, is well on the path to having this occur. Using the data from practice Queensland Core Skills Tests, Year 12 students are grouped according to skill levels. Workshops, lectures and tutorials are created to specifically address increasing competency in specific areas. Students and teachers are all provided feedback from tests; making the team well informed and able to make evidence based decisions. This approach has led to increased awareness and outcomes of the test itself, greater metacognitive awareness of the Common Curriculum Elements (skills associated with the test) in curriculum classes and more informed discussions between staff and students about their learning and the impact of decisions they make.

[Upper]

- ***IBSC Action Research – Getting Gritty in Mathematics!***

Ellen Savill, Literacy coordinator and Year One form tutor, Dulwich Prep London, UK

One of the problems young children face today is that they often avoid, or are protected from, experiencing failure, and therefore have fewer opportunities to engage and develop their own resilience tactics. For my IBSC action research project, I aimed to find out whether participation in self-directed maths investigations (with varying levels of difficulty) could help my students foster resilience strategies. The project involved eighteen Grade 3 boys who were given a choice of which mathematical problems to attempt, and at what level - easy, medium or hard. The boys were encouraged to re-attempt investigations that they found challenging and perhaps failed on the first time. The results suggest that many students became more 'gritty' as a result of having to experience learning outside their 'comfort zone', reflecting upon their mistakes to turn them into learning opportunities. The students who learnt to do this the most effectively seemed to experience greater success in their learning. They attempted more of a breadth and variety of questions than they might have done as a result of 'teacher only' directed tasks. There were also instances of resilience skills translating across into other subjects such as Art, History and Science. The results of my project suggest that resilience skills can be taught, improved and maintained through explicit instruction. In this session, the details of my project will be explored and discussed.

[Lower]

- ***PBL2: A New 21st Century Teaching Pedagogy***

Frank Snyder, Dean of STEM, San Miguel Academy, USA

PBL2 is an innovative teaching pedagogy focused on developing 21st century skills in boys. PBL2 combines place-based learning with project-based learning. Through the program students have shown a higher retention rate of material learned during the PBL2 program when compared to a typical classroom setting. PBL2 has not only enhanced student learning but has also inspired students to believe in themselves and to strive for excellence. So one day a week we "lose our walls" and create an alternative STEM learning environment to fit the learning needs of our boys.

[Middle]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1

1:15 PM – 2:30 PM

CHALLENGE-B11: Building Boys

Location: Lowry 34

- ***Parent Education Programs: Building Resilient Parents and Boys Through the Lower School Years***

Sandra Boyes, Head of the Lower School, Crescent School, Canada

Anne Murray, Life Coach, Crescent School, Canada

This session will explore the journey Crescent School is taking to establish its Parent Education Program (PEP) and how it is partnering with parents to create a mutually supportive culture for building boys into good men. Participants will leave the workshop with strategies on how to implement a PEP in their own school setting and materials for workshop sessions on building resiliency in parents and boys.

[Lower, Middle, Upper]

- ***Surviving the Impacts of Executive Functioning Inefficiency and Anxiety in a Rigorously Paced School***

Kathryn Essig, Learning Specialist, Landon School, USA

Linda McGhee, Director of Teaching and Learning, Landon, USA

"The returning hero, to complete his adventure, must survive the impact of the world," according to Joseph Campbell. Learners develop executive functioning skills at different times in their academic careers. Some students come by these skills naturally and do not need to "externalize" the process. They get it! Others need support with developing strategies and lessening anxiety while their executive skills grow and mature. Neuroscience tells us that the process of moving from boyhood to manhood, in terms of executive functioning, may not complete itself until he approaches his mid-twenties. Variation in brain development is natural and appropriate, but not necessarily forgiving for the students in academically demanding schools who have not internalized good executive skills. This presentation will demonstrate ways in which students, parents, and schools can support developing executive functioning skills and reduce anxiety through externalized supports that do not alter, but enhance, the academic experience.

[Middle]

- ***i2Camp: Innovative Stem Programming for Middle School Students***

Philip Thornton, Development Officer, The Roxbury Latin School, USA

Roxbury Latin is one of the founding schools for i2Camp (www.i2Camp.org), a summer program offering innovative STEM courses created by world class STEM organizations specifically for 5th, 6th, 7th and 8th grade boys and girls. i2Camp operated at three sites last summer (Roxbury Latin, Chapin School, and Liberty Science Center) and will be hosted by almost 20 schools across the country this summer. The presentation will focus on i2Camp as – an innovative curricular enterprise, a growing, national learning community of math and science educators, and an opportunity for building educational relationships between independent schools and other excellent types of schools.

[Middle]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1 1:15 PM – 2:30 PM

CHALLENGE-B12: Building Identity

Location: Lowry 25

- ***IBSC Action Research – The Power of Story: Using Old Boys Stories to Connect Boys with Core Values***

James McMillan, Director of Advancement, Selwyn House School, Canada

Building on the well-documented power of story as a teaching and learning tool, this presentation will focus on the use of story to connect boys with the core values of Selwyn House School. In an IBSC action research project, four Old Boys related personal stories about a particular core value to twenty Grade 8 boys in an Ethics and Religious Culture class. Data were gathered through video, written assignments, and teacher feedback. The research findings showed that the boys not only enjoyed hearing the stories, but appreciated that the Old Boys were sharing very personal information with them. The results also showed that the majority of the boys connected to the core value of the story, and had a better understanding of that value and its application to their own lives. This presentation will offer details of the project, and consider the ways in which the project can be further developed as a core activity in the character education of boys at Selwyn House and other schools.

[Middle]

- ***All the World's a Stage: How Theatre Builds Strong Men Through Reflection, Collaboration, and Creative Exploration***

Scott Sheldon, Theatre Teacher / Director of After-school Theatre Department, Boys' Latin of Philadelphia Charter School, USA

Theatre curriculum and after school theatre programs are not uncommon in secondary education, but theatre is not always recognized for the benefits it represents to both students and their school. For most youth, theatre offers opportunities to express themselves openly in a constructive, healthy manner. For students who struggle with their own identity, theatre can also become a lifeline. By creating venues for students to perform, educators offer students an opportunity to build stronger bonds with classmates that often transcend typical teenage cliques. At an age when so many young people can be pulled in detrimental directions, theatre can offer a "second family" environment that can help insulate them from potential risk factors. Theatre also has the means to challenge the way a student thinks and works, both creatively and abstractly. From talent shows and poetry slams to an original documentary-style theatre production, there are myriad variations on the standard "school play." Through theatre, students can come to know what it means to truly create something and do what, hopefully, art does best – change people.

[Lower, Middle, Upper]

- ***Building Identity Through Collaborative Art-making***

Melissa Taylor, Lower School Art Educator, St. Christopher's School, USA

The boys were tasked with designing and producing a collaborative outdoor sculpture for our garden. This process pushed them to problem-solve and creatively think about how they could represent themselves in a piece of art that was made by many hands. Accomplishing this required studio thinking: they developed craft by working with materials properly, they engaged & persisted to embrace the design problem and work with others, and they had to envision possible next steps. They expressed their ideas and observed others in their group. This led to reflection: they learned to evaluate their work along with that of others.

[Lower]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1 1:15 PM – 2:30 PM

CHALLENGE-B13: Building Identity

Location: Wallace 30

- ***Tools for an Expanding Perception***

David Assender, Chaplain, Scotch College, Australia

Social influences shape the way boys perceive the world and help forge their identity. In this **CHALLENGE** presentation we will discuss how teachers equip boys with the tools of insight required to navigate their journey of expanding perception. Insights from the social sciences, such as empathy, illustrated through *The Fog of War*, a documentary on Robert McNamara; personal construct theory, used in psychology to help understand a client's perception; and personality types, as used in Meyers-Briggs psychometric questionnaires will be discussed. These are tools no journeyman should leave home without in his quest to become a good man.

[Upper]

- ***Beyond the "Ordinary World" Through an Engaged and Blended Approach to Assessment***

Peter Coutis, Director of Research, Teaching and Learning, Scotch College, Australia

As teachers of boys we understand the value of education above and beyond success in examinations. There is, nonetheless, an element of the hero's "supreme ordeal" in the hurdles boys must face at the end of their schooling. We outline practical classroom strategies designed to increase boys' engagement with the assessment process, and, in particular, to obtain maximum learning value from the feedback inherent in these challenges. Strategies include the use of metaphor to guide metacognition, and cooperative learning activities to build a sense of community within the classroom.

[Middle, Upper]

- ***Living Beyond the Classroom: Helping Boys to Visualize Their Long-term Goals***

Gary Osberg, Teacher, St. Augustine High School, USA

Students sometimes become overwhelmed by the rigors and demands of the literature and composition classroom. I break up my task-based learning (vocabulary, grammar, reading comprehension, etc.) with creative ancillaries that focus on the individual. Specifically, a series of ancillaries focus on the aspirations students have beyond the classroom. They begin with a dream board. Then they attempt to encapsulate their life into a short ninety second film, which is followed by a reflective essay on what is important to them. Finally, they conduct a series of interviews with alumni and community members to discuss possible career paths.

[Upper]



TUESDAY CHALLENGE SESSIONS

TUESDAY, JULY 1 1:15 PM – 2:30 PM

CHALLENGE-B14: Fostering Spirituality in Boys

Location: Lowry 32

- ***Building Religion in a Multi-faith World***

David Jackson, Teacher/Department of Religion Chairman, Memphis University School, USA

The content of a Comparative Religions course should guide the students to explore/learn/develop genuine tolerance as they gain their place in the world as future leaders. As students learn about other faith systems, they can identify connections toward sympathetic relationships with diverse faiths.

[Middle, Upper]

- ***Spirituality and Technology: Revisiting the Chapel Program***

J.D. Jump, Multimedia and Technology Specialist, St. Christopher's School, USA

For better or worse, technology has become a regular and expected part of the worship in many church traditions. As this practice becomes more prevalent, worshiping communities need to move from merely having technology in worship to thinking critically about the role technology will serve in worship. Given the level at which students are already connected with technology, why aren't we using technology to help reach students spiritually? In this session I will discuss the theological, liturgical and practical implications of using technology in chapel services.

[Lower, Middle, Upper]

- ***Building Boys into Good 'Spiritual' Men***

David Owen, Chaplain, Head of Religion and Philosophy, Loughborough Grammar School, UK

In this presentation we will explore how to use regular assemblies, special events such as carols and founders services, and the curriculum to foster an inclusive 'spirituality' that is not necessarily 'religious' but also does not exclude 'religion'. It will include ideas as to how to encourage a sense of 'strong inclusion', the virtue of 'respect' and a good sense of community. Reference will be made to the works of Martin Buber, Karl Rahner, Gavin D'Costa and Julian Stern. It will include references to our actual experiences at Loughborough Grammar School and our 'Spirit of the School' project.

[Upper]



JOURNEY SESSIONS

TUESDAY, JULY 1

3:00 PM – 4:00 PM



The journey of the hero is where he leaves the ordinary world and explores the special world..

The **JOURNEY** sessions are a more in-depth exploration of the teaching of boys related to the conference theme and they are led by experts. These concurrent sessions last 1 hour.



WILLIAM HASTINGS

Designing a State of the Art School for Boys

Session Location: Chorus Room in Davis

This session delves into designing a state of the art boys' school -- one that is visually and intellectually inspiring and durable and environmentally sustainable.

As Managing Principal of Nashville Based Hastings Architecture Associates, LLC, **William Hastings** manages the day to day operations of the 50 person firm in addition to select project responsibilities.

William's influence is evident in groundbreaking projects throughout the region, including Montgomery Bell Academy's recent campus expansion projects, New Tractor Supply Headquarters, LifePoint's Hospital Support Center, SunTrust Plaza, Roundabout Plaza and Schermerhorn Symphony Center. Hastings' work has garnered numerous awards, including the American Institute of Architects Gulf States Region Honor Award 2013 for the Bellevue Library; the Urban Land Institute Nashville Excellence in Development Awards 2011 for Terrazzo; the International Green Apple Environment Award 2010 for the Freeman Webb Corporate Office; and the American Society of American Registered Architects Professional Design Award 2007 for the Schermerhorn Symphony Center, Nashville.

The firm, under William's direction over the past 15 years, has become a national leader in Sustainable Design and Consulting, most evident in a portfolio of over 5 million square feet of LEED certified buildings completed in 10 different States and the recent completion of the Bridge Building, the highest rated LEED Core and Shell building in the World. He currently serves as board chair of YMCA Camp Widjiwagan, executive committee member of Nashville Downtown Partnership, board member of

(continued on next page)

JOURNEY SESSIONS

TUESDAY, JULY 1

3:00 PM – 4:00 PM

(continued from previous page)

Nashville Public Television, deacon at First Presbyterian Church, MDHA Design Review Committee member and Metro Planning Commission Design Review Committee member. Notable past board positions include McNeilly Center for Children, treasurer of the Nashville Civic Design Center and Downtown YMCA.

William is a Nashville native and 1990 graduate of Montgomery Bell Academy and 1994 graduate of the University of Tennessee, Knoxville. He and his wife Tricia have one daughter, Cole (13), and two sons, Max (10) and Owen (5).



John Ingram

Taking a Legacy Business from Books to Robot (and Are There Any Lessons for Boys' School Leaders?)

Session Location: Zimmerman Hall in the Dining Hall

Entrepreneur, philanthropist and MBA alum John Ingram tells his motivational story of transforming his family's book wholesaling business and rising to meet the challenges of today's technology-driven world. He shares his lessons on business and life, and how we must all be visionaries and leaders who embrace change as opportunity for reaching one's full potential. John is a 1979 graduate of Montgomery Bell Academy.

John Ingram is Chairman of the Board of Directors of Ingram Industries Inc., one of America's largest privately held companies with businesses in inland marine transportation, book printing, and digital content distribution. Within Ingram Industries, he is Chairman and CEO of Ingram Content Group which includes Ingram Book Company, the leading wholesaler and distributor to the book industry; Lightning Source Inc., the leading provider of print on demand services for publishers, and Ingram Digital. Mr. Ingram is a graduate Princeton University and earned his master of business administration degree at Vanderbilt University's Owen Graduate School of Management. He is a member of the Boards of Vanderbilt University, Montgomery Bell Academy, and The Harpeth Hall School. Mr. Ingram is married with four children.



Panel Discussion: *Feasibility of an Online School for Boys*

Vance Wilson, Headmaster, St. Albans School

Charley Stillwell, Headmaster, St. Christopher's School

Brad Gioia, Headmaster, Montgomery Bell Academy

Lorri Palko, Director of Finance and Operations, Online School for Girls

Session Location: Pfeffer Lecture Hall in Ingram

Online education has grown dramatically across the world over the last ten years. And yet, many schools eschew online options because of the perception that learning online is remote, impersonal, easy, or a simply a worse alternative. But, what happens when online education is used to increase and strengthen relationships, extend opportunities to challenging course work and learning experiences, and engage faculty and staff?

This panel discussion will focus on how boys' schools might enhance their missions and value statements through engagement in online education.

JOURNEY SESSIONS

TUESDAY, JULY 1

3:00 PM – 4:00 PM

Michael Reichert and Richard Hawley

I Can Learn From You: The Key Role of Teachers as Relationship Managers

Session Location: Massey Commons in Massey

Michael Reichert and Richard Hawley are the researchers and authors of the IBSC's research study on For Whom the Boy Toils: The Primary of Relationship in Boys' Learning. The project involved 35 IBSC schools in the United Kingdom, South Africa, Australia, New Zealand Canada and the United States. The report findings have been published as I Can Learn From You: Boys as Relational Learners by Harvard Education Press, which is available world-wide.

Concluding that relationships are the very medium in which instruction must be delivered to boys, the authors explored the features of both positive and negative relationships. After a quick review of key findings, in this session the authors will focus on one particular component of an effective relational practice: teachers and coaches assuming the responsibilities of relationship manager. With relational stalemates and ruptures so common in teaching and coaching boys, the authors offer a collaborative model for reflective relational practice to help educators assume primary responsibility for their repair. The session will also focus on ways schools can support this role and deepen relational trust.

Michael C. Reichert is a psychologist who has worked in clinical, research and community health contexts for over 30 years. He holds a BSFS from Georgetown University, and a MS.Ed. and Ph.D. from the University of Pennsylvania. In addition to his clinical practice, he is supervising psychologist at The Haverford School, in Pennsylvania. He also currently serves as Executive Director of the Center for the Study of Boys' and Girls' Lives, a national research collaborative comprised of independent schools in partnership with the University of Pennsylvania. He has consulted to and conducted research on behalf of schools, for-profit and non-profit organizations, especially to inform programs with perspectives more grounded in the actual experience of participants.

Richard Hawley was Headmaster of University School in Ohio from 1988 to 2005. He attended suburban public schools in Arlington Heights, Illinois, before attending Middlebury College, where he completed his B.A. in political science. He went on to graduate studies at Case Western Reserve University, where he earned an M.S. in Management Science and a Ph.D. in political philosophy. He also studied theology for a year at St. John's College, Cambridge University. He began teaching at University School in 1968. He would go on to teach history, economics, philosophy and English literature, while also serving the school as history department chairman, dean of students, director of the Upper School, and then Headmaster. In 1995 he was named the founding president of the International Boys Schools Coalition. A writer of fiction, poetry, and literary non-fiction, he has published more than twenty books and several monographs.

Michael Reichert and Richard Hawley are authors of *Reaching Boys, Teaching Boys: Strategies That Work – and Why* (2010), based on their earlier research study for the IBSC.



JOURNEY SESSIONS

TUESDAY, JULY 1

3:00 PM – 4:00 PM



Ruta Sepetys

The Power of Story

Session Location: *Dead Poets Society Room in Lowry*

New York Times bestselling author Ruta Sepetys describes the importance of personal history as well as how to capture and preserve it.

Ruta Sepetys was born and raised in Michigan in a family of artists, readers, and music lovers. Ruta's debut novel, *Between Shades of Gray* was inspired by her family's history in Lithuania and is now published in over 46 countries and 30 languages. The novel is a *New York Times* bestseller, an international bestseller, and has received over sixty awards. Last July, in a formal ceremony at the Presidential Palace, Ruta was awarded the Cross of the Knight by the President of Lithuania in recognition for her contributions to education and culture. Ruta's latest novel, *Out of the Easy*, is also a *New York Times* bestseller and a Carnegie Medal nominee. *Out of the Easy* is set in the French Quarter of New Orleans in 1950 and explores the historical struggles of identity and personal freedom.



Brad Zervas

A Message to Our Brothers

Session Location: *Paschall Theater in Davis*

The state of U.S. urban boys of color, our failure to maximize their promise and potential, the absence of fathers and the impact that this is having on families and entire communities has been well documented. In fact, similar conditions and outcomes are being experienced across the globe. In cities like London, Paris, Sydney, Cape Town and others, legions of boys are adrift, and while there have been studies commissioned, conferences convened and editorials written, the trajectory has remained the same – and in many instances worsened. A Message to Our Brothers represents the perspectives of twelve high-school age urban girls of color. As principle and often ignored stakeholders, their concern for the health and well-being of the boys their age is both genuine and deeply felt. Through music and film and through personal declarations they offer a clarion and urgent call to action. Their story is both real and relevant and their voices deserve our full attention.

Brad Zervas is an award-winning leader, educator, musician, activist and youth advocate. As a teacher, film-maker, and executive in the nonprofit sector, he has galvanized generations of young people through programs of his own design whose results have earned regional and national recognition. After a ten year independent school career as a teacher and administrator, Brad joined The Boys' Club of New York as its Education Director and was later appointed Executive Director where he served for nearly twenty years. In 2009, he launched the Ascension Project, an online platform dedicated to the advocacy of boys and their ascension to manhood. Mr. Zervas is currently Executive Director of Boys Hope Girls Hope of New York where he over-see the operation of two urban boarding school programs for low-income first generation college bound students. He also serves the International Boy's Schools Coalition as a Trustee and ardent supporter of its mission.



REWARD SESSIONS

WEDNESDAY, JULY 2

10:45 AM – 12:00 PM



At the end of the journey through the special world and before returning to the ordinary world, the hero takes possession of a treasure that he can bring back home.

These concurrent, 1 hour 15 minute **REWARD** sessions are designed so that participants begin the process of creating a project that they can bring back to their schools. The **REWARD** sessions are led by delegates.

REWARD-1, Wallace 30

Get it Out There!

Helmi Bromley, Art/Technology Teacher, Fairfield Country Day School, USA

What happens to your classroom work after completion? Communicating and publishing your work is a crucial and exciting opportunity for you and your students. Connect with parents, other schools, your community and potential families. Publishing their work makes boys into authors, artists and researchers. Using traditional methods - oral presentations, art shows, newspapers - or new technologies - digital portfolios, YouTube, eBooks - putting your school out there adds a more meaningful aspect to your students work and gets your school into the public eye.

[Lower, Middle, Upper]

REWARD-2, Lowry 39

The Sport of Reading

Trish Cislak, Head of Libraries and Information Literacy, Crescent School, Canada

Anna Magor, Curriculum Coach, Royal St. George's College, Canada

Boys Read! And we can prove it! Kids' Lit Quiz is a challenging literary tournament that promotes reading, motivates readers and provides consensus building and leadership opportunities. It combines the honouring of reading skills and competition in a way that rivals the excitement of participation of any sports team. Students train by reading voraciously, becoming experts in genres, and working on collaboration and communication skills with their peers. Out of the 1000 teams that participate worldwide and the 8 teams that will battle at the World Finals in England next week, 2 teams are from our own IBSC schools! This program also creates an amazing outreach opportunity with your school to support a less-privileged school so that they can participate in KLQ. Truly a hero's moment. This workshop will focus on the experiences the quiz creates, how to train your boys to participate and how your school can get involved. Let the power of books create the most sought after club/program in your school!

[Lower, Middle]

REWARD SESSIONS**WEDNESDAY, JULY 2****10:45 AM – 12:00 PM****REWARD-3, Library Computer Lab*****Flip It: Best Practices of Flipped Instruction Using YouTube Videos Created with PowerPoint*****Rob Dougherty**, German Teacher, Montgomery Bell Academy, USA

Flipping instruction via videos and handouts has existed forever, but has recently come into favor in pedagogical best practices. In the traditional classroom, students would hear a lecture on a particular subject and complete homework assignments to reinforce that material. The flipped classroom has students learn at home via videos and instead do their work inside the classroom. This allows the teacher to spend valuable classroom time reinforcing that material directly and has the benefit of allowing students to reach learning goals at their own pace. Further, it offers the opportunity for students in differentiated classrooms to review the material as often as they like. Participants in this **REWARD** session will learn about the benefits of class instruction as well as create a YouTube video using PowerPoint, though other methods of creating materials will also be discussed.

*[Middle, Upper]***REWARD-4, Lowry 37*****Concussions: Concrete Strategies to Support the "Return to Learn" Stages***

Mary Gauthier, Executive Director, Wernham West Centre for Learning, Upper Canada College, Canada
Jody McLean, Senior Division Coordinator, Wernham West Centre for Learning, Upper Canada College, Canada

Working with experts in the health field, the Wernham West Centre for Learning has developed the "Return to Learn" policy, procedures and supports at Upper Canada College. The protocol is based on research, best practices at other schools and tracking the recovery of concussed boys. This session provides an overview of the "Return to Learn" stages, offering templates for individual plans and a seamless method of communicating and organizing the individual attention these boys need. Attendees will leave with concrete information, templates and tools to introduce or adapt a "Return to Learn" policy in their schools.

*[Lower, Middle, Upper]***REWARD-5, Theater*****Teaching with Light*****J.D. Jump**, Multimedia and Technology Specialist, St. Christopher's School, USA

Light labs have been a staple of educational theatre for years. A light lab is place where students can experiment with each of the controllable qualities of light in order to see how the placement, intensity, and color of a light will look. In the current climate of education where 21st century skills are the order of the day and maker spaces are gaining popularity the light lab has the potential to offer students a new type of hands on learning experience that can work alongside the maker space as a different way for students to learn design thinking. With the advent of LED technology a versatile, affordable Light Lab can be a reality in any context. In the session we will discuss the traditional role of the Light Lab in theatre curriculum. We will also look at how the light could be used in the broader arts curriculum in classes such as video, photography, music and painting. Finally we will explore how the light lab could be a tool for teaching other subjects such as physics, psychology, creativity, and English.

[Lower, Middle, Upper]

REWARD SESSIONS

WEDNESDAY, JULY 2

10:45 AM – 12:00 PM

REWARD-6, Lowry 33

Frankenstein Project

Michael Kelly, Teacher of English, Montgomery Bell Academy, USA

The Frankenstein Project asks students to create an ordinary life through various documents. These documents can include birth certificates, diary entries, newspaper articles, poetry and formal writing. The project exposes students to different forms of writing, and also helps them reflect on the idea that "way leads onto way" in the course of a life.

[Lower, Middle, Upper]

REWARD-7, Gibbs

Food to Fuel Your Journey: Creating Healthy Snacks to Increase Performance for Academics and Athletics

Brandy Lamb, Athletic Department Manager, Head Rowing Coach and Health & Nutrition Club Sponsor, Montgomery Bell Academy, USA

In this **REWARD** session, the focus will be on food as fuel, emphasizing the importance of fueling students' bodies for the "Hero's Journey" both in the classroom and on the playing field. The presenter will propose creative ways to initiate dialogue and promote commitment from students about nutrition. Participants will be divided into groups where each will be given a simple recipe to prepare for the group. The health benefits of each recipe will then be discussed and the participants given a packet with all of the recipes and explanation of their health benefits. The healthy snacks will be categorized as either: (1) Mentor Snacks: to fuel your brain for the classroom (2) Challenge Snacks: to fuel your body for athletic performance (3) Reward Snacks: to enjoy as simple treats

[Lower, Middle, Upper]

REWARD-8, Wallace 34

The Discussion with a Thousand Faces: Using the Socratic Seminar to Enrich Classroom Discussion

Christopher Lundgren, History Teacher, Montgomery Bell Academy, USA

Matt Hutton, English Teacher, Montgomery Bell Academy, USA

In the humanities, some of the most rewarding learning comes when students engage with material that resists a single interpretation. Based on the belief that human interaction is richest when it includes empathy and listening, Socratic Seminars engage all students in a class in answering a Central Question that addresses such material. Students explore interpretations of the material as a class, with a minimum of teacher involvement, and are assessed as much for his ability to listen to fellow classmates and understand their ideas, as for his ability to make his own argument. This **REWARD** session will briefly present the fundamentals of a Socratic Seminar as a three three-stage assessment (initial response to Central Question, class discussion, reflection essay) that comes after students have mastered content about a subject that naturally leads to divergent opinions. After an introduction to the supporting materials, session participants will engage in a shortened version of an actual seminar. Then, using fellow participants as sounding boards, teachers will brainstorm topics that might lead to effective Socratic Seminars in their own curricula, and begin to develop Central Questions and supporting document sets that they can immediately use in their classrooms.

[Middle, Upper]



REWARD SESSIONS

WEDNESDAY, JULY 2

10:45 AM – 12:00 PM

REWARD-9, Massey

Teaching Shakespeare in the English Curriculum

Malcolm Morrison, MBA Faculty, Montgomery Bell Academy, USA

This session will be an interactive workshop that employs a variety of theater techniques and strategies to enable a deeper understanding of a Shakespeare text in the classroom. An in-depth analysis and focus on Hamlet, Henry V, and other plays using role-play and presentation will be integral to the session. Classroom drama techniques will be a feature of the workshop to take back to your own classroom.

[Middle, Upper]

REWARD-10, Lowry 22

Go to the Gemba

Carey Pohanka, Upper School Academic Instructional Technologist, St. Christopher's School, USA

Inspired by Deb Adler's talk at TedxRVA about her experiences as a designer and "going to the gemba", I realized that we are "designers" of the student experience in our schools. "Gemba" is a Japanese word that refers to the place where all the action happens. As an academic technologist, my gemba is the student using technology in their classes. Though I thought I knew what that looked like for our students, to be honest I wasn't sure. Inspired by her talk, I embarked on a project in my school to find out what the actual student experience looks like. We make decisions and changes based on what we think will make their experience more valuable, but is it really happening? To find the answer, I shadowed students for entire days and got feedback from students to see what their days were like. In this session, I will share my findings as well as the way the project changed how I see my role as a designer, not just an educator. Participants will then practice the art of the "gemba circle" and plan a gemba project of their own to implement at their schools.

[Lower, Middle, Upper]

REWARD-11, Wallace 32

Habits of Creative Practice for Innovative Problem-Solving

Heather Rippetoe, Program Coordinator for the Curb Center for Art, Enterprise, & Public Policy, Vanderbilt University, USA

Elizabeth Meadows, Assistant Director for the Curb Center for Art, Enterprise, & Public Policy, Vanderbilt University, USA

Creativity and innovation have long been drivers of breakthroughs in fields as diverse as education, engineering, publishing, healthcare, music, and technology. In fact, a 2010 survey of 1,500 chief executives suggests that "creativity" is the leadership quality desired in new hires. So we must ask: How

well are we helping students recognize the creative thinking of others in the readings, exercises, and experiments we assign? How well are we encouraging them to think creatively themselves to complete assignments and address opportunities?

"Creativity"—or habits of creative practice—can become specific, measurable parts of your curricula. Through participation in a Stanford Design School exercise called "The Wallet Project," Curb Staff will help participants bring attention to four particular habits of creativity and innovation as they emerge during a mock design process. Participants will then discuss how these habits can be nurtured, practiced, and encouraged among students and teachers both inside and outside the classroom.

[Middle, Upper]



REWARD SESSIONS**WEDNESDAY, JULY 2****10:45 AM – 12:00 PM****REWARD-12, Innovation Room*****Dream Big and Print 3D: Design Thinking Challenges for the Classroom*****Jeremy Sambuca**, Director of Academic Technology, The Browning School, USA**Brad Droke**, Technology Specialist, The Browning School, USA

When Design Thinking is paired with the emerging maker movement, they have the capability to deeply engage boys in relevant experiences that allow them to develop their critical thinking, problem solving, empathy, and communication skills. In this **REWARD** session, participants have the opportunity to explore Design Thinking through a collaborative challenge that provides them with the necessary skills to integrate this process and “making” into their daily curriculum. As participants work through the design challenge, they are introduced to mechanical drawing, computer aided design in TinkerCAD, strategies to encourage deeper thinking, and a greater understanding of the maker movement and its implications in boys education.

*[Lower, Middle, Upper]***REWARD-13, Wallace 35*****Comic Books and Other Hooks: The New Literary Turn - Participant Learner to Creator*****Manfred J. von Vulte**, Deputy Headmaster, Northmount School for Boys, Canada

Manfred J. von Vulte B.A., B.ED., M.A., OCT-Dep. Head, Northmount School presents The Comic Book Project/Comics Go Global. The recent author of *Comic Books and other Hooks: 21st Century Education (2014)* will engage the participant audience in a re-discovery of narrative reading and writing for proficient and reluctant readers and writers alike using the medium/genre of comic books and graphic novels. This seminar will highlight and demonstrate methods in which comic books and graphic novels can directly and rapidly increase language art's competencies. Elements of the discussion and presentation will include: the world behind the book, character development over plot construction, scaffolding techniques, multiple gateways into higher order literacy, meta-cognition methods, and memory as a function of literacy, with sequential learning and creation. The audience will be taken through the various steps of creation and thinking surrounding the instruction of comic books as a literacy device. Participants will leave with new methods and means to engage all English students from the highly proficient to reluctant readers and writers, as well as E.L.L. and E.S.L. students. Attendees will receive templates, selected articles, samples, and a literacy kit, which will guide their best practice using this new literary turn.

[Lower, Middle]**REWARD-14, Music Room A*****Arts Education as a Vehicle for Character Education and Social Change*****Katherine Willow-Peterson**, Middle School Music Teacher, University School, USA

Have you ever wondered how character education might prepare students for engaged citizenship in their societies? And why is it that the arts often serve as the vehicle through which people raise their voices for societal change? Could it be that the arts, education, and society are inextricably linked in ways that hold powerful implications for the work conducted in our classrooms? Session participants will first gain familiarity with the concept of integrated character education and its component parts. Second, participants will be guided through a unit of study that introduces students to the arts as a social force. Third, participants will engage in a composition activity (musical, dramatic, lyrical, etc.) akin to a student project undertaken in the unit; participants will also practice techniques for facilitating the sharing of and discussion surrounding these projects. Session participants will leave with the “why” and “how” for a relevant unit of study that can be employed in a variety of subject areas inside and outside the arts, ideas for representative repertoire/literature that can be used with students, and strategies for partnering with other schools to extend students’ circle of interaction.

[Middle, Upper]

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Aquinas College	Salter Point	AUSTRALIA
Auckland Grammar School	Newmarket	NEW ZEALAND
Avon Old Farms School	Avon	USA
Aylesbury Grammar School	Aylesbury	UNITED KINGDOM
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Bell-lloc	Girona	SPAIN
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Bernard Mizeki College	Marondera	ZIMBABWE
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Bishop Wordsworth's School	Salisbury	UNITED KINGDOM
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Boys' Latin of Philadelphia Charter School	Philadelphia	USA
Boys' Latin School of Maryland	Baltimore	USA
Brebeuf College School	Willowdale	CANADA
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Brisbane Boys' College	Brisbane	AUSTRALIA
Brisbane Grammar School	Brisbane	AUSTRALIA
The Browning School	New York	USA
Brunswick School	Greenwich	USA
The Buckley School	New York	USA
Camberwell Grammar School	Canterbury	AUSTRALIA
Cardigan Mountain School	Canaan	USA
Castleknock College	Dublin	IRELAND
Cathedral School for Boys	San Francisco	USA
CFS, The School at Church Farm	Paoli	USA
Chaminade College Preparatory School	St. Louis	USA
Chaminade College School	Toronto	CANADA
Christ Church Grammar School	Claremont	AUSTRALIA
Christchurch Boys' High School	Christchurch	NEW ZEALAND
Christian Brothers College	Adelaide	AUSTRALIA
Christ's College	Christchurch	NEW ZEALAND
City of London School	London	UNITED KINGDOM
Clifton School	Durban	SOUTH AFRICA
Colegio Turó	Constantí	SPAIN
Collegiate School	New York	USA
Cordwalles Preparatory School	Pietermaritzburg	SOUTH AFRICA
Cranbrook School	Sydney	AUSTRALIA
Crescent School	Toronto	CANADA
Crespi Carmelite High School	Encino	USA
Damien High School	La Verne	USA
Delbarton School	Morristown	USA
Dexter School	Brookline	USA
Dilworth School	Remuera	NEW ZEALAND
Diocesan Boys' School	Hong Kong, SAR	CHINA
The Doon School	Dehradun	INDIA
Dr Challoner's Grammar School	Amersham	UNITED KINGDOM
Dulwich College	London	UNITED KINGDOM
Dulwich Prep London	London	UNITED KINGDOM
Durban Preparatory High School	Durban	SOUTH AFRICA
Durston House	London	UNITED KINGDOM
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Eastside Young Leaders Academy	London	UNITED KINGDOM

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The Falcons Pre-Preparatory School for Boys	London	UNITED KINGDOM
The Fenn School	Concord	USA
Fessenden School	West Newton	USA
Fountain Academy of the Sacred Heart	Halifax	CANADA
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Gilman School	Baltimore	USA
Grey High School	Port Elizabeth	SOUTH AFRICA
Guildford Grammar School	Guildford	AUSTRALIA
Hale School	Perth	AUSTRALIA
Hamilton Boys' High School	Hamilton	NEW ZEALAND
Harrow School	Harrow on the Hill	UNITED KINGDOM
Hastings Boys' High School	Hastings	NEW ZEALAND
Haverford School	Haverford	USA
Hilton College	Hilton	SOUTH AFRICA
Holy Cross High School	Flushing	USA
Hutchins School	Hobart	AUSTRALIA
Hutt International Boys' School	Trentham	NEW ZEALAND
Ipswich Grammar School	North Ipswich	AUSTRALIA
Isleworth & Syon School	Isleworth	UNITED KINGDOM
James, Abigail	Orange	USA
Jennings, Bill (Time and Space)	Melbourne	AUSTRALIA
Jeppe High School for Boys	Kensington	SOUTH AFRICA
John Hampden Grammar School	High Wycombe	UNITED KINGDOM
John McGlashan College	Dunedin	NEW ZEALAND
Kearsney College	Durban	SOUTH AFRICA
King Edward VII School	Houghton	SOUTH AFRICA
Kings High School	Dunedin	NEW ZEALAND
King's School	Auckland	NEW ZEALAND
The King's School	Parramatta	AUSTRALIA
Kiskiminetas Springs School	Saltsburg	USA
Knox Grammar School	Wahroonga	AUSTRALIA
La Salle College	Hong Kong, SAR	CHINA
Landon School	Bethesda	USA
Liceo de Monterrey Centro Educativo	Monterrey	MEXICO
Lindisfarne College	Hastings	NEW ZEALAND
The London Oratory School	London	UNITED KINGDOM
Loughborough Grammar School	Loughborough	UNITED KINGDOM
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Malvern Preparatory School	Malvern	USA
Marcellin College	Melbourne	AUSTRALIA
Marist College Canberra	Canberra	AUSTRALIA
Maritzburg College	Pietermaritzburg	SOUTH AFRICA
Mayo College	Ajmer	INDIA
Mazenod College	Melbourne	AUSTRALIA
McCallie School	Chattanooga	USA
Melbourne Grammar School	Melbourne	AUSTRALIA
Melbourne High School	Melbourne	AUSTRALIA
Memphis University School	Memphis	USA
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Michaelhouse	Balgowan	SOUTH AFRICA
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Newcastle School for Boys	Newcastle upon Tyne	UNITED KINGDOM
Newington College	Sydney	AUSTRALIA
Northampton School for Boys	Northampton	UNITED KINGDOM
Northcote Lodge	London	UNITED KINGDOM
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Otago Boys' High School	Dunedin	NEW ZEALAND
Pacific Boychoir Academy	Oakland	USA
Padua College	Kedron	AUSTRALIA
Palmerston North Boys' High School	Palmerston North	NEW ZEALAND
Poole Grammar School	Poole	UNITED KINGDOM
Presbyterian Day School	Memphis	USA
Prince Alfred College	Adelaide	AUSTRALIA
Princeton Academy of the Sacred Heart	Princeton	USA
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Queen Elizabeth Grammar School Junior School	Wakfield	UNITED KINGDOM
Queen Elizabeth Grammar School Senior School	Wakefield	UNITED KINGDOM
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Raffles Institution	Singapore	SINGAPORE
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San Miguel Academy	Newburgh	USA
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 Newington College, Stanmore, AUS
 Barker College, Hornsby, AUS
 Crescent School, Toronto, CANADA
 Scotch College, Hawthorn, AUS
 Dilworth School, Epsom, NZ
 Memphis University School, Memphis, USA
 St. George's School, Vancouver, CANADA
 Fairfield Country Day School, Fairfield, USA
 Trinity Grammar School, Summer Hill, AUS
 Fairfield Country Day School, Fairfield, USA
 Crespi Carmelite High School, Encino, USA
 Damien High School, La Verne, USA
 Sacred Heart College, Glendowie, NZ
 St. Kevin's College, Toorak, AUS
 St. Andrew's College, Aurora, CANADA
 Landon School, Bethesda, USA
 St. Agnes Academy - St. Dominic School, Memphis, USA
 Avon Old Farms School, Avon, USA
 Royal St. George's College, Toronto, CANADA
 St. Sebastian's School, Needham, USA
 Montgomery Bell Academy, Nashville, USA
 St. George's School, Vancouver, CANADA
 Malvern Preparatory School, Malvern, USA
 St. Albans School, Washington, USA
 The Ridge School, Westcliff, SOUTH AFRICA
 Delbarton School, Morristown, USA
 St. Mark's School of Texas, Dallas, USA
 Trinity-Pawling School, Pawling, USA
 Stuart Hall, San Francisco, USA
 Trinity-Pawling School, Pawling, USA
 Loughborough Grammar School, Loughborough, UK
 Montgomery Bell Academy, Nashville, USA
 Damien High School, La Verne, USA
 St. Paul's Choir School, Cambridge, USA
 The Browning School, New York, USA
 Landon School, Bethesda, USA
 Shore School, North Sydney, AUS
 Anglican Church Grammar School, East Brisbane, AUS
 Delbarton School, Morristown, USA
 Presbyterian Day School, Memphis, USA
 Memphis University School, Memphis, USA
 Montgomery Bell Academy, Nashville, USA
 Harrow School, Middlesex, UK
 Collegiate School, New York, USA
 Landon School, Bethesda, USA
 Boys Hope Girls Hope of New York, New York, USA
 Camberwell Grammar School, Canterbury, AUS
 St. Paul's School, Brooklandville, USA
 Brighton Grammar School, Brighton, AUS
 Landon School, Bethesda, USA
 Crescent School, Toronto, CANADA
 Westlake Boys' High School, North Shore City, NZ
 Upper Canada College, Toronto, CANADA
 Montgomery Bell Academy, Nashville, USA
 St. Mark's School of Texas, Dallas, USA
 Lindisfarne College, Hastings, NZ
 St. Bernard's School, New York, USA
 Royal St. George's College, Toronto, CANADA
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 Montgomery Bell Academy, Nashville, USA
 Memphis University School, Memphis, USA
 St. Agnes Academy - St. Dominic School, Memphis, USA
 Upper Canada College, Toronto, CANADA
 Haverford School, Haverford, USA
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 City of London School, London, UK
 St. Paul's Collegiate School, Hamilton, NZ
 City of London School, London, UK
 Montgomery Bell Academy, Nashville, USA
 Boys' Latin School of Maryland, Baltimore, USA
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 Crescent School, Toronto, CANADA
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 St. Christopher's School, Richmond, USA
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 Crespi Carmelite High School, Encino, USA
 St. Andrew's College, Grahamstown, SOUTH AFRICA
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 Selwyn House School, Westmount, CANADA
 Collegiate School, New York, USA
 Stuart Hall, San Francisco, USA
 Montgomery Bell Academy, Nashville, USA
 Hamilton Boys' High School, Hamilton, NZ
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 St. Augustine High School, San Diego, USA
 St. Augustine High School, San Diego, USA
 Damien High School, La Verne, USA
 St. Albans School, Washington, USA
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 St. Paul's College, Hong Kong, SAR, CHINA
 Prince Alfred College, Adelaide, AUS
 Christ Church Grammar School, Claremont, AUS
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 St. Andrew's College, Grahamstown, SOUTH AFRICA
 Montgomery Bell Academy, Nashville, USA
 Crescent School, Toronto, CANADA
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Gilman School, Baltimore, USA
Orange, USA
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Michaelhouse, Balgowan, KZN, SOUTH AFRICA
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The Scots College, Bellevue Hill, AUS
Gilman School, Baltimore, USA
Childrens Art Guild, New York, USA
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Barker College, Hornsby, AUS
Damien High School, La Verne, USA
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Avon Old Farms School, Avon, USA
St. John's College, Johannesburg, SOUTH AFRICA
St. Bernard's School, New York, USA
The Browning School, New York, USA
The Scots College, Bellevue Hill, AUS
Eton College, Windsor, UK
Swinburne University of Technology, Hawthorn, AUS
St. John's College, Johannesburg, SOUTH AFRICA
St. John's College, Johannesburg, SOUTH AFRICA
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 Nudgee Junior College, Indooroopilly, AUS
 Montgomery Bell Academy, Nashville, USA
 Royal St. George's College, Toronto, CANADA
 Maritzburg College, Pietermaritzburg, SOUTH AFRICA
 Avon Old Farms School, Avon, USA
 St. David's Marist Inanda, Northlands, SOUTH AFRICA
 The Southport School, Southport, AUS
 Montgomery Bell Academy, Nashville, USA
 Brighton Grammar School, Brighton, AUS
 Bishop John T. Walker School for Boys, Washington, USA
 St. Laurence's College, South Brisbane, AUS
 Montgomery Bell Academy, Nashville, USA
 St. James Senior Boys' School, Ashford, UK
 Pridwin Preparatory School, Melrose, SOUTH AFRICA
 Northmount School for Boys, Toronto, CANADA
 St. Albans School, Washington, USA
 Montgomery Bell Academy, Nashville, USA
 Newington College, Stanmore, AUS
 St. Joseph's College, Brisbane, AUS
 Selwyn House School, Westmount, CANADA
 Montgomery Bell Academy, Nashville, USA
 McCallie School, Chattanooga, USA
 The Scots College, Bellevue Hill, AUS
 Memphis University School, Memphis, USA
 Boys' Latin of Philadelphia Charter School, Philadelphia, USA
 Brisbane Boys' College, Brisbane, AUS
 St. Laurence's College, South Brisbane, AUS
 Stuart Hall School for Boys, New Orleans, USA
 Trinity-Pawling School, Pawling, USA
 King's School, Auckland, NZ
 Landon School, Bethesda, USA
 Crescent School, Toronto, CANADA
 St. David's Marist Inanda, Northlands, SOUTH AFRICA
 St. Paul's Choir School, Cambridge, USA
 The Ridge School, Westcliff, SOUTH AFRICA
 Scotch College, Hawthorn, AUS
 The Doon School, Dehradun, INDIA
 Upper Canada College, Toronto, CANADA
 Scotch College, Swanbourne, AUS
 Selwyn House School, Westmount, CANADA
 Fessenden School, West Newton, USA
 Avon Old Farms School, Avon, USA
 Belmont Hill School, Belmont, USA
 Belmont Hill School, Belmont, USA
 Brisbane Grammar School, Brisbane, AUS
 The King's School, Parramatta, AUS
 Christian Brothers College, Adelaide, AUS
 Crescent School, Toronto, CANADA
 Hilton College, Hilton, SOUTH AFRICA
 Boys' Latin School of Maryland, Baltimore, USA
 Clifton School, Durban, SOUTH AFRICA
 Fairfield Country Day School, Fairfield, USA
 St. Mark's School of Texas, Dallas, USA
 Anglican Church Grammar School, East Brisbane, AUS
 Selwyn House School, Westmount, CANADA
 St. Paul's Choir School, Cambridge, USA

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 St. Mark's School of Texas, Dallas, USA
 Shore School, North Sydney, AUS
 Christ Church Grammar School, Claremont, AUS
 St. Laurence's College, South Brisbane, AUS
 Wellington College, Wellington, NZ
 The Scots College, Bellevue Hill, AUS
 Fairfield Country Day School, Fairfield, USA
 Boys' Latin School of Maryland, Baltimore, USA
 Cathedral School for Boys, San Francisco, USA
 St. Paul's Collegiate School, Hamilton, NZ
 Fairfield Country Day School, Fairfield, USA
 St. George's School, Vancouver, CANADA
 University School, Hunting Valley, USA
 Haverford School, Haverford, USA
 St. Agnes Academy - St. Dominic School, Memphis, USA
 Brisbane Grammar School, Brisbane, AUS
 Fairfield Country Day School, Fairfield, USA
 City of London School, London, UK
 Montgomery Bell Academy, Nasvhville, USA
 Montgomery Bell Academy, Nasvhville, USA
 Montgomery Bell Academy, Nasvhville, USA
 St. Benedict's College, Johannesburg, SOUTH AFRICA
 Royal St. George's College, Toronto, CANADA
 Eton College, Windsor, UK
 The Buckley School, New York, USA
 Montgomery Bell Academy, Nasvhville, USA
 St. Augustine High School, San Diego, USA
 Boys' Latin School of Maryland, Baltimore, USA
 St. Bernard's School, New York, USA
 Gilman School, Baltimore, USA
 Loughborough Grammar School, Loughborough, UK
 Memphis University School, Memphis, USA
 Fairfield Country Day School, Fairfield, USA
 Montgomery Bell Academy, Nasvhville, USA
 Montgomery Bell Academy, Nasvhville, USA
 Sterling Hall School of Toronto, Toronto, CANADA
 St. Stithians College, Randburg, SOUTH AFRICA
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 Fairfield Country Day School, Fairfield, USA
 Delbarton School, Morristown, USA
 Bishops (Diocesan College), Cape Town, SOUTH AFRICA
 Salisbury School, Salisbury, USA
 Delbarton School, Morristown, USA
 The Roxbury Latin School, West Roxbury, USA
 Montgomery Bell Academy, Nasvhville, USA
 Anglican Church Grammar School, East Brisbane, AUS
 St. Christopher's School, Richmond, USA
 Boys' Latin School of Maryland, Baltimore, USA
 St. George's School, Vancouver, CANADA
 Upper Canada College, Toronto, CANADA
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 St. James Senior Boys' School, Ashford, UK
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 Montgomery Bell Academy, Nasvhville, USA
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 Crespi Carmelite High School, Encino, USA
 Barker College, Hornsby, AUS
 Dilworth School, Epsom, NZ
 St. Laurence's College, South Brisbane, AUS
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 Crescent School, Toronto, CANADA
 St. Bernard's School, New York, USA
 St. Albans School, Washington, USA
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 Boys' Latin School of Maryland, Baltimore, USA
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