“Crowding In” in the Classroom

“Crowding in” is a term in economics referencing the phenomenon of increased economic engagement from private individuals when there is decreased economic engagement from the government. Examine how this behavior surfaces in the classroom and how teachers can get more from their students by doing less themselves.

Presenter: Will Alderton, Harrow School (United Kingdom)

“Make” History: Reimagining History Education for 21st Century Boys

As we prepare boys for an unpredictable future, many history teachers are struggling to connect essential 21st century skills to the past. Explore how one school is reimagining its curriculum by creating engaging, hands-on, PBL history units through collaboration, innovation, and inquiry-based learning. Engage with fellow participants and take home a ready-to-use project idea of your own.

Presenters: JJ Morrissey, Erika Hoddinott, and Will Tuttle, The Fessenden School (United States)

A Competency Framework for 21st Century Boys’ Schools

Discover how 21st century competencies can propel future-leaning boys’ schools. Learn synthesized research on the capabilities required in a world of globalization and automation. Then investigate a powerful framework based on critical thinking, creativity, communication, collaboration, and character. Discuss your school’s readiness for change with colleagues.

Presenters: Phil Cummins and Brad Adams, CIRCLE — The Centre for Innovation, Research, Creativity, and Leadership in Education (Australia)

Academic Action for Boys Through Sustainable Campus Planning

Explore “out of your seat” learning opportunities for boys by combining curriculum, sustainable campus planning, and capital projects. Delve into current technology and opportunities relating to clean energy and carbon footprint reduction and gain ideas to apply on campus and in the classroom immediately for free. Focus on campus planning, sustainable initiatives, hands-on curriculum, and boys’ interest in STEM.

Presenter: TBD, KDC Solar LLC

Athena Makhanitis to Angela Merkel: Developing Female Leaders in Boys’ Schools

Hear teachers and leaders from three different levels of leadership present pitfalls, best practices, and snapshots from their own experiences in fostering, developing, and reflecting on leadership opportunities for women in boys’ schools.

Presenters: Dave Faus, Susan Kearney, Elena Pavlovski, and Christy Fairman, St. Paul’s School (United States)

Becoming Learner Driven: Exploring New Models and Figuring Out New Opportunities

What are new paradigms for teaching and learning? How do they relate (and not relate) to the missions and goals of boys' schools? What can we learn from new models? What new opportunities exist? Join us in this hands-on session to examine these questions as you collaborate with colleagues to explore emerging ideas.

Presenter: Brad Rathgeber, One Schoolhouse (United States)
The Beloved Community: Engaging Student Leaders Through Diversity
Learn about Fenn School’s intentional efforts to inspire students to take risks, and the initiative to create a more inclusive community through their work as leaders in the Student Diversity Committee. Fenn’s Diversity Committees inspire leaders by instilling a sense of agency in the boys. The efforts inform the community and create a more inclusive environment led by the boys.

Presenters: Tete Cobblah and David Duane, The Fenn School (United States)

Boy Activated: How to Drive Black and Latino Boys Crazy for Learning
Boys are emphatic about one thing: “School is boring!” It isn’t that they don’t want to face challenges or learn. Perhaps too often we fail to engage them in learning in fun and relevant ways. Examine well-researched practices on what motivates boys and discover how to help boys learn everyday.

Presenters: Jack Pannell, Baltimore Collegiate School for Boys (United States); Shawn Hardnett, North Star College Preparatory Academy for Boys (United States)

Boys Discovering Their World Through Current Events
The study of current events is one way students can build cultural competency. Find out how a music teacher and a social studies teacher developed a cross-curricular project they undertook with their eighth graders, including samples of student work and practical advice for classroom implementation.

Presenters: Katherine Willow-Peterson and Nathan Burch, University School (United States)

BUILD (Boys Using Innovation to Learn and Design) Across the Curriculum
Do you seek ideas to engage your boys in innovation and design? Get ready to come BUILD (Boys Using Innovation to Learn and Design) with us! Delve into ideas on how we use BUILD lessons within our K-5 classrooms to encourage creativity, collaboration, and intellectual risk taking across all areas of the curriculum.

Presenters: Meredith Traynham and Amy Buerlein, St. Christopher’s School (United States)

Building Research and Innovation Cultures in Boys’ Schools
How can boys’ schools build cultures of research and innovation? How can they use research to move from good to great, from intuitive to intentional? Hear educators from Australia, the United Kingdom, and the United States share their experiences in creating research centers. After the expert panel presentation, engage in a question and answer session to delve deeper.

Presenters: Kim Hudson and Laura Sabo, St. Christopher’s School (United States); Hugh Chilton, Ian Lambert, and Caitlin Munday, The Scots College (Australia); Jonnie Noakes, Eton College (United Kingdom)

The Bus Stop Project: An Industrial Design and Architecture Project
The Bus Stop Project was born of the plan to offer a design course at the middle school level. This course melds art and design curricular objectives with school-wide STEAM objectives that focus on design thinking, a systematic problem-solving approach to creating a desirable future and to making a positive change in your community. Delve into a variety of group research methods used to gain empathy.

Presenter: Lorna LaRiviere, Brunswick School (United States)
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Can You Speak Boy? Creating and Promoting a Culture of Classroom Engagement
As female leaders, “girl” is our first language. Why is it important that we learn to speak “boy”? How does an understanding of research into boys’ education guide our classroom practice and student outcomes? Discover how to maximize the engagement of boys in the classroom using the research-based Cultures of Thinking philosophy from Project Zero at Harvard.

*Presenter: Kylie Bowra, St. Augustine’s College (Australia)*

Creating a Mindfulness Club for Lower School Students
When lower school teachers combined their love of yoga, movement, and meditation and channeled it into a new club for students, they created Mindful Mornings. Learn about their experience starting a mindfulness club for students, how they lead boys in these sessions throughout the school year, and how the club benefits boys.

*Presenters: Faith Ward, Diana Matthews, and Marian Xanders, Gilman School (United States)*

Creating an Interdisciplinary Introduction to Bioethics
Learn how to create interdisciplinary opportunities in your high school. Find out how our religion and science departments collaborate to teach a bioethics unit. Taught within an existing class, this unit attempts to foster empathy and teach students how to appreciate different viewpoints, resulting in boys learning how to engage in moral decision making.

*Presenters: Kerry O’Brien and Rachelle Sam, St. Albans School (United States)*

Creating and Implementing Student-Centered Sex Education
When tasked with creating a sex ed class, where do you begin? Examine a sexual education program that seeks not only to address boys physical development but also their emotional growth. Break down the process of going from early curriculum planning to cross-curricular integration all while addressing student and community needs.

*Presenter: Virginia Dreux, St. Bernard's School (United States)*

Discovering the Power of Expectations in Attaining Academic Success for Boys
Societal constructs of masculinity often create a barrier to fostering a climate of academic success and rigor within our schools. By immersing ourselves in the research surrounding boys’ education and expectations, we can discover the immense power that expectations of both students and staff have upon the self-efficacy and overall academic achievement of our students.

*Presenter: Luke Rawle, St. Augustine's College (Australia)*

Do You Really Need That? Appropriate Technology to Engage Boys in Learning
Tablets and laptops take our boys to wonderful places — too often, however, away from the teacher and the subject at hand. Is it possible, and desirable, for a lecture-based class to ban laptops? What benefits may be found, and what problems must we address? Delve into one experiment and share your own experiences and ideas with colleagues.

*Presenters: Kevin Miller and Pete Bonds, Blue Ridge School (United States)*
Engaging Boys Beyond Books
Find out how two teacher librarians representing the IBSC Librarian Network creatively help their school communities look “beyond books” to celebrate newer forms of literacy. In particular, focus on the development and implementation of two innovative programs: a spy-themed technology orientation program and a Comic Con that really pique boys’ interest.

*Presenters: Trish Cislak, Crescent School (Canada); Di Laycock, The King’s School (Australia)*

Engaging Staff in Professional Development Through a Coaching Approach
Teachers improving their instructional practice drives positive student learning outcomes in boys’ schools. Discover how the latest research on instructional coaching for teachers can enhance practice with a coaching conversation. Examine the Growth Coaching model for Professional Learning Teams that illustrates how coaching improves collaborative practice.

*Presenters: Raelene Plozza and Joanne Davies, Brighton Grammar School (Australia)*

Feminism for Boys
To explore the ways gender, power, and privilege intersect in schools, we started a feminism/gender club to engage students in weekly discussions. We have learned that young men want to talk about gender and sex, and need a safe and supportive space. Gain excellent resources to help you start similar conversations.

*Presenters: Saber Khan, Richard Symons, Janetta Lien, and Susan Levine, The Browning School (United States)*

Fostering Creativity Through Innovative and Globally Connected Integrated Tasks
Creativity is the ability to imagine, wonder, and ask “What if?” and “How can we?” It is about making connections, seeing the world differently, and solving problems. This set of mental attributes is essential for our boys if they are to take their place in the world with agency and agility. Explore engaging, cross-disciplinary, co-created tasks and resources to use with your students.

*Presenter: Karen Yager, Knox Grammar School (Australia)*

From Consumption to Creation: Digital Literacy and Infographic Design
In today’s world, literacy has evolved from reading text on a page to deciphering digital information at a frenetic pace. New literacies require students not only to think critically about what they see online but also to actively produce information. Uncover the basics of digital literacy, infographics, and how you can incorporate infographic design and production in your own lessons.

*Presenters: Marsha Hawkins and Amanda Livick, St. Christopher’s School (United States)*

Fueling Creativity in the English Classroom with Divergent Thinking
Divergent classroom strategies can reignite a sense of wonder and awe in teaching English. Use *Ways into Literature* to make learning more relevant and absorbing. Develop an inquiry-based feedback system to encourage an open-ended approach for evaluating work and progress and manage preconceived "failure" in creative activities. Refuel your passion!

*Presenter: Carolyn van Zuydam, Hilton College (South Africa)*
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Girls.
How do we create a thriving, healthy, socially-aware coed culture at an all-boys school? Explore this challenge through discussion and case-specific exercises highlighting the many ways we try to develop our boys socially beyond the occasional dance or mixer. Expect a candid look at everything from pep rallies to gender violence.

Presenters: Robert Bires, Tim Chakwin, Hank Hopping, and Scotty Jones, The McCallie School (United States)

Google Driving: Increasing Boys’ Engagement in Literacy with Google Read&Write
Using inspiration from a task-to-tool model, discover a creative approach to engage students in literacy development using innovative software. By leveraging peer learning, teachers direct students through the development of Google Read&Write software tutorials. Learn how to enhance boys’ engagement and literacy skills with new assistive technology.

Presenters: Kathryn Barnes and Jon Choptiany, Upper Canada College (Canada)

Heritage and Innovation: Why Great Boys’ Schools Champion Faith and Tradition
Most boys’ schools were established within deep traditions — religious, scholarly, cultural — and with particular purposes that reflected their place and time. Yet so often these foundations have little relation to the school’s direction. Hear how three large boys’ schools have developed a distinctive identity as the basis for innovation, and discover the power of your own school’s unique story.

Presenters: Hugh Chilton and Ian Lambert, The Scots College (Australia); Timothy Wright, Sydney Church of England Grammar School (Shore) (Australia); Jim Hawkins, Harrow School (United Kingdom)

Grade 10 Cohorts: A Model of Cross-Disciplinary Teaching and Learning
Learn from our experiences designing and running cohort programs with teams of teacher collaborators. Our school runs four grade 10 cohorts. Each approaches academics and real-world issues through a particular lens: global mindedness, outdoor adventure, STEM, or theater. This model allows for depth and meaning as boys pursue areas of passion with 20 like-minded peers and two to five teachers.

Presenters: Sam Johnston and Norm Kaethler, St. George’s School (Canada)

How Problem-Solving Approaches Help Boys Become Motivated Learners
With the advent of technology, there is less need for students to acquire information and more need to develop skills in analyzing and applying what they learn. Students must learn how to use information to solve problems and create novel solutions. Discover experiential approaches in a variety of academic disciplines using problem-solving techniques.

Presenter: Abigail James, Germanna Community College (United States)

How We Learned to Stop Worrying and Abolish Exams
If you were to ask students to identify their biggest academic burden, “exams” would be a fairly ubiquitous answer. And we all know why — they tend to be stressful and repetitive, and don’t allow students to showcase their aptitude as much as their ability to write under pressure. So our English Department abolished them. Look at why, how, and the cost of doing so.

Presenter: Joshua McNeill, Scotch College (Australia)
If They Get to Build It, They Will Come: Designing a Makerspace and Implementing an Effective Technology Program
It can be overwhelming to determine how best to integrate technology into today’s classrooms, not to mention expensive. Share the ups and downs of our experience in designing a makerspace and look at a variety of ways to use technology while implementing project-based learning in the classroom.

Presenters: Mike Burris, Wayne Peterson, and Jamie Bourland, Blue Ridge School (United States)

The Inner and Outer Work: Promoting Discovery Through Meditation and Philosophy
How often in a school do we get to talk about the really important things in life? How often do we get to discuss the nature of courage or forgiveness? In this fast-paced world, how can we find rest, embrace stillness, and experience quietude? How can we help boys find peace and balance in their lives? Find out how to deliver philosophy and mindfulness to your boys.

Presenter: Richard Fletcher, St James Senior Boys' School (England)

International Collaboration
Explore collaborative projects performed by students from different schools all over the world and discover how we carried out the projects.

Presenters: Imanol Goyarrola, Colegio Gaztelueta (Spain); Fran Turner, St. Christopher's School (United States)

Metaphors and Music: Engaging Boys in Boarding, the Classroom, and Sports
Effective education is relational. Connecting lies at the heart of engaging boys. Getting their attention across the blurred line of the generational gap is crucial for significant education. Study “What does it take to engage our boys?” with examples of how you can use metaphors and music to engage boys. Find time for Q&A and sharing stories with colleagues.

Presenter: Mike Bownes, Michaelhouse (South Africa)

The Power of Connection
Strong teacher-student relationships grounded in trust form the basis of the Eagle Model approach to the academic and behavioral success of boys of color across our network of six schools. Learn from our model and get empowered to identify effective practices when working with young men of color in and out of the classroom.

Presenters: Elizabeth Almonte and Lakia Washington, Eagle Academy Foundation (United States)

The Professional Learning Community: Theory to Practice
The development of a school’s professional learning community (PLC) enhances the professional status of participating teachers and administrators, effectively boosting the levels of student learning and academic achievement. Discover initiatives your school can implement to promote continuous improvement and innovation among staff and students via a robust PLC.

Presenter: Richard Courtice, Anglican Church Grammar School (Australia)

Realigning Senior School Structures for 21st Century Learning
Schools have been organized for a different philosophical understanding of teaching and learning. Our rich history of teaching and learning now faces the challenge to redefine excellence in the 21st century. Discuss how we can realign school structures like timetable, leadership, learning environments, and assessment to create more opportunities for boys for engagement, creativity, and discovery.

Presenters: Sam Johnston and Gary Kern, St. George’s School (Canada)
Reclaiming Mentorship
“They have histories in which trust and vulnerability are rewarded,” David Brooks writes about Martin Buber’s I–Thou relationships. Mentorship functions at its best when trust and vulnerability are present and occupy the self-awareness of the people engaged. Consider mentorship’s Greek roots, discuss anecdotal relationships, look outside of schools, and cover how we might use them schools.

Presenters: Win Bassett, Montgomery Bell Academy (United States); Tony Jarvis, The Roxbury Latin School (United States)

Redesigning Practice for High-Potential Learners
Are we providing a relevant and challenging education for the young men who will shape our future? How might we lift the ceiling of learning for high potential learners from small increments to exponential leaps? Discover how these questions guide Trinity’s model to co-design learning that honors teacher expertise, engages student voice/passions, and involves experts to generate new learning possibilities.

Presenter: Jason Cheers, Mark Dunn, and Chris Wyatt, Trinity Grammar School (Australia)

Research and Pedagogy: The Latest Evidence Supporting Gender-Based Learning
Research in a variety of academic areas continues to support the notion of a gendered approach to schooling. Despite the beliefs of some that single-gender education confirms traditional stereotypes, more evidence indicates that this educational paradigm enlarges the opportunities for students. Explore results from current research that supports gendered education.

Presenter: Abigail James, Germanna Community College (United States)

Rethinking Writing Assessment
We all want our boys to write well. However, when writing is reduced to a grade, boys begin to identify with the grade they most commonly receive. This fixed mindset often results in boys disengaging from writing. This insight prompted Churchie’s Prep School to rethink the way we approach writing. Find out how a “writing culture” has been born and student engagement has flourished.

Presenter: Scott Warfield, Anglican Church Grammar School (Churchie) (Australia)

The Role of Women in Boys’ Schools: A Continued Discussion
Boys need a range of role models in their lives to guide them as they develop in many areas. Often, we hear how important it is for boys in our schools to have strong male role models and how men play a unique role in boys’ development. What roles do women working in all-boys schools play? Join us for an engaging discussion.

Presenters: Janet Lien, The Browning School (United States); Rebecca Giordano Dreisbach, The Boys’ Latin School of Maryland (United States)

Sex Miseducation: The Impact of Pornography and Strategies to Combat It
Students are consuming pornography at an alarming rate and it impacts both their romantic relationships and their treatment of women. Despite its importance, engaging students in conversations about the effects of pornography rarely occurs in schools. Empower your students with strategies to help them understand the damaging nature of pornography.

Presenter: John Lamerato, St. Augustine High School (United States)
Sing Like a Team: Teaching Mind, Body, and Spirit Through Young Choral Ensembles
The mission of Gilman School is to educate boys through “mind, body, and spirit.” What better way to access all three of these domains than through the choral ensemble? Hear the chorus from Gilman demonstrate how students use an intensive warm-up technique and Kodaly training to demonstrate their commitment to mind, body, and spirit.
Presenter: Amy Cyman, Gilman School (United States)

Situational Judgment Test for Work with Boys: An Opportunity in its Beta Stage
We are currently developing a customized situational judgment test for those working with boys, based on three IBSC-sponsored projects. In pilot runs, the statistical reliability and conceptual and statistical validity are strengthening. Find out how your school can access the test at no cost (to IBSC member schools) to gain feedback on your teaching and coaching faculty, and help us develop norms for a diverse array of schools.
Presenters: Michael Reichert, Center for the Study of Boys’ and Girls’ Lives (United States); Tom Batty, Scotch College (Australia); Michael Fellin, Crescent School (Canada)

Skip, Flip, Engage
In 2012, my students could not sit still for a 10-minute lecture. Was this the first wave of digital natives crashing along the shores of our schools? Setting my iPhone on a stack of math books, I filmed myself teaching. The first bit of student feedback will stay with me forever. A student said, “you are more interesting on screen.” Discover how you can embrace a style to reach digital natives in your class.
Presenter: Steven Micciche, Landon School (United States)

Sports Science, Research, and Holistic Development: Beyond Muscular Christianity
Explore the early findings of our Mind, Body, Heart program, which uses a dynamic sports science research approach to identify and develop boys’ physical, mental, and affective capabilities. Find out how boys can engage in the research process using their own developmental data, and how this contributes to the holistic formation mission of a Christian school.
Presenters: Hugh Chilton, Ian Lambert, Graham Pattison, and Daniel Markham, The Scots College (Australia)

Student Leadership: Theory to Reality
Coaching young men to become leaders is a noble aim with which we can all identify. However, merely telling a boy he should take responsibility does not make him into a leader. Share our experiences of how to translate this goal into actions, and how we can mentor boys to exemplify effective leadership behaviors.
Presenter: Duncan Byrne, Loughborough Grammar School (United Kingdom)

Take PD to the Next Level: Cultivating a Culture of Innovation in Boys’ Schools
Innovative teachers are the catalysts for creating a culture of innovation in their communities. As a result, schools have to invest in teacher growth. Address the challenge schools face to develop world-class, innovative teachers, by delving into insights into the philosophy behind the creation of a compelling and innovative in-house professional development program.
Presenter: Bruce Collins, St. Alban’s College (South Africa)
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Tapping the Creative Process for Deeper Learning: A Multidisciplinary Approach
Examine a research-based teaching and learning practice and self-reflective assessment strategy that engages and strengthens curiosity and creative thinking. Emphasizing divergent thinking skills, understanding problems, and cultivating personal solutions, this practice creates an authentic demand for content knowledge and skill development across disciplines and age groups.

Presenters: Christopher Fox and Zoë Blatt, The Haverford School (United States)

Teacher Leaders: Blazing the Trail for School Innovation
Learn how to develop a program in which teachers provide peers nonevaluative instructional coaching. Engage in small-group discussions about school-based "unconference" professional growth workshops, a growth-oriented faculty evaluation process, or the celebration of school progress.

Presenters: Jennifer Liu, Kristen Janiak Goggin, and Chris Ceci-MacGillis, Town School for Boys (United States)

Think, Imagine, and Create: How a Makerspace Fosters 21st Century Soft Skills
Current efforts with STEAM/STEM impact initiatives help us develop boys. Learn about a making program, located in an intentionally designed makerspace, with an age-appropriate curriculum and an exploratory Technology Discovery Lab. This innovative set-up serves as a cornerstone of a curriculum where all boys are empowered to think, imagine, and create.

Presenters: Paris McLean, Maggie Rose, and Raymond Shay, Princeton Academy of the Sacred Heart (United States)

Two Schedules, One School: Age-Differentiated Instruction
Woodberry Forrest follows a homemade schedule featuring an age-differentiated transition. Ninth and 10th graders use a more traditional structure (5 x 45 min); 11th and 12 graders meet in longer periods twice per week (1 x 45 min, 2 x 90 min). Walk through the entire process we undertook, from brainstorming to structural design, implementation, and the first round of reflection and modification.

Presenters: Erik Born and Matt Boesen, Woodberry Forest School (United States)

The Unexamined Life
In a subversion of Socratic wisdom, the unexamined life is the life most worth living for boys in our schools. But how can we motivate them without the framework of internal assessment or external examination? Focus on strategies to encourage reading for pleasure, to take boys beyond the confines of any syllabus, and to structure and promote unexamined programs of study.

Presenter: Alastair Chirnside, Harrow School (United Kingdom)

Unfriend Your Fears of Social Media Teaching
All the possibilities and potential pitfalls of social media can make it a vast impossible space — especially for us as teachers. But for our boys, social media is their world and their religion. It has made them fast thinkers and fast responders. It fosters their discoveries and pastime. Explore how to harness social media as an amazing tool to teach and engage — making the vast impossible into vast possible.

Presenter: Pieter Van der Schyff, Hilton College (South Africa)
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Using Math as a Springboard to Discovering Cultural Identity
Uncover how teachers across subject areas can join together to guide students as they discover their ethnic identity. In our program, students learn about their heritage through intergenerational conversations and examine a culturally significant family artifact through a mathematical lens. They write and create podcasts retelling stories and fashion clay models of an iconic image from their culture.

*Presenters: Kristina Barnaby, Margot Pearce, and Deborah Sullinger, Fairfield Country Day School (United States)*

Visual Arts Projects and Collaborations that Most Inspired Our Boys
See slides of students working diligently in the studio and peruse examples of their final artworks. Hear short anecdotes about the boys' experiences and our real conversations in the classroom. Learn about specific projects and lessons in ceramics, drawing, architecture, photography, and printmaking that have proven the most inspiring and engaging with our high school boys.

*Presenters: Cristina Pinton and Kathryn McSpadden, Avon Old Farms School (United States)*

Visual Vocabulary: Engage Them with Critical Thinking Instead of Memorization
Learn methods for engaging students in experiential, visual vocabulary instruction. InferCabulary asks students to use semantic reasoning to infer meaning of nuanced nouns, adjectives and adverbs. WordQuations teaches verb synonyms by analyzing how words like “meander” and “plod” are different, revealing character motivation in texts. Engage in hands-on activities that this practical workshop fun.

*Presenters: Beth Lawrence, Communication APPtitude (United States); Stephanie McKew, The Boys' Latin School of Maryland (United States)*