

SELWYN HOUSE SCHOOL | MONTRÉAL, QUÉBEC, CANADA | JUNE 26-29

2019 IBSC ANNUAL CONFERENCE



BOYS AND THE ARTS
GREAT MINDS, BIG HEARTS



DOWNLOAD THE 2019 IBSC ANNUAL CONFERENCE MOBILE APP!

Navigate the event like a pro with the 2019 IBSC Annual Conference mobile app, powered by *core-apps.com*.

Use the 2019 IBSC app to:

- ▶ Get organized with up-to-the-minute speaker and event information.
- ▶ Receive important real-time messages from IBSC.
- ▶ Build a personalized schedule and bookmark workshops.
- ▶ Take notes and download workshop materials.
- ▶ Stay in the know and engage in social media.
- ▶ Connect with colleagues through Friends.
- ▶ Share your photos and experiences with the Activity Feed.
- ▶ And much more!

Simple Steps to Download the App For iOS and Android

- ▶ Search the App Store or Google Play for "2019 IBSC".
- OR
- ▶ Scan the QR code below.



For all other devices (including BlackBerry, Windows, and other web-browser-enabled devices): While on your smartphone, point your mobile browser to m.core-apps.com/ibsc2019 to get the proper download version for your phone. Please contact support@core-apps.com with any questions.

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MEDIA RELEASE

By attending the IBSC Annual Conference, attendees grant permission to the International Boys' Schools Coalition (IBSC) and its agents to utilize the attendee's image or likeness to promote IBSC. Attendees waive any right to inspect or approve the finished product(s) and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.



BONJOUR,

Bienvenue à Montréal and our global gathering of devoted boys' educators as together we explore the theme Boys and the Arts: Great Minds, Big Hearts. We hope Montréal's *joie de vivre* inspires you to engage with likeminded professionals dedicated to guiding boys on the journey to manhood for lives of achievement and fulfillment, compassion and justice, and service and leadership.

IBSC thanks Selwyn House School for its warm hospitality and hosting us in the cultural capital of Canada. We especially appreciate the leadership of Headmaster Hal Hannaford, Dean of Students Minna Shulman, and the entire conference organizing committee. Our hosts spent countless hours across two years to compose this dynamic event featuring awe-inspiring keynote speakers, more than 80 in-depth workshops, brand new featured studio sessions, and dazzling entertainment.

Let's open our eyes to stunning vistas from Mount Royal to the cobblestone streets of Old Montréal. Open our ears to the melodies, harmonies, and riffs of the world-renowned Montréal International Jazz Festival. And open our minds and hearts to bold new ideas. Together let's dig deep to uncover the best ways to engage boys and equip them with the instruments to discover, understand, shape, and lead our constantly evolving world. As you attend conference sessions, may the vibrancy of this multicultural city give you the courage to improvise and take risks.

Thank you for championing boys' education and the blessings of being part of a community of educators living worthy lives in the service of our boys and the men they will become.

Amicalement,

David M. Armstrong Amy B. Ahart

DAVID M. ARMSTRONG
EXECUTIVE DIRECTOR
IBSC

AMY PURSEL AHART
CHIEF OPERATING OFFICER
IBSC

BIENVENUE À MONTRÉAL,

On behalf of all of us at Selwyn House School, let me express how honored we are to host this year's IBSC Annual Conference, Boys and the Arts: Great Minds, Big Hearts. Engagement in the arts has been shown to improve quality of life for students, staff, and families.

Let me be clear: This is not merely a conference about the curriculum benefits of arts education. Our mission is far more expansive. The arts play a critical role in the daily life of a boy. Our keynotes, featured speakers, workshops, and action research projects all expand on connection, relationships, self-expression, and feelings of emotional well-being.

Mental wellness strategies profoundly impact the *future success of our children*. We have lofty goals and objectives for the upcoming three days, but it is my sincere hope that all of you will leave Montréal with a further understanding of how much the arts can enhance your life. It is certainly not about ability, talent, or skill. It is about embracing the world around you by appreciating, watching, listening, observing, experiencing, supporting, and — when you are up to it — participating. Yes, I hope you will sing, dance, bang, draw, or act, look at how the arts can bring you joy, and understand the healing power unleashed when we embrace artistic expression.

We will talk about boys, stress, the autism spectrum, and mental wellness. We will be entertained and hear true stories of personal experiences. We will discover the role the arts have played in many lives and learn that all situations can be solved and resolved through connection and relationships. Arts put the power of transformation at our fingertips.

And, finally, a huge shout-out to our beloved Dean of Students Minna Shulman. Her vision inspired the theme for this year's conference. Her dedication, orchestration, and effort have made all the difference, and we at Selwyn House School feel especially grateful.

Hal Hannaford

HAL HANNAFORD
HEADMASTER
SELWYN HOUSE SCHOOL (CANADA)



2019 Organizing Committee:
Jaime McMillan, Maureen Powers, Kathy Funamoto, Minna Shulman, Sharon Walker, Susan Doherty, and Hal Hannaford

DEAR DELEGATES,

Bonjour et bienvenue à Montréal.

Welcome to the 2019 IBSC Annual Conference and Montréal, our beloved European city in the heart of North America. Montréal has something to offer everyone, especially in the summer! We are one of the most bilingual, multicultural, and multi-ethnic cities in Canada.

The conference hotel, Fairmont the Queen Elizabeth, is one of Montréal's iconic landmarks. Located in the heart of downtown, it is an easy walk to the Quartier des Spectacles, where the Festival International de Jazz de Montréal kicks off on June 27. It is also minutes away from the Old Port, Vieux Montréal, Quartier Latin, The Gay Village, Mount Royal Park, fabulous museums, and the downtown core of small shops and large department stores.

The plenary sessions and all our keynote addresses take place at Fairmont the Queen Elizabeth. Our workshops and most meals occur at Selwyn House School, a quick bus ride or a brisk 40-minute walk from the hotel.

While we provide breakfast Thursday, Friday, and Saturday, lunches on Thursday and Friday, and evening *dinatoires* on Wednesday and Friday evenings, you are surrounded by some of the finest cuisine anywhere.

We plan to keep you so highly engaged, intellectually stimulated, physically active, and socially alert that you may want some extra days to explore the city at your own pace!

At Selwyn House School, we have benefited greatly from our long and strong affiliation with IBSC and are thrilled to host the 2019 IBSC Annual Conference. We are testing a new model where small schools, with the help of local venues, host this important gathering of educators.

Join us as we explore the creative and healing power of the arts and their ability to promote wellness and personal change in all of us. We anticipate some Montréal magic as we experience the theme Boys and the Arts: Great Minds, Big Hearts.

THE ORGANIZING COMMITTEE
2019 IBSC ANNUAL CONFERENCE

CONFERENCE AT A GLANCE

WEDNESDAY, JUNE 26

1:00 – 3:00 PM	Registration and Refreshments Fairmont the Queen Elizabeth Parc Mont-Royal A & B
3:00 – 6:30 PM	Opening Plenary Session Featuring Adam Cox, Molly Johnson, entertainment, and more Fairmont the Queen Elizabeth Place du Canada
6:45 PM	Buses depart the conference hotel for the school
7:00 – 9:00 PM	Welcome Reception, <i>The Art of a Party</i> Selwyn House School
8:45 – 11:00 PM	Buses depart the school for the conference hotel
9:00 – 11:00 PM	After Hours Bar Selwyn House School Coristine Hall



THE SCHEDULE AND ALL CONFERENCE INFORMATION ARE SUBJECT TO CHANGE.
VISIT WWW.THEIBSC.ORG AND THE CONFERENCE APP FOR THE LATEST DETAILS.

THURSDAY, JUNE 27

7:30 – 8:30 AM	Breakfast with IBSC Trustees Fairmont the Queen Elizabeth Square Dorchester
8:30 – 10:40 AM	IBSC Annual Meeting Plenary Session Featuring Sonia Lupien 2019 IBSC Hawley-Jarvis Award Fairmont the Queen Elizabeth Place du Canada
10:40 AM	Break
11:00 AM – 12:00 NOON	Plenary Session Featuring Jonathan Emile Fairmont the Queen Elizabeth Place du Canada
12:00 NOON	Buses depart the conference hotel for the school
12:15 – 1:15 PM	Lunch Selwyn House School
1:30 – 2:30 PM	Workshop Block 1 Selwyn House School
2:45 – 3:45 PM	Featured Studio Session 1 Selwyn House School
3:45 PM	Break
4:00 – 5:10 PM	Workshop Block 2 Featuring IBSC Action Research Presentations Selwyn House School
5:15 PM	Buses depart the school for the conference hotel
Evening on Your Own	

FRIDAY, JUNE 28

6:45 – 7:45 AM	Buses depart the conference hotel for the school
7:00 – 8:00 AM	Breakfast Selwyn House School
8:00 – 9:00 AM	Workshop Block 3 Selwyn House School
9:15 – 10:15 AM	Featured Studio Session 2 Selwyn House School
10:15 AM	Break
10:30 – 11:30 AM	Workshop Block 4 Selwyn House School
11:30 AM – 12:30 PM	Lunch Selwyn House School
12:30 – 1:30 PM	Workshop Block 5 Selwyn House School
1:30 PM	Buses depart the school for the conference hotel
2:15 – 5:30 PM	Plenary Session Featuring The Autism Monologues and Ned Hallowell Fairmont the Queen Elizabeth Place du Canada
6:30 – 9:00 PM	Cocktail <i>Dinatoire</i> Reception, <i>Nuit en Blanc</i> The Windsor Ballroom

SATURDAY, JUNE 29

7:00 – 8:00 AM	Breakfast Fairmont the Queen Elizabeth Square Dorchester
8:00 – 11:45 AM	Closing Plenary Session Featuring Susan Doherty, Hal Hannaford, and Jean-Marc Vallée Fairmont the Queen Elizabeth Place du Canada

DOWNLOAD THE FREE 2019 IBSC
ANNUAL CONFERENCE MOBILE APP
FROM YOUR APP STORE.

CONFERENCE INFORMATION

Boys and the Arts: Great Minds, Big Hearts

We designed the entire 2019 IBSC Annual Conference, Boys and the Arts: Great Minds, Big Hearts, to offer something special to everyone committed to excellence in boys' education. Every day, each of us has the opportunity to touch the lives of our students, who are tomorrow's fathers and leaders. Working together, let's explore simple ways to reach the hearts and expand the minds of our students, faculty, and parents. We all know the paramount importance of the mental and physical health of our communities. At Selwyn House School, we believe that even a small school can make a large impact through the healing power of the arts in the lives of boys. We, in the world of boys' schools, have a huge responsibility to help our students become empathic, aware, solid, respectful, open-hearted, and responsible people. This year's conference theme and format focus on the need for boys to learn to share themselves emotionally for their own mental wellness. We also dive into the vital roles of parents, educators, and administrators, who must commit the needed time and resources to the arts and mental health.

Logo

Created by Jesse Caruso (SHS 2017), our logo says it all. Boys and the Arts is the main theme of the conference, and Great Minds and Big Hearts is a Selwyn House goal for all our students.

General Overview

All plenary sessions and keynote addresses take place in the Place du Canada room on convention floor of Fairmont the Queen Elizabeth. All workshops and featured studio sessions occur at Selwyn House School.

Contact Details

Reach Selwyn House School at 1-514-931-9481 daily 8:00 AM – 4:00 PM.

Reach Fairmont the Queen Elizabeth 24/7 at 1-514-861-3511.

For nonmedical emergencies, call Jaime McMillan at 1-514-909-7125.

Conference Hotel

FAIRMONT THE QUEEN ELIZABETH

900 René Lévesque Boulevard West
Montréal, Québec H3B 4A5
1-514-861-3511

Selwyn House School

95 Cote St. Antoine
Westmount, Québec H3Y 2H8
1-514-931-9481

IBSC-Selwyn House Welcome Desk at Fairmont the Queen Elizabeth

Find the Welcome Desk on the convention level of the hotel during these times:

MONDAY 7:30 – 9:30 AM
TUESDAY 7:30 – 9:30 AM AND 4:00 – 6:00 PM
WEDNESDAY 11:00 AM – 7:00 PM
THURSDAY 7:00 AM – 1:00 PM AND 5:00 – 7:00 PM
FRIDAY 6:00 – 8:30 AM AND 1:00 – 6:00 PM
SATURDAY 6:30 AM – 1:00 PM

IBSC-Selwyn House Welcome Desk at Selwyn House School

Find the Welcome Desk at the main entrance to the school during these times:

TUESDAY 9:00 AM – 3:00 PM
THURSDAY 11:00 AM – 5:00 PM
FRIDAY 8:00 AM – 2:00 PM

Traveling to and from Selwyn House School and Fairmont the Queen Elizabeth

Yellow school buses will transport you from one venue to the other. The bus drop-off and pick-up location at Fairmont the Queen Elizabeth is located on the Rue Mansfield entrance of the hotel.

It is a 40-minute walk from the hotel to Selwyn House School. Go north on Rue Mansfield for about three blocks, then west on Rue Sherbrooke for 2.9 km (1.8 mi. or about 20 blocks) until you see the school on the right at Ave. Argyle in Westmount.

Also on Rue Sherbrooke, you can catch the #24 STM bus going west to get to the school. The fare is CA\$3.25 and can be purchased on the bus *with exact change only*. Bus passes are also available (info in your welcome bag). The bus stop for Selwyn House School is at Ave. Redfern.

To return by the #24 bus to the hotel, take the bus east and get off at Rue Mansfield to walk the few blocks south to the hotel.

There are also Bixi bike stands (public bicycle sharing) near the hotel and across the street from the school. Rates are CA\$2.95 one way and CA\$5.00 per day for short-term access, payable by credit card at the Bixi stand. Find more information on Bixi in your welcome bag.

Traveling to and from Montréal-Pierre Elliott Trudeau International Airport

Montréal-Pierre Elliott Trudeau International Airport (YUL) is 14 miles (22 km) from the hotel.

Limousine

To Montréal-Pierre Elliott Trudeau International Airport from hotel: from CA\$145 one way, including meet and greet service.

Transfer to Montréal-Pierre Elliott Trudeau International Airport: from CA\$85 one way.

Taxi

There is a flat rate of CA\$40 between the airport and downtown hotels.

747 Express Bus

Featuring nine stops in each direction, the 747-service operated by the City of Montréal operates 24 hours a day and offers transportation between downtown Montréal and the airport.

Buy your ticket for CA\$10 inside the terminal before boarding. When returning to the airport, pay the CA\$10 bus fare aboard the bus (coins only, bills are not accepted). Tickets provide travelers with a transit pass valid on the STM bus and metro network for 24 hours. For more information, visit www.stm.info/en.

Car Rentals

Car rentals are not recommended as parking in Montréal is expensive and there is little time during the conference for driving around Montréal. Car rental offices around the hotel may be a good option before and after the conference. Driving takes 20-25 minutes to get from downtown to the airport.

Local Transportation

Taxis

Visit the taxi stand at the Rue Mansfield entrance of the hotel or hail a taxi from the street (not always easy). For trips from Selwyn House School, call Atlas Taxi at 1-514-485-8585 for pickup. Taxi fare from Fairmont to Selwyn House costs about CA\$15.

Bus and Metro (Subway)

Fairmont the Queen Elizabeth has direct access to the Bonaventure Metro Station. There is a hotel entrance from the metro station. Follow signage.

The closest metro station to Selwyn House School is the Atwater Station on the green line.

The #24 bus on Rue Sherbrooke offers reliable service from the hotel area to the school and back.

Uber

Uber is active in Montréal.

Parking near Selwyn House School

There are no parking spaces provided at Selwyn House School. Street parking is limited to four hours in Westmount. We have secured free parking spots at the Marianopolis College parking lot at 4873 Ave. Westmount, Westmount, Québec H3Y 1X9. This is a 15-minute walk from Selwyn House School.

Free Time Ideas

Your welcome bags are filled with ideas of places to go and things to do in Montréal. The hotel concierge can make all kinds of plans and reservations. The Selwyn House folks at our Welcome Desks are ready to assist you.

Fairmont the Queen Elizabeth has much to offer on site:

ROSÉLYS: Bistronomie cuisine, with a variety of flavorful dishes served in a setting with one-of-a-kind décor. Chef Maxime Delmont's cooking highlights local and seasonal ingredients.

NACARAT: The new hot spot in town, a stunning interior décor best described as "Ziggy Stardust meets 21st century modernity."

ARTISANS: An urban market that brings together local producers and artisans, fostering a sense of community in downtown Montréal.

KRÉMA: An inviting space with its central fireplace, comfy armchairs, and unbeatable view of Montréal's effervescent downtown. Kréma is the place to be for the best roast coffees from Montréal brûleries and other comforting beverages.

MOMENT SPA: A welcoming and luxurious urban spa, in line with Fairmont the Queen Elizabeth's new image.

The hotel sits above the Underground City and food courts. Grab a quick bite, shop, and walk the 19-mile network of indoor paths linking restaurants, department stores, hotels, office towers, and attractions. From the hotel begin your journey underground by accessing Place Ville Marie. The tunnel linking Place Ville Marie to Central Station and Fairmont the Queen Elizabeth was the birthplace of Montréal's Underground City.

CONFERENCE INFORMATION (CONTINUED)

IT and Wi-Fi Services and Support

Selwyn House School offers Wi-Fi in all areas of campus. IT services and support are available at the school Welcome Desk.

WI-FI NETWORK NAME: SHSGUEST

PASSWORD: ibsc2019

Fairmont the Queen Elizabeth offers Wi-Fi in all guest rooms, and IBSC has secured free Wi-Fi on the convention floor for attendees during the conference.

WI-FI NETWORK NAME: FAIRMONT_MEETING

PASSWORD: IBSC2019

Conference Registration Delegates and Spouses/Partners

Conference registration opens at 1:00 PM in the lobby on the convention floor of Fairmont the Queen Elizabeth. The Registration Desk remains open throughout the conference during plenary sessions and doubles as the Welcome Desk. Entertainment, activities, and light refreshments are available on the convention floor until the Opening Ceremonies at 3:00 PM sharp!

Spouses and partners, after registration please stop by the Spouse/Partner Program desk to confirm your reservations for the activities, meet the leaders, and get all your questions answered.

There is also a Welcome Desk at Selwyn House School in the Business Office next to The Rossy Agora. The school Welcome Desk operates during the workshops.

Workshop Presenters

After checking in at the Registration Desk, please report to the Workshop Presenters' Table located near the Registration Desk to confirm your attendance, review technology requirements and logistics, verify room assignments, and pick up or order any needed supplies.

Welcome and Registration Desks

Throughout the conference, the Welcome and Registration Desks at the hotel and at Selwyn House School are your go-to places for questions, technology support, supply pickup, and information on the conference, school, and Montréal. Find volunteers and staff ready to assist you easily identified by their colorful and artistic aprons.

Meals

Meals are a special part of IBSC conferences, as they provide a chance to meet and greet delegates from around the world. Breakfast is provided on Thursday and Saturday on the convention floor at Fairmont the Queen Elizabeth, and on Friday at Selwyn House School. Lunches are provided on Thursday and Friday at Selwyn House School in the Old Boys' Tent and Playground, Coristine Hall, and Guzzo Tent and Playground. All areas serve the same meals. If you registered your special dietary restrictions, please pick up your meal in Coristine Hall.

Find details of the special evening events and meals in the daily schedules.

Find snacks and refreshments served near the Place du Canada room at Fairmont the Queen Elizabeth during the plenary session breaks. At Selwyn House School, find snacks and refreshments near the workshop rooms and in the Guzzo Tent.

Selwyn House Pop-up Shop

The Selwyn House Pop-up Shop, selling Selwyn House and Boys and the Arts merchandise, is located on the stage in Coristine Hall (the dining room in the Lucas Building). Stop by, look around, and grab some cool things during the half days we spend at Selwyn House for workshops. If merchandise remains, the Pop-up Shop will relocate to the convention floor of Fairmont the Queen Elizabeth on Saturday morning.

Conference Bookstore

Several authors speak at this year's conference. Find their books available for purchase during the plenary sessions on Wednesday afternoon, Thursday morning, Friday afternoon, and Friday morning. Look for the bookstore on the convention floor near the Place du Canada room. The bookstore accepts cash and credit cards.

Conference Dress Code

For all conference events, comfortable, smart-casual attire is appropriate. The days in Montréal promise to be warm and sunny (26°C for the high). Venues tend to keep rooms cool with air conditioning, so a sweater or jacket may come in handy.

Our special Friday night Cocktail *Dinatoire* Reception *Nuit en Blanc* is an optional opportunity to dress in white to celebrate the late sunsets and early sunrises of the last week of June in our beautiful city. We hope you wear a white outfit (casual to dressy), but even just one white item adds to our festive theme.

Speaking French and English in Montréal

Montréal is one of the most bilingual cities in Québec and Canada, with over 59% of the population able to speak both English and French. Montréal is the second-largest primarily French-speaking city in the world, after Paris. Of course, you can get around town and enjoy your time in Montréal without knowing or speaking any French. Starting conversations with *Bonjour!* and ending them with a *Merci!* go a long way to making everyone feel appreciated. Signage in Montréal is confusing — and not just because it is in French. Feel free to ask for help if you do not understand signs about parking, public transportation, shops, restaurants, and more. Almost everything is in French, but nearly everyone speaks English and is willing to help. (N.B. Nord=North, Sud=South, Est=East, Ouest=West)

Emergency Information Emergency Contact

If you experience a life-threatening situation, dial 911, the emergency services number in Canada. An operator may speak with you first in French but just speak in English and you will be well served. Remember your location:

FAIRMONT THE QUEEN ELIZABETH

900 René Lévesque Boulevard West
Montréal, Québec H3B 4A5

SELWYN HOUSE SCHOOL

95 Cote St. Antoine
Westmount, Québec H3Y 2H8

First Aid

For first-aid assistance while at Selwyn House School, go directly to the Welcome Desk at the main entrance of the school. At the hotel, go to the concierge or our Welcome Desk on the convention floor.

Fire Evacuation

If you hear the fire siren at school, exit the building, cross the street in front of the school, and await instructions from a Selwyn House School representative.

Lockdown (Intruder Alert)

In the event an intruder is reported in or near any of the Selwyn House School buildings, the school's public address system will sound the following phrase: "Attention, attention, attention. Lockdown, lockdown, lockdown."

- ▶ If you are already in a classroom, close the door and lock it from the inside.
- ▶ If you are outside of a classroom, find the closest room not yet locked and hide in there.
- ▶ Proceed to the furthest side of the room away from the doorway and lie down on the floor. Use desks and chairs to block the view of where you are on the floor.
- ▶ Turn off the sound of your cell phone and electronic devices and remain quietly on the floor.
- ▶ Do not allow anyone into the classroom once you have locked the door.

Stay in the room on the floor until you hear the following phrase: "Attention, attention, attention. All clear, all clear, all clear." Then you may get up but stay in the classroom until the police or firefighters come to the door and instruct you to leave the classroom or you hear from the sound system the following phrase: "Attention, attention, attention. Leave your classroom and proceed to [specific] meeting area."

If you hear a fire alarm during the lockdown, do not exit the classroom. The intruder may have pulled the fire alarm to cause panic. If you hear "Attention, attention, attention. Fire alarm, fire alarm, fire alarm." repeated over the sound system, then the alarm is real and you should exit the room. Proceed out of the building and across the street to the designated area.



Selwyn House School, Lucas Building

SPOUSE/PARTNER PROGRAM

Registered spouses and partners are invited to join delegates for the Wednesday, Thursday morning, Friday afternoon, and Saturday conference program. Find other special activities below.

WEDNESDAY, JUNE 26

1:00 – 3:00 PM

Registration and Refreshments

FAIRMONT THE QUEEN ELIZABETH
PARC MONT-ROYAL A & B

3:00 – 6:30 PM

Opening Plenary Session Featuring Adam Cox, Molly Johnson, entertainment, and more

FAIRMONT THE QUEEN ELIZABETH
PLACE DU CANADA

6:45 PM

Buses depart the conference hotel for the school

7:00 – 9:00 PM

Welcome Reception, *The Art of a Party* SELWYN HOUSE SCHOOL

8:45 – 11:00 PM

Buses depart the school for the conference hotel

9:00 – 11:00 PM

After Hours Bar SELWYN HOUSE SCHOOL CORISTINE HALL

THURSDAY, JUNE 27

7:30 – 8:30 AM

Breakfast

FAIRMONT THE QUEEN ELIZABETH
SQUARE DORCHESTER

8:30 – 10:40 AM

IBSC Annual Meeting Plenary Session Featuring Sonia Lupien 2019 IBSC Hawley-Jarvis Award FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA

10:40 AM

Break

11:00 AM – 12:00 NOON

Plenary Session Featuring Jonathan Emile FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA

12:00 NOON

Welcome and Lunch FAIRMONT THE QUEEN ELIZABETH RUE MCGILL

1:15 PM

Depart the conference hotel for the Classic Montréal Tour by Bus FAIRMONT THE QUEEN ELIZABETH MANSFIELD STREET ENTRANCE

Admire the modern architecture of the new Quartier International de Montréal, the bustle of Ste-Catherine Street to stately McGill College Avenue, and skyscrapers such as the famous Place Ville Marie. Discuss the RÉSO, also known as the Underground City, and the Victorian Era Golden Square Mile. Cross through Mount Royal Park for a stunning view of the city and let the grandeur of the Saint-Joseph Oratory impress you. On the Plateau Mont-Royal, in the Latin Quarter, and along Saint-Laurent Boulevard, learn about the ethnic groups that have shaped our city. Glimpse the Gilles Villeneuve racing circuit, Montréal Casino, and La Ronde amusement park on the way to Jean-Drapeau Park (Saint Helen's and Notre-Dame islands), a true oasis of fresh air. If you prefer, drive along the Port of Montréal to reach the Olympic Park. Nearby, find the Biodôme and the Botanical Garden.

5:30 PM

Buses return to the conference hotel

Evening on Your Own

FRIDAY, JUNE 28

Breakfast on Your Own

9:15 AM

Depart the conference hotel for Chateau Ramezay FAIRMONT THE QUEEN ELIZABETH MANSFIELD STREET ENTRANCE

10:00 – 11:00 AM

Guided Tour of Chateau Ramezay

A team of experts collaborating with UNESCO named Château Ramezay one of the 1,001 historic sites you must see before you die. Montréal's portal to its past, Château Ramezay was built in the 18th century as a prestigious residence. It was the first building in Québec classified as an historic monument. Relive more than 500 years of history through its numerous exhibits, multimedia portrayals of historical figures (available in six languages), and French colonial style garden.

11:00 AM

Depart for the Plateau PARK AVENUE AND BERNARD IN FRONT OF THE RIALTO THEATRE

11:00 AM – 1:30 PM

Walking Lunch Tour of Montréal's Mile End and Plateau Areas: Beyond the Bagel North

There are stops you'd expect on a Jewish food history walking tour centered in Mile End and the Plateau, once heavily Jewish neighborhoods: Wilensky's luncheonette, home of the iconic Wilensky Special, Schwartz's, of course — and the dueling bagel places, St-Viateur and Fairmount. Even people who know nothing else about Jewish food know bagels. And those stops are there — complete with food. But what is transcendent about Beyond the Bagel, a new tour researched and curated by Montréal Jewish food historian Kat Romanow, is that it also includes places you wouldn't expect to find on it — like the alleyway behind the backyard of the St-Urbain St. triplex from which Esther Witenoff launched the Mrs. Whyte's pickle company. Enjoy this version of a tour that normally runs 3.5 hours.

1:30 PM

Buses return to the conference hotel

2:15 – 5:30 PM

Plenary Session Featuring *The Autism Monologues* and Ned Hallowell FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA

6:30 – 9:00 PM

Cocktail *Dinatoire* Reception, *Nuit En Blanc* THE WINDSOR BALLROOM

Take this opportunity to dress in white to celebrate the late sunsets and early sunrises of the last week of June in our beautiful city. We hope you wear a white outfit (casual to dressy), but even just one white item adds to our festive theme. *Le Diner en Blanc* (the white dress dinner), an outdoor dinner party in a public space set up as a temporary chic dining area, originated in Paris in 1988 and has spread around the globe. Now 80 cities in 30 countries host it.

SATURDAY, JUNE 29

7:00 – 8:00 AM

Breakfast

FAIRMONT THE QUEEN ELIZABETH
SQUARE DORCHESTER

8:00 – 11:45 AM

Closing Plenary Session Featuring

Susan Doherty, Hal Hannaford,

and Jean-Marc Vallée

FAIRMONT THE QUEEN ELIZABETH

PLACE DU CANADA

HIGHLIGHTS



2019 IBSC Hawley-Jarvis Award

In 1995, Dr. Richard Hawley and Reverend Tony Jarvis helped set the IBSC goal of celebrating the lives and education of boys. The spirit of these two experienced school leaders and master teachers continues to inspire our work. The IBSC board of trustees created this award to honor educators whose selfless service furthers best practices in boys' education and advances the professional development of boys' educators.

Join us Thursday at 8:30 AM to honor this year's recipient Minna Shulman. All of us in IBSC thank Minna for her dedicated service to boys' education around the globe. Find her biography on the mobile app or www.theibsc.org.



Online Education and Educating Boys

IBSC partners with One Schoolhouse to offer members online classes created exclusively for boys' educators. These programs equip boys' school faculty and administrators with new teaching paradigms and create the opportunity to connect with fellow boys' school educators worldwide.

Register for one of these flexible classes, which run concurrently and offer customized options for administrators, experienced faculty and staff, and teachers new to teaching boys.

July 15 – August 9, 2019

- Building Leadership in Schools for Boys
- Mastery Practice in Teaching Boys
- Single-Gender Education: A Course for Teachers New to Boys' Schools

October 15 – November 8, 2019

- The Self-Motivated Boy: Developing Future-Ready Leadership in the Classroom
- Single-Gender Education: A Course for Teachers New to Boys' Schools

February 10 – March 6, 2020

- Building Leadership in Schools for Boys
- Mastery Practice in Teaching Boys
- Single-Gender Education: A Course for Teachers New to Boys' Schools

Visit www.theibsc.org for in-depth class descriptions, registration, and details on future classes. See you online.

IBSC ACTION RESEARCH PROGRAM

BOYS AND STORIES: PATHWAYS TO LEARNING

Since 2005, the IBSC Action Research Program has promoted the collaboration of educators in member schools worldwide. Each year research teams complete projects and report their findings at IBSC Annual Conferences around the globe. More than 420 researchers have participated in the program, many becoming instructional leaders for action research in their schools and presenting research at conferences worldwide. View past reports, posters, and videos at www.theibsc.org, and find out how you can participate in the IBSC Action Research Program.

Congratulations to the 2018-19 action researchers for their outstanding projects focused on Boys and Stories: Pathways to Learning. Join them to learn more about the program during workshop block 2, which contains two separate, 30-minute presentations on researchers' work.

PROGRAM COORDINATOR



MARGOT LONG

2018-19 IBSC ACTION RESEARCH COORDINATOR
SECOND MISTRESS – ACADEMICS AND STAFF LEARNING
ST. JOHN'S PREPARATORY SCHOOL (SOUTH AFRICA)

2018-19 TEAM ADVISORS



TRISH CISLAK, CRESCENT SCHOOL (CANADA)



BRUCE COLLINS, IBSC AND ST. ALBAN'S COLLEGE (SOUTH AFRICA)



JANET LIEN, THE BROWNING SCHOOL (UNITED STATES)



LAURA SABO, ST. CHRISTOPHER'S SCHOOL (UNITED STATES)

2018–19 IBSC ACTION RESEARCH COHORT

Patricia Alviano, Crescent School (Canada)

Irene Basson, St. John's College (South Africa)

Tammy Bechus, St. David's Marist Inanda (South Africa)

Peter Bonds, Blue Ridge School (United States)

Edward Brenac, The Scots College (Australia)

Kristy Carlisle, St. David's Marist Inanda (South Africa)

Lauren Cook, Berwick Grammar School (Australia)

Liz Derouet, Toowoomba Grammar School (Australia)

Patrick Ell, The King's School (Australia)

Camilla Elliott, Mazenod College (Australia)

Eli Faen, The Southport School (Australia)

Jacob Geiger, Woodberry Forest School (United States)

Tony Gomes, Upper Canada College (Canada)

Rene Hanham, Lindisfarne College (New Zealand)

Anderson Harp, The Browning School (United States)

David Hegarty, Belmont Hill School (United States)

Roy Hobson, St. Andrew's College (South Africa)

Penny Horsley, Shore School (Australia)

David Idstein, The King's School (Australia)

Camilla Iturralde, The Allen-Stevenson School (United States)

James Kearney, Scotch College (Australia)

Duncan Kendall, The Scots College (Australia)

Barbara Kinkead, St. Mark's School of Texas (United States)

Campbell Madden, Trinity Grammar School (Australia)

Jonathon Mayall, Shore School (Australia)

Melanie Mortimer, Dulwich Prep (United Kingdom)

Kathryn Murray-Hoenig, St. George's School (Canada)

Eloise Nevin, Christ's College (New Zealand)

Emma Noble, St. Mark's School of Texas (United States)

Jen O'Ferrall, St. Christopher's School (United States)

Julian Procaccini, Saint Kentigern Boys' School (New Zealand)

Joanna Rainey, Eton College (United Kingdom)

Melissa Ramon, St. Andrew's College (Canada)

Ylmé Rappard, St. Alban's College (South Africa)

Nicole Richardson, St. Peter's Boys' Preparatory School (South Africa)

Paul Rodley, Christ's College (New Zealand)

Kate Rodrigues, St. John's Preparatory School (South Africa)

Tom Rogers, Harrow School (United Kingdom)

David Scardino, The Scots College (Australia)

Kathleen Schroeder, Hilton College (South Africa)

Elisabeth Smith, The Scots College (Australia)

Samara Spielberg, The Allen-Stevenson School (United States)

Catherine Steenhoff, St. Peter's Boys' Preparatory School (South Africa)

Joanne Thompson, St. Stithians College (South Africa)

Richard van Dam, Dilworth School (New Zealand)

Denise Vythilingam, St. Stithians College (South Africa)

Bonnie Wansley, Trinity Grammar School (Australia)

Jarred Wilson, Saint Kentigern Boys' School (New Zealand)

IBSC Action Researchers present their customized research findings on Thursday at 4:00 PM. See page 22 for more information.

SUPPORT THE IBSC ACTION RESEARCH PROGRAM BY VISITING THE POSTER PRESENTATIONS THROUGHOUT SELWYN HOUSE SCHOOL.

PLENARY SESSION SPEAKERS



Adam Cox

Cracking the Boy Code
WEDNESDAY, JUNE 26 | 3:00 PM

**ALL PLENARY SESSIONS
TAKE PLACE AT FAIRMONT
THE QUEEN ELIZABETH IN
PLACE DU CANADA.**

Clinical psychologist, author, speaker, and educational consultant Adam J. Cox has explored the emotional and cognitive development of youth for over a decade. His books include *On Purpose Before Twenty*, designated one of the Best Courageous Books of 2014 by Parker Palmer's Center for Courage and Renewal; *No Mind Left Behind: Understanding and Fostering Executive Control—The Eight Essential Brain Skills Every Child Needs to Thrive*; and *Boys of Few Words: Raising Our Sons to Communicate and Connect*. His commentary on youth, families, and schools has been widely covered by radio, television, and print media, including *The New York Times*, National Public Radio, and *Newsweek*. Cox conducted the global school-based research project *Locating Significance in the Lives of Boys* for IBSC. He visited 20 project schools in the U.S., Canada, United Kingdom, Australia, New Zealand, Singapore, and South Africa. This groundbreaking study was the first to interview students worldwide about how they find meaning and purpose in their lives. His *Eight Pillars* model of executive function has been widely adopted by schools seeking practical solutions for learning challenges in the era of distraction.



Molly Johnson

Meaning to Tell Ya
WEDNESDAY, JUNE 26 | 3:00 PM

Award-winning jazz vocalist Molly Johnson is a mother, singer-songwriter, artist, and philanthropist who just released her highly anticipated new album *Meaning to Tell Ya*. It is more than a jazz record—it's funk, it's soul, it's groove played by some of Canada's best musicians. Johnson's story starts in the mid '60s when as a young grade schooler, she and her brother, Clark Johnson, were tapped by legendary Toronto icon and producer Ed Mirvish to appear in *Porgy and Bess* at the Royal Alexander Theatre. Performances in *South Pacific*, *Finian's Rainbow*, and other classic musicals followed. With the desire to become a choreographer, the budding child star soon enrolled in the National Ballet School. Eventually the idea of writing songs captivated her. Johnson fronted the disco band A Chocolate Affair and later formed a funky art rock group. While trying to make headway in the world of rock and roll, she began a parallel career as a jazz singer. Dedicated to supporting communities in need, Johnson established the Kumbaya Foundation and Festival in 1992, raising awareness and funds for people living with HIV/AIDS, and continues to work with several other charitable organizations. She has garnered the Queen's Jubilee medal. In 2008, she became an Officer of the Order of Canada.



Sonia Lupien

**Stress in Children and Teenagers:
How to Identify and Better Control It**
THURSDAY, JUNE 27 | 8:30 AM

Sonia Lupien is the founder and director of the Centre for Studies on Human Stress, which strives to transfer scientifically validated knowledge on stress to the public. For the last 20 years, Lupien has studied the effects of stress on the human brain from infancy to adulthood and old age. Her studies have shown that children—as vulnerable as adults to stress—can produce high levels of stress hormones as early as age six. Her research in adults demonstrates stress can significantly impair memory performance, as well as the effects of stress on the aging brain. In her new research projects, Lupien examines differences between men and women in stress reactivity. She created the DeStress for Success Program to teach adolescents ways to control stress as they transition from elementary to high school. She also developed the Stress Inc.® program to help workers recognize and control stress by means of a computer program in the workplace. As part of her drive to educate the public, Lupien recently published the book *Par amour du stress* to help us better understand stress as it has been studied for the last 50 years by scientists around the world.



Jonathan Emile

**Jonathan Emile:
His Story. His Voice.**
THURSDAY, JUNE 27 | 11:00 AM

Jonathan Emile (SHS Old Boy 2003) is a Jamaican-Canadian rapper, poet, composer, and cancer survivor. In 2011, he released his debut EP record *The Lover/Fighter Document*, which garnered a Grammy nomination for rap album of the year. Major publications such as *Pitchfork*, *Hip Hop Dx*, *Huffington Post*, *Fader*, and *Complex* have featured him. Emile collaborated with international hip-hop artists Kendrick Lamar, Buckshot, and Murs for his debut LP, and shared the stage with rappers Coolio in San Francisco, Nelly in Las Vegas, and Naughty by Nature and Slick Rick in New York. He has also collaborated closely with world-renowned cellist Denis Brott, and shared venues with Oliver Jones and Miri Ben-Ari. At the age of 18, Emile was diagnosed with cancer, undergoing intense chemotherapy and radiation for the next two years to fight the disease. During this period he used music and poetry as his personal therapy as he battled the disease. Defined by truth his music shares his experiences of battling cancer, addresses current affairs, and explores humanity. Through hip-hop, R&B/neo-soul, and reggae, Emile offers an honest and unique perspective of reality without sacrificing the contemporary sounds that younger listeners crave. His devotion to hip-hop and creativity grows from his quest for knowledge.



Ned Hallowell

Beating the Odds
FRIDAY, JUNE 28 | 2:15 PM

Edward (Ned) Hallowell is a child and adult psychiatrist, devoted to helping people identify and channel their strengths in today's crazy-busy world. He offers insight into his personal story of growing up with mental illness in the family, his own learning differences, and how he beat the odds to win the race rather than capsize. As he talks about his childhood and his experiences as a person who has dealt successfully with his attention deficit disorder and dyslexia, Hallowell offers concrete and practical ways for boys to overcome their own family struggles, learning differences, and prejudicial behaviors to beat the odds. Internationally recognized as the "focus doctor," he founded the Hallowell Centers in Boston Metrowest, New York, San Francisco, and Seattle. These centers specialize in his signature "strength-based" approach to the diagnosis and treatment of cognitive and emotional concerns, especially ADHD. A graduate of Harvard College and Tulane Medical School, Hallowell completed his residency in adult and child psychiatry at Harvard Medical School, where he also served as an instructor for 20 years. He has written 20 books, including the 1994 groundbreaking *New York Times* best-seller on ADHD, *Driven to Distraction*.

PLENARY SESSION SPEAKERS

THE AUTISM MONOLOGUES

FRIDAY, JUNE 28 | 2:15 PM

Experience a theatrical journey of discovery that interweaves stories told from the perspective of autistic people, their family members, advocates, and hinderers. Performed by an ensemble of ethnically, culturally, and neurologically diverse actors, the play garnered an honorable mention at the 2018 St.-Ambroise Montréal Fringe Festival.

WRITTEN BY

Christine Rodriguez

DIRECTED BY

Jen Viens

CAST

Julie Barbeau, Jean Bernard, Stephen Booth, Christine Rodriguez, Jacqueline van de Geer

STAGE MANAGER

Isabel Faia

SET AND COSTUME DESIGN

Nalo Soyini Bruce

SOUND DESIGN

Rob Denton

DRAMATURGY

Marie-Leofeli Romero Barlizo



Christine Rodriguez

Playwright, Performer, and Producer
The Autism Monologues

Playwright, producer, and performer Christine Rodriguez, described by CULT#MTL as having "... nuclear presence on stage," is an emerging artist whose play *Dreaming in Autism* placed her on the proverbial map. The play took third prize at Ottawa Little Theatre's 72nd National One-Act Playwriting Competition. Her latest work, the critically acclaimed *The Autism Monologues*, was an audience favorite at the 2018 St.-Ambroise Montréal Fringe Festival where it received Honorable Mention for Most Promising English Company (La Tigressa Productions). Rodriguez developed the play through the Black Theatre Workshop's Artist Mentorship Program and with the support of short-term and studio mentorships from Montréal, Arts Interculturels. In 2016, she earned a commission grant from the Cole Foundation's Intercultural Conversations program to write a play for Black Theatre Workshop. Rodriguez holds a Certificate of Professional Screenwriting from University of California, Los Angeles. Her mixed-race heritage and multicultural environment inspire her art.



Jen Viens

Director
The Autism Monologues

Originally from British Columbia, director, actor, and producer Jen Viens studied theater at University of British Columbia and trained with Matthew Harrison at the Actor's Foundry in Vancouver. She relocated to Québec four years ago and currently works in Montréal and Toronto. Viens performed the one-woman show *The Passage* at the Montréal Fringe and took home the award for Best Solo Production. Most recently, she co-founded the production company Stone Lane Studio and starred in its inaugural film *Love Sylvia*. Her directing credits include *The Importance of Being Earnest* (Twisted Tree), *Subtraction* (Uncanny Theatre Co.), and *Seven* (Moving Forward).



Susan Doherty and Hal Hannaford

Illness, Wellness, Resilience, and Survival

SATURDAY, JUNE 29 | 8:00 AM

Susan Doherty and Hal Hannaford, both born and raised in Montréal, have been married for 37 years. For 31 years, Hannaford has successfully led three Canadian boys' schools as headmaster. Doherty and Hannaford's long union is forged from a mutual appreciation of their differences as much as their similarities. The intersection of mental illness and physical illness establishes the thesis of their keynote: Healing pathways for survival are found through the abiding need for human connection. Mutual love of the arts also helps. Doherty began her working life at *Maclean's* magazine in Toronto. Next, she worked for a digital publishing company in Paris, freelancing for *The International Herald Tribune*, *La Tribune de Genève*, and *The Independent* in London. Back in Canada, she studied creative writing at University of Toronto, Concordia University, and the Humber School for Writers, while founding and operating her own advertising production company, On Location Productions. In 2015, Doherty released her award-winning debut novel, *A Secret Music*. A lifelong volunteer, she devotes time to the YMCA and the Douglas Institute and has served on the boards of the Royal Conservatory of Music, Québec Writer's Federation, and Nazareth House, a shelter for the homeless and addicted. Doherty also volunteers with patients suffering from schizophrenia. Her latest book,

The Ghost Garden, addresses the idea of the transformative power of compassionate connection to tackle mental illness — a burgeoning global health crisis. Hannaford holds degrees from Concordia University, University of Toronto, and INSEAD in France. As a young teacher, he also served as director of Kilcoo Camp, a summer camp for boys. Hannaford has taught elementary and high school in Canada and served on the Faculty of International Business at the American University in Paris. As a teacher he survived with his unique brand of energy and creativity. In Toronto, Hannaford was the founding headmaster of Kingsway College School (Canada) in 1989. He joined Royal St. George's College School (Canada) in 1996 as headmaster, and remained until 2009, when he moved to Montréal and became headmaster of Selwyn House School (Canada). Enthusiastically philanthropic, Hannaford has raised more than CA\$30 million for charities as a volunteer auctioneer, most notably for The Children's Aid Foundation in Toronto. Doherty and Hannaford have two children: Alisse, a medical resident in Boston, and Reid, a filmmaker in New York. "Marriage is a verb and represents something to be earned. Laugh. Commiserate. Celebrate. Forgive. Love. Mental and physical illnesses are merely symptoms when genuine partnership can provide the tools for recovery."



Jean-Marc Vallée

C.R.A.Z.Y. and the Art of Trying to Define Yourself

SATURDAY, JUNE 29 | 8:00 AM

Jean-Marc Vallée is a writer, director, and producer whose films include *C.R.A.Z.Y.*, *Café de Flore*, *Demolition*, *Wild*, and *Dallas Buyers Club*, for which he received an Academy Award nomination. For television, he directed all eight episodes of the acclaimed HBO series *Sharp Objects*, nominated for three Golden Globes including best television limited series. Vallée also directed all seven episodes of *Big Little Lies*, which marked his first foray into premium television and garnered eight Emmy awards and four Golden Globes for the limited series. Along with Nathan Ross, Vallée formed the production company crazyrose. They have in development a film on John Lennon and Yoko Ono for Universal. Next up, Vallée will direct the limited series *Gorilla and the Bird* for HBO.

PLEASE DO NOT VIDEO OR RECORD THIS SESSION IN ANY CAPACITY. THANK YOU FOR RESPECTING THE WISHES OF VALLÉE AS HE SHARES HIS PERSONAL STORY WITH US.

FEATURED STUDIO SPEAKERS

Select one featured studio session to attend during each time block, then bring back newfound ideas and knowledge to your school. All sessions take place at Selwyn House School.

FEATURED STUDIO SESSION 1

THURSDAY, JUNE 27 | 2:45-3:45 PM

Bust a Move, Boost Your Mood!

Experience firsthand how impossible it is to be in a bad mood while dancing! Try a simple choreography designed to improve muscle memory, coordination, and concentration. Fun guaranteed!

SPEAKERS: Maureen Powers and Clare Stewart, Selwyn House School (Canada)

ROOM: SPEIRS GYM

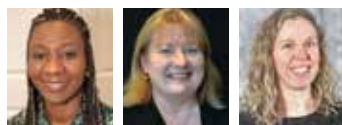


Creating a Spark Through Experiential Learning

Experiential education (EE) lights a creative spark in the learning process. Experiential educators encourage students to create and innovate in an environment that celebrates making mistakes and taking risks, leading to new pathways. Jump in and join us for an hour of learning, active engagement, and reflection. Leave with a new appreciation of EE, a set of reflection/debriefing tools, and an array of examples of EE from three urban day schools.

SPEAKERS: Sheryl Murray, Crescent School (Canada); Emma Totten, Royal St. George's College (Canada); Courtney Prieur, Selwyn House School (Canada)

ROOM: STUDENT SUCCESS CENTRE



Showtime! Place au Spectacle

Like to sing and dance, but lack experience or time? Join us as we work together to produce a performance of a musical theater piece. Lots of fun, pleasure, and good humor await you! All are welcome, talented or not.

SPEAKER: Anne-Marie Blais, Selwyn House School (Canada)

ROOM: ROSSY AGORA



Close Connections: Maintaining Relationships with Old Boys

How do you keep old boys connected with their classmates, other old boys, and your staff? Find out how Selwyn House School stays in touch with its old boys, involves them in current school life, keeps them in contact with other old boys living near them, and informs them about the school. Engage with colleagues on the topic and share notes with each other to take back to your school.

SPEAKERS: Hal Hannaford and James McMillan, Selwyn House School (Canada)

ROOM: CORISTINE HALL



Mental Health, Movie Magic

Join us for an interactive presentation demonstrating the power of movie making to help students learn more about mental health.

SPEAKERS: Bill Bedard, Selwyn House School (Canada); Ada L. Sinacore, McGill University

ROOMS: MAC 5&6



Play! Write! The Logistics and Benefits of a 24-Hour Playwriting Competition

Explore the many pluses of organizing a 24-hour playwriting competition and discuss the logistics of hosting one.

SPEAKER: Lucy Martin, Selwyn House School (Canada)

ROOM: RED ROOM THEATRE



Poetry: Not Just for English Class Anymore

Poetry can enhance your subject matter in disciplines such as math, science, arts, and even physical education. Whether you teach elementary, middle, or senior school, get the tools to perk up your curriculum with poetry.

SPEAKER: Carol-Ann Hoyte, Selwyn House School (Canada)

ROOM: LIBRARY



The Power of Connection to Build Good Men

Examine the relational studies conducted with IBSC schools over the years and extend the relational perspective to rethinking boyhood, including insights from interpersonal neuroscience and strategies for dealing with developmental threats illustrated by research and clinical experience.

SPEAKER: Michael Reichert, Center for the Study of Boys' and Girls' Lives

ROOM: MAC GYM



FIND SPEAKER BIOS AT WWW.THEIBSC.ORG OR ON THE MOBILE APP.

FEATURED STUDIO SESSION 2

FRIDAY, JUNE 28 | 9:15–10:15 AM

Bentwood Boxes and the Art of Telling Stories

Bentwood boxes are traditional containers made by First Nations people of the North American west coast. Create your own cardboard Bentwood-inspired box—with an additional personal twist.

SPEAKER: Vanessa Jothy, Selwyn House School (Canada)

ROOM: CORISTINE HALL



Building the Character of Boys: A Prototype for Creative and Critical Thinking

After establishing the larger context of the educational framework proposed in Character Education in Schools for Boys, probe deeper to illuminate an innovative prototype for building out curriculum, pedagogy, and assessment for the core competency of "creative and critical thinking." Draw on the advanced work of schools involved in our global network of schools for character.

Engage colleagues to discuss the potential of this approach.

SPEAKERS: Brad Adams and Phil Cummins, CIRCLE

ROOMS: MAC 5&6



Debating as a Learning Tool for the Arts

Get an introduction to debating at the high school level. Examine the features of a debate and how to use debating effectively in the classroom. Watch a live debate performed by the Selwyn House School Debate Team.

SPEAKER: Jonathan Bracewell, Selwyn House School (Canada)

ROOM: RED ROOM THEATRE



Bucket Brigade: Everybody Thinks They Are a Drummer

Be a drummer and make a video so you can brag that when you came to Montréal, you did something you have always wanted to do! No experience required. You do not have to be able to read music, but you cannot be afraid to make some noise!

SPEAKER: James McMillan, Selwyn House School (Canada)

ROOM: MAC GYM



Let's Talk About Sex...ual Citizenship

Gain an overview of the study entitled Responsible Sexual Citizenship in Today's World: The Challenges Confronting Boys and get preliminary results from this IBSC study.

SPEAKER: Ada L. Sinacore, McGill University

ROOM: STUDENT SUCCESS CENTRE



Neurodiversity and Unique Thinkers

Appreciate the strengths associated with having a "differently wired" brain and learn how unique thinkers offer much to the world. Mental diversity deserves as much respect and accommodation as any other type of diversity.

SPEAKER: Devon MacEachron, psychologist

ROOM: LIBRARY



Where the Wild Things Are: Safe Spaces in Outdoor Education

Get a broad overview of Selwyn House's Wild Outdoor Education program (grades 5–11). Delve into the role of reflection in outdoor education, embracing the concept of Indigenization and cultural awareness, developing a sense of place, and ultimately how these elements contribute to creating safe spaces for boys.

SPEAKERS: Cory Deegan and Matt McCarney, Selwyn House School (Canada)

ROOM: GUZZO FAMILY TENT



Confidence in Film

When an artist must decide who they want to become after graduation, they often feel overwhelmed. They need confidence and self-worth to thrive. Art allowed us, as filmmakers, to build confidence and forge our own paths. Making mistakes—and overcoming them—helps you believe in yourself. Creating opportunities for students to find their own solutions prepares them more than any hard skill; it builds confidence.

SPEAKERS: Evren Boisjoli, Selwyn House Old Boy 2008; Reid Hannaford, Selwyn House Old Boy 2012

ROOM: ROSSY AGORA



WEDNESDAY

WEDNESDAY, JUNE 26

1:00 – 3:00 PM	Registration and Refreshments	FAIRMONT THE QUEEN ELIZABETH PARC MONT-ROYAL A & B
3:00 – 6:30 PM	Opening Plenary Session Featuring Adam Cox, Molly Johnson, entertainment, and more	FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA
6:45 PM	Buses depart the conference hotel for the school	
7:00 – 9:00 PM	Welcome Reception, <i>The Art of a Party</i> Imagine rock 'n' roll, jazz, blues, classical, street, electronic, folk, bluegrass, and soul music all in the same venue. Join us at Selwyn House to experience over 60 musicians performing music at its finest. Enjoy amazing food and beverages as you mingle and meet colleagues in a relaxing and entertaining fashion. A special treat: At 8:30 PM, join us in Coristine Hall for a record-setting participatory version of "Mustang Sally." We promise an evening to remember!	SELWYN HOUSE SCHOOL
8:45 – 11:00 PM	Buses depart the school for the conference hotel	
9:00 – 11:00 PM	After Hours Bar	SELWYN HOUSE SCHOOL CORISTINE HALL



THURSDAY

THURSDAY, JUNE 27

7:30 – 8:30 AM	Breakfast with IBSC Trustees Join an IBSC trustee for breakfast and share your ideas and ask any questions you have.	FAIRMONT THE QUEEN ELIZABETH SQUARE DORCHESTER
8:30 – 10:40 AM	IBSC Annual Meeting Plenary Session Featuring Sonia Lupien 2019 IBSC Hawley-Jarvis Award	FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA
10:40 AM	Break	
11:00 AM – 12:00 NOON	Plenary Session Featuring Jonathan Emile	FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA
12:00 NOON	Buses depart the conference hotel for the school	
12:15 – 1:15 PM	Lunch	SELWYN HOUSE SCHOOL
1:30 – 2:30 PM	Workshop Block 1	SELWYN HOUSE SCHOOL
2:45 – 3:45 PM	Featured Studio Session 1	SELWYN HOUSE SCHOOL
3:45 PM	Break	
4:00 – 5:10 PM	Workshop Block 2 Featuring IBSC Action Research Presentations	SELWYN HOUSE SCHOOL
5:15 PM	Buses depart the school for the conference hotel	

EVENING ON YOUR OWN



THURSDAY

WORKSHOP BLOCK 1

1:30 – 2:30 PM

A FOCUS ON THE JUNIOR YEARS: BOYS, ARTS, WELLNESS (PK-6)

Bringing the Community to Your Art Room

Learning is about more than a solo teacher or class. Explore ways community involvement can help raise boys into involved, caring members of society. Join the discussion and view examples of how arts integration and your community provide opportunities for students to connect with the real world.

PRESENTER: Lisa Hakkinen, Hale School (Australia)

APPEAL  **LEVEL NEW TO TOPIC**
ROOM STUDENT SUCCESS CENTRE

BOYS AND MENTAL WELLNESS

Introducing a School Therapy Dog Program

St. Albans School welcomed a therapy dog to our campus in fall 2018. Learn about the process of proposing and gaining support for this unconventional idea, training involved for both dog and humans, and the efficacy of this new undertaking.

PRESENTER: Carrie Friend, St. Albans School (United States)

APPEAL  **LEVEL NEW TO TOPIC**
ROOM MS5

Mercy, Vulnerability, and the Power of Positive Intention in Boys' Schools

Discover how to harness vulnerability and elevate mercy to identify the positive intention behind a student's actions and help him develop healthier coping mechanisms and a sense of self and wholeness. Look at case studies from both an institutional and individual level and walk away with actionable steps you can use immediately.

PRESENTER: Nolan LaVoie, Woodberry Forest School (United States)

APPEAL  **LEVEL ADVANCED**
ROOM MS6

BOYS AND THE ARTS

Artful Thinking: "Look with All Your Eyes, Look"

Delve into the Artful Thinking Program to help you regularly use works of visual art in your curriculum in ways that strengthen boys' thinking and learning. Learn to create rich connections between works of art and curricular topics and use art as a force for developing boys' thinking dispositions at the heart of their learning.

PRESENTERS: Kylie Bowra and Robyn Larbalestier, St. Augustine's College (Australia)

APPEAL  **LEVEL NEW TO TOPIC**
ROOM MAC 2

Better Minds, Better Work

How can we help our students become better learners? Examine how to foster excellent learning habits in the classroom through a range of targeted and focused approaches to students' work. Explore how to help them acquire transferable skills, enabling them to think more laterally and connect a range of academic subject areas.

PRESENTER: Laurence Hedges, Harrow School (United Kingdom)

APPEAL  **LEVEL INTERMEDIATE**
ROOM MAC 3

Boymaps: Using Mindmaps to Help Boys Develop Their Ideas

Many researchers, including John Hattie, assert that visual learning vehicles drive deep-process learning. Examine the theory and research behind mindmaps and see a writing director's vast portfolio of how boys translate such artistic, associative language maps into writing that merges the head and the heart.

PRESENTER: Edmund McCarthy, St. Sebastian's School (United States)

APPEAL   **LEVEL NEW TO TOPIC**
ROOM MAC 4

Engaging Middle Years' Boys with Contemporary Resident Artists

How can you engage young teenage boys with contemporary arts practice? Join us to discover how resident artists from local contemporary art scenes can capture imaginations and inspire adolescent boys to engage with the visual arts.

PRESENTER: Chris Drummond, Melbourne Grammar School (Australia)

APPEAL **M** **LEVEL NEW TO TOPIC**

ROOM MAC 1

Found Poetry: Unlocking the Poet Within Our Boys

We know our students have great minds and big hearts but often struggle to get in touch with their creative sides, especially in literature classes. Found Poetry involves taking phrases from other sources and making modifications to impart new meaning. Learn how to employ Found Poetry strategies as an access point for students to unlock their creativity.

PRESENTER: John Lamerato, St. Augustine High School (United States)

APPEAL **M U** **LEVEL NEW TO TOPIC**

ROOM F2

Making Noise (Singing) with Boys— from an Australian Perspective

Join this interactive workshop to focus on why boys should sing and how to engage them in a choral setting. Get introduced to warm ups, rehearsal activities, and repertoire that work for boys, all with a unique Australian flavor. Discover some fresh ideas to invigorate your choral program while confirming the strong connections between singing and well-being.

PRESENTER: Peter Ingram, Brisbane Grammar School (Australia)

APPEAL **M U** **LEVEL INTERMEDIATE**

ROOM ROSSY AGORA

Using Visual Art and Human-Centered Design to Engage with Indigenous Perspectives

How can we use art and design to engage with Indigenous perspectives? Examine a grade 6 visual art and design project and discuss steps to take to respectfully and authentically engage with Indigenous perspectives. Participate in hands-on activities and explore tangible examples.

PRESENTER: Scott MacDonald, Crescent School (Canada)

APPEAL **L** **LEVEL NEW TO TOPIC**

ROOM MS 4

THE HEART OF THE MATTER: BOYS' EDUCATION

Fords Focus Days: Teaching Character Development Through Nontraditional Methods

How can educators use nontraditional teaching days to help boys develop core character values? The Haverford School created a series of "focus" days for students to explore their circles of responsibility—from self to local to global. Students practice personal responsibility, leadership skills, and global citizenship through interactive, artistic, and experiential activities.

PRESENTERS: Kori Brown, Mario Masso, and Emily Lesko, The Haverford School (United States)

APPEAL **M** **LEVEL NEW TO TOPIC**

ROOM RED ROOM THEATRE

How Discussion Fosters Great Minds and Big Hearts

Internos is a discussion-based course that safely challenges boys to explore current event and adolescent wellness topics. Learn how to advance social-emotional learning, character and civic education, relational learning, and student leadership through discussion. Receive discussion guides and practice the Internos template.

PRESENTER: Pen Vineyard, Fairfield Country Day School (United States)

APPEAL **M U** **LEVEL NEW TO TOPIC**

ROOM MAKERSPACE

Painting Education

Do you consider yourself a team player? Have you thought about how your work might affect others? See the impact of your work and your colleagues' firsthand when carrying out your school's educational plan. It helps you realize the importance of going in the same direction while having fun painting a picture.

PRESENTER: Pablo Guarner, Viaró Global School (Spain)

APPEAL **M** **LEVEL INTERMEDIATE**

ROOM E3

Read, Create, and Thrive in Your Second Language: The Heart of Our Program

Fostering boys' interest in French in a creative and engaging manner proves challenging. Discover how to choose material that feeds their interest in language and culture, technology integration methods that offer multiple creative avenues for students, and how to spark boys' curiosity about their city and culture in the geography curriculum.

PRESENTERS: Elisabeth Jean, Sylvain Decelles, and Alexandra Robillard, Selwyn House School (Canada)

APPEAL **M** **LEVEL NEW TO TOPIC**

ROOM E2

THURSDAY

WORKSHOP BLOCK 1

1:30 – 2:30 PM **CONTINUED**

Serious Play: How to Teach Creative Thinking

Some economists believe artificial intelligence (AI) will free humans to be creative. If so, will young men have learned how to be creative? Review the Centre for Real-World Learning's five-dimensional model of creative thinking and discuss techniques to develop the imaginative and inquisitive aspects of boys' minds.

PRESENTER: Vaughan Clark, Eton College (United Kingdom)

APPEAL  **LEVEL** **INTERMEDIATE**

ROOM **LUCAS SEMINAR ROOM**

The Value of the Visual: Promoting Visual Literacy in the Classroom

Developing effective visual literacy skills is a key component to successful and effective communication. Review a selection of works of art, images, and wordless texts to uncover practical, collaborative, and creative techniques to promote visual literacy and its valuable contribution to lifelong learning.

PRESENTER: Andrew Stark, The Southport School (Australia)

APPEAL  **LEVEL** **NEW TO TOPIC**

ROOM **THE LIBRARY**

WORKSHOP BLOCK 2

4:00 – 5:10 PM

This workshop block offers two separate, 30-minute presentations on researchers' work. A 10-minute break between the two presentations allows you to move between rooms.

IBSC ACTION RESEARCH PRESENTATIONS

Boys and Stories: Pathways to Learning

For thousands of years, people have used stories to process and make sense of the world around them. Kendall Haven refers to people as "homo narratus or story animals," learning from and through stories. Stories connect us to one another and help us learn about our history and ancestors. We tell our own stories to transform ourselves, inspire others, and help define our identity. When we listen to other people's stories, we develop empathy, understanding, and a tolerance of difference and otherness — we begin to recognize the world from multiple perspectives.

Stories have always appealed to the human brain. Research shows that when we listen to a good story, one that includes elements of struggle, conflict, and triumph over adversity, our brains release oxytocin, which increases our capacity for empathy. Research also shows better retention of content and recall of key ideas when we learn through stories. By attaching emotions to things that happen, we create what Nick Morgan calls "sticky memories." Stories encourage deep learning by establishing significant links and connections. In the corporate world, storytelling is a strategic tool that often determines with whom we choose to do business.

Crafting our own stories or hearing other people's stories engages many 21st century skills. Storytelling encourages creativity and hones communication skills, such as writing, editing, presenting, and processing feedback and constructive criticism. Drafting and documenting stories develops research skills, analysis and synthesis of information, and critical thinking. Learning about other people's stories cultivates empathy, tolerance, and understanding of diverse and different groups of people. Discovering other people's inspirational stories encourages optimism and resilience. Reflecting on our own stories enables us to find meaning and make sense of our lives.

The 2018–19 IBSC Action Research cohort focused their projects on developing these skills. Based on the needs and interests of their schools, professional reading, and online discussions within the IBSC research community, action researchers designed small-scale projects to conduct in their schools. Hear researchers share proven ideas and strategies, so you can undertake similar projects in your school to harness the power of stories in boys' learning.

Find more details and references at www.theibsc.org.

4:00 – 4:30 PM

Building Confidence and Competency in Grade 3 Boys: The Effects of Digital Storytelling

Jen O'Ferrall, St. Christopher's School (United States)
ROOM: E1

Complicating the Narrative of Mao's China with Year 13 Boys

Joanna Rainey, Eton College (United Kingdom)
ROOM: E2

Confronting the Past with Storytelling: Developing Grade 12 Boys' Critical Thinking Skills Through Retelling Virginia's History of Racial Terror

Peter Bonds, Blue Ridge School (United States)
ROOM: E3

Diverse Stories: A Pathway to Developing Adventurous Year 8 Readers

Liz Derouet, Toowoomba Grammar School (Australia)
ROOM: ROSSY AGORA

Don't Bore Me. You Won't Like Me When I'm Bored: Using Comics to Promote Engagement in Year 9 World Language Class

Tom Rogers, Harrow School (United Kingdom)
ROOM: RED ROOM THEATRE

Evocative Objects: How Stories Help Year 7 Boys Understand the Significance of Artifacts

Melanie Mortimer, Dulwich Prep (United Kingdom)
ROOM: MAC 1

From Reflection to Awareness in Grade 7: How Life Stories Shape a Boy's Identity

Patricia Alviano, Crescent School (Canada)
ROOM: MAC 2

Ideas Taking Root: Deepening Learning Through Biological Storytelling with Grade 11 Boys

Kathryn Murray-Hoenig, St. George's School (Canada)
ROOM: MAC 3

It's Kind of a College Thing: Using Storytelling to Develop Year 10 Boys' Understanding of the History of Christ's College

Eloise Nevin and Paul Rodley, Christ's College (New Zealand)
ROOM: MAC 4

The Impact of Storytelling on Year 5 Boys' Perceptions of Biculturalism

Jarred Wilson and Julian Procaccini, Saint Kentigern Boys' School (New Zealand)
ROOM: LUCAS SEMINAR ROOM

Leading from Authenticity: Using Strengths-Based Coaching to Clarify the Leadership Identities of Year 11 Boys

Roy Hobson, St. Andrew's College (South Africa)
ROOM: MS 3

Life Through a Lens: Empowering Emerging Identities in Year 5 Boys Through Visual Literacy

Patrick ELL, The King's School (Australia)
ROOM: MS 4

My Story, Your Story, Our Story: Using an Intentional Story Sharing Program to Strengthen Relational Skills in Grade 6 Boys

Nicole Richardson and Catherine Steenhoff, St. Peter's Boys' Preparatory School (South Africa)
ROOM: MS 5

WORKSHOP BLOCK 24:00 – 5:10 PM **CONTINUED****Relevant Role Models: The Power of Storytelling in Values Education for Grade 9 Boys**Rene Hanham, Lindisfarne College
(New Zealand)**ROOM: MS 6****Social Media and Year 8 Boys: How Storytelling Can Impact Their Digital Footprint**Irene Basson, St. John's College
(South Africa)**ROOM: F2****Storytelling Games and Growth Mindset: A Winning Combination in a Grade 9 Afrikaans First Additional Language Class**Ylmé Rappard, St. Alban's College
(South Africa)**ROOM: MAKERSPACE****Their Brothers' Voices: Using Archival Stories to Foster Empathy in Grade 8 Boys**

Melissa Ramon, St. Andrew's College (Canada)

ROOM: AGORA CLASSROOM**They've Walked in Our Shoes: The Power of Old Boys' Stories to Develop Character in Year 5 Boys**

Elisabeth Smith and Duncan Kendall, The Scots College (Australia)

ROOM: LIBRARY**Using Digital Tools to Promote Reading and Story Reflection in Grade 6 Boys**

Joanne Thompson, St. Stithians Boys' Preparatory School (South Africa)

ROOM: STUDENT SUCCESS CENTRE

4:40 – 5:10 PM

Australian Aboriginals and Year 2 Boys Bring Storytelling to Life: Implementing Traditional Storytelling Methods for Greater Understanding

Campbell Madden and Bonnie Wansley, Trinity Grammar School (Australia)

ROOM: LUCAS SEMINAR ROOM**Beware the Trojan Horse of Humor: Using Stand-up Comedy as a Tool for Exploring Notions of Gender Identity in Grade 10 Boys**

Kathleen Schroeder, Hilton College (South Africa)

ROOM: AGORA CLASSROOM**Brave and Faithful Leaders: Broader Understanding of Leadership Through Stories with Year 11 Boys**

David Idstein, The King's School (Australia)

ROOM: MS 5**Digital Biographies: Storytelling and Empathy in Grade 5 Computer Science**

Anderson Harp, The Browning School (United States)

ROOM: MAKERSPACE**Engaging Year 9 Boys in Visual Arts Theory Through Digital Media Storytelling**

Eli Faen, The Southport School (Australia)

ROOM: LIBRARY

Giving Voice to Unheard Stories: Developing Critical Literacy Skills in Grade 10 Boys

Kristy Carlisle and Tammy Bechus, St. David's Marist Inanda (South Africa)

ROOM: STUDENT SUCCESS CENTRE

I Carry Your Story and You Carry Mine: Storytelling in Spanish Class to Foster Empathy in Grade 8 Boys

Samara Spielberg and Camilla Iturralde, The Allen-Stevenson School (United States)

ROOM: E1

Making Connections: Creating and Strengthening Grade 3 Community Bonds Through Family History Stories

Barbara Kinkade and Emma Noble, St. Mark's School of Texas (United States)

ROOM: E2

Programming Language: A Storytelling Tool That Can Impact the Development of Social Responsibility in Grade 10 Boys

Denise Vythilingam, St. Stithians Boys' College (South Africa)

ROOM: E3

The Stories of Belmont Hill: Creating an Oral History Archive with Year 12 Boys

David Hegarty, Belmont Hill School (United States)

ROOM: MAC 1

Stories of Displacement: Using Drama to Strengthen Year 11 and 12 Boys' Intercultural Understanding

James Kearney, Scotch College (Australia)

ROOM: RED ROOM THEATRE

Stories of Good Men: Using Stories to Promote Positive Masculinity and Bonds Between Peers in Year 10

Lauren Cook, Berwick Grammar School (Australia)

ROOM: MAC 2

Tell It Like It Is: Empowering Year 10 Boys to Share Their Stories Through Yarns

Penny Horsley and Jonathon Mayall, Shore School (Australia)

ROOM: MAC 3

That Reminds Me of My New Boy Year: Using Stories to Strengthen a Peer Leadership Program for Grade 11 Boys

Jacob Geiger, Woodberry Forest School (United States)

ROOM: MAC 4

Who Am I? Investigating the Identity of Grade 9 Boys Through Music Composition

Tony Gomes, Upper Canada College (Canada)

ROOM: MS 3

Who Am I Really? Year 12 Boys Defining Identity Through Their Immigration Stories

Camilla Elliott, Mazenod College (Australia)

ROOM: MS 4

What Shapes Him, Shapes Them: How Sharing Personal Narratives Fosters Connectedness in Grade 10 Boys

Edward Brenac and David Scardino, The Scots College (Australia)

ROOM: F2

Year 9 Boys' Outdoor Education: Social-Emotional Learning Through Place-Based Digital Storytelling

Richard van Dam, Dilworth School (New Zealand)

ROOM: ROSSY AGORA



FRIDAY

FRIDAY, JUNE 28

6:45 – 7:45 AM	Buses depart the conference hotel for the school	
7:00 – 8:00 AM	Breakfast	SELWYN HOUSE SCHOOL
8:00 – 9:00 AM	Workshop Block 3	SELWYN HOUSE SCHOOL
9:15 – 10:15 AM	Featured Studio Session 2	SELWYN HOUSE SCHOOL
10:15 AM	Break	
10:30 – 11:30 AM	Workshop Block 4	SELWYN HOUSE SCHOOL
11:30 AM – 12:30 PM	Lunch	SELWYN HOUSE SCHOOL
12:30 – 1:30 PM	Workshop Block 5	SELWYN HOUSE SCHOOL
1:30 PM	Buses depart the school for the conference hotel	
2:15 – 5:30 PM	Plenary Session Featuring <i>The Autism Monologues</i> and Ned Hallowell	FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA
6:30 – 9:00 PM	Cocktail <i>Dinatoire</i> Reception, <i>Nuit En Blanc</i> Take this opportunity to dress in white to celebrate the late sunsets and early sunrises of the last week of June in our beautiful city. We hope you wear a white outfit (casual to dressy), but even just one white item adds to our festive theme. <i>Le Diner en Blanc</i> (the white dress dinner), an outdoor dinner party in a public space set up as a temporary chic dining area, originated in Paris in 1988 and has spread around the globe. Now 80 cities in 30 countries host it. Note: This reception is a 5-minute walk from the conference hotel. Delegates walk to and from the reception. If you require transportation, please stop by the information desk and we will gladly arrange it for you.	THE WINDSOR BALLROOM



WORKSHOP BLOCK 3

8:00 – 9:00 AM

A FOCUS ON THE JUNIOR YEARS: BOYS, ARTS, WELLNESS (PK-6)

Behind the Mask: Privileged but Pressured

Students at Christ Church Grammar School come from affluent backgrounds that demand success and greatness. Although not “disadvantaged” in a traditional sense, the boys we teach are more likely to experience anxiety and depression. Integrating contemporary themes within our arts teaching practice has enabled a shift in the profile of arts learning. We are advocates for change.

PRESENTERS: Ryan Dawson and Claire Donald, Christ Church Grammar LW Parry Preparatory School (Australia)

APPEAL **L** **LEVEL NEW TO TOPIC**
ROOM E1

Creating Positive Classroom Culture: Embedding Values Education into Curriculum

In the busy world of primary boys’ classrooms, values education and pastoral care programs can be seen as unnecessary add ons. Learn how embedding positive behavior supports in the curriculum can play a central role in fostering empathy, collaboration, and a growth mindset. Get simple tools and tips on how simple changes to existing curriculum can enhance your classroom.

PRESENTER: Mark Hoppe, The Southport School (Australia)

APPEAL **L** **LEVEL NEW TO TOPIC**
ROOM E2

Deeper Learning via Curricular Integration of Visual and Performing Arts

Town School has harnessed visual and performing arts in cross-curricular, collaborative experiences to ignite engagement and learning. From studio art to percussion and theater arts to music, students find their niche, deepen understanding, and share their creativity with the broader community. Get samples of the lower school curriculum and engage in hands-on experiences.

PRESENTERS: Jennifer Warren and Laura Ruppert, Town School for Boys (United States)

APPEAL **L** **LEVEL NEW TO TOPIC**
ROOM E3

A Holistic Approach to Drama Education for Boys in a PK-6 Setting

Experience a practical toolkit based on a holistic drama curriculum. Learn how to use theater tools to create a space where boys can try out life without the risk of real-life consequences. Feel inspired to deliver the perfect vehicle for boys to embrace experiential learning as they make sense of themselves and the world they live in.

PRESENTER: Tremaine Pavlovski, Scotch College (Australia)

APPEAL **L** **LEVEL NEW TO TOPIC**
ROOM RED ROOM THEATRE

BOYS AND MENTAL WELLNESS

How Executive Functioning Impacts a Boy’s Well-Being

Examine how executive functioning skills impact boys’ success. Define executive functioning and look closely at the connection between anxiety, executive functioning, and well-being. Gain strategies to directly teach executive functioning skills in the classroom.

PRESENTERS: Andrew Ayers and Amelia Glauber, Collegiate School (United States)

APPEAL **L** **M** **LEVEL NEW TO TOPIC**
ROOM MS 5

The Journey Within

A journey of writing has myriad benefits. Confronting the past, evaluating the present, and planning for the future furthers our understanding of ourselves and contributes to a healthy, meaningful, and productive future. Engaging in self-authoring while stretched to the limits physically and mentally allows us to reassess who we are and where we are going.

PRESENTER: Tanith von Mayer, Michaelhouse (South Africa)

APPEAL **U** **LEVEL INTERMEDIATE**
ROOM MS 6

BOYS AND THE ARTS

The Arts—Taking Charge of Life

The arts provide a means for students to develop creativity and self-expression. Arts classes and activities also create the opportunity to develop risk-taking skills that help students take charge of their lives. Explore the connection between creativity and risk and examine ways to help boys grow via the arts.

PRESENTERS: Brent Cirves, Woodberry Forest School (United States); Abigail James, Germanna Community College

APPEAL **U** **LEVEL INTERMEDIATE**
ROOM MS 4

Awaken Boys in Your Class: An Arts-Based Approach to Transitive Learning

Researchers Michael Reichert and Richard Hawley have discovered that transitivity, an element in lessons unrelated to the subject, can stimulate boys’ interest and hold attention. The arts promote the kinesthetic, hands-on outlet boys crave and provide transitivity in non-arts classes. Get examples as we explore the process of planning transitive lessons by incorporating the arts.

PRESENTER: Nicole Campbell, Church Farm School (United States)

APPEAL **M** **U** **LEVEL NEW TO TOPIC**
ROOM MAC 1

FRIDAY

WORKSHOP BLOCK 3

8:00 – 9:00 AM CONTINUED

Capturing the Sound of a School Through Commissioning Composers

For Cranbrook School's 100th year, the school embarked on a significant commissioning project of 10 new musical works to celebrate its centenary. Explore how this process captures the unique sound and voice of a school and lessons learned along the way.

PRESENTER: Luke Gilmour, Cranbrook School (Australia)

APPEAL  **LEVEL** NEW TO TOPIC
ROOM MAC 2

Fostering Empowerment, Identity, and Authenticity Through Theater

Uncover the creative journey taken by boys in dramatic productions and how directors use a collaborative, relational approach to model authenticity and appreciation for self and others. Examine the role that boy-to-boy mentoring plays in the sustainability of our program. Participate in activities to gain practical examples and models you can use at your school.

PRESENTERS: Godric Latimer-Kim and Jen Johnson, Crescent School (Canada)

APPEAL  **LEVEL** NEW TO TOPIC
ROOM MAC 3

Growing Good Men Through Literature

Our schools work in the ethos of growing good men. In a world where toxic masculinity gets a lot of press, how do we reaffirm the ways we want to see young men behave? How do we take a positive approach to the development of character? Look at the various ways reading and literature provoke discussion about positive masculinity, helping shape the young men in our schools.

PRESENTER: Lauren Cook, Berwick Grammar School (Australia)

APPEAL  **LEVEL** INTERMEDIATE
ROOM MAC 4

Portraits of Young Men as Artists: Sketches that Mirror Transformations

From a music, theater, and visual arts perspective, discuss an in-class activity and out-of-class event that show the process and product of our curricula. Find out how to teach and implement reflection and critique with a willingness to trust the process, grow, and develop personal identity. See how the transformations and transitions of adolescent boys manifest in our programs.

PRESENTERS: Jordan Frederick, Cal Fuller, and Catharine Hollifield, Montgomery Bell Academy (United States)

APPEAL  **LEVEL** INTERMEDIATE
ROOM MS 3

Understanding the World Around Us

Using a boy's natural curiosity, science curricula can be better understood if viewed through the intense observational eye of an artist. Understanding the disconnect and differences between the artist's view (form) and the scientist's (function), students can sharpen and heighten their awareness of the world around them.

PRESENTERS: James Fry and Jacqueline White, Malvern Preparatory School (United States)

APPEAL  **LEVEL** INTERMEDIATE
ROOM AGORA CLASSROOM

THE HEART OF THE MATTER: BOYS' EDUCATION

Boys Leading with Heart and Mind

Appointing boys to formal positions of leadership has been a long-standing practice of boys' schools. What do you expect of your boys once you appoint them? Do they lead or do they do jobs for you? Discover how to help your students discover their leadership passion, what drives them to serve, and how to lead with confidence.

PRESENTER: Heath De Lany, Trinity Grammar School (Australia)

APPEAL **L** **LEVEL NEW TO TOPIC**

ROOM LUCAS SEMINAR ROOM

Brave Hearts Bold Minds: A Framework for Shaping the Character and Care of Boys

Explore the development of our Brave Hearts Bold Minds philosophy of education over the past decade and the impact of its framework on culture, research, and practice in educating for the character and care of boys. Get practical steps for school leaders to develop and refine your own philosophy and framework for a more holistic, transformative education.

PRESENTERS: Hugh Chilton and Ian Lambert, The Scots College (Australia)

APPEAL **A** **LEVEL INTERMEDIATE**

ROOM MAKERSPACE

Developing Adaptable, Creative, and Resilient Pupils with Your Sports Program

The role of sports and physical education (PE) often gets undervalued in supporting the learner profile of pupils with an over-emphasis on the value of outcome over process. Consider how placing learning at the heart of PE and sports helps promote adaptability, creativity, and resilience, which improve pupil attainment and attitude to learning and attendance.

PRESENTER: George Browning, King Edward's School (United Kingdom)

APPEAL **M** **U** **LEVEL INTERMEDIATE**

ROOM THE LIBRARY

The Pen and the Paintbrush: An Art Affair

In a world where snap judgements and clever posts are the norm, how can teachers inspire students to embrace and tell authentic stories? How can narratives nurture artistic expression? Simulate the classroom experience through hands-on activities encouraging creativity, visual and written storytelling, and empowered relationships.

PRESENTERS: Amy Digges and Ann Gazin, The Boys' Latin School of Maryland (United States)

APPEAL **L** **LEVEL NEW TO TOPIC**

ROOM STUDENT SUCCESS CENTRE

We're Cracking the Code on Marketing to Millennials

Marketing to millennials is difficult. From short attention spans to a research-focused buying process, it is getting harder for schools to get in touch with this generation. Learn how millennials think and behave and how to use that understanding to improve your marketing, admissions, and advancement campaigns. Share strategies and best practices to engage with this generation for your school's benefit.

PRESENTER: Rob DiMartino, Finalsire

APPEAL **A** **LEVEL NEW TO TOPIC**

ROOM F2

WORKSHOP BLOCK 4

10:30 – 11:30 AM

BOYS AND MENTAL WELLNESS

Be the Change! Taking Empathy from a Soft Skill to a Core Skill

Are your boys struggling to navigate this all-about-me world? Human connection is our single greatest tool in combating self-promotion and superficial relationships to cultivate caring leaders of tomorrow. Our four-part framework scaffolds the building blocks of empathy you can teach each day. Engage in pedagogical discussions and enjoy hands-on activities that foster these skills.

PRESENTERS: Samara Spielberg and Camilla Iturralde, The Allen-Stevenson School (United States)

APPEAL **A** **LEVEL NEW TO TOPIC**

ROOM E1

The Power of the Pause: Simple Practices for a Calm and Centered Classroom

Controlled breathing and mindful movement practices calm the nervous system and alleviate stress. Purposeful looking leads to deeper understanding of self, others, and the world. Learn techniques to incorporate into your school day for a calm, aware, and centered classroom.

PRESENTERS: Jenna Boccella, Karen Davis, and Jamie MacNeill, Saint David's School (United States)

APPEAL **L** **M** **LEVEL NEW TO TOPIC**

ROOM E2

WORKSHOP BLOCK 4

10:30 – 11:30 AM CONTINUED

Using Participatory Learning Strategies to Influence Boys Help-Seeking

Studies show adolescent boys at a higher risk of developing mental health issues yet more reluctant to seek help than girls. While schools are uniquely positioned to support boys, they could be doing more. Explore how using participatory learning strategies can foster an environment where boys have the skills, awareness, and confidence to seek help and influence their peers.

PRESENTER: Chris Amiconi, Trinity Grammar School, Kew (Australia)

APPEAL  **LEVEL INTERMEDIATE**

ROOM E3

A Whole-School Approach to Well-Being

Explore the well-being program for staff and students implemented in two schools. Greg Wells presents his model of well-being based around four principles: sleep soundly, eat smarter, move more, and think clearly. Hear from each school demonstrating how they have successfully implemented this well-being program.

PRESENTERS: Greg Wells, The Wells Group; Candace Harrison and Nick Kovacs, Crescent School (Canada); Rod Morrison and Stuart Ryan, Shore School (Australia)

APPEAL   **LEVEL NEW TO TOPIC**

ROOM RED ROOM THEATRE

BOYS AND THE ARTS

Boys and Music: An Essential and Engaging Experience

Music offers boys a variety of ways to explore and create. Discuss how boys can unleash their inner musician and artist through an engaging and enriching curriculum, supplemented with activities and projects relevant in boys' lives. Explore the importance of music in a boy's life and how it helps with his social and emotional wellness.

PRESENTER: Mike Leone, University School (United States)

APPEAL  **LEVEL NEW TO TOPIC**

ROOM MS 3

Building an Irresistible Arts Community

Drawing on key research on creativity and collaboration, explore the development of an exciting arts community that is student centered, drives professional practice, draws on parental and community involvement, and encompasses the professional art world. Explore how these varying agencies engage boys in a rigorous, exciting, and rewarding investigation of art history and artmaking practice.

PRESENTER: Melanie Taylor, The King's School (Australia)

APPEAL  **LEVEL INTERMEDIATE**

ROOM MAC 2

The Expressive Power of Film for Boys

Michael Oomens has taught film for over a decade, always encouraging students to tell stories about themselves. See student work that shows what boys can achieve when they have permission to explore their own lives. The results are often surprising, both academically and creatively.

PRESENTER: Michael Oomens, Prince Alfred College (Australia)

APPEAL   **LEVEL NEW TO TOPIC**

ROOM MAC 4

Increasing Fluency and Risk-Taking in a Second Language Through Drama and Music

Find out how second-language educators might increase risk-taking, confidence, and fluency using drama and music. Analyze current research studies conducted by Stinson, Kalogirou, Beaucoup and Whyte, Miccoli, and Godfrey that point to positive outcomes of using drama in a foreign language classroom.

PRESENTERS: Mackenzie Neale and Kimberly Lynch, The Sterling Hall School (Canada)

APPEAL **L M** **LEVEL NEW TO TOPIC**
ROOM THE LIBRARY

Real Men Do Drama

Discover how a performance project in year 8 challenged toxic masculinity views in our school and encouraged boys to reflect on male stereotypes. Walk step by step through the project with examples of the powerful work produced and examine the effect it had on the boys involved.

PRESENTER: Polly Higgins, King Edward's School (United Kingdom)

APPEAL **M** **LEVEL NEW TO TOPIC**
ROOM MAC 3

Using Applied Improvisation to Assist Learning—Laugh, Learn, Grow!

Explore the international phenomenon of applied improvisation based on the Second City curriculum. Using the unique skills of an improviser, focus on being in the moment, becoming aware of your surroundings, verbal and non-verbal communications, active listening, and self-awareness. Learn basic tools and theater games for improved learning in any subject to energize your classroom.

PRESENTER: Barry McAlister, Montgomery Bell Academy (United States)

APPEAL **L M** **LEVEL NEW TO TOPIC**
ROOM MAC 1

Why Design Thinking Works for Learning Growth

Marcellin College has effectively implemented rubrics and formative assessment to complement design thinking methodology in its senior visual arts program. An action research project informed the college's renewed application of effective feedback tools for student growth and attainment. This process has led to an increase in student engagement, motivation, and academic outcomes.

PRESENTERS: Adriano Di Prato and Trent Williams, Marcellin College (Australia)

APPEAL **M U** **LEVEL INTERMEDIATE**
ROOM MS 4

THE HEART OF THE MATTER: BOYS' EDUCATION

The Boys of Summer: Body, Soul, and Community

Examine the practices and results from 14 years that Memphis University School has hosted the Summer SLAM (Scholar, Leaders, and Athletes in Memphis) Academy, including community engagement, feeder school pathways for admissions, and high academic achievement.

PRESENTERS: Judson Peters and Eddie Batey, Memphis University School (United States)

APPEAL **A** **LEVEL INTERMEDIATE**
ROOM ROSSY AGORA

Building a Bold School Brand

Bold School Brand is a framework to help school leaders position their school and build a compelling school brand. Branding often sounds too nebulous to offer any tangible value. Nothing could be further from the truth. Learn how to leverage brand strategy to reposition, differentiate, and market your school.

PRESENTER: Brad Entwistle, imageseven
APPEAL **A** **LEVEL NEW TO TOPIC**
ROOM LUCAS SEMINAR ROOM

Partnerships: A Conversation on Collaboration and Coordination

Is your school part of a collaboration or a coordinate program with a sister school? Come share what's working and hear ideas and best practices from IBSC colleagues. Join a facilitated conversation on topics ranging from mission appropriateness to defining and measuring success of programs.

PRESENTER: David Faus, St. Paul's School for Boys (United States)

APPEAL **A** **LEVEL NEW TO TOPIC**
ROOM MS 6

The Power of Performance Pieces in Academic Settings

Learn the value of mock trials in social science courses at diverse grade levels. Review the mock trial process that encompasses experiential, project-based, play-based, and problem-based learning. Join us to think, explore, and see the value of having boys perform in an academic setting.

PRESENTER: Bruce Maxwell, Selwyn House School (Canada)

APPEAL **M U** **LEVEL NEW TO TOPIC**
ROOM F2

Preparing Faculty for the Journey into Boys' Schools

How do we make sure faculty and staff are prepared for the unique experience of working in a boys' school? For five years, IBSC has offered an online experience that guides new faculty and staff through research and lessons, offering them the coaching and mentoring to find success. Learn about this program from course participants and facilitators.

PRESENTERS: Peter Gow, One Schoolhouse; Joe Cox, LaJolla Country Day School (United States)

APPEAL **A** **LEVEL NEW TO TOPIC**
ROOM AGORA CLASSROOM

FRIDAY

WORKSHOP BLOCK 4

10:30 – 11:30 AM **CONTINUED**

Research and Innovation: Networks and Opportunities Across IBSC

Research-engaged practice is increasingly recognized as critical to the success of any school in the 21st century, including boys' schools aiming for excellence in forming young men. Join this roundtable discussion to hear about the latest projects of the IBSC Research Committee and school-based research centers on three continents, and explore opportunities to build deeper networks.

PRESENTERS: Caitlin Munday and Ian Lambert, The Scots College (Australia); Kimberly Hudson and Laura Sabo, St. Christopher's School (United States)

APPEAL **A** **LEVEL** **NEW TO TOPIC**

ROOM **STUDENT SUCCESS CENTRE**

Thinking About School Leadership

Join this discussion among school leaders, members of leadership teams, and teachers considering leadership positions. The questions are simple: What kind of person makes an effective, inspiring leader? What are the most important skills necessary to lead a school? What outcomes should a school leader be interested in?

PRESENTER: Vance Wilson, St. Albans School (United States)

APPEAL **A** **LEVEL** **NEW TO TOPIC**

ROOM **MS 5**

WORKSHOP BLOCK 5

12:30 – 1:30 PM

BOYS AND MENTAL WELLNESS

Mental Well-Being: How the Whole School Community Can Foster Healthy Boys

Find out how to promote boys' mental well-being by engaging the whole school community in the priority. Consider the role of staff, parents, and boys themselves as we analyze four years' work focusing on the issue. By paying attention to all of our community, we have helped boys live better and understand the mental wellness of themselves and others.

PRESENTER: David Atkinson, Dr. Challoner's Grammar School (United Kingdom)

APPEAL **M U** **LEVEL** **INTERMEDIATE**

ROOM **MS 5**

Trust or Bust—Why Relational Leadership Is Crucial to Your School

Why do you trust the people you do? Why do people trust you? Teachers and leaders who generate strong relational trust bonds create higher performing schools and more purposeful cultures that increase the well-being of a whole community. Discover the principles of how to generate more trust in your organization, the neurological impact it has, and why your school culture can't survive without it.

PRESENTER: Andrew McBride, Westlake Boys' High School (New Zealand)

APPEAL **U** **LEVEL** **NEW TO TOPIC**

ROOM **MS 6**

BOYS AND THE ARTS

Art and the Essence of Character Education

How can teachers use art to help students see the differences between self-motivated and instrumental action, thereby seeing human thriving as enjoying the work of helping create our world? Share texts, works of art, discussion questions, journal prompts, and essay topics that help students design a life where they can thrive by learning to enjoy their work and care.

PRESENTER: Martin Stegemoeller, St. Mark's School of Texas (United States)

APPEAL **M U** **LEVEL** **INTERMEDIATE**

ROOM **E3**

“Art Sparks” Ignites Individual Creativity to Engage, Empower, and Transform

Art Sparks ignites individual creativity in a big history context. The expressive multimedia arts program for ages 8–12 connects creativity and personal growth. The program’s focus on self-worth, creativity, and the cosmos strengthens student engagement, esteem, and empowerment. Learn Art Sparks’ techniques, methodology, and key to success.

PRESENTER: Imogene Drummond, San Miguel Academy of Newburgh (United States)

APPEAL **M** **LEVEL** NEW TO TOPIC
ROOM E1

Classroom Drawing: Memory Maps and More

Student drawing—sketches, maps, graphics, and silly faces—can live your teaching and reach another channel in your students’ learning. Set the bar at medium for beauty and high for effective communication as you include hand-drawn sketches in your lessons. Talk about memory maps as a fully developed part of history; daily lessons can use drawing just as effectively.

PRESENTER: Robert Clements, St. Bernard’s School (United States)

APPEAL **M** **LEVEL** INTERMEDIATE
ROOM MAC 1

Competition, Cooperation, and Patterning in Boys’ Drama

The balance between competition and cooperation in the kinetic world of boys’ learning is challenging. Imagine a drama with two characters claiming one chair. Both exit with dignity. Add the basics of a three-step physical gag, a narrative pattern, and authentic characters, and the distinction between collaborative performers and combative roles becomes clear.

PRESENTERS: Christopher Newton and Jay Kearsey, Royal St. George’s College (Canada)

APPEAL **M** **LEVEL** INTERMEDIATE
ROOM MAC 2

The He(art) of Design: Ethos-Led Design Thinking and Creativity in Boys’ Schools

Everyone’s talking about design thinking and creativity—in education, business, and public policy. But is there more substance behind the colorful Post-it notes and TED talks? How can schools develop grounded expertise rather than just follow the fashion? Find out how to create “ethos-led” practice and programs in your school to form teachers and boys as designers in the world.

PRESENTERS: Ian Lambert, Caitlin Munday, Andrea van den Bol, and Paul Vickers, The Scots College (Australia)

APPEAL **M U** **LEVEL** NEW TO TOPIC
ROOM MS 4

Kandinsky, Klee, and Mondrian: Uncovering Geometry and Fractions Through Abstract Art

Join a sixth-grade math teacher and art teacher as they showcase three lessons that infuse art into the math classroom. Students learn how shapes play a role in artistic design and apply mathematical concepts to identify polygons, calculate area and perimeter, and work with fractions. See student work on display and discuss alternate paintings.

PRESENTERS: Kristina Barnaby, Elaine Klabonski, and Grace Connell, Fairfield Country Day School (United States)

APPEAL **L M** **LEVEL** NEW TO TOPIC
ROOM MAC 3

Myth-Busting in the Studio

An art student is born with their skills and produces art effortlessly as a solitary genius; by extension, anyone else is excluded—so say the myths surrounding visual art classes. Debunk the common myths of natural ability, solitary work, and artistic genius and consider how to foster an open and participatory visual art culture.

PRESENTER: David Sturtevant, St. Albans School (United States)

APPEAL **U** **LEVEL** INTERMEDIATE
ROOM MAC 4

Organizing a Musical in a Boys’ School

Find out how to plan a musical, build a team to organize it, and involve boys in acting, singing, and dancing in front of an audience of thousands of people. Discuss how to overcome the prejudice some boys may have about participating in activities like acting, dancing, or singing—and how to help boys improve their talent.

PRESENTER: Josep Maria Simon Colomer, Bell-lloc (Spain)

APPEAL **M U** **LEVEL** NEW TO TOPIC
ROOM MS 3

The Practitioner Model: How the Arts Provide a Roadmap for All Subjects

Hear how an English teacher adopted the instructional approach of his school’s woodworking teacher, transforming his students into practitioners of writing. Whether telling the stories of the unheralded in our school community or working as archivists of the life stories of the elderly, the boys’ writing—much like the objects they make in woodworking—serves a purpose.

PRESENTERS: Matthew Byars and Doug Finkel, St. Paul’s School for Boys (United States)

APPEAL **M** **LEVEL** INTERMEDIATE
ROOM RED ROOM THEATRE

A Strength-Based Approach to Project-Based Learning in Music Education

Music education is crucial in the development of many young people. Music inspires people across cultural, socioeconomic, and age divides. How do we best engage young people and help them achieve the success they are capable of? Join us to delve into strength-based, project-learning experiences at a boys’ school in New Zealand.

PRESENTER: Brad Banks, Shirley Boys’ High School (New Zealand)

APPEAL **U** **LEVEL** INTERMEDIATE
ROOM E2

FRIDAY

WORKSHOP BLOCK 5

12:30 – 1:30 PM **CONTINUED**

Three-by-Four-Foot Self-Portraits

Drawing a self-portrait is always intimidating—imagine drawing your face larger than life as though on a billboard! Boys love the scale and intimacy of drawing themselves in charcoal in the garb of their choice. Follow a series of drawing assignments that lead up to this two-week term-end project that always pushes the boys to their limits and provides a terrific display at school.

PRESENTER: Ned Reade, Trinity-Pawling School (United States)

APPEAL  **LEVEL** **INTERMEDIATE**

ROOM AGORA CLASSROOM

THE HEART OF THE MATTER: BOYS' EDUCATION

Becoming a Relational School: A Global Collaboration

Delve into a collaboration among an IBSC member school in Australia, another in Canada, and Michael Reichert, principal investigator on several IBSC-sponsored studies, about becoming relational schools for boys.

PRESENTERS: Michael Reichert, Center for the Study of Boys' and Girls' Lives; Tom Batty, Scotch College (Australia); Michael Fellin, Crescent School (Canada)

APPEAL  **LEVEL** **INTERMEDIATE**

ROOM STUDENT SUCCESS CENTRE

Campus as a Classroom—A Model for Student-Led Experiential Learning

Take steps to harness campus facilities to equip students with knowledge, skills, work habits, and character traits that encompass 21st century learning. Break the stereotype of a brick and mortar classroom and take the joy of learning beyond four walls. Integrate learning with life and discover the limitless resources available for the teaching-learning process. Simply design an appropriate model.

PRESENTER: Surendra Kulkarni, Mayo College (India)

APPEAL  **LEVEL** **INTERMEDIATE**

ROOM MAKERSPACE

Global Education Models that Develop Boys' Empathic Engagement

Global education programs, both in the classroom and out in the world, catalyze boys' learning to be engaged citizens in their world. Get a brief overview of current research on global competencies and share two case studies from IBSC schools using global programs to develop boys' understanding of multiple perspectives and empathy across difference.

PRESENTERS: Clare Sisisky, Global Education Benchmark Group; Sarah Mansfield, St. Christopher's School (United States); Jack Wilson, Chaminade College Preparatory School (United States)

APPEAL  **LEVEL** **INTERMEDIATE**

ROOM THE LIBRARY

More than One Way to Skin a Cat—Teaching English in the Middle Years

Take a whistle-stop tour of tasks and approaches designed to engage adolescent boys in literacy. Explore the role of creativity when confronted with issues of spelling, vocabulary, expression, research, and analysis. Highlight several ways to use technology to augment learning.

PRESENTER: Paul Stewart, Melbourne Grammar School (Australia)

APPEAL  **LEVEL** **INTERMEDIATE**

ROOM F2

SATURDAY

SATURDAY, JUNE 29

7:00 – 8:00 AM

Breakfast

FAIRMONT THE QUEEN ELIZABETH
SQUARE DORCHESTER

8:00 – 11:45 AM

Closing Plenary Session Featuring
Susan Doherty, Hal Hannaford,
and Jean-Marc Vallée

FAIRMONT THE QUEEN ELIZABETH
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ACKNOWLEDGEMENTS

It has taken a large village to bring the 2019 IBSC Annual Conference from an idea to full life. We are so grateful to more people and groups than we can list, but we thank you all for your support, collaboration, creativity, problem-solving skills, passion, enthusiasm, positive attitude, and hard work. IBSC and Selwyn House School wish to recognize the amazing contributions of:

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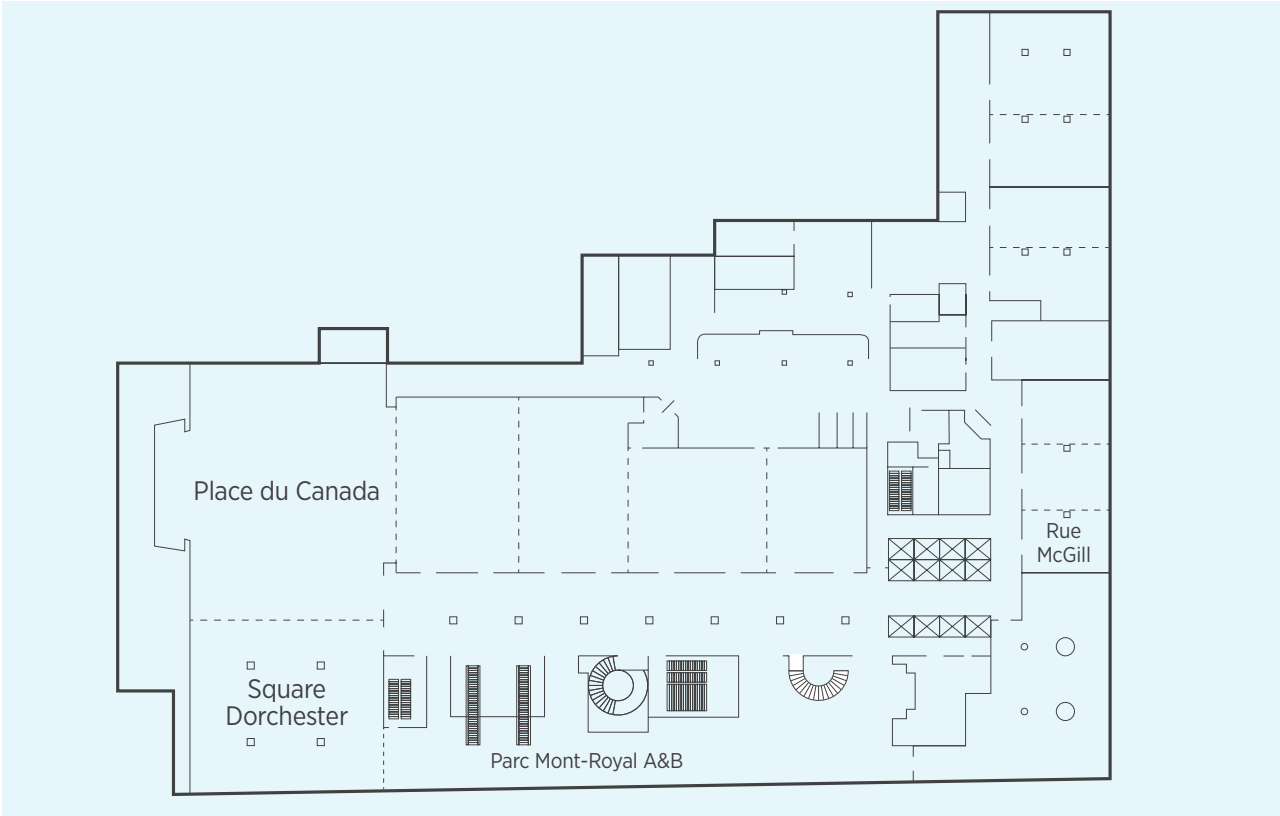
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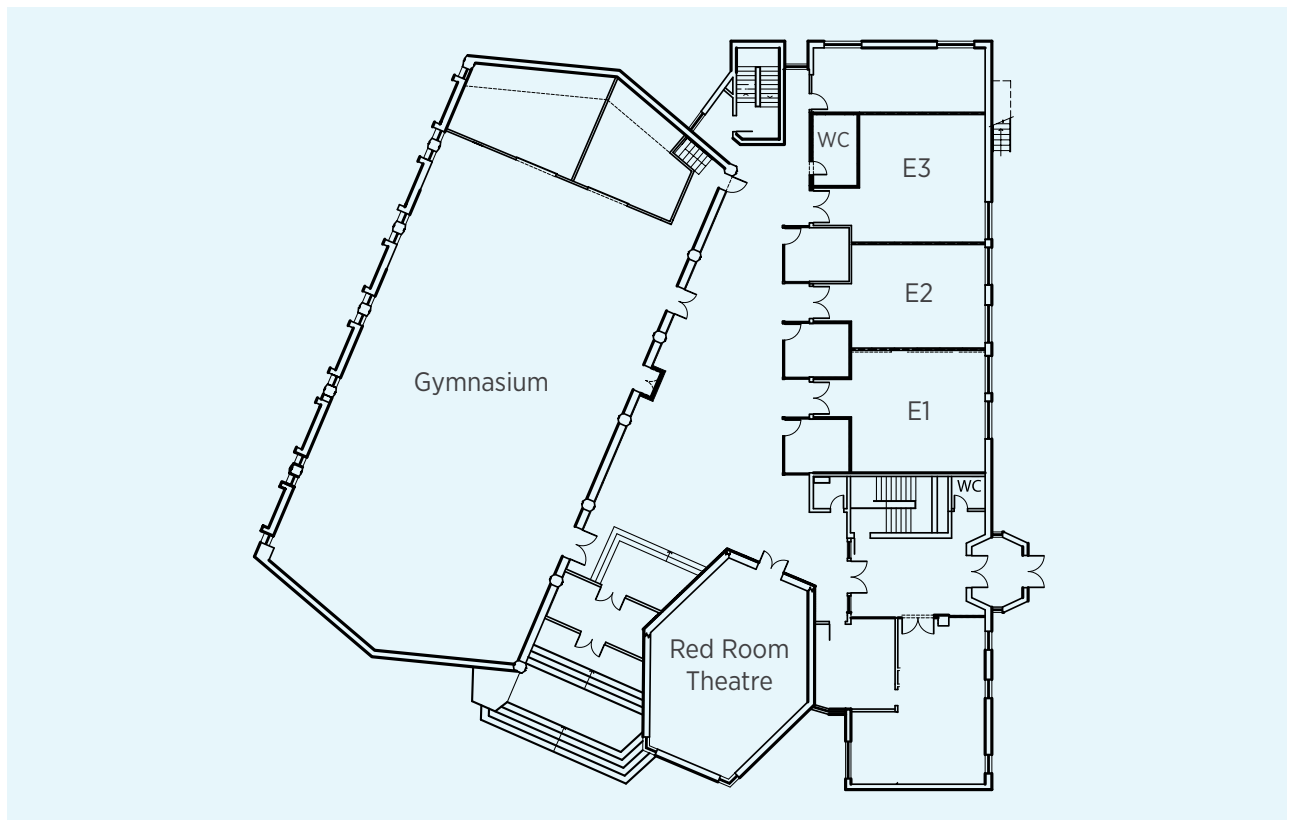
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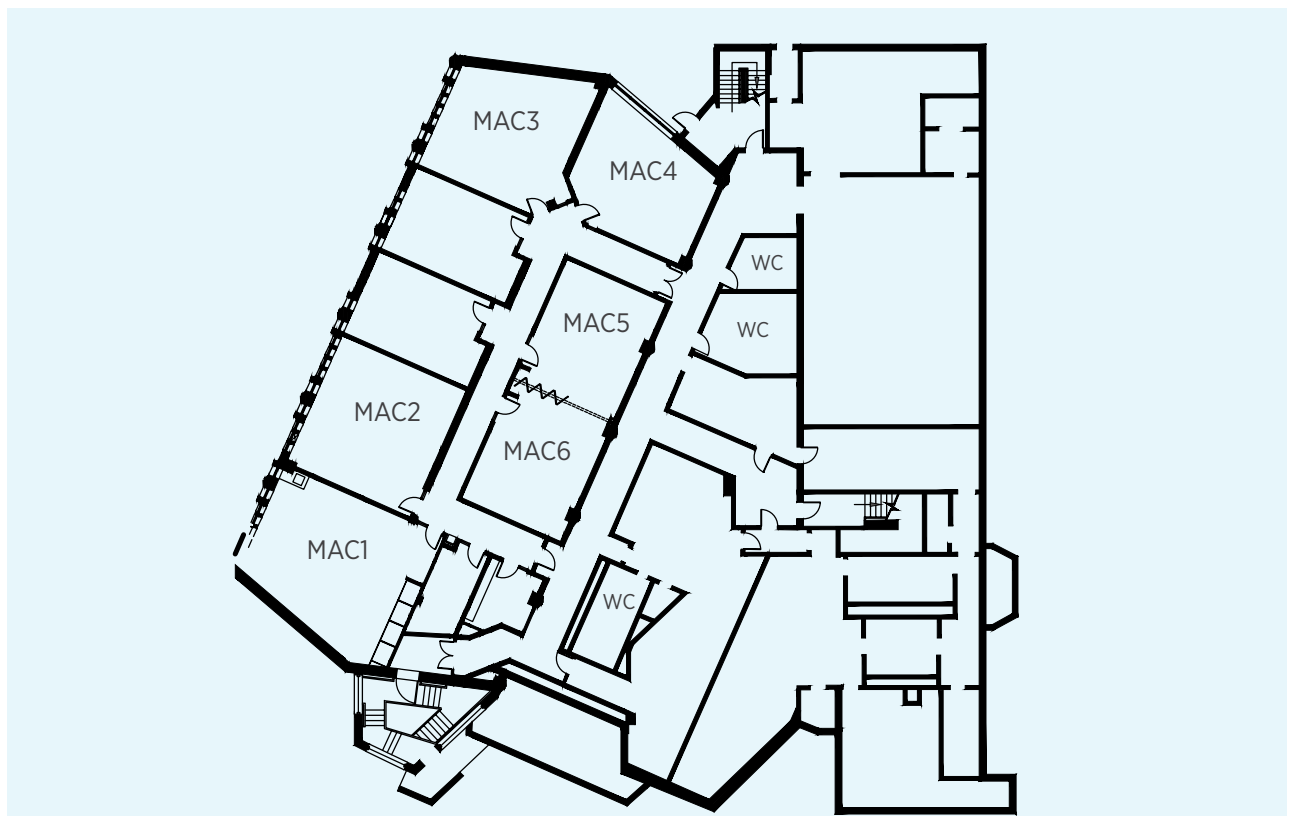
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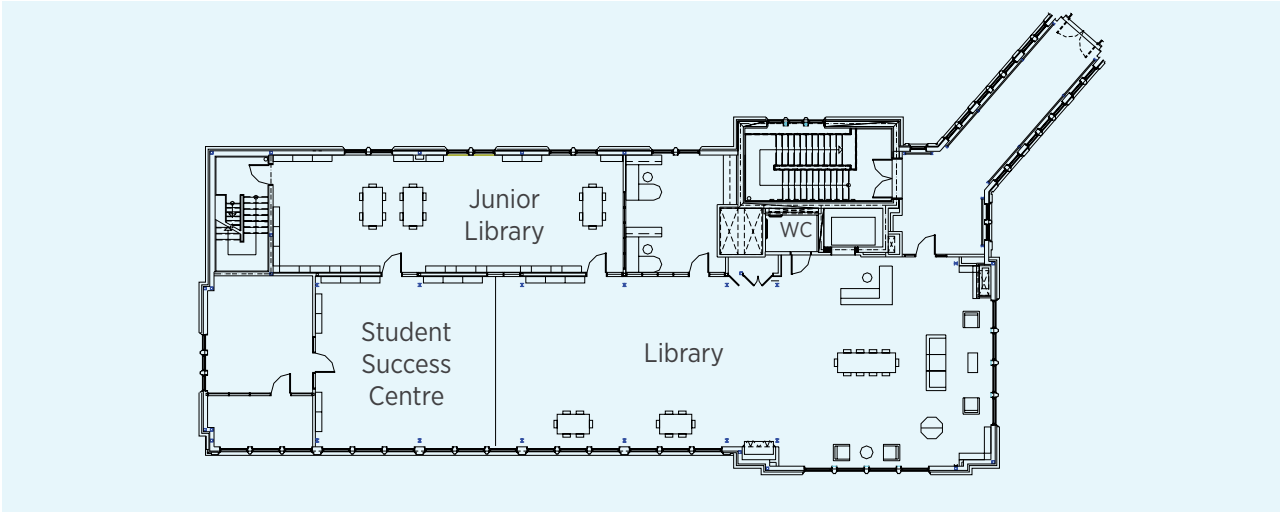
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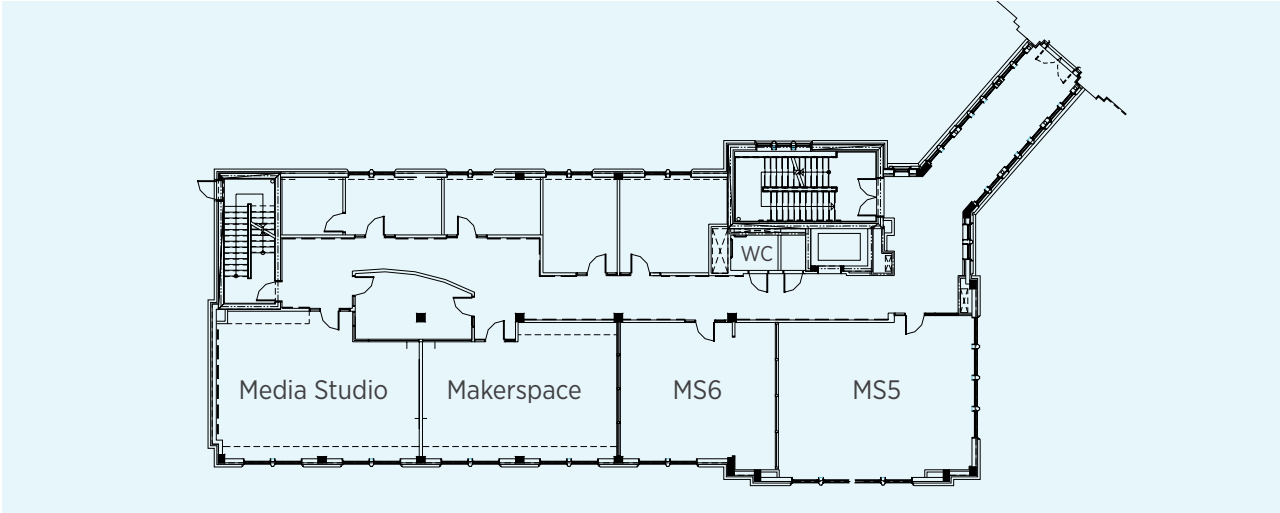
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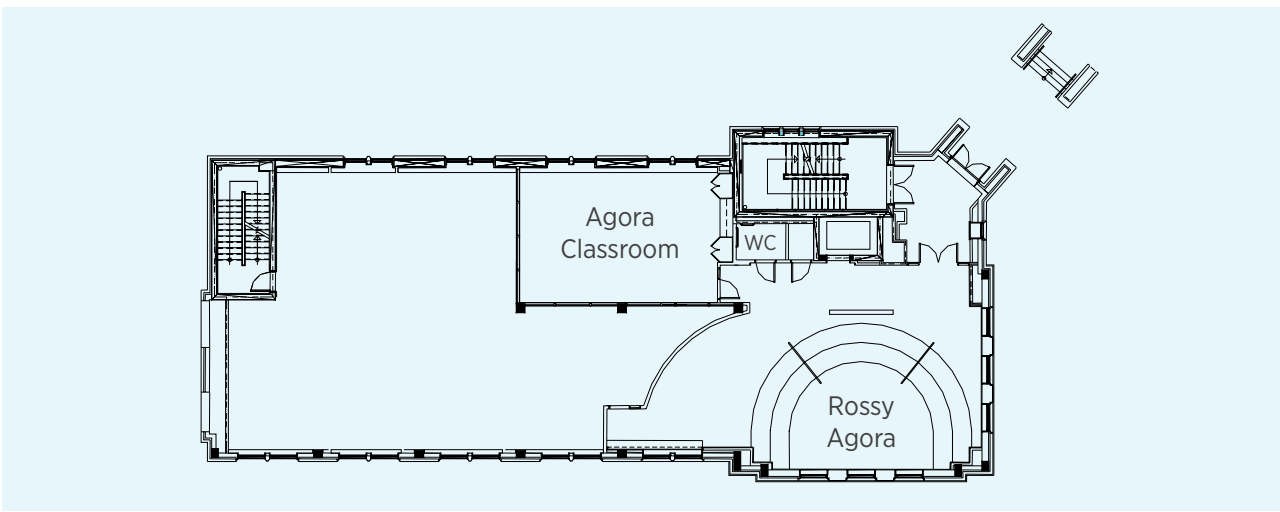
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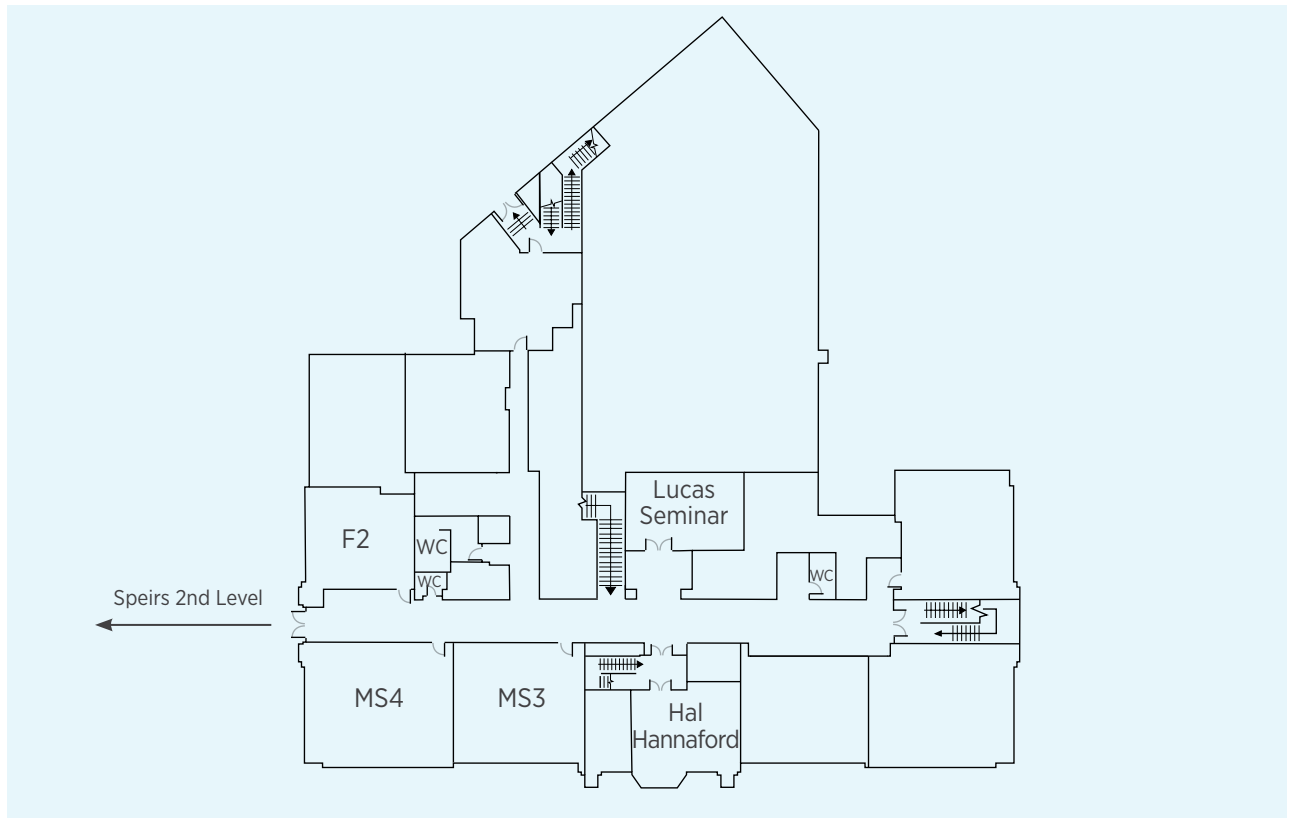
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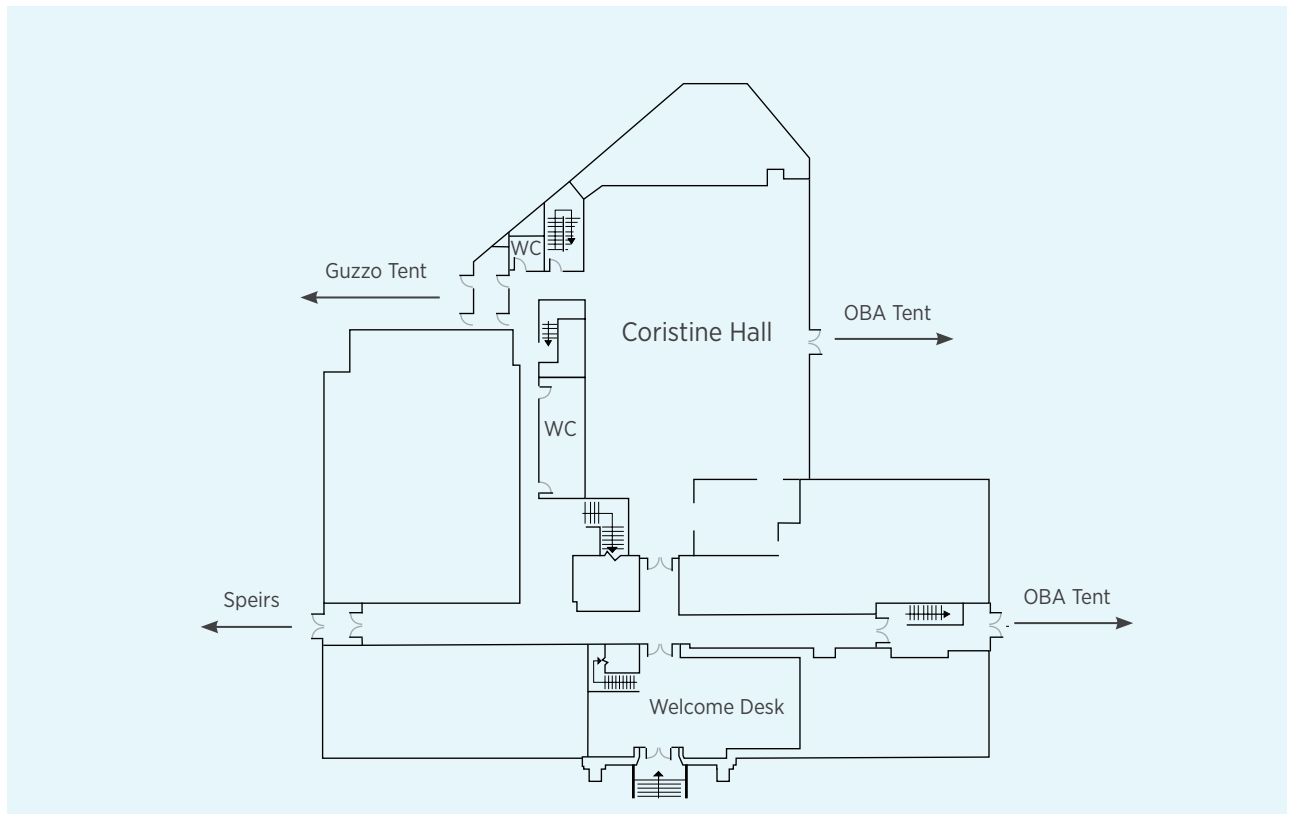
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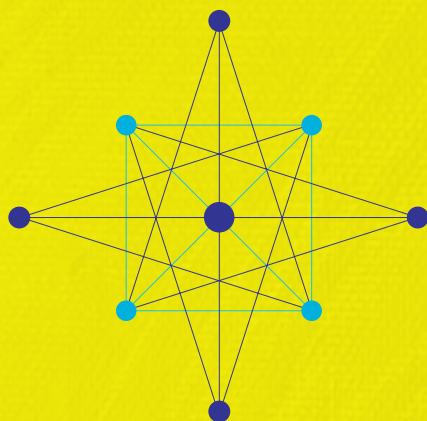
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