2019 IBSC ANNUAL CONFERENCE

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

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.

TABLE OF CONTENTS

CONFERENCE AT A GLANCE 2
CONFERENCE INFORMATION 4
SPOUSE/PARTNER PROGRAM 8
HIGHLIGHTS 9
IBSC ACTION RESEARCH PROGRAM 10
PLENARY SPEAKERS 12
WEDNESDAY DAILY SCHEDULE 18
THURSDAY DAILY SCHEDULE 19
FRIDAY DAILY SCHEDULE 26
SATURDAY DAILY SCHEDULE 35
ACKNOWLEDGEMENTS 36
SPONSORS 37
CONFERENCE MAPS 38

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
EXECUTIVE DIRECTOR
IBSC

AMY PURSEL AHART
CHIEF OPERATING OFFICER
IBSC

HAL HANNAFORD
HEADMASTER
SELYWN HOUSE SCHOOL (CANADA)

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.

#IBSCAC
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 dinatòires 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, 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
#IBSCAC

**Thursday, June 27**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 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 |

**Friday, June 28**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:45 – 7:45 AM</td>
<td>Buses depart the conference hotel for the school</td>
</tr>
</tbody>
</table>
| 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 |
| 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 |

**Saturday, June 29**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 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.*

*THE SCHEDULE AND ALL CONFERENCE INFORMATION ARE SUBJECT TO CHANGE. VISIT [WWW.THEIBSC.ORG](http://WWW.THEIBSC.ORG) AND THE CONFERENCE APP FOR THE LATEST DETAILS.*
CONFERECE 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 Rêne 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.
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.

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.
**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.”

1. If you are already in a classroom, close the door and lock it from the inside.
2. If you are outside of a classroom, find the closest room not yet locked and hide in there.
3. 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.
4. Turn off the sound of your cell phone and electronic devices and remain quietly on the floor.
5. 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.

---

**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.
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.

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 bustling of Ste-Catherine Street to stately McGill College Avenue, and skyscrapers such as the famous Place Ville Marie. Discuss the RESO, 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
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 Dîner 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

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.
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.

2018-19 TEAM ADVISORS

TRISH CISLAK, CRESCEANT 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)

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 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)

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.
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.

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.
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.

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.

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.
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 Bartizo

**THE AUTISM MONOLOGUES**
**FRIDAY, JUNE 28 | 2:15 PM**

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.

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.
FEATURED STUDIO SPEAKERS

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. Sinclair, 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

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 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 Sexual 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

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

#IBSCAC
**WEDNESDAY, JUNE 26**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 – 3:00 PM</td>
<td>Registration and Refreshments</td>
<td>FAIRMONT THE QUEEN ELIZABETH PARC MONT-ROYAL A &amp; B</td>
</tr>
<tr>
<td>3:00 – 6:30 PM</td>
<td>Opening Plenary Session Featuring Adam Cox, Molly Johnson, entertainment, and more</td>
<td>FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA</td>
</tr>
<tr>
<td>6:45 PM</td>
<td>Buses depart the conference hotel for the school</td>
<td></td>
</tr>
<tr>
<td>7:00 – 9:00 PM</td>
<td>Welcome Reception, <em>The Art of a Party</em> 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 &quot;Mustang Sally.&quot; We promise an evening to remember!</td>
<td>SELWYN HOUSE SCHOOL</td>
</tr>
<tr>
<td>8:45 – 11:00 PM</td>
<td>Buses depart the school for the conference hotel</td>
<td></td>
</tr>
<tr>
<td>9:00 – 11:00 PM</td>
<td>After Hours Bar</td>
<td>SELWYN HOUSE SCHOOL CORISTINE HALL</td>
</tr>
</tbody>
</table>
### Thursday, June 27

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:30 AM</td>
<td>Breakfast with IBSC Trustees&lt;br&gt;Join an IBSC trustee for breakfast and share your ideas and ask any questions you have.</td>
<td>St. John's - Fairmont The Queen Elizabeth Hotel, Square Dorchester</td>
</tr>
<tr>
<td>8:30 – 10:40 AM</td>
<td>IBSC Annual Meeting&lt;br&gt;Plenary Session Featuring Sonia Lupien&lt;br&gt;2019 IBSC Hawley-Jarvis Award</td>
<td>St. John's - Fairmont The Queen Elizabeth Hotel, Place du Canada</td>
</tr>
<tr>
<td>10:40 AM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:00 AM – 12:00 NOON</td>
<td>Plenary Session Featuring Jonathan Emile</td>
<td>St. John's - Fairmont The Queen Elizabeth Hotel, Place du Canada</td>
</tr>
<tr>
<td>12:00 NOON</td>
<td>Buses depart the conference hotel for the school</td>
<td></td>
</tr>
<tr>
<td>12:15 – 1:15 PM</td>
<td>Lunch</td>
<td>St. John's - Selwyn House School</td>
</tr>
<tr>
<td>1:30 – 2:30 PM</td>
<td>Workshop Block 1</td>
<td>St. John's - Selwyn House School</td>
</tr>
<tr>
<td>2:45 – 3:45 PM</td>
<td>Featured Studio Session 1</td>
<td>St. John's - Selwyn House School</td>
</tr>
<tr>
<td>3:45 PM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>4:00 – 5:10 PM</td>
<td>Workshop Block 2 Featuring IBSC Action Research Presentations</td>
<td>St. John's - Selwyn House School</td>
</tr>
<tr>
<td>5:15 PM</td>
<td>Buses depart the school for the conference hotel</td>
<td></td>
</tr>
</tbody>
</table>

**EVENING ON YOUR OWN**
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)

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)

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)

WORKSHOP BLOCK 1
1:30 – 2:30 PM

THURSDAY

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)

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)

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)
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: 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: 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: 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: LEVEL NEW TO TOPIC
ROOM MS 4

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: 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: 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: LEVEL NEW TO TOPIC
ROOM E2
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

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**
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

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 Kinkead 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, JUNE 28

6:45 – 7:45 AM  
Buses depart the conference hotel for the school  

7:00 – 8:00 AM  
Breakfast  

8:00 – 9:00 AM  
Workshop Block 3  

9:15 – 10:15 AM  
Featured Studio Session 2  

10:15 AM  
Break  

10:30 – 11:30 AM  
Workshop Block 4  

11:30 AM – 12:30 PM  
Lunch  

12:30 – 1:30 PM  
Workshop Block 5  

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  

6:30 – 9:00 PM  
Cocktail Dinatoire Reception, *Nuit En Blanc*  
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 Dîner 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. 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.
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)

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)

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)

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)

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)

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)

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)
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 2

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
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:** 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:** 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:** 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:** 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, Finalsite
**APPEAL:** LEVEL NEW TO TOPIC
**ROOM:** F2

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:** 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:** LEVEL NEW TO TOPIC
**ROOM:** E2
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 MS 3

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: 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 though 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: 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: 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: 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: 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: 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: 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: 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: NEW TO TOPIC
ROOM: AGORA CLASSROOM

#IBSCAC 31
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: 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: NEW TO TOPIC
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: NEW TO TOPIC
ROOM: MS 6

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: 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 LEVEL NEW TO TOPIC
ROOM E1

Classroom Drawing: Memory Maps and More
Student drawing—sketches, maps, graphics, and silly faces—can liven 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 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 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 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 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 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 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 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 LEVEL INTERMEDIATE
ROOM E2
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

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, JUNE 29

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 – 8:00 AM</td>
<td>Breakfast</td>
<td>FAIRMONT THE QUEEN ELIZABETH SQUARE DORCHESTER</td>
</tr>
<tr>
<td>8:00 – 11:45 AM</td>
<td>Closing Plenary Session Featuring Susan Doherty, Hal Hannaford, and Jean-Marc Vallée</td>
<td>FAIRMONT THE QUEEN ELIZABETH PLACE DU CANADA</td>
</tr>
</tbody>
</table>
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:

- 180+ workshop presenters
- 290+ IBSC members

Core-Apps, LLC
Finalsite, IBSC global partner
imageseven, IBSC global partner
MMG Education, IBSC global partner
KINETIK, IBSC Annual Conference program design
Margot Long, St. John’s Preparatory School (South Africa), IBSC Action Research Coordinator

IBSC Action Research Team Leaders
Trish Cislag, Crescent School (Canada)
Bruce Collins, IBSC
Polly Higgins, King Edward’s School (United Kingdom)
Janet Lien, The Browning School (United States)
Laura Sabo, St. Christopher’s School (United States)

Many thanks to the Selwyn House School faculty, staff, students, parents, old boys, and board members for your dedication and support that made the 2019 IBSC Annual Conference in Montréal possible.

Organizing Committee from Selwyn House School
Minna Shulman, Dean of Students and former IBSC Trustee
Hal Hannaford, Headmaster and IBSC Trustee
Susan Doherty, Montréal author
Kathy Funamoto, Head of the Elementary School
James McMillan, Director of Advancement
Maureen Powers, Assistant to the Head of Middle School
Sharon Walker, Assistant to the Headmaster

Committee Coordinators
Action Research: Bill Bedard
AV/IT: Jean-Pierre Trudeau, Jasmin Nuhananovic, and Herby Fremont
Beautification: Andrea Angelini
Bookstore: Marlita Manal and Andreas Kessaris of Paraphege Books
Budgets: Matilde Codina
Conference Logo: Jesse Caruso, Old Boy 2017
Dining: Silvana Parnas and Sodexo
Facilities: Christopher Churchill and Selwyn House School Maintenance Team
Graphics and Promotional Materials: Clare Stewart
Logistics: Courtney Prieur
Opening Ceremony: Mark Watson
Parent Volunteers: Karen Anderson
Partner Program: Glenn Funamoto
Photography: Lana Ignjatovic
Pop-up Shop: Pia Lalli
Printer: Anthony Pepper of Data Resolutions
Promotional Film: Richard Wills, Thomas Königsthal Jr. Old Boy 1974, JP Trudeau, Adam Hodgins, Bill Bedard, Clare Stewart, Aria Khibani Class of 2018, Jonathan Milner Class of 2019, and Denis Dariotis Class of 2021
Publications and Media: Richard Wills
Registration and Delegates: Mary-Ann Cloherty
Speaker Liaison: Claudine Martel
Student Volunteers: Rachel Cazabon and Tim Lane
Transportation: Mike Maurovich and the Selwyn House Athletic Department
Welcome Desks: Annie and Tom Snabl, Kimberly Auclair
Workshop Presenters’ Liaison: Marie-Eve Thériault

IBSC Board of Trustees 2018–19
IBSC Officers
Tom Batty, Chair, Principal, Scotch College (Australia)
Christopher Post, Secretary, The Boys’ Latin School of Maryland (United States)
Greg O’Melia, Treasurer, Headmaster, The Buckley School (United States)
Gunmeet Bindra, Vice Chair, India, Principal, Welham Boys’ School (India)
Brad Gioia, Vice Chair Americas, Headmaster, Montgomery Bell Academy (United States)
Simon Henderson, Vice Chair UK-Europe, Headmaster, Eton College (United Kingdom)
David Knowles, Vice Chair, Headmaster, Clifton School (South Africa)
Ian Lambert, Vice Chair Australasia, Principal, The Scots College (Australia)

IBSC Trustees
John Botti, Head of School, The Browning School (United States)
Kerry Brennan, Headmaster, The Roxbury Latin School (United States)
Alastair Chirnside, Director of Studies, Harrow School (United Kingdom)
David Dini, Headmaster, St. Mark’s School of Texas (United States)
Miguel Dionis, Head of Studies, Vairo School (Spain)
Ross Featherston, Headmaster, Brighton Grammar School (Australia)
Michael Fellin, Headmaster, Crescent School (Canada)
Bradley Fenner, Headmaster, Prince Alfred College (Australia)
David Ferguson, Headmaster, Westlake Boys’ High School (New Zealand)
Hal Hannaford, Headmaster, Selwyn House School (Canada)
Lorri Hamilton Durbin, Head of School, Town School for Boys (United States)
Byron Hulsey, Headmaster, Woodberry Forest School (United States)
DI Laycock, Head of Library Services, The King’s School (Australia)

Anthony Micallef, Headmaster, Brisbane Grammar School (Australia)
Rod Morrison, Deputy Headmaster, Shore School (Australia)
John Munro, Headmaster, Fairfield Country Day School (United States)
Jack Pannell, Founder and Executive Director, Baltimore Collegiate School for Boys (United States)
Rick Parsons, Principal, The Sterling Hall School (Canada)
Tony Reeler, Headmaster, Pretoria Boys’ High School (South Africa)
Sherry Rusher, Dean of Faculty, St. Albans School (United States)
Tony Sissons, Headmaster, King’s School (New Zealand)
Mark Sturgeon, Headmaster, Aylesbury Grammar School (United Kingdom)

IBSC Board Committee Members
Hugh Chilton, The Scots College (Australia)
Peter Coutis, Scotch College (Australia)
David Faus, St. Paul’s School (United States)
Mike Grenier, Eton College (United Kingdom)
Kim Hudson, St. Christopher’s School (United States)
Janet Lien, The Browning School (United States)
Margo Long, St. John’s Preparatory School (South Africa)
Caitlin Munday, The Scots College (Australia)
Jonnie Noakes, Eton College (United Kingdom)
Tom Stanton, The Buckley School (United States)

IBSC Staff
David Armstrong, Executive Director
Amy Ahart, Chief Operating Officer
Ena Attiogbe, Accounting Manager
Bruce Collins, Director of Member Engagement
Aaron Fuehrer, Director of Information Technology
Bridget Janicki, Director of Communications
IBSC AND SELWYN HOUSE SCHOOL GRATEFULLY ACKNOWLEDGE THE FOLLOWING 2019 IBSC ANNUAL CONFERENCE SPONSORS.

GLOBAL PARTNERS

**Finalsite**
- Website solutions for schools
  - [www.finalsite.com](http://www.finalsite.com)
  - [education@finalsite.com](mailto:education@finalsite.com)
  - 800-582-2469
- Looking to redesign your website, improve communications, increase enrollment, improve SEO? Our web software and award-winning designs provide schools a complete platform for telling their unique story.

**Image seven**
- Integrated marketing firm
  - [hello@imageseven.com.au](mailto:hello@imageseven.com.au)
  - +61 8 6500 7777
- imageseven is an integrated marketing firm that works with school leaders to lift their communication and brand to reveal the true value they deliver to stakeholders and customers.

**MMG Education**
  - [info@mmgedu.com.au](mailto:info@mmgedu.com.au)
  - +61 7 9369 1449
- MMG Education is a leader in tailored school stakeholder research and performance benchmarking. We deliver specialized research in school stakeholder satisfaction reviews, school strategic planning, and enrollment best practice.

PLATINUM SPONSOR

**Sodexo**
- Quality of life services
  - [www.sodexo.ca](http://www.sodexo.ca)
  - [canada@sodexo.com](mailto:canada@sodexo.com)
  - 905-632-8592
- Quality of life is central to performance and growth. Sodexo’s comprehensive, integrated solutions cover a wide range of services in a variety of environments.

SILVER SPONSORS

**CIRCLE** — The Centre for Innovation, Research, Creativity, & Leadership in Education
- [https://circle.education](http://https://circle.education)
  - info@circle.education
  - +61 2 8064 9595
- CIRCLE is an executive agency that helps schools develop the organizational, professional, and personal competencies to align their performance with the needs of 21C society.

**Carney, Sandoe & Associates**
- Recruitment and search firm
  - [www.carneysandoe.com](http://www.carneysandoe.com)
  - jball@carneysandoe.com
  - 617-542-0260
- With four decades of experience, Carney, Sandoe & Associates is a recruitment and search firm that places teachers and administrators in private, independent schools worldwide.

**EAB**
- [www.eab.com](http://www.eab.com)
  - jwise@eab.com
  - 202-747-1000
- EAB helps independent school leaders address their top challenges, such as revenue growth and faculty recruitment, with best-practice research and implementation toolkits.

**Furnware**
- [www.furnware.com](http://www.furnware.com)
  - learn@furnware.com
  - +64 6 879 9170
- We work with schools around the world, designing and creating furniture so children can thrive in the most inspiring learning spaces imaginable.

**Rustic Pathways**
- [www.rusticpathways.com](http://www.rusticpathways.com)
  - rustic@rusticpathways.com
  - 800-321-4353
- Through purposeful and responsible design, Rustic Pathways creates culturally immersive and customizable teacher-led trips for schools, and summer and gap travel programs for students.

SELWYN HOUSE SPONSORS

**Cinémas Guzzo**
- [Vince Guzzo ‘86]
  - [www.cine.com](http://www.cine.com)
  - rutistic@rusicpathways.com

**The Alan ‘79 and Roula Rossy Family Foundation**
- [www.rossyfoundation.org](http://www.rossyfoundation.org)

**The Rossy Foundation**
- [The Rossy-Beauchamp Family]

**SHS Old Boys’ Association**

**Claudine and Stephen Bronfman Family Foundation**
  - [www.carneysandoe.com](http://www.carneysandoe.com)

**City of Montréal**
- [www.carneysandoe.com](http://www.carneysandoe.com)
  - [www.eab.com](http://www.eab.com)

**The Daoust Family**

**The Di Fruscia Family**

**The Hudon Family**

**The Ibrahim Family**

**Kugler Kandestin LLP**
- [The Kugler Family]

**Quansheng Li and Xiaoyan Wang**

**The Lorenzetti Family**

**Brentwood Investments**
- [James and Emma McCavour]

**Michael McLernon Realties**
- [Michael McLernon and Joanne Doucet]

**Corporation de developpement logistique LDC**
- [The Nanji Family]

**Pembroke Management Ltd.**
- [Ian Aiken ‘86]

**The Srivastava Family**

**Wei Sun and Yueqi Dong Family**

**Top Marks**

**Qing and Qingqing Wang**

**The Lorenzetti Family**

**Brentwood Investments**
- [James and Emma McCavour]

**Michael McLernon Realties**
- [Michael McLernon and Joanne Doucet]

**Corporation de developpement logistique LDC**
- [The Nanji Family]

**Pembroke Management Ltd.**
- [Ian Aiken ‘86]

**The Srivastava Family**

**Wei Sun and Yueqi Dong Family**

**Top Marks**

**Qing and Qingqing Wang**

**The Yared Family**

**The Zitzmann ‘89 Family**

#IBSCAC 37
FAIRMONT THE QUEEN ELIZABETH CONVENTION LEVEL

SELWYN HOUSE SCHOOL CAMPUS OVERVIEW
SAVE THE DATE!

2020 IBSC ANNUAL CONFERENCE
JULY 8 – 11
Viaró Global School | Barcelona, Spain

CONNECTING THE DOTS
BOYS, COMMUNITIES, AND THE FUTURE

2020 IBSC ANNUAL CONFERENCE
Viaró | Barcelona, Spain | July 8-11