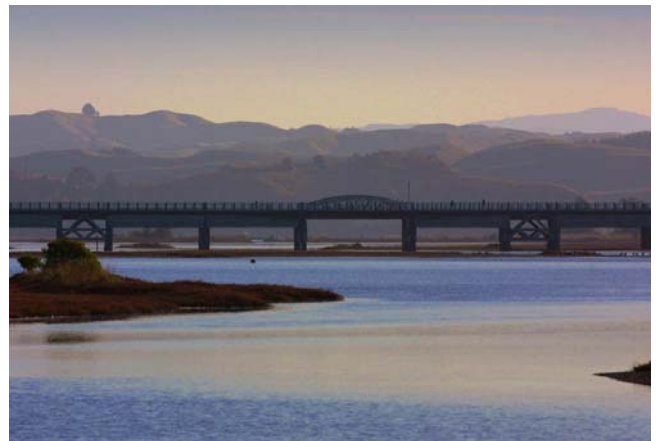
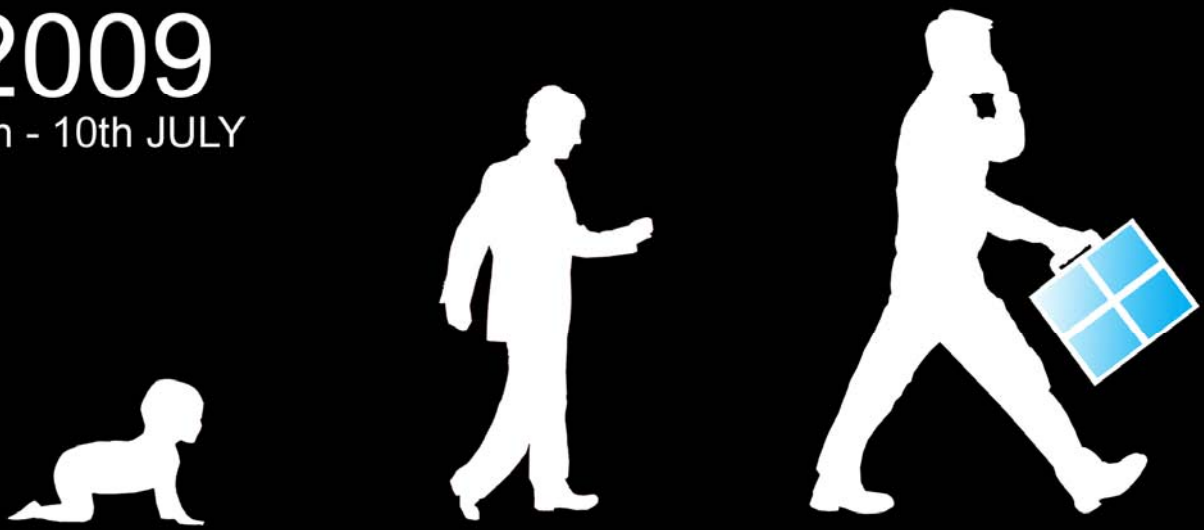




"WINDOWS INTO MANHOOD"
INTERNATIONAL BOYS' SCHOOLS COALITION CONFERENCE
LINDISFARNE COLLEGE

2009
7th - 10th JULY





We are grateful to the Lindisfarne College Council, staff, students and parents for planning and coordinating the event, and in particular we extend our special thanks to the Conference Steering Committee who have worked extremely hard to ensure the success of the 2009 conference.



Left to right

Back Row: Campbell Howlett, Rob Jackson, Rob Hay, Ian Findlay, Darren Brown

Front Row: Glen Petersen, Anne Averill, Murray Richardson, Grant Lander, Kay Jackson, Matt Allen, Suzette Mayes.

Absent: Roger Anderson, Reimana Johnson, Mason Summerfield, Rod Dowling.



Dear Friends

The boys' schools of New Zealand, and in particular Lindisfarne College, take great pleasure in welcoming you to this the Sixteenth Annual Conference of the International Boys' Schools Coalition.

We have put together an exciting programme on the theme of 'Windows into Manhood', which brings together the 'Best Practice' in working with boys from New Zealand and indeed, the rest of the world. A great group of keynote speakers and workshop presenters will give us an opportunity of celebrating the best of boys.

In allowing New Zealand and the province of Hawke's Bay to host this conference, the Trustees of the IBSC have allowed delegates an opportunity of sampling the delights of one of the world's most beautiful countries. Although not a big country, New Zealand is a nation with a huge variety of scenery. We are proud of our 'clean and green' image, our rainforest and native bushlands, our thermal attractions, our pristine hill country and mountain ranges. What we lack in night life we more than make up for in adventure tourism and outdoor pursuits. Hawke's Bay is a unique slice of New Zealand, characterised by Art Deco architecture (courtesy of the 1931 earthquake), the region is renowned for its cuisine and as one of New Zealand's premier wine producing regions. Famous for its Syrah and Cabernet Sauvignon grapes, the province hosts approximately forty vineyards. To do justice to New Zealand you need a visit of at least four weeks duration and to come back in summer, spring or autumn. Although this conference is held in the wettest and coldest month of the year, we hope that delegates will get some insight into the beauty and tourist potential of the region and our country as a whole.

Your host school, Lindisfarne College, like much of this nation, is relatively young in comparison with many of its Northern Hemisphere counterparts. Small by New Zealand boys' schools standards, it has just 485 students, of whom 242 live on site within the College's three boarding houses. As a school, we consistently perform above our size academically, culturally and in sporting endeavours.

Hosting a conference of this size, outside one of the world's major cities, let alone in a provincial region of New Zealand, was a huge leap of faith and we thank the IBSC President Graham Able and his key officials Mr Brad Adams and Mr Chris Wadsworth for the faith they have shown in Lindisfarne and New Zealand. Many of us have enjoyed fantastic hospitality in the Northern regions of the world and it has been excellent for the Southern Hemisphere to have its opportunity of reciprocating the kindness and friendship shown towards 'kiwis' overseas. Thank you for supporting us for this year's global boys' schools conference.

My thanks go to Conference Convenor, Mr Murray Richardson, Conference Secretary Mrs Anne Averill and the fantastic team of Lindisfarne College staff, boys and parents who have made this conference possible. I wish you a stimulating and challenging four days. May what you experience at Lindisfarne invigorate you for the future challenges you face in working with boys around the world.

Sincerely

Grant Lander
Rector, Lindisfarne College

IBSC 16th Annual Conference: *Windows into Manhood*

Hastings, Hawke's Bay, New Zealand



It is my great pleasure on behalf of the Board to welcome all delegates to the Coalition's 16th Annual Conference in the delightful surrounds of Lindisfarne College and the Hawke's Bay area.

I would like to record our thanks to Grant Lander and his team for the excellent work they have put into the organisation of this year's conference. This is a most impressive programme and I am confident that we will all gain much from the next few days, and also enjoy some of the local produce!

This will be my last conference as I retire from Dulwich College at the end of August. During my 11 years of membership in the IBSC, the annual conferences have provided me with some of the very best opportunities for professional development and have kept me informed about all new ideas on and research into boys' education. It has also proved to be a forum for making many enduring and highly valued friendships.

The increasingly international membership gives us a worldwide network of contacts which broadens all our perspectives and affords us a great opportunity to exchange views and gain from each other's experience. Despite the economic uncertainties, we continue to grow and I hope that the increasing number of regional events in our home countries will nurture and promote that growth. If you have ideas on how it should move forward, please share them with Brad Adams or one of the Trustees so that they may be considered during discussions on future strategy.

It has been a great privilege for me to be your President for the past three years. I am very grateful for the support of all my fellow Trustees and for the hard work, creativity and impressive efficiency of our Executive Director and his team.

I hope you all enjoy a great conference, and I wish the Coalition continued success and growth in the years ahead.

Graham Able
President
International Boys' Schools Coalition

IBSC 16th Annual Conference: *Windows into Manhood* Hastings, Hawke's Bay, New Zealand



On behalf my IBSC colleagues, Chris Wadsworth and Kathy Blaisdell, let me join Lindisfarne College and New Zealand in welcoming you to the 16th annual conference!

All of us in the IBSC family owe a heartfelt “thank you” to Grant Lander and his team. Over so many months, they have dedicated incredible time, energy and creativity to the countless tasks involved in organizing Windows into Manhood.

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

Enjoy the conference and New Zealand hospitality!

A handwritten signature in black ink, appearing to read 'Brad Adams'.

Brad Adams
Executive Director
International Boys' Schools Coalition





CONFERENCE FLOOR PLAN

MOUAT UPPER FLOOR



MOUAT GROUND FLOOR



CONFERENCE INFORMATION

CONFERENCE LOCATION

Lindisfarne College is located at 600 Pakowhai Road, Hastings. The telephone number for the school is: (06) 873 1136. This number can be reached from 7:30am–5:30pm each day.

EMERGENCIES, CONTACT INFORMATION AND MESSAGES

- For medical emergencies during the conference day contact Matron – Mrs Mandy Jensen at the College surgery. We will have doctors on call throughout the conference and Mandy will contact the doctor for you. During after hours your hotel staff will be able to contact the emergency doctor for Napier.
- For dental requirements please contact Mrs Mandy Jensen.
- In the unlikely event of the Lindisfarne alarm bells sounding during the conference, delegates are requested to evacuate the buildings and assemble on the main playing fields at the front of the school, adjacent to Pakowhai Road.

NEED HELP?

Delegates requiring assistance during the conference should contact the conference staff at the hospitality desk situated in the registration room at the front of the Lowe Family Performing Arts Centre.

CONFERENCE ATTIRE

Business casual attire (slacks, skirts, blouses, shirts, sweaters and blazers for women, and slacks, button down shirts, blazers or warm sweaters for men) is appropriate for all day and evening activities. The weather could be wet and very cold throughout the conference, therefore delegates would be wise to dress for the cold. For the Mayoral reception on Thursday, July 9th in the Hawke's Bay Opera House, the reception area will have the theme of 'Art Deco' and delegates and their partners are welcome (i.e. it is certainly not mandatory) to wear items of clothing that reflect this theme.

INTERNET ACCESS

Lindisfarne will have wireless coverage about the school for those with laptops. We will also operate an internet café in the college library where delegates can log on to desk top computers to retrieve or send e-mails and search the net.

BOOK SALE

During the conference, Dymocks booksellers will operate a book shop in the Lindisfarne Music Room. NZ Souvenirs and Lindisfarne College memorabilia will also be available for purchase each day.



TRANSPORTATION DETAILS

TRAVEL ARRANGEMENTS FOR TUESDAY, JULY 7TH

Registration and Opening Events for Delegates and Spouses/Partners

On Tuesday, July 7th, there will be a round bus trip from Conference Hotels to Lindisfarne College for both delegates and their spouses/partners who have registered for the spouse/partner programme. Conference buses will leave Napier for Lindisfarne at five pick up points:

- Outside the lobby of the Crown Hotel in Ahuriri.
- Across the road from the Anchorage Motor Inn
- Across the road from the Breakwater Apartments
- The car park at the rear of the Scenic Circle Te Pania Hotel .
- Across the road from the main entrance of The Pebble Beach Motor Inn on Marine Parade.

The conference buses for delegates and spouses will start leaving from these points at 12:30 pm, with the last bus departing at 1.00 p.m. Upon arrival at Lindisfarne College we will arrange tours of the school, musical entertainment, as well as light refreshments (tea, coffee, water) prior to the official welcome and opening speeches.

Please note: To avoid overcrowding on the final bus, we would appreciate delegates not leaving their departure until the last scheduled bus time. If you are unable to take this bus transportation, you will need to arrange your own transportation to Lindisfarne on Tuesday, July 7th. Taxi services are available from your accommodation but the cost will be NZ\$50 to \$65. There will be limited parking at Lindisfarne in the front car park of the Pakowhai Road entrance to the College. Buses will return to the conference hotels after the evening World Trivia Quiz function at Lindisfarne College.

TRAVEL ARRANGEMENTS ON WEDNESDAY, THURSDAY, & FRIDAY, JULY 8TH, 9TH & 10TH

On Wednesday, Thursday & Friday we will arrange bus transportation to and from Lindisfarne College from the conference hotels. Morning pick up points will be as for Tuesday, July 7th. On arrival at Lindisfarne College, delegates will be provided with a Continental and/or cooked breakfast, tea, coffee and juices. The Conference Internet Café service in the College library will be available from 8.00 a.m., to allow delegates to check and send email. Each morning, prior to the start of the conference proper, in the main College Auditorium, logistical details for both that day and the next morning will be provided.

SPOUSE/PARTNER PROGRAM AND TRANSPORTATION

- **Tuesday:** Those registered for the spouse/partner programme are invited to attend the afternoon session, Evensong service and the World Trivia Quiz function in the evening. Transport arrangements will be as for delegates.
- **Wednesday:** Registered Spouse/partners will be picked up at their conference hotels starting at 9:00 am for a scenic bus tour of Hawke's Bay including: a visit to a live farming show at the historic Clifton Station Woolshed where lunch will be served at the seaside Clifton café; a trip to the top of Te Mata Peak providing panoramic views of the Bay; and a visit to Sileni Estate, a local winery with a gourmet food shop and restaurant where participants will be served afternoon tea. Buses will return to Napier hotels at about 4 pm.

Those registered for the spouse/partner programme are invited to the Hawke's Bay Vineyard Dinner function and will travel to and from the Conference Hotels with delegates.

- **Thursday:** Spouse/partners should meet at 9.30am at the Art Deco Centre, Tennyson Street, Napier to start a guided Art Deco walking tour, including morning tea at the superb Hawke's Bay Club after which guests will be free to explore the shopping delights of Napier and surrounding areas.

Those registered for the spouse/partners programme are invited to the Mayoral reception and Art Deco themed dinner. They will be picked up at 5:15 at their Conference Hotels and transported to the Hawke's Bay Opera House where they will meet up with delegates.

CONFERENCE SCHEDULE

Tuesday, July 7th— Spirituality of Boys

12.30pm – 1.00pm	Buses for delegates and registered spouses from Conference hotels to Lindisfarne College
1.00pm – 2.30pm	Registration, tours of Lindisfarne College
2.45pm – 4.00pm	Welcome and Opening Speeches in College Chapel
4.00pm – 4.30pm	Afternoon Tea on Homestead Lawn
4.30pm – 5.00pm	Evensong in College Chapel
5.00pm – 6.00pm	Keynote: F. Washington Jarvis in the Auditorium
6.00pm – 7.00pm	Cocktails and Hors D'oeuvres in the Atrium and Chapel
7.00pm – 9.15pm	World Trivia Quiz and dinner for delegates and registered spouses in the Gymnasium
9.30pm	Buses from Lindisfarne College to Conference hotels

Wednesday, July 8th— Fathers as Role Models

7.00am – 7.45am	Buses from Conference hotels to Lindisfarne College
7.30am – 8.45am	Breakfast for delegates at Lindisfarne College in the gymnasium
9.00am – 9.15am	Preliminary Programme in the Auditorium
9.15am – 10.30am	Keynote: Steve Biddulph in the Auditorium
10.30am – 11.00am	Morning Tea in the College Dining Room, Chapel and Atrium
11.00am – 12.15pm	Workshop Session A
12.15pm – 1.30pm	Lunch in the College Gymnasium
1.30pm – 2.45pm	Keynote: Celia Lashlie in the Auditorium
2.45pm – 3.15pm	Afternoon Tea in the College Dining Room, Chapel and Atrium
3.15pm – 4.30pm	Workshop Session B
4.45pm	Buses from Lindisfarne College to Conference hotels
6.30pm	Buses for delegates and registered spouses from Conference hotels to vineyard restaurants
7.00pm	Dinner for delegates and registered spouses at vineyard restaurants (Mission Estate, Craggy Range and Church Road)
9.45pm	Buses from vineyards to Conference hotels

CONFERENCE SCHEDULE

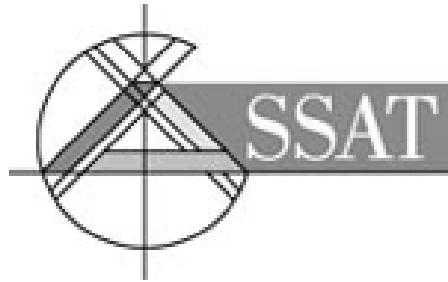
Thursday, July 9th— Engaging Boys in Learning

7.20am		Buses for those attending the Business meeting
7.40am	– 7.50am	Buses from Conference hotels to Lindisfarne College
8.00am	– 9.15am	Breakfast for delegates at Lindisfarne College
8.45am	– 9.15am	Plenary Session: IBSC Business meeting in the Auditorium. All member school delegates welcome to attend.
9.30am	– 10.00am	IBSC Executive Director's Report in the Auditorium
10.00am	– 11.00am	Keynote: Richard Hawley in the Auditorium
11.00am	– 11.30am	Morning Tea in the College Dining Room, Chapel and Atrium
11.30am	– 12.15pm	Workshop Session C
12.15pm	– 2.00pm	Lunch (Discussion with IBSC Trustees in College classrooms)
2.00pm	– 2.30pm	Plenary Session: IBSC Action Research presentation in the Auditorium
2.30pm	– 3.45pm	Keynote: Nigel Latta in the Auditorium
3.45pm	– 4.15pm	Afternoon Tea in College Dining Room, Chapel and Atrium
4.15pm	– 5.30pm	Workshop Session D
5.15pm	– 5.35pm	Buses from Conference hotels to Opera House for registered spouses
5.40pm	– 6.00pm	Buses from Lindisfarne College to Opera House for delegates
6.00pm	– 7.00pm	Mayoral Reception (drinks and hors d'oeuvres) hosted by His Worship the Mayor of Hastings, Mr Lawrence Yule at the Hawke's Bay Opera House, Hastings.
7.00pm	– 9.10pm	Art Deco Buffet Dinner in the H.B. Opera House Assembly Hall
9.00pm	approx	Buses from Hawke's Bay Opera House to Conference hotels

Friday, July 10th— Leadership and Challenge

7.10am		Buses from Conference hotels to Lindisfarne College
7.30am	– 8.45am	Breakfast for delegates at Lindisfarne College
9.00am	– 10.15am	Workshop Session E
10.15am	– 10.45am	Morning tea in College Dining Room, Chapel and Atrium
11.00am	– 12.00am	Keynote: Mark Inglis in the Auditorium
12.00pm	– 12.30pm	Closing Ceremonies
12.30pm		Buses from Lindisfarne College to Conference hotels or airport

IBSC 16TH ANNUAL CONFERENCE SPONSORS



SECONDARY SCHOOL ADMISSION TEST BOARD

**"To Advance and Add Value to the Private School Admission Process for
Schools, Students, and Families"**

SSATB is honoured to sponsor The International Boys' Schools Coalition 16th Annual Conference. SSATB provides comprehensive admission services to independent schools worldwide. From a gold-standard admission test, to high-quality professional training and resources, to online tools that attract families to schools, to a variety of data-rich reports, SSATB gives its members what they need to make the best admission decisions possible. To learn more about SSATB, please visit our member web site at www.ssatmembers.org.



Web Solutions for Independent Schools

809 Main Street, East Hartford, CT 06108

Jon Moser, Managing Director


Rob DiMartino, Marketing Manager

Jonathan Butcher, International Consultant


Since 1998, finalsite has been providing sophisticated web design with premier browser-based content management and authoring tools for independent schools on the market. Our scalable solution (and module offerings) allows you 100% control of your web site management. To learn more about finalsite, please visit our website at www.finalsite.com.


IBSC 16TH ANNUAL CONFERENCE SPONSORS

www.furnware.co.nz
www.bodyfurn.com

Bodyfurn 

Dynamic furniture
Comfortable students
Quieter classrooms



Furnware 

Improving the learning environment

Developing successful students

Give your students a bright future with internationally recognised qualifications from University of Cambridge International Examinations (CIE).

Develop creative thinking, enquiry and problem solving skills with the Cambridge International Curriculum:

Cambridge IGCSE

- The world's most popular international qualification for 14-16 year olds, available in over 70 subjects

Cambridge International A/AS Level

- Recognised by the world's top universities, including Cambridge, Oxford, Harvard and Yale

Visit us at the CIE exhibit, or learn more at www.cie.org.uk



 **UNIVERSITY of CAMBRIDGE**
International Examinations

PART OF THE
CAMBRIDGE ASSESSMENT
GROUP

IBSC 16TH ANNUAL CONFERENCE SPONSORS



CROSSROADS
WINERY



SCHOOL SUPPLIES



NGATARAWA
Life, times told in wine.

CJ PASK



GIMBLETT ROAD
HAWKES BAY
NEW ZEALAND

Lindisfarne College wishes to acknowledge and thank the following motels and hotels for their generosity and support:

Scenic Circle Te Pania Hotel, The Crown Hotel, Pebble Beach Motor Inn, Beach Front Motel, Shoreline Motel

KEYNOTE SPEAKERS



Tony Jarvis

Tuesday, July 7th
5.00 pm

Washington Jarvis: Tony Jarvis, an Episcopal priest, teaches at Yale University where he is Director of the Educational Leadership and Ministry Program at the Berkeley Divinity School. He was for thirty years headmaster of The Roxbury Latin School in Boston, the oldest school in continuous existence in North America. He has taught and spoken at schools in Australia, Canada, and South Africa, and has twice served as a chaplain and master at Eton College in England. His most recent book, ***With Love and Prayers***, won the Christopher Award for adult non-fiction. He hosted the initial meeting of school heads that eventually resulted in the founding of the International Boys' School Coalition. He is a graduate of Harvard and Cambridge Universities and has been awarded honorary doctorates by Bowdoin and Middlebury Colleges.

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS



Steve Biddulph

Wednesday, July 8th
9.15 am

Steve Biddulph is a psychologist known around the world for his writing about boys. His books, which include *Manhood*, *Raising Boys*, and *Love, Laughter and Parenting* are in four million homes having been translated into 27 languages. He has influenced the way we look at children and especially in recent years, the raising of boys. He believes that as the world economy slows down, we need to rediscover community and find time to love our families, our earth, and those who share our lives. Steve's keynote address at the '03 Annual Conference at Shore School was enthusiastically received.

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS



Celia Lashlie

Wednesday, July 8th
1.30 pm

Celia Lashlie: In September 2004, Celia Lashlie completed the Good Man Project, a project which facilitated discussion within and between 25 boys' schools throughout New Zealand, aimed to create a working definition of what makes a good man in the 21st century. What arose from the project was a significant insight into the minds of teenage boys, and what they are feeling at this period in their lives. Her book, ***He'll Be OK: Growing Gorgeous Boys Into Good Men***, published in 2005, was described by Men's Health Australia as "a refreshingly male-positive un-PC look at the "boy crisis".

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS



Rick Hawley

Thursday, July 9th
10.00 am

Richard Hawley: The founding President of IBSC, Rick Hawley served as Headmaster of University School, a boys' school in Cleveland Ohio from 1988 to 2005. He has lectured and spoken extensively on child development and topical social issues. His published non-fiction include *The Purposes of Pleasure*, *Seeing Things*, *The Big Issues in the Adolescent Journey*, *Boys Will Be Men*, and *Papers From The Headmaster: Reflections on a World Fit for Children*. He has also written two monographs published by IBSC, *The Romance of Boys' Schools* and *Icarus in Our Midst: A Reflection on Boys at Risk*. Dr. Hawley is co-author of *Teaching Boys: A Global Study of Effective Practices*, commissioned by the IBSC and published in March, 2009.

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS



Nigel Latta

Thursday, July 9th
2.30 pm

Nigel Latta: Born in Oamaru on the east coast of the South Island in New Zealand, Nigel has a Master of Philosophy with First Class Honours in Psychology and a degree in Clinical Psychology. With a passion for working with kids in the "too-hard" category, he has worked with thousands of families over the last sixteen years, and has consulted with a range of private and public organizations including prisons, the police, and Child Youth Services. He is a sought after trainer and speaker. He has authored several books including *Before Your Kids Drive you Crazy, Read This*. He is about to make a one-man six-part documentary entitled *The Politically Incorrect Parenting Show*.

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS

KEYNOTE SPEAKERS



Mark Inglis
Friday, July 10th
10:45

Mark Inglis: Standing on the summit of Mount Everest had always been a boyhood dream, a dream Mark thought he has lost when he had a "hiccup" in his climbing career. When stuck in an ice cave, he lost both legs below the knees to frostbite. On May 15, 2006, his dream was realized when he stood on the roof of the world atop Everest as the first double amputee to do so. His books include *No Mean Feat*, *Off the Front Door*, *To the Max*, and *Legs on Everest*. In talks to corporate, school, and community groups, he has inspired many people and we are confident he will do the same for IBSC people who hear him.

KEYNOTE SPEAKERS

CONFERENCE WORKSHOP SCHEDULE

Wednesday, July 8th	Workshop Session A: 11.00 AM – 12.15 PM
Wednesday, July 8th	Workshop Session B: 3.15 PM – 4.30 PM
Thursday, July 9th	Workshop Session C: 11.30 AM – 12.45 PM
Thursday, July 9th	Workshop Session D: 4.15 PM – 5.30 PM
Friday, July 10th	Workshop Session E: 9.00 AM – 10.15 AM

Academic Program:

Lower/Primary

- A: 1, 5, 8, 9, 12, 15, 16
- B: 3, 4, 6, 11, 12, 13, 16, 17
- C: 7, 8, 9, 12, 15, 16
- D: 1, 7, 8, 11, 14, 16, 17
- E: 5, 9, 10, 11, 14, 15

Academic Program:

Middle

- A: 1, 2, 3, 4, 5, 8, 9, 11, 12, 14, 16, 17
- B: 3, 4, 6, 10, 11, 12, 13, 14, 15, 16, 17
- C: 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17
- D: 1, 3, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17
- E: 4, 5, 6, 7, 10, 11, 12, 13, 14

Academic Program:

Upper/Senior

- A: 1, 3, 4, 5, 6, 7, 11, 12, 13, 16, 17
- B: 1, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 16, 17
- C: 2, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16
- D: 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
- E: 1, 2, 3, 5, 6, 7, 10, 12, 13, 14,

School Heads and Administrators

- A: 1, 3, 5, 10, 11
- B: 1, 3, 6, 7, 9, 17
- C: 1, 2, 3, 4, 9, 10, 11, 12, 13
- D: 1, 4, 7, 14
- E: 1, 2, 5, 6, 8, 10

Admissions/Marketing

- B: 2, 5, 7
- C: 3, 5
- D: 10
- E: 7, 8

Advising/Counselling/Pastoral Work

- A: 1, 4, 5, 6, 11, 16, 17
- B: 3, 8, 9
- C: 5, 9, 10, 12
- D: 4, 6, 9, 10, 11, 13, 14
- E: 3, 5, 7, 15

Boarding/Residential Life

- A: 1, 4, 5, 11
- B: 5
- C: 1, 5, 9, 10, 12
- D: 4, 10, 11
- E: 7

Coaches and Physical Education Staff

- A: 8, 11
- B: 5
- D: 4, 10

College/University/Career Counsellors

- A: 1, 11
- B: 5
- C: 6
- D: 10, 11, 14
- E: 7

Learning Specialists

- A: 2, 5, 9, 13, 16
- B: 2, 5, 11, 13, 14, 16
- C: 5, 7, 8, 9, 11, 13, 14
- D: 11
- E: 4, 7, 10, 11, 12, 13

Reading/Language Teachers

- A: 5, 12, 17
- B: 2, 11, 14, 15, 16
- C: 2, 8, 9, 15
- D: 2, 11, 15
- E: 6, 7, 10, 13

WORKSHOP SESSION A

WEDNESDAY, JULY 8TH 11.00 AM – 12.15 PM

A-1 Room: M4

Boys and the Career Maze: What are They Really Doing?

Heather Carpenter, Careers Consultant, Careerworks, Hawke's Bay, NZ

A subtitle of this workshop might be "High on ambition, short on the detail." Past research and current surveys provide some interesting information about young people's choices: differences between boys and girls, gaps in self-knowledge, their grasp of career decision-making skills, and what helps those most. Interesting aspects of behaviour include the way young men navigate the career maze, how they deal with the overwhelming mass of information, their use of mates, and their reliance on parents. You may be surprised by the strategies that some young men use to plan their paths to the future! This presentation presents the most important concepts and understandings that parents, key influencers, and educators require for their critical role in fostering aspirations, self belief, self knowledge and skills for self assessment and employability. There is a further need to understand the gaps in their decision making capacity and support systems, and how they fill those gaps; and to consider ways to ensure they make choices which lead to a good start and the future progress they want. Poor choices add to school and university drop-out rates, underachievement, failure and diminished confidence to try again. This workshop provides research from a range of sources and survey information from young men at school and at university, and the opportunity for reflection on the career decision-making skills and practices of boys.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators, College/University/Career Counsellors, Advising/Counselling/Pastoral, Boarding/Residential Life]

WORKSHOP SESSION A (CONT'D)

WEDNESDAY, JULY 8TH 11.00 AM – 12.15 PM

A-2 Room: M2

Every Boy is Important! – A Boy Friendly School

****This Workshop is also offered in Session E4****

John Chalvatzis, Head of Middle Schooling, Ipswich Grammar School, AUS

Every boy is important! This is the philosophy of the Middle Schooling Department at Ipswich Grammar School. As part of the Centre of Specialization in Boys' Education, Ipswich Grammar School commenced in 2006 a middle schooling structure to cater for the needs of adolescent boys. The school embarked on a journey focusing on boys' programmes in areas such as social and emotional needs, self-esteem, school justice, role modeling and what it means to be a 'real man'. This included implementing best practices in: teaching boys, empowering boys in decision making, foregrounding the role of fathers in boys' education, emphasizing boys' learning styles and breaking down gender stereotyping. In 2008, the department conducted a boys' education project to evaluate these programmes. This workshop will highlight our impressive results from the project, and how the programmes are incorporated in the classroom, extra-curricular activities, pastoral care classes and the general day-to-day values of the school.

[Middle] [Learning Specialists]

A-3 Room: M5

Windows on the Past

Gregor Fountain, Deputy Principal, Wellington College, NZ

Robert Anderson, Deputy Principal, Wellington College, NZ

A strong feature of many boys' schools is a connection with the past. This workshop explores ways in which Wellington College uses its history to develop a sense of identity among its current students. Ideas covered will include remembrance assemblies, fieldtrips to the overseas battlefields, archives, old boys' networks and the celebration of the lives of past students. There will be an opportunity for workshop participants to share ways in which their school celebrates heritage.

[Middle, Upper/Senior] [School Heads and Administrators]

A-4 Room: M8

Model for Manhood: Jesus of Nazareth

David Jackson, Chairman, Dept. of Religion, Memphis University School, USA

Role models provide direct access to important lessons in life. One writer has said that "imitating others is a mark of being human," and thus civilization makes progress. Jesus embodies the ideals of both the "Image of God" in the Judeo/Christian understanding of human existence, and the highest humanist ideals of what a man should be. We will explore the example of Jesus in learning the best of what a man should strive to become.

[Middle, Upper/Senior] [Advising/Counselling/Pastoral, Boarding/Residential Life]

A-5 Room: A2

Why Boys get into Trouble and Why Most Discipline does not Work

****This Workshop is also offered in Session C9****

Abigail James, Adjunct Professor of Education, University of Virginia/Northern Virginia Center, USA

Understanding the biological bases for impulsive actions does provide some explanation for why boys get into trouble, but that understanding is not sufficient to help young men learn to control their behavior in the face of peer and social pressure to do otherwise. This workshop will discuss the present understanding of normal neurocognitive and social development of boys and how family, school, and society can play a part in providing positive solutions for boys to learn to manage their lives. Models from other boys' schools will be presented as examples of methods that are successful. Participants will develop strategies appropriate for the age of the students in their schools.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators, Learning Specialists, Reading/Language Teachers, Advising/Counselling/Pastoral, Boarding/Residential Life]

WORKSHOP SESSION A (CONT'D)

WEDNESDAY, JULY 8TH 11.00 AM – 12.15 PM

A-6 Room: M1

What Boys are saying makes a "Good Man".

****This Workshop is also offered in Session D9****

John Jenkins, Director of Pastoral Care, Canberra Grammar School, AUS

Mark Perkins, Boarding Housemaster, Canberra Grammar School, AUS

What do you think young men of today reckon to be a "good man"? For the last twelve months a teacher at a school in Canberra has been asking boys from Years 10-12 this question and the answers are interesting, instructive and quite surprising in some cases. In helping to shape our young men it is important to try to understand what it is that they regard as being worthwhile to aspire to.

[Upper/Senior] [Advising/Counselling/Pastoral]

A-7 Room: M9

It's What We do on Tuesdays

Win Jones, Assistant Principal, Tauranga Boys' College, NZ

Robert Mangan, Principal, Tauranga Boys' College, NZ

A brief overview of the in-house "journey" that Tauranga Boys' College has been on over the past six years in establishing a learning community. The teacher learning model that has evolved – and has continued to evolve – to best meet the needs of its adult "learners" as we transform our College from a 20th to a 21st century school will be outlined. Some of the features that will be shared will include those things that have worked (such as the emphasis on a collaborative approach between staff from different learning areas), and some that haven't!

[Upper/Senior]

A-8 Room: P1

How to Implement an Affirming and Inclusive Sport

Chris McLean, Head of Junior School Sport, Trinity Grammar School, Kew, AUS

Rohan Watts, Interschool Sport Coordinator, Trinity Grammar School, Kew, AUS

This workshop will outline how to implement an inclusive and affirming environment for boys to participate in a sporting and activity-based programme that has been the underpinning focus at Trinity Grammar School, Kew. All boys in Years 3-6 are given the opportunity to participate in house and interschool sporting competitions as well as a variety of afterschool activities. The provision of 'non-sporting activities' allows for boys to participate in group activities of particular interest to them.

[Lower/Primary, Middle] [Coaches and Physical Education Staff]

A-9 Room: PE

Engaging Boys through Music, Media and ICT

Bradley Merrick, Director of Research in Learning, Barker College, AUS

At Barker College, the use of Music Technology is an integral component of the hands on approach to making and creating music in Year 7-8 of the music syllabus. Through the integration of visual (comic strip and movie trailers), text based (storyline) and aural stimuli (product for advertisement), students are able to engage in the act of creating music as they make choices, reflect and think about their actions as part of their ongoing class work. Using the latest ICT Apple-based music looping and recording software called Garage Band and the productivity software Keynote, the boys are motivated and engaged in the act creating a music score that accompanies a series of images and moods in class and encompasses the range of music concepts. Through the use of easy applications and tasks, students are able to create movies and pod-casts that demonstrate their awareness of both the content and process as they develop their musical understanding in class. The nature of the ICT task allows boys of different academic ability and musical disposition to succeed in creating music, highlighting their personalized attempt to explore the connection between emotion and intensity, through the combination of visually and aurally based media. While some students create original scores via keyboards and acoustic instrumental performance, others succeed by using pre-recorded backing tracks. Most importantly the students are able to set their own goals for the task, modify their technology-based environment to meet their needs, and alter their effort and use of strategy to complete their work.

WORKSHOP SESSION A (CONT'D)

WEDNESDAY, JULY 8TH 11.00 AM – 12.15 PM

As active learners, the students gain knowledge of their own thinking, planning and behaviour as they strive to utilize music technology and submit a pod-cast or audio mix down of their composition via iTunes for final assessment. Such a task allows for the combination of individual, pair or small group interaction, depending upon the nature of the task and classroom environment. The various ICT tasks completed by these boys can be easily adapted for use across a range of other curriculum areas and a variety of learning levels. Discussion about flexible application of these types of tasks and implications for classroom use will also be addressed in this session.

[Lower/Primary, Middle] [Learning Specialists]

A-10 Room: M10

The Impact of Today's Economy on School Enrolment

Jim Power, Vice Chair, SSATB, USA

The global scale of the economic downturn and traditional independent/international school demographics mean that independent schools obviously face a difficult, if not uncertain, future. Our schools operate in a changing context. Shifting demographics, challenging economics and escalating cost and tuition already impact enrolment. Moreover, the baby boom generation of school leaders is beginning to retire in large numbers. Consequently, the independent/international school landscape begins to look dramatically different than it did a decade ago. Yet, with these challenges will surface new opportunities. Increasing globalization will open new student markets for both boarding and day; an updated take on collaboration can maximize shrinking resources; technology will continue to drive school-family connections. In this session, you will learn more about data-driven admission services that will shed valuable light on schools' local and global market contexts.

[School Heads and Administrators, Admissions/Marketing]

A-11 Room: M11

Me, We and Us – Relationships Matter: A Team Coaching Approach with Outreach

Anne Murray, Life and Leadership Coach, Crescent School, CAN

Colin Lowndes, Deputy Head/Head of Upper School, Crescent School, CAN

Adolescence, as a time of transition, is an optimal window for coaching intervention when boys can discover how to bring out the best in themselves. Coaching provides the forum for self-leadership by acknowledging that boys are resourceful and creative when determining who they want to become. It provides a method for boys to have experiential activities, and take the learning into their lives. Through cross-cultural experiences, they can step outside their comfort zone, and explore more deeply the impact of an Outreach experience and what they want to take forward with values, behaviours and relationships, with those in their world. This workshop will share how Outreach, as one programme in the school, demonstrates its mission of building men of character. An overview of what coaching is, and how a team coaching approach has been used within the school's Outreach programme, will be presented. Activities that can be directly used with any teams or individuals will be learned.

[Middle, Upper/Senior] [School Heads and Administrators, College/University/Career Counsellors, Coaches and Physical Education Staff, Advising/Counselling/Pastoral, Boarding/Residential Life]

A-12 Room: M12

How to Create a Speaking Skills Program for Your Students

Adrian Pauley, House Dean, St. Joseph's College, Gregory Terrace, AUS

In this workshop, participants will learn how to introduce structured activities into the classroom that show boys the essentials of an effective oral presentation, how to help students prepare for their speaking assignment with confidence knowing exactly what they have to do to achieve the best mark, and how to teach students the skills of speaking in impromptu situations enhancing their ability to participate in the classroom. Teachers who have used this programme have seen a significant improvement in the speaking ability of students over a short time. Teachers who have used these teaching strategies say that they are easy to implement in the classroom, achieve quick results and are actually enjoyed by the boys.

[Lower/Primary, Middle, Upper/Senior] [Reading/Language Teachers]

WORKSHOP SESSION A (CONT'D)

WEDNESDAY, JULY 8TH 11.00 AM – 12.15 PM

A-13 Room: F1**Personalization in a Traditional Boys' School**

Alex Reed, Deputy Headmaster, Westlake Boys High School, NZ

This workshop will consider the move towards personalization in a successful traditional boys' school. It will centre on the need to marry the modern, individualized world in which we live to our certainty that strong institutions are vital to the development of young men. Boys need to belong, to be part of something greater than them; at the same time, they need to be exploring the world of choice and self-expression within these strong institutions. The workshop explores what we have been doing at Westlake Boys High School to try to marry these two worlds. We will cover our work in: student voice, our Academic Council in particular; professional development, especially our "late starts" programme with its consistent and explicit focus on student-centered learning; literacy and assessment across the curriculum, with a spotlight on our use of marking grids and their connection to Junior Exams; the New Zealand national curriculum and the work we've done to prepare for it; and the "House" system, and associated initiatives to cement the school's institutional strength. Part One of the workshop will present these strategies -- "some more successful than others -- in the spirit of partnership, looking for responses and ideas from other schools. The second half of the workshop will ask participants to use the ideas and materials from the first half of the session to do some thinking about their own schools. They will be asked to reflect individually, then to work in small groups to consider the following questions: What is the relationship between the individual and the institution at your school? How "personalized" is the curriculum? To what extent is teaching and learning focused on the individual student? What would you like to do, if anything, to personalize your students' experience? What would you like to do, if anything, to ensure the continued strength of your school as an institution to which boys belong? The whole workshop will focus explicitly and consistently on the specific needs of boys, and on the uniqueness of a boy's relationship with his school.

[Upper/Senior] [Learning Specialists]

A-14 Room: F2**Short Story Project for Middle School**

Robert Rozelle, Teacher 7th Grade Humanities, St. Mark's School of Texas, USA

Middle School boys are creative, they love a good story, and they welcome a challenge. Combine these attributes and teach your students how to write and publish their own short stories. Intended as a fun, end-of-the year assignment, the project follows months of studying the basic elements of fiction and characteristics common to most hero stories. Students may choose any genre to emulate, from realistic to Sci-Fi, from historic to fantasy. The project combines creative writing with grammar instruction (e.g. punctuating dialogue). After the stories are written and revised, edited and proofed, the boys are encouraged to design and bind their projects in a finished format. Extra credit is awarded for thump value. When the projects are completed, the boys are rightly proud of their creative handiwork, and they and their parents cherish the short story projects as keepsakes of their middle school experience.

[Middle]

A-15 Room: MS**Face the Facts – Laptops are here to Stay!**

Nancy Stevens, 5th Grade English and History Teacher, Fairfield Country Day School, USA

Helmi Bromley, Lower School Art and Computer Teacher, Fairfield Country Day School, USA

It is not just Microsoft Word. This workshop is about throwing away pencils, rulers and moving forward with the times. Challenge your comfort zone, connect with your students and start to speak their language! The workshop will focus on using laptops in the classroom in a structured setting incorporating specific activities designed to enhance the curriculum. This programme is designed to transition the boys into a laptop programme where every boy has his own computer. Areas of study to be addressed are Math, English, Reading, History, and Art. As beginning laptop students the boys learn the skills and strategies involved in effective computer usage. Programmes introduced are Inspiration, OneNote, Google Docs, Google Earth, PowerPoint, Microsoft Word, Micro Worlds and Scratch Art. Lesson plans and hands on activities in the different areas will be presented. Additional areas to be addressed are problem solving, computer skills, introduction of the laptop and strategies in the classroom.

[Lower/Primary]

WORKSHOP SESSION A (CONT'D)

WEDNESDAY, JULY 8TH 11.00 AM – 12.15 PM

A-16 Room: P2

Making Music: An Essential Team Sport for Boys

Elizabeth Vierboom, Director of Junior School Music, Barker College, AUS

When young boys find that music is a part of their daily lives; they show how creative, spontaneous, joyous and exciting life can be. It is the ultimate team sport where skill, concentration, practice and cooperation come together to create something wonderful and bring out the best in everyone. Boys are naturally competitive and love being actively involved in any challenge --- so why not the challenge of singing (with your whole year level) a complicated choral work, playing a rhythmic energetic piece in string orchestra or concert band, rocking out in a stage band, percussion or guitar ensemble or refining the style of a string quartet or saxophone quintet? By establishing a culture in a school where music has the same status and opportunities as sport and every child is fully involved, boys are able to "safely" explore their physical abilities as well as their emotional and intellectual depths. Barker College Junior School has a thriving music programme that aims to involve every boy in music making. With the active support of a very involved Head Master and staff, music has changed from an activity for a select "nerdy" few to something that every boy wants to be involved in. In a school of 320 boys we now have twenty music ensembles ranging from a full symphony orchestra to screaming guitars! All the boys are involved in singing in "year choirs" and the select members of the "Copeland Choir" have the same status as the First XV Rugby Team and the First XI Cricket Team (and some boys are in all three!). This workshop will analyze the way that this culture can be developed and look at the response that we have seen in the boys, staff and parents to its many benefits, both academically and socially. The workshop will include practical input on establishing a culture of singing, instrumental and ensemble performance, repertoire that boys love and involvement of teachers and parents. Most importantly it will explore the way that music can become an essential team sport for every young man who enjoys all aspects of life and learning.

[Lower/Primary, Middle, Upper/Senior] [Learning Specialists, Advising/Counselling/Pastoral]

A-17 Room: M13

Boys, Shakespeare, and Questions of Identity

Lynne Weber, Trustee Master Teacher, Humanities/English, St. Mark's School of Texas, USA

This workshop will focus on the philosophical questions that are raised by the study of Shakespeare, particularly those that trouble and interest male students. Questions of courage, honor, pride, the nature of manhood, and the reasons for being make the study of Shakespeare one of primary importance for male students. This workshop will address the study of Shakespeare in middle school as well as upper school, and in history as well as English classes.

[Middle, Upper/Senior] [Reading/Language Teachers, Advising/Counselling/Pastoral]

WORKSHOP SESSION B

WEDNESDAY, JULY 8TH 3.15 PM – 4.30 PM

B-1 Room: M1

Planning to Move Students from Boyhood to Manhood – A Window into Brisbane Boys' College's Strategic Plan

*****This Workshop is also offered in Session E2*****

Peter Britton, Head of Senior School, Brisbane Boys' College, AUS

It is essential that boys' schools develop clear, rational and operational strategic plans so that all staff has a clear window through which they can identify their roles and the school's unique plan to move its students from boyhood to manhood. The purpose of this workshop is to outline Brisbane Boys' College's strategic planning framework that enables its staff to clearly view their roles and the school-wide programmes and processes that need to be implemented in order to develop its boys into well-rounded, young gentlemen. In 2004, BBC used the Balanced Scorecard to frame its 2005 to 2010 Strategic Plan. The Balanced Scorecard is a strategic planning and management system that is used extensively in business and industry, government, and non-profit organizations worldwide to align activities to the vision and strategy of the organization, improve internal and external communications, and monitor organizational performance against strategic goals. The presenter will describe the principles of Balanced Scorecard and how they have been applied to a Queensland boys' school so that all staff is informed about, and focused on, the College's strategic objectives and mission. He will describe the lessons learned and the direction the school will be taking in relation to strategic planning as it embarks on the development of its next strategic plan during 2009.

[Upper/Senior] [School Heads and Administrators]

B-2 Room: M4

Reading Readiness Screenings & Early Intervention

Rochelle Cohen, Head of Special Learning, St Bernard's School, USA

Research points out the benefits of early identification of students at risk for reading/language disorders. Schools can now screen students as early as kindergarten and help those students seek the proper remediation. In this workshop, an example of an early screening will be shared, along with the process of getting students the right type of early intervention. Come to this workshop and share your early kindergarten screenings and experiences, and your concerns about boys and early intervention.

[Lower/Primary] [Admissions/Marketing, Learning Specialists, Reading/Language Teachers]

B-3 Room: A2

Essential Teaching Skills for Boys

*****This Workshop is also offered in Session E5*****

Joseph Driessen, Education Consultant, Education Answers, AUS

This workshop will focus on the essential teaching skills that are required to teach boys. To be a great teacher for boys means understanding the requirements of being a great teacher. There is a great deal of international evidence of what makes a great teacher; this evidence will be reviewed in the first part of the workshop. However, teachers who are successful with boys have an additional set of skills, as well as a unique emphasis and class culture. These variables will be discussed during the second part of the workshop. Among topics to be discussed: Leadership and learning; the critical importance of relationships and feelings with regards to pupil disposition towards learning; catering for the spirit of adventure in boys; engaging and focusing boys as learners; and understanding and mastering the challenging and difficult behavior by boys.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators, Advising/Counselling/Pastoral]

WORKSHOP SESSION B (CONT'D)

WEDNESDAY, JULY 8TH 3.15 PM – 4.30 PM

B-4 Room: M5

Interdisciplinary Foreign Language Education

Susana Epstein, Chair, Foreign Languages Department, Collegiate, USA

With a focus on the criteria identified by the ACTFL (American Council on the Teaching of Foreign Languages), participants will experience a showcase of language teaching strategies, grades 5-12, which can be implemented in conjunction with other subject areas. This interdisciplinary approach to foreign language teaching stimulates language learning, while furthering students' cognitive and reasoning skills. It also capitalizes on boys' traditional boisterous energy in the classroom during their younger years as well as their developing personal interests during their adolescence. The presenter will share a handful of Middle and Upper School projects which build language skills in partnership with Social Studies and Math. The examples in Spanish and French are applicable to any modern language. The ACTFL criteria are: Communication: Communicate in languages other than English; Cultures: Gain knowledge and understanding of other cultures; Communities: Participate in multilingual communities at home and abroad; Comparisons: Develop insight into the nature of language and culture; and Connections: Connect with other disciplines and acquire information.

[Lower/Primary, Middle, Upper/Senior] [Reading/Language Teachers]

B-5 Room: M8

Bridgton Academy: The Year that Makes a Difference

Peter Gately, Teacher/Coach, Bridgton Academy, USA

Bridgton Academy is the only institution of its kind. A private school in western Maine, its student body consists entirely of young men who already have graduated from high school. It is not a college or university but by definition is a postsecondary institution. It is a school that focuses on "providing a programme for young men in a unique one year postgraduate environment to prepare them for the competitive rigors of college and beyond." A leader in the field of postgraduate education in the United States, Bridgton Academy has developed an academic, athletic and social environment that is very successful in not only placing its graduates in college or university settings, but also enabling them to graduate at a rate that is impressive, especially when compared to those students taking a "more traditional" path to college. Bridgton graduates, like many college bound young men today, face many obstacles to success. However all indications are that Bridgton graduates are better equipped to face those challenges by the "year that makes the difference." This workshop will outline the development and makeup of this programme. It will provide insight into what makes it work for our students and potentially for yours.

[Upper/Senior] [Admissions/Marketing, College/University/Career Counsellors, Coaches and Physical Education Staff, Learning Specialists, Boarding/Residential Life]

B-6 Room: M2

Developing Leadership Skills in Boys

****This Workshop is also offered in Session D7****

Tim Hawkes, Headmaster, The King's School, AUS

Student leaders often confuse dutiful compliance with leadership, and leadership experiences in schools are often limited, artificial and even counter-productive to developing genuine leadership skills. Using case-studies and research used in writing the popular "Learning Leadership" text-books, this paper presents a school-wide model for the development of a leadership program for boys in schools.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators]

WORKSHOP SESSION B (CONT'D)

WEDNESDAY, JULY 8TH 3.15 PM – 4.30 PM

B-7 Room: P1

The Ideal International Qualification for Boys

Simon Higgins, Regional Representative, University of Cambridge International Examinations, NZ

An overview of the Cambridge International Curriculum – the world's most popular international curriculum for 14 – 19 year olds. Cambridge international qualifications develop skills in students that enable them to use and apply knowledge and prepare them for further and higher education. The Curriculum is flexible enough to work within a local context – it can be offered within or alongside a national curriculum. Content is multicultural and a wide range of subjects is available – including many country-specific courses. We ensure that our assessments are not UK-centric, but are accessible to all students no matter where they live. Hear from registered CIE Centres about their experiences of implementing the Cambridge International Curriculum and how it develops successful students through offering an interesting and relevant course of study. The presentation will also look at the latest developments from Cambridge including the new Cambridge IGCSE syllabuses in Global Perspectives and International Mathematics and also A Level Thinking Skills.

[School Heads and Administrators, Admissions/Marketing]

B-8 Room: M9

Prefectship: Traditionally Innovative – a Two Year Journey

Al Kirk, Headmaster, Whangarei Boys' High School, NZ

This workshop will provide an overview of the reasons we have a two-year prefectship programme, a detailed description of the programme for years 12 and 13, a description of our Intermediate School liaison work (with at risk boys, as well as reading assistance) and our Polytech Course on Leadership that all Yr 12 leaders must undertake. Also offered will be a detailed description of the four-day training in mentorship and leadership given at the opening week of school year. Lastly, the workshop will describe the Prefect's job description, the selection process used to choose the Captain and Head Boy, and the Head Boy's book. If time permits, there will be a discussion of methods used at other schools to select Prefects and Senior Leaders.

[Upper/Senior] [Advising/Counselling/Pastoral]

B-9 Room: PE

Real Learning – Business Partnerships

Trevor McIntyre, Headmaster, Christchurch Boys' High School, NZ

This workshop will share the setting up, the learning activities that have been integrated, the evaluations and the lessons learned in establishing successful business partnerships based around providing real and meaningful learning opportunities for students.

[Upper/Senior] [School Heads and Administrators, Advising/Counselling/Pastoral]

B-10 Room: P2

Bizarre Beasties, Creative Critters and 'Mazing Monsters

Ann McLoughlin, Deputy Principal, Maritzburg College, SA

This workshop will describe a group project with a cross-curricular approach, involving primarily Mathematics, English and Art, but also, peripherally, Natural Science and Geography. The project requires boys to construct a family of three cardboard 'animals', varying in size, so that the concept of ratio needs to be employed. Pupils are expected to make use of regular prisms, the Platonic and Archimedean solids, and any others that they require. The creatures are given a biological classification as well as a suitable habitat. A written account of the successes, as well as the trials and tribulations the group experienced while constructing this family – for example how the idea originated, what the group learnt from the project, difficulties encountered and how effectively the group functioned – is handed in at the end of the project. A poem or short story relating to the family also forms part of the project. During the course of this project, the value of several of the "Habits of Mind" espoused by Art Costa, notably "Striving for Accuracy and Precision", "Creating, Imagining and Innovating", "Working Interdependently" and "Persistence" are highlighted.

[Middle – *No serious mathematical knowledge required!*]

WORKSHOP SESSION B (CONT'D)

WEDNESDAY, JULY 8TH 3.15 PM – 4.30 PM

B-11 Room: MS

Can We PLEEEASE have a Quiz!!!? – Digital Assessment

John Mead, Eugene McDermott Master Teacher in Science, St. Mark's School of Texas, USA

Time management has been an issue for teachers for years. We all battle the “black hole” of time that grading a multitude of papers involves. To date, the options to reduce grading time are usually not very satisfactory: give less homework or have students grade each other’s work during class time. This workshop will show you another, more modern way that will greatly enthuse your students as well. For the past six years, I have employed a combination of the Exam view Assessment Suite to create self grading online quizzes as well as the Classroom Performance System (CPS) to provide interactive quizzes in class. Both of these tools allow the boys to receive immediate feedback on core objective questions while reducing my grading time dramatically. In addition to the time savings, the software provides me with statistical information about the performance of each class and what topics require extra attention in class. The great unexpected benefit of these tools is that the boys are very eager to take their online quizzes and in-class CPS quizzes. After a nightly reading assignment, students often enter the classroom begging to take a CPS quiz. Significant time saving AND more enthusiastic students? Is it too good to be true? Come and find out!

[Lower/Primary, Middle, Upper/Senior] [Learning Specialists, Reading/Language Teachers]

B-12 Room: M10

Teaching, Thinking, Behaving and Learning with Habits of Mind

Barry Musson, Specialist Classroom Teacher, Lindisfarne College, NZ

Matt Allen, Assistant Rector Junior School, Lindisfarne College, NZ

This workshop is a presentation focusing on Art Costa's Habits of Mind (HOM). It will begin with an explanation of these “habits of mind” and the benefits that ensue when these habits are infused into the culture of teaching, thinking, behaving and learning in the classroom. We will explain the beliefs which underpin and sustain our practice as teachers using HOM, and give practical examples of how HOM has been infused into our teaching practices to improve the learning behavior of our students. Examples of practices which other teachers can adapt and use will be shared.

[Lower/Primary, Middle, Upper/Senior]

B-13 Room: M11

Boys are Gifted Too!

Marie Perry, Deputy Principal, Moreton Bay Boys' College, AUS

Meagan King, Gifted & Talented Co-ordinator, Moreton Bay Boys' College, AUS

Moreton Bay Boys' College (MBBC) has implemented a gifted education programme which features a new and innovative approach to meeting the needs of gifted boys, setting MBBC apart from other independent and state schools. This workshop will cover the steps involved-- from the conception of the idea through to the implementation of the programme. It will include the processes involved in identification and provision for gifted education. The workshop presenters have co-authored several books about catering for gifted students within the mainstream classroom. Sample units from these publications will be shared. This session is designed to cater for administrators and teachers alike. Administrators should leave with ideas and strategies for the provision of gifted education within their schools. Teachers should leave with some tried and tested units that they can implement into their classrooms immediately.

[Lower/Primary, Middle, Upper/Senior] [Learning Specialists]

WORKSHOP SESSION B (CONT'D)

WEDNESDAY, JULY 8TH 3.15 PM – 4.30 PM

B-14 Room: PC**Practical Moodling**

Bronwyn Platz, Teacher, St. Joseph's College, Gregory Terrace, AUS

Why fix it if it ain't broken? Many teachers exhibit a resistance to using ICT in the classroom. There are many reasons for this including frustrations associated with equipment and reliable access to the internet. These practicalities aside, many teachers are content to stick with classroom practices that have served them well in the past, and continue to do so. Why should we make use of an online learning platform, if what we are doing is effective? This presentation is designed to show how techno-anxious or techno-resistant teachers can effectively incorporate emerging technologies into their daily practice in a way that supports both teaching and learning and fosters open communication between interested parties including students, parents and teacher colleagues.

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

B-15 Room: M13**Thinking Man's History**

Christopher Price, Mr/Head of History, Brisbane Grammar School, AUS

Critical thinking helps to keep boys interested in their subject and reflective thinking helps teachers keep abreast of what is interesting. This presentation will demonstrate how a group of teachers at Brisbane Grammar School used student research to inform curriculum design and how we integrate critical thinking skills in a range of classroom activities, specifically in History, but applicable to many disciplines. The presentation will move through three phases: the background and research, the thinking framework, then the practical application. Firstly, the scope and findings of longitudinal student surveys and the lessons learned will be discussed. The importance of monitoring programmes and identifying students' perceptions and beliefs will be shown. Students have been surveyed on their understanding of thinking skills, their perceptions of classroom climate and their engagement with specific content areas. Secondly, the History Learning Companion will be modeled to show how we provide a framework for our critical thinking and build on core discipline and literacy skills. The Companion becomes a "how to" book which provides structure and direction for students in History. This companion structure is also easily transferable to other discipline areas. Finally, a variety of practical tasks, including local and school History, will be provided to show how these ideas can be applied in any school. Worksheets and activities which clearly show students what is required of them scaffold their research and writing and engage them in critical thinking will be available. The underlying premise of this presentation is that content is the foundation of what we teach, but genuine interest and engagement derives from how we teach. Sometimes in History we mistake the excitement of a movie like *Gladiator* or a game like *Empire* for real engagement and satisfaction from learning. Movies and games are great, but they are not windows into manhood; they are just someone else's view. Windows are the view that we see, the learning we construct, and the engagement we share.

[Middle] [Reading/Language Teachers]

B-16 Room: M12**Fostering Writing Across the Curriculum.**

Michele Studd, Head of Learning Support, Barker College, AUS

Bradley Merrick, Director of Research in Learning, Barker College, AUS

In this workshop, a school-based action research design explores the factors that underpin the engagement, success and skill development of boys as they complete writing tasks across a range of curricular areas. Inherent to writing success is the confidence that an individual feels as he completes his work, in particular, his understanding of the task and writing conventions, the connection with the process and the existing strategies and structures that he employs. Effective modeling, guidance and feedback can underpin the writing process. The focus of this project is to better understand the different factors that influence boys and their writing development, with the aim of developing a more informed mode of teaching practice that could be shared within the school. This workshop reports on the initial phases of this research project, examining the behavior of middle school boys (Years 7-9) as they undertake a range of writing tasks combined with formal written assessments. Using a range of information and data, the factors that were identified as essential in the development of the writing process are discussed. In particular this workshop also examines the impact of different media (i.e., aural, text and visual) used to foster writing in the context of a mainstream classroom, incorporating a diverse range of learners.

WORKSHOP SESSION B (CONT'D)

WEDNESDAY, JULY 8TH 3.15 PM – 4.30 PM

Importantly, this presentation explores and reports on observations about writing across different subject areas, across a range of tasks. Group-based investigations and smaller, individual case studies provide a lens through which to better understand these boys as they undertake their writing journey. This workshop will share a range of student work samples and preliminary research findings combined with recommendations about effective teaching and learning processes and modes of intervention that were successful in the initial phase of this research. Participants will get the opportunity to engage in some of these strategies as part of the workshop. In conclusion, the presenters will also discuss their project in relation to existing writing research, while providing practical suggestions for teachers and learning support staff. Suggestions for further research and investigation are also tabled.

[Lower/Primary, Middle, Upper/Senior] [Learning Specialists, Reading/Language Teachers]

B-17 Room: F1 **Using Feedback to Refine Strategy**

Garth Wynne, Headmaster, Christ Church Grammar School, AUS

In 2005 Christ Church Grammar School created a 5 year Strategic Plan 2006-10. As a key component of the measures of success of this plan, an Annual On-line Community Feedback instrument was created, the results of which inform Executive and the School Council as to how the School is tracking toward its Strategic Intent. The School has now conducted three Community Surveys involving Students and Parents from Years 4, 6, 8, 10, 12 and Staff in 2006/7/8. This workshop will inform participants of the process undertaken so far, the results achieved and the subsequent future considerations for the School. It will demonstrate how effective feedback can refine strategy and improve outcomes for all members of a School community.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators]

WORKSHOP SESSION C

THURSDAY, JULY 9TH 11.30 AM – 12.45 PM

C-1 Room: M2 **The Future for Boarding Boys: Trainer, Playmaker and World Changer**

David Anderson, Senior Boarding Housemaster, Shore School, AUS

Tim Browning, Director of Boarding, Anglican Church Grammar School, AUS

Richard Taylor, Hostel Manager, Christchurch Boys' High School, NZ

In 2008, Saatchi & Saatchi CEO Kevin Roberts declared in an address to the UK State Boarding Schools Association that “this is boarding’s day and hour . . . the future is Work/Life Integration, and boarding is trainer, playmaker and world changer. No wonder boarding is the ‘new black’.” Indeed, the intentional learning outcomes of the best boarding programs – such as independence and responsibility, leadership and mentoring, respect for others and active diversity – map precisely those much prized 21st century global skills. In this workshop, three experienced directors look at boys’ boarding through the lens of these measurable outcomes, and focus on the programs, organization and policies that make boarding a fulfilling, enriched and total learning environment for boys. The presenters will highlight particular features of boarding programmes in their schools, and will invite discussion about a possible IBSC project on best practices for boys’ boarding around the world.

[School Heads and Administrators, Boarding/Residential Life]

WORKSHOP SESSION C (CONT'D)

THURSDAY, JULY 9TH 11.30 AM – 12.45 PM

C-2 Room: M1

Writing Conferences for Boys

David Brown, Victor F. White Master Teacher in English, St. Mark's School of Texas, USA

Student writing can improve dramatically, and you can go home nights without the spectre of papers to grade. This workshop provides you with an approach to grading compositions that lightens your load while students improve their writing. The Student Writing Conference has revolutionized the way I grade papers and has forced my students to be more accountable for what they put on paper. You can sit down with each one of your students and discuss each paper he writes. Such a process may sound impossible, but the procedure I have honed for several years now hums along smoothly when conference week arrives. And though it takes more time out of my workday, my evenings are free, and, more important, my students have never written better papers. The process involves a Student Writing Conference sign-up sheet, a writing folder, two chairs, and a quiet work space. Students hear their papers read aloud and must defend the rhetorical choices they have made. They must also give account of repeated mistakes. Being able to address writing problems face-to-face and one-on-one is the answer. The question is "Do you want to make your job less frustrating and student writing more effective?" This is how it works for me. It can for you too.

[Middle, Upper/Senior] [School Heads and Administrators, Reading/Language Teachers]

C-3 Room: M5

Digital Storytelling for Boy's Schools: Leveraging your story and the web to engage potential families, communicate with current families, and reconnect alumni

Jonathan Butcher, International Consultant, finalsite, USA

Rob DiMartino, Director, finalsite, USA

Your website is the "front porch to the world" for your school. Meeting the online demands and expectations of potential students and parents is a critical component to effective admissions marketing. Learn "best practice" techniques from industry experts and explore valuable features including; media, podcasting, dynamic calendaring, and effective social networking techniques. Understanding the effective use of web technologies is a huge step in transforming prospective students into new students. Also see how Search Engine Optimization (SEO) is getting qualified visitors to your site to experience the story.

[School Heads and Administrators, Admissions/Marketing]

C-4 Room: M4

Talkin' 'bout my Generation'

Rod Dowling, Head of English, Lindisfarne College, NZ

The workshop explains and demonstrates a very successful and proven school-based teaching unit for engaging boys with their grandparents. In the past (and still in many cultures) boys gained wisdom from their elders but Western educational models provide few chances for boys to actively question and learn about life in their grandparents' generation. Moreover, parental involvement and support for teaching and learning drops away after a boy's early school years, with many parents visiting their boy's school only occasionally, seldom engaging in (or even understanding!) the work that is going on in their son's classes. Here is a practical teaching unit based on a wide range of English and life-skills in which a teenage boy's parents will cheerfully involve themselves if shown how to do so. Workshop members will see first-hand examples of a range of actual 2008 projects from 14 year-old boys and learn about their positive responses to learning about life in their grandparents' generation.

[Middle]

C-5 Room: M8

Inclusion: The Wide Definitions of Diversity

D. Scott Gonzalez, Dean of Campus, St. Mark's School of Texas, USA

Rebecca Jenkins, Grade 6 Humanities, St. Mark's School of Texas, USA

The mobilization of the world's population and the globalization of its economy have diversified previously homogeneous independent school communities. To a greater extent than ever before, students from different racial, religious, and cultural backgrounds work side by side, and schools have worked to enroll students who are more representative of the socio-economic climate in their cities.

WORKSHOP SESSION C (CONT'D)

THURSDAY, JULY 9TH 11.30 AM – 12.45 PM

The very nature of the educational process requires that schools create environments that are inclusive and supportive of all students and their families. Insofar as our underrepresented groups are concerned, how well are educators and administrators of our independent boys' schools doing in this regard? Do students become vital parts of the overarching school culture, or do the unique qualities of their home cultures and the schools' response to them make students and their families feel themselves to be outsiders? Do mission statements promote inclusiveness, and does practice reflect the intent of those statements?

[Middle, Upper/Senior] [School Heads and Administrators, Admissions/Marketing, Learning Specialists, Advising/Counselling/Pastoral, Boarding/Residential Life]

C-6 Room: MS

Teaching Statistics to Boys

Adam Harder, Head of Modern Languages, Belmont Hill School, USA

Departing from the assumption that in the 21st century statistical thinking and analyses have become pervasive in virtually all areas of human advancement, this workshop will provide participants with an overview of the content and some best practices related to teaching a full-year introductory statistics course to secondary students. Exposing students to statistics in our school curricula is essential, and ideally should not consist merely of addenda to other courses whose curricula are sufficiently dense and refined. The advantages to offering a full-year statistics course in the secondary arena are many. For the first time in high school mathematics, many students are actually drawn to the everyday utility of the analytical tools they learn about. In addition, the topics and data under consideration may run the gamut from "merely" interesting to "quite" provocative, and one can tailor the focus to one's audience. From sports to AIDS, gambling to teen pregnancy, the stock market to medical research, the applications available are rich and varied. During this workshop, participants will hear a brief description about the specific course curriculum at Belmont Hill School, how the course was added to the school's programme, and which students the course serves. The main focus of the workshop will be to provide participants with examples of the types of questions students are exposed to in the course, along with sample student responses. In addition, specifics about how computer software and graphing calculators enhance learning statistical concepts will be presented and demonstrated. Some motivational and assessment methods that have (and have not!) worked over the years will be covered, and finally some video footage of actual class discussions will be projected in order to show how the course can promote lively and effective class discussions.

[Upper/Senior] [College/University/Career Counsellors]

C-7 Room: M9

Listen to the Boys: Research and Technology

Leisa Harper, Head of Geography, Brisbane Grammar School, AUS

Student use of technology in the 21st century classroom is a very natural idea. At Brisbane Grammar School considerable research making use of student, teacher, parent and external consultant voices led to the implementation of an electronic tablet and digital portfolio programme. The research identified ways in which teachers and boys can work together and use emerging technologies to enable boys to become lifelong learners, effective problem solvers and decision makers, able to communicate with a diverse population and to understand how to live successfully in a rapidly changing, high tech world. In this workshop examples of the research will be used to explore how technologies can be used to develop students' patterns of thinking and learning. Strategies for helping students use technology, and ways to observe whether boys are getting better at using them and gaining greater understanding of the material they encounter will be suggested. Finally, the workshop will investigate how a technology programme can be implemented within a school setting.

[Lower/Primary, Middle, Upper/Senior] [Learning Specialists]

WORKSHOP SESSION C (CONT'D)

THURSDAY, JULY 9TH 11.30 AM – 12.45 PM

C-8 Room: PE

Future Problem Solving – How to Engage Our Most Able Boys

Brad Hilliard, Acting Year 6/7 Co-ordinator, Christ Church Grammar School, AUS

Future Problem Solving is an international programme that has been operating in Australia for the past twenty years. The programme can be delivered to students of all ages with the competitive aspect of the programme aimed at able middle primary up to our very brightest Year 12 students. The programme focuses on developing critical and futuristic thinking as well as creative thinking skills, in particular problem identification and solution generating where students are encouraged to design and promote positive futures for the world they will inherit. Explicit outcomes of the programme include encouraging boys to: (1) think more creatively and positively about issues; (2) develop an active interest in the future; (3) improve oral and written communication skills; (4) solve problems using a six-step process; (5) work co-operatively in teams; (6) learn about complex societal issues; (7) develop research skills; and (8) think critically and analytically. The workshop will give participants an overview of Future Problem Solving and options about how to implement it in boys' school settings.

[Lower/Primary, Middle, Upper/Senior] [Learning Specialists, Reading/Language Teachers]

C-9 Room: A2

Why Boys get into Trouble and Why Most Discipline Does Not Work

****This Workshop is also offered in Session A5****

Abigail James, Adjunct Professor of Education, University of Virginia/Northern Virginia Center, USA

Understanding the biological bases for impulsive actions does provide some explanation for why boys get into trouble, but that understanding is not sufficient to help young men learn to control their behavior in the face of peer and social pressure to do otherwise. This workshop will discuss the present understanding of normal neurocognitive and social development of boys and how family, school, and society can play a part in providing positive solutions for boys to learn to manage their lives. Models from other boys' schools will be presented as examples of methods that are successful. Participants will develop strategies appropriate for the age of the students in their schools.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators, Learning Specialists, Reading/Language Teachers, Advising/Counselling/Pastoral, Boarding/Residential Life]

C-10 Room: P1

Through the Looking Glass: Being a Man in Changing Times

Timothy Kelly, Deputy Headmaster, Toowoomba Grammar School, AUS

Boys are becoming men in an increasingly complex world. Identity is constructed in an era of massive change. These changes are in part due to the forces of globalization, characterized by much uncertainty about the future. At the same time what it means to be a man is under scrutiny. In recent years there has been growing interest in the issue of masculinity. Debates regarding the role of men and masculinity are so common in the mass media that a week rarely passes without some comment. Schools play an important role in assisting boys in developing identity as the regime evident at the school is active in the formation, production and use of masculinities. Discipline, authority patterns, the curriculum, the interrelations between teachers and student contribute to the gender regime allowing various forms of masculinity to be negotiated, rejected and accepted. This workshop will consider some of the theoretical concepts underpinning the construction of identity and globalization, the role schools play as identity-forming institutions as well as discussion of data collected from a sample group of boys through interviews, questionnaires and reflective writing. The analysis of the data highlights the determining factors influencing the various forms of masculinity in a particular school culture, enables a focus on the ways in which the participants construct their own masculinity across different ethnic backgrounds and in a culturally globalised world, and illustrates that a hierarchy of masculinities exist in such a way that they impact on each other.

[Middle, Upper/Senior] [School Heads and Administrators, Advising/Counselling/Pastoral, Boarding/Residential Life]

WORKSHOP SESSION C (CONT'D)
THURSDAY, JULY 9TH 11.30 AM – 12.45 PM

C-11 Room: PC

What do I do once I've Bridged the Digital Divide?

Byron Lawson Jr., Director of Faculty Recruitment, St. Mark's School of Texas, USA

Congratulations! You've bridged the digital divide. Your students have one-to-one computer access at school and home. You've streamlined and updated your multi-media hardware. Your library databases and all critical course information are available on-line twenty-four hours a day, seven days a week. You've done all you know. While these techniques improve instruction, what about learning? How will teachers and schools take the next technological step to improve student learning and how much will it cost? Attendees will get an in-depth look at the research-based shift in the presentation of an Advanced Placement United States history course. To fully understand the two-year evolution of the course presentation, attendees will be asked to consider the viability of inquiry-based learning and teaching models in their school. Attendees will be asked to revisit their curricular concept of content. Lastly, we'll discuss student survey results in light of sociologist Eszter Hargittai's 2003 notion that the greatest concern over the digital divide is no longer about access, but about inequity of use and proficiency.

[Middle, Upper/Senior] [School Heads and Administrators, Learning Specialists]

C-12 Room: M10

Building Communities: Every Boy a Valued Citizen

Charlie Longley, Senior Master, Student Welfare and Harper Housemaster, Christ's College, NZ

So much about schools is building communities within which all students can maximize their potential and find their niche. Boys need a competitive environment, strong direction and many areas where they can identify and celebrate success. This workshop will look at the many communities developed and valued within Christ's College, the ways in which they contribute to the pastoral care network and enhanced citizenship of the boys within the larger institution. Examples will include our House system, tutor system, a dedicated Boarding Programme, leadership opportunities, Choir, Drama, Sport, Scholars' group, the spiritual base of College and many other co-curricular groups. This workshop will also discuss the ways in which parents, including those of boarders, are able to access and participate in these groups. Workshop participants will have the opportunity to discuss and consider which communities may be beneficial to their own school and how to develop and enhance them for the benefit of the whole school community.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators, Advising/Counselling/Pastoral, Boarding/Residential Life]

C-13 Room: F1

Inquiry Learning in a High School Setting

Robert Mangan, Principal, Tauranga Boys' College, NZ

Tom Atkins, Teacher in Charge: Inquiry Learning, Tauranga Boys' College, NZ

Last year the New Zealand Ministry of Education published a new curriculum which now recognizes the importance of core competencies, such as thinking and self management, in the learning of all students. This challenge has been met at Tauranga Boys' College with the introduction this year of an Inquiry Learning class, where a class of 13 year old boys was taught English, Mathematics, Science and Social Studies through the process of inquiry. To promote engagement, the inquiries used were of the students' choosing and generally involved a range of cross-curricular strands. The experiences, benefits and logistics of this one year trial of cross-curricular inquiry learning is recounted from both a teacher's and a principal's perspective. Opportunities will be available for group discussion regarding the practicalities of cross-curricular inquiry learning, and the benefits that it provides to the learning process.

[Middle] [School Heads and Administrators, Learning Specialists]

WORKSHOP SESSION C (CONT'D)
THURSDAY, JULY 9TH 11.30 AM – 12.45 PM

C-14 Room: P2

The Experience of Young Men with Barriers to Learning

Wendy OConnor, School Counsellor, Kearsney College, SA

Not much research has been done to investigate how learning disabled teenage boys' experience school. This presentation aims to answer two questions: What is their experience of school? What do they need in the school context in order to optimize their academic and personal development as young men? The workshop will provide participants with recent research results that give insight into what learning-disabled boys are experiencing in the high school context and practical suggestions regarding how schools can meet the needs of these young men and support them as they approach young adulthood both from an academic as well as social perspective.

[Middle, Upper/Senior] [Learning Specialists]

C-15 Room: M11

The Poetry Tree

Carole Rice, Ackerman Master Teacher Chair, St. Mark's School of Texas, USA

Kay Carrio, First Grade Teacher, St. Mark's School of Texas, USA

"Poetry is a secret kingdom. If you engage all your senses – seeing, touching, listening, smelling, and tasting – the gates open. Seemingly unimportant things begin to speak: salmon-colored geraniums, a smooth beach stone, your mother's voice when she calls your name, the diesel smell of the school bus, and that first bite of a Snickers bar. Details are the beginning of poetry and the doors to your kingdom" (Christine Hemp). Introducing young boys to the composition of poetry can be most rewarding. In this workshop, you will learn methods of beginning your daily language arts classes with a touch of poetry and of steadily building an understanding of this complex genre. As poetry is shared and discussed, the writing of original poems is implemented and encouraged. When you have completed this workshop, you will have gained an understanding of the value of introducing your boys to this art form and of a comfortable way to spread your lessons in poetry throughout the year. Both a bibliography of poetry books and internet sites will be provided.

[Lower/Primary] [Reading/Language Teachers]

C-17 Room: M12

Channeling Your Inner Spiderman: Teaching Ethics to Middle School Boys Using The Heroes of "Middle (School) Earth"

Barbara Viner, French & Ethics Teacher, Fairfield Country Day School, USA

This presentation is a synopsis of a course using characters that people a middle-schooler's world to teach ethics. Rather than relying on the hallowed but somewhat remote morality tales of yore, this course uses Harry Potter, the Superheroes, Frodo and Gandalf, The Cat in the Hat, and Shel Silverstein to address issues of courage, power and greed, honesty, and loyalty and friendship. Included are clips from contemporary movies that illustrate the choices these 21st Century heroes must make. Requirements: a willing suspension of disbelief. Most appropriate for 6th, 7th and 8th graders.

[Middle]

WORKSHOP SESSION D

THURSDAY, JULY 9TH 4.15 PM – 5.30 PM

D-1 Room: PE

Cracking the Stereotype: Exploring Masculinities through Literature (Lower/Primary and Middle Levels)

THE 2008-2009 2008-2009 IBSC ACTION RESEARCH TEAM

Steven Cohen, Assistant Head of Upper School, The Allen-Stevenson School, USA

Leslie Anne Dexter, Vice Principal of Academics, The Sterling Hall School, Canada

Linda Gibson-Langford, Teacher Librarian, The King's School, Australia

Bev Harrison, Librarian, Lindisfarne College, New Zealand

Kate Taylor, Resource Teacher, The Sterling Hall School, Canada

Edward M. Trusty Jr., 4th Grade Teacher, The Gilman School, USA

Promoting teaching and organizational practice that works for boys is at the heart of the IBSC's mission and is the driving force behind its action research initiative. Over the last 12 months, members of the action research team have explored and reflected upon the use of literature in the language arts classroom to enrich boys' understanding of masculinities. Through reading and viewing, writing and discussion, boys were provided with the opportunity to challenge their cultural assumptions of what it is to be a man. The research was conducted in six countries across grade levels. In this workshop, the researchers will discuss their strategies, present their findings and consider the implications of these for classroom practice.

[Lower/Primary, Middle] [School Heads and Administrators]

D-2 Room: M4

The Modern Languages Grammar Jigsaw

Robert Baylis, Head of French, Dulwich College, UK

The workshop will focus on successful approaches to learning grammar that involve the use of space, competition and movement within a classroom environment. We will look at how students work best to construct clear, accurate sentences through piecing together the building blocks of language. Through these techniques, boys are encouraged to take responsibility for their language learning through creative exercises and group work that lead to growing autonomy and enjoyment of language. The examples used in the workshop are French, although the approaches discussed are transferable to other languages.

[Reading/Language Teachers]

D-3 Room: P1

The All Terrain Challenge: An Innovative Rich Task

Terry Byers, Head of Faculty - Middle School Mathematics, Anglican Church Grammar School, AUS

The All Terrain Challenge (ATC) is the school's first interdisciplinary, project-based Rich Task, utilizing a synergy of expertise from the subject areas of Design Technology, Mathematics and Science. Year 7 students, in small groups, assumed the role of Designers and Engineers to design, construct and test an electric powered vehicle that had to navigate successfully through a test track comprised of different terrains. Student learning is enriched through the integration of real-world expertise of students from the Queensland University of Technology's (QUT) Motorsport programme.

The ATC was seen as an opportunity to achieve two significant goals. The first was to engage students in rigorous learning that encourages the integration of knowledge and skills from different subject-disciplines in a real-world context. The aim was to extend and challenge students beyond the traditional boundaries of the classroom and ultimately increase both their motivation and engagement. The second was the use of authentic assessment to drive pedagogical and curriculum reform by building the capacity of teachers through improving their threshold knowledge, practices and confidence. Through analysis of the student surveys triangulated with participating teacher interviews, the ATC has achieved its goal of engaging students in rigorous learning that encourages the integration of knowledge and skills from different subject-disciplines to a real-world context. The ATC was extremely successful in its positive effect on students' attitudes, self-concept and ability in all subject-disciplines. Results from student surveys and teacher interviews indicated that students preferred the interdisciplinary Rich Task, in comparison with past experiences in each subject-discipline. Also, it was evident from teacher interviews that participating in the ATC improved teacher knowledge and confidence in relation to the integration between Mathematics and Science.

[Middle]

WORKSHOP SESSION D (CONT'D)

THURSDAY, JULY 9TH 4.15 PM – 5.30 PM

D-4 Room: M5

Gone Fishing: Rethinking your Extra-curricular Programme

Joy Dunsheath, English Teacher, Wellington College, NZ

In this workshop participants will be asked to share ideas and rethink their extra-curricular programmes. Expect serious debate and incisive analysis about the purpose of sporting and cultural extra-curricular activities in your school. How resilient is your programme? Is it driven by the personality of an enthusiastic staff member or is there a culture of participation and involvement? This workshop is for everyone who deals in any way with sporting and cultural extra-curricular activities in your school.

[School Heads and Administrators, Coaches and Physical Education Staff, Advising/Counselling/Pastoral, Boarding/Residential Life]

D-5 Room: M10

Teaching Literacy through Science

Heather Evans, Director of Teaching and Learning, Trinity Grammar School, Kew, AUS

All teachers have a responsibility for teaching literacy. In this workshop the strategies I have used in my secondary Science classes will be explored. The following questions will also be addressed: Did they work? Were there disappointments? How did the boys react? How much extra work is required by the teacher? What is the next step? The strategies are not specific to Science and could be used in many classrooms in the middle years of schooling. Participants should leave this workshop with positive strategies that they can take into their own classrooms.

[Middle]

D-6 Room: P2

Waterford Place – A Unique Experience

Damien Fall, Dean of Waterford Place, St. Joseph's College, Gregory Terrace, AUS

Waterford Place is a purpose-built campus for year 10 boys at St. Joseph's College, Gregory Terrace. Research tells us that the journey from middle school to senior school can be difficult for boys. During this phase, students risk becoming disengaged from school and becoming somewhat 'lost' academically and emotionally. In its third year of operation, Waterford Place is a response to this research. It offers best practice in catering for the academic, social and emotional needs of the young men of St. Joseph's. The physical environment of Waterford Place helps to make attending school a pleasant experience. It offers the latest in technology as well as innovations aimed to appeal to any fifteen year old. From adjustable lighting to information touch screens, wireless tablet computers, air conditioning and fully padded seats; Waterford Place is an enjoyable environment. The academic programmes at Waterford are supported by a dedicated team of teachers who aim to provide the very best in personalized care for boys. Pastoral care is based around small Tutor Groups which move away from the school's traditional House system in an attempt to better unite the cohort. The intimate environment of Waterford Place assists in uniting students, with boys often commenting how much closer the group becomes. Each student's Tutor acts as an individual Academic Mentor. All students study the subject Formation, which complements the Academic Mentor programme, providing academic skills as well as covering relevant aspects of students' social and emotional development. The aim is to best prepare students for the rigors of academia in years 11 and 12. The Waterford Place Council is a student representative group, which provides boys with regular leadership and service opportunities. Waterford Place is like no other learning environment in providing for the specific needs of year 10 students.

[Middle, Upper/Senior] [Advising/Counselling/Pastoral]

WORKSHOP SESSION D (CONT'D) THURSDAY, JULY 9TH 4.15 PM – 5.30 PM

D-7 Room: M2

Developing Leadership Skills in Boys

*****This Workshop is also offered in Session B6*****

Tim Hawkes, Headmaster, The King's School, AUS

Student leaders often confuse dutiful compliance with leadership, and leadership experiences in schools are often limited, artificial and even counter-productive to developing genuine leadership skills. Using case-studies and research used in writing the popular "Learning Leadership" text-books, this paper presents a school-wide model for the development of a leadership program for boys in schools.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators]

D-8 Room: M8

Breathing Life – An Imperative

James Hay, Teacher, Head of Mathematics, Green School Coordinator, The Sterling Hall School, CAN

As our boys gaze out their windows into manhood, there can be no separating their hopes and dreams from our shared destiny as a mortal species on a finite planet. 'Breathing Life' is a workshop that directs all who teach children to harmonize their work with the greater purposes of helping us to live successfully on our planet. Borrowing from a Copernican theme, this seminar asks educators for a 21st century revolution – to restore our Earth back to the central hub of our studies. Consider environmental education that is not described by a single programme. Within our Arts, Sciences, Humanities, Mathematics, and Athletics is something deeper than "integration", more rewarding than "coverage" and, most important for all, involved. This workshop seeks to uncover the possibilities for sharing the Earthling's responsibility in our every capacity at school.

[Lower/Primary, Middle, Upper/Senior]

D-9 Room: M1

What Boys are saying makes a "Good Man"

*****This Workshop is also offered in Session A6*****

John Jenkins, Director of Pastoral Care, Canberra Grammar School, AUS

Mark Perkins, Boarding Housemaster, Canberra Grammar School, AUS

What do you think young men of today reckon to be a good man? For the last twelve months a teacher at a school in Canberra has been asking boys from Years 10-12 this question and the answers are interesting, instructive and quite surprising in some cases. In helping to shape our young men it is important to try and understand what it is that they regard as being worthwhile to aspire to.

[Upper/Senior] [Advising/Counselling/Pastoral]

WORKSHOP SESSION D (CONT'D) THURSDAY, JULY 9TH 4.15 PM – 5.30 PM

D-10 Room: A2

The Rite Journey

Andrew Lines, Co-creator of the The Rite Journey & Teacher, Willunga Woldorf School, AUS

Graham Gallasch, Co-creator of The Rite Journey and Teacher, Cornerstone College, AUS

'The Rite Journey' allows each boy to share in a year-long partnership with their teacher-guide as they explore what it means to be a respectful and responsible adult male in their society. Given the common current perspective that initiation and rites of passage should be rediscovered for young people in our western culture, a feature of the programme is the specially created ceremonies held throughout the year. These numerous celebration points and rites of passage follow the seven steps of a hero's journey (call, departure, following, challenges, abyss, arrival and home-coming). The curricular content is taught within the four topics of Relationship with Self, Others, Life and The World. Each of these areas includes the outcomes of connection, consciousness, communication, challenge and celebration. Some of the content covered includes 'Personal Biography', 'Gender Identity and Construction', 'Feelings and Beliefs', 'Love, Relationships and Sexuality', 'Anger, Bullying, Depression and Violence', 'Risk Taking', 'Stillness, Meditation and Relaxation', 'Communication' and 'Mentoring'. These topics are explored using such initiatives as a Solo Experience, Adventure Camps, World Drumming, Rock and Water, Journal Writing, Mentoring, Talking Sticks and Juggling. The strength of the programme is its adaptability to schools in various cultures and contexts. At present the programme is being taught in a number of Australian Lutheran schools. Steve Biddulph has observed: "The Rite Journey is one of the most exciting and well conceived ideas in boys' education for a very long time. It builds community among fathers, mothers, and teachers which would otherwise have been absent, and from this strength offers boys a real chance to become parts of something larger and long term. There are lots of good programmes of this nature, but nothing I have seen is so comprehensive, sustained over time, and potentially so life changing for the boys involved. That it is accessible for all boys, regardless of income or family circumstance, at what is traditionally a rather uninspiring phase of their schooling is wonderful news."

[Middle, Upper/Senior] [Admissions/Marketing, College/University/Career Counsellors, Coaches and Physical Education Staff, Advising/Counselling/Pastoral, Boarding/Residential Life]

D-12 Room: M9

Boys and Literacy: Inspire Boys and Unlock Their Full Potential

Karen Mallace-Goulbourne, English Teacher/Literacy Advisor, Poole Grammar School, UK

Ian Carter, Headmaster, Poole Grammar School, UK

"The road to knowledge begins with the turn of the page." We passionately believe this, and have designed a multi-stranded innovative programme to improve the literacy skills of the boys. The term literacy should not, we believe, be confined in meaning to mere functional literacy, important as this is. The literacy process of speaking, listening, reading and writing is the toolkit through which we all learn. It empowers an individual to fulfil his absolute potential. A multi-stranded approach is, therefore, required to realize improvement in boys' literacy levels and hence their educational achievements. This involves designated Literacy lessons, the celebration of national literary days, the creation of book clubs and reading groups, individual support for the boys, where necessary, supported by a Thinking Skills programme, and professional development for all staff. The workshop will present our literacy strategy: the boys' literacy challenges, the reasoning behind the structure and delivery of the initiative, details of our staff professional development programme, and the effectiveness of the initiative.

[Middle, Upper/Senior]

WORKSHOP SESSION D (CONT'D)

THURSDAY, JULY 9TH 4.15 PM – 5.30 PM

D-13 Room: MS

Everything is a MIRROR

Diana Patchett, Assistant Principal, Moreton Bay Boys' College, AUS

Character development is a significant aspect of independent education and a primary reason why parents choose a particular school. Ongoing research shows that one of the main outcomes parents want from school is that their child makes a positive contribution to society. What will your graduates see when they look themselves in the MIRROR? Will they be proud of their achievements? Will they be equipped to make a positive contribution to the world and enjoy the rewards that come with being prepared for life after school? Moreton Bay Boys College (MBBC) has identified the six key attributes that the College aspires to develop in its graduates; that they be Merciful, Independent, Resourceful, Respectful, Open-Minded and Resilient (MIRROR). The identification of these personal qualities helped generate a P-12 student care program and united the school community behind this shared vision. This workshop will outline the steps taken to generate this common focus in a school community and some of the creative ways that it is being acted upon at MBBC.

[Upper/Senior] [Advising/Counselling/Pastoral]

D-14 Room: M11

The Little Engine that Could: I Think I Can, I Think I Can.... Student Efficacy

Linda Pears, Gifted and Talented Coordinator, Christchurch Boys' High School, NZ

Research shows that a person's belief in their ability has more influence on achievement than actual ability. Student efficacy – the student's belief in his ability to master any domain – can be negatively influenced by a variety of factors. Subsequent negative self-efficacy can influence performance. Schools need to maintain motivation in their gifted students by facilitating the development of positive efficacy beliefs to support them to develop their gifts into talents. This workshop will introduce and discuss strategies that Christchurch Boys' High School has developed and trialed to foster positive efficacy in boys who are gifted in a variety of domains including academic, cultural, sporting and leadership. Developed strategies reflect a holistic approach and acknowledge the specific social, emotional and cognitive needs of gifted boys. This three-year trial was funded through the New Zealand Ministry of Education's Talent Development Initiatives (TDI). Participants will gain an understanding of the importance of efficacy beliefs in maintaining motivation in gifted students. They will be able to take back to their schools ideas for a range of practical strategies to help foster positive efficacy beliefs in their gifted students and maintain their motivation.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators, College/University/Career Counsellors, Advising/Counselling/Pastoral]

D-15 Room: F1

Play with Your Poetry

Andrew Renard, Head of English Department, St Andrew's College, SA

Many boys seem to have an inbred resistance to poetry. In this workshop you will discover ways to break down this resistance. Education should not be passive, it should be about action. Discover how using drama and role play you can draw boys into poetry. While few boys read poems, many love modern music and this interest can also be used as a springboard to discussing poetry. Learn how to make use of boys' multiple intelligences to create an interest in literature.

[Middle, Upper/Senior] [Reading/Language Teachers]

WORKSHOP SESSION D (CONT'D)

THURSDAY, JULY 9TH 4.15 PM – 5.30 PM

D-16 Room: PC

Engaging Boys in Learning – A Boy & His Cart

Dale Sheppard, Year 6 Teacher; Coordinator Thinking Curriculum, Brighton Grammar School, AUS

Steve Lewis, Year 6 Teacher; You Can Do It Coordinator, Brighton Grammar School, AUS

Participants in this workshop won't get to make a billy cart, but by the end of the session, they'll want to! Billy carts (or push carts or trolleys) hold fond memories for many of us. We remember the thrills, spills and speed; the hunt for the perfect piece of wood or the straight wheel. This workshop examines an exemplary unit of best practice for boys that aims for each pair of boys involved to build and race their own billy cart. At Brighton Grammar, November is Billy Cart season. The sounds of hammering and sawing compete with the scratch of the pencil. Boys arrive at school with old prams, old chairs and, occasionally, car tires! From the outside it looks chaotic, messy, dangerous and a time-waster. Looks, however, can be deceiving. The unit began as a motivator for Year 6 boys who, nearing the end of their Primary Schooling needed an active challenge to keep them engaged. Over a number of years, curriculum developments and personnel changes, this unit evolved into a mindful programme of work. Motivation and engagement are still strong features of the unit, but it now includes a trans-disciplinary focus. The boys explore Physical Sciences through Newton's Laws of Motion. They engage in Design Technology and experience real world Maths using scale and measurement. They are asked to be creative and imaginative. They are asked to be accurate and persistent. The unit draws on the work of Bloom, Krathwohl, Costa and Burke, among others. It asks the boys to reflect on their work, and through use of a classic short story, on friendship and loss. It uses assessment strategies such as rubrics and checklists. It includes activities for an interactive Whiteboard and the computer lab. It is active and passive and allows for collaboration and parental input. And it is fun. During this workshop participants will hear the stories of the boys, parents and teachers who have been involved in and shaped the evolution of the unit. They will explore the content and the processes and consider the exemplary qualities that can be applied to other units.

[Lower/Primary, Middle, Upper/Senior]

D-17 Room: M12

Boys and Books: Building a Reading Community

Helen Stower, Head of Library, St. Joseph's College, Gregory Terrace, AUS

Boys love books! The intrinsic value of reading for pleasure is an accepted conviction in the professional dialogue of education. Getting adolescent boys to read for pleasure, however, is no simple feat. This presentation will share the experiences of one library which refuses to succumb to generalizations that suggest boys don't like reading. This workshop looks at library, classroom and whole school programmes which engage adolescent boys in reading and which can build a reading community within a College. It will focus on practical strategies designed to meet the challenges faced in connecting students with books and positioning reading as an experience that boys will choose to undertake in their own time and continue to value into their adult years.

[Lower/Primary, Middle] [Reading/Language Teachers]

WORKSHOP SESSION E
FRIDAY, JULY 10TH 9.00 AM – 10.15 PM

E-1 Room: PE

Cracking the Stereotype: Exploring Masculinities through Literature (Senior/Upper Level)

THE 2008-2009 IBSC ACTION RESEARCH TEAM

Amy Foster, Library Media Specialist, Trinity-Pawling School, USA

Nick Konstantatos, Head of Year 12 English, Scotch College, Australia

Mike Paluch, Head of English, St Andrew's College, Canada

Andrew Renard, Head of English, St Andrew's College, South Africa

Tony Rowan, Head of English, Anglican Church Grammar School, Australia

Jack Williams, English Teacher, City of London School, United Kingdom

Michael R. Deschenes, Director of Library and Information Services, Saint Sebastian's School, USA

Promoting teaching and organizational practice that works for boys is at the heart of the IBSC's mission and is the driving force behind its action research initiative. Over the last 12 months, members of the action research team have explored and reflected upon the use of literature in the language arts classroom to enrich boys' understanding of masculinities. Through reading and viewing, writing and discussion, boys were provided with the opportunity to challenge their cultural assumptions of what it is to be a man. The research was conducted in six countries across grade levels. In this workshop, the researchers will discuss their strategies, present their findings and consider the implications of these for classroom practice. This workshop focuses on the Senior/Upper level, Grades 10-12. (Action Research reports for the elementary and middle school levels are featured in Session D.)

[Upper/Senior] [School Heads and Administrators]

E-2 Room: M1

Planning to Move Students from Boyhood to Manhood – A Window into Brisbane Boys' College's Strategic Plan

****This Workshop is also offered in Session B1****

Peter Britton, Head of Senior School, Brisbane Boys' College, AUS

It is essential that boys' schools develop clear, rational and operational strategic plans so that all staff has a clear window through which they can identify their roles and the school's unique plan to move its students from boyhood to manhood. The purpose of this workshop is to outline Brisbane Boys' College's strategic planning framework that enables its staff to clearly view their roles and the school-wide programmes and processes that need to be implemented in order to develop its boys into well-rounded, young gentlemen. In 2004, BBC used the Balanced Scorecard to frame its 2005 to 2010 Strategic Plan. The Balanced Scorecard is a strategic planning and management system that is used extensively in business and industry, government, and non-profit organizations worldwide to align activities to the vision and strategy of the organization, improve internal and external communications, and monitor organizational performance against strategic goals. The presenter will describe the principles of Balanced Scorecard and how they have been applied to a Queensland boys school so that all staff are informed about, and focused on, the College's strategic objectives and mission. He will describe the lessons learned and the direction the school will be taking in relation to strategic planning as it embarks on the development of its next strategic plan during 2009.

[Upper/Senior] [School Heads and Administrators]

WORKSHOP SESSION E (CONT'D)
FRIDAY, JULY 10TH 9.00 AM – 10.15 PM

E-3 Room: M11

The Journey – A Window into Manhood

Kean Broom, Teacher, St Alban's College, SA

The St Alban's College Journey is a 23-day continuous journey, by foot, bicycle, canoe and horseback that is undertaken by all our students in their grade 10 year. It covers a distance of approximately 450kms, and crosses some of the most spectacular scenery South Africa has to offer. The Journey has had a profound impact on the life of the school and on the lives of individual boys. The real focus, however, is not on the physical journey. The core focus is the opportunity that the Journey offers each boy for personal growth. Since its inception five years ago we have seen tremendous growth in the boys in areas such as leadership, confidence, maturity, conflict management, prioritizing, spirituality, communication, and being comfortable with themselves. This workshop will offer a brief account of the Journey: how it came about, its aims, the logistics and preparation involved, and what we have learned. The main body of the presentation will focus on the results that we have observed over the past five years since its inception. We will explore the possible reasons that it is such an excellent tool in preparing young men for life, and discuss specific examples of how the Journey has changed the lives of our boys. An interactive session in which interested parties can share ideas about other/similar types of interventions will follow at the end.

[Upper/Senior] [Advising/Counselling/Pastoral]

E-4 Room: M2

Every Boy is Important! – A Boy Friendly School

****This Workshop is also offered in Session A2****

John Chalvatzis, Head of Middle Schooling, Ipswich Grammar School, AUS

Every boy is important! This is the philosophy of the Middle Schooling Department at Ipswich Grammar School. As part of the Centre of Specialization in Boys' Education, Ipswich Grammar School commenced in 2006 a middle schooling structure to cater for the needs of adolescent boys. The school embarked on a journey focusing on boys' programmes in areas such as social and emotional needs, self-esteem, school justice, role modeling and what it means to be a 'real man'. This included implementing best practices in: teaching boys, empowering boys in decision making, foregrounding the role of fathers in boys' education, emphasizing boys' learning styles and breaking down gender stereotyping. In 2008, the department conducted a boys' education project to evaluate these programmes. This workshop will highlight our impressive results from the project, and how the programmes are incorporated in the classroom, extra-curricular activities, pastoral care classes and the general day-to-day values of the school.

[Middle] [Learning Specialists]

E-5 Room: A2

Essential Teaching Skills For Boys

****This Workshop is also offered in Session B3****

Joseph Driessen, Education Consultant, Education Answers, AUS

This workshop will focus on the essential teaching skills that are required to teach boys. To be a great teacher for boys means understanding the requirements of being a great teacher. There is a great deal of international evidence of what makes a great teacher; this evidence will be reviewed in the first part of the workshop. However, teachers who are successful with boys have an additional set of skills, as well as a unique emphasis and class culture. These variables will be discussed during the second part of the workshop. Among topics to be discussed: Leadership and learning; the critical importance of relationships and feelings with regards to pupil disposition towards learning; catering for the spirit of adventure in boys; engaging and focusing boys as learners; and understanding and mastering the challenging and difficult behavior by boys.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators, Advising/Counselling/Pastoral]

WORKSHOP SESSION E (CONT'D)

FRIDAY, JULY 10TH 9.00 AM – 10.15 PM

E-6 Room: M4

Writing Across the Curriculum

Alan Elgar, Assistant Principal, New Plymouth Boys' High School, NZ

This workshop is aimed at raising awareness of the issues surrounding boys and writing. It will look at surveyed attitudes that boys from a local intermediate school had to writing in year 8, and examine their writing experiences over a range of subjects from years 9 to 11 at New Plymouth Boys' High School, before the Writing across the Curriculum project began. It will also look at issues that teachers of subjects other than English had with the writing of their students. It will examine what sort of writing was being done in classes and how the project aimed to make the writing more effective. The workshop will then focus on a set of common practices developed at Boys' High, through working with departments in morning PD sessions. These include developing common expectations of students, common marking practices, drafting and editing, and common glossaries. Time will be taken to look at the reports written by examiners, with specific attention to writing issues across a range of subjects. The main focus is the idea that all teachers are teachers of writing – and how that belief can be developed in a school.

[Middle, Upper/Senior] [School Heads and Administrators, Reading/Language Teachers]

E-7 Room: M5

Study Lab and Related After-School Programmes

Jane Ferguson, Secondary Teacher, Christ Church Grammar School, AUS

Graham Ferguson, Secondary Mathematics Teacher, Christ Church Grammar School, AUS

This workshop looks at how Study Lab promotes mentoring, leadership and community service through peer-tutoring. The workshop will consider different ways of providing effective programmes (1) to engage boys during the time between finishing formal lessons and going home or to the boarding house; (2) to provide a safe learning environment for boys who are “at risk” after school and (3) to provide pathways for boys to develop leadership and a desire to help others in the wider community.

[Middle, Upper/Senior] [Admissions/Marketing, College/University/Career Counsellors, Learning Specialists, Reading/Language Teachers, Advising/Counselling/Pastoral, Boarding/Residential Life]

E-8 Room: F1

Increasing Your Circle of Feeder Schools

Greg Ferrell, Director of Admission and Financial Aid, Montgomery Bell Academy, USA

Kit Lechleiter, Assistant Director of Admission and Financial Aid, Montgomery Bell Academy, USA

Diversity in a day school, both ethnic and geographic, can be an elusive goal; one that schools work hard to achieve but rarely satisfactorily attain. From changing demographics in areas in close proximity to our schools to ever changing competition and market, day schools are constantly trying to bring the very best students into their student body from a growing circle of feeder schools. This presentation will discuss some of the ways that Montgomery Bell Academy has increased its representative school base from a few small independent schools and local public schools to over seventy feeders in Nashville and its surrounding area. The presentation will also be opened up for discussion so that admission officers from other schools might offer ideas that have worked for them as well.

[School Heads and Administrators, Admissions/Marketing]

WORKSHOP SESSION E (CONT'D)

FRIDAY, JULY 10TH 9.00 AM – 10.15 PM

E-9 Room: M12**The Write Way to Scaffold**

Jerome Griffin, Year 4 teacher, Christ Church Grammar School, AUS

“All writing for boys up to the end of their compulsory school years should be done within teacher-prepared templates or scaffolds” (Ian Lillico). Scaffolding, the process of producing a frame to assist students' written work, helps boys with their writing. Numerous studies have shown that boys' writing needs to be scaffolded – even for the more able pupils – as it provides a sequential guide for successful compositions. Vygotsky came up with the theory of ‘zone of proximal development’ – the difference between what a learner can do without help and what he can do with help. Vygotsky's study helped prove that scaffolds or writing frames assist boys with their writing. Before writing, boys need to explore the topic or genre; they need to discuss, hear and see some of the key points relating to the subject. Ian Lillico states: “As writing is a major area of deficiency for boys it is important that boys should communicate before writing something – this should be done at school or at home using a variety of techniques and models. When boys talk through things before writing, their writing fluency and volume is dramatically increased.” Workshop participants will be taken through the process of how to scaffold for different genres and topics in the preparatory school. We shall discuss the importance of communication or brainstorming. There will be a step by step guide highlighting what to write; how to begin; possible sentence beginnings; key phrases or words; when to start a new paragraph; how much to transcribe; and how to conclude. A few examples of how the finished product should look will then be shared. Each participant in the workshop will be given various examples (handouts) of scaffolds and completed articles.

[Lower/Primary]

E-10 Room: M10**The Science of Teaching**

Abigail James, Adjunct Professor of Education, University of Virginia/Northern Virginia Center, USA

Effective teaching of boys requires more than providing active lesson plans linked to materials that they find interesting; the key is to get boys engaged in the lesson. In inquiry based instruction, teachers present situations which students investigate through asking questions, collecting information, and solving problems. Previously acquired knowledge provides a basis for such instruction and students use that knowledge to suggest explanations and solutions which are then the start for new inquiries. This approach is used most often in science, but can be applied to all academic disciplines. This workshop will discuss why this approach is so effective in capturing boys' attention and interests and will provide specific examples of how to implement more active lessons into all courses, but specifically those which are language based. Teachers will build on that knowledge to discover new approaches to help boys with the learning process.

[Lower/Primary, Middle, Upper/Senior] [School Heads and Administrators, Learning Specialists, Reading/Language Teachers]

E-11 Room: F2**Science from a Cognitive Load Theory Perspective**

Kimberley Leslie, Mrs/ Academic Enrichment Coordinator, Barker College, AUS

The recent trend of declining numbers electing to study science at the secondary and tertiary levels has led some governments to implement strategies and educational programmes to enhance the teaching and learning of this subject. Educational content and curricula play an important role in raising and maintaining young people's interest in any subject area. Furthermore, research indicates a need for a solid background in science before age 14 to engender interest in pursuing science as a study elective and/or possible career path. Research tells us that an interest in science concepts appears very early, with children of a young age having a natural curiosity for the world around them. This is particularly relevant to boys, who demonstrate a need, from this early age, to understand how their environment works and interacts, not necessarily just what is in it. Science teaching, therefore, needs to present best practice from this early stage of schooling to ensure young students are provided with accurate scientific information to address their developing curiosity about their world. Inquiry-based learning using hands-on materials would seem to be an obvious pedagogical choice and has been emphasized as the desirable practice in many current curricula. The purpose of my current research is to assess the effectiveness of such programmes using Cognitive Load Theory as a framework.

WORKSHOP SESSION E (CONT'D)

FRIDAY, JULY 10TH 9.00 AM – 10.15 PM

During this workshop the implications of my experiments will be discussed. These experiments have as their perspectives the redundancy and expertise reversal effects as defined by Cognitive Load Theory (Kalyuga, Ayres, Chandler & Sweller, 2003). The Redundancy Effect occurs when learning is inhibited by the same information being presented in multiple forms or when any unnecessary information is presented simultaneously. The Expertise Reversal Effect occurs when information that is beneficial for novices, to assist in their understanding of a concept, becomes redundant for more expert learners with prior knowledge. There was a significant interaction on transfer question scores from a post test, indicating some very interesting and unexpected results. There will be time for discussion and some hands-on activities related to the suggestions presented in the workshop.

[Lower/Primary, Middle] [Learning Specialists]

E-12 Room: M13

Teaching History – Motivating Middle School Minds

Greg Longney, Head of History, Barker College, AUS

Andrew Turner, Teacher of History, Barker College, AUS

According to History education expert Peter Lee, History, for many students, is counterintuitive; for some, therefore, historical thinking is impossible. If students think that knowledge of the past depends on eye witness testimony and none exists, then a historical record cannot exist. For students without a clear or developing concept of evidence, History is nothing more than information without debate or intrigue. For those who do not find the story interesting, History becomes irrelevant. As with any subject, History is best understood when critical aspects of the discipline are explored explicitly. This workshop shares the experiences of two British-born, Sydney-based History teachers in their quest to make History possible for more students and to create more meaningful lessons about the past. The session focuses on the attempt to develop a Middle School History curriculum around second order historical concepts and to teach the historical content through an explicit consideration of central ideas like evidence, change, causation, inquiry, interpretation and significance. These concepts are fundamental to History but also very meaningful to equip students for the 21st century. Traditional teaching methods have favored a dichotomy between historical content and historical skills which ignores a disciplinary approach to the subject. The explicit exploration of second order historical concepts give students a series of frameworks to make sense of the historical content. In conjunction with this, it is our belief that History taught in this way creates students who are more engaged in the subject and can confidently apply these ideas to other school subjects and to their lives beyond the classroom.

[Middle, Upper/Senior] [Learning Specialists]

E-13 Room: M8

Poetry Reloaded: How to Interest Boys in Poetry

Blair Mahoney, Assistant English Coordinator, Melbourne High School, AUS

It is notoriously hard to interest boys in poetry; many not only fail to engage with poetry but actively develop a feeling of antipathy towards it. This workshop aims to share some techniques for engaging boys in poetry rather than alienating them from it. Interest can arise not only from careful selection of poems, but also from activities that are fun and help to develop confidence. Seeing the “real world application” of poetry through a unit on poems that appear in films is a particularly valuable way into poetry for many boys. Interest in the subject matter of particular poems is also helpful, with poems on sport and war proving to be particular favorites. Encouraging boys to write their own poems employing some of the poetic techniques they are asked to analyze is another way of fostering engagement with poetry. The workshop will aim to provide participants with some practical strategies that can be used in the classroom.

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

WORKSHOP SESSION E (CONT'D)
FRIDAY, JULY 10TH 9.00 AM – 10.15 PM

E-14 Room: M9

Measuring Up: What Counts?

Jim Power, Principal, Upper Canada College, CAN

Our schools live in the reality of a tension created by ambitious strategic plans, boards and school stakeholders asking for accountability, and the mission of our schools which reflects a hope that the boys we teach will grow to be good men. How do we know how we "measure up?" How do we know "what counts?" What model or dashboard could capture the positive aspects of this tension created by these three realities of school life? In this session, the model or dashboard created by Upper Canada College will be shared. We have used best practices in educational research to use current school data effectively, developed rubrics for aspects of school life that are difficult to "count", and also created surveys that provide multifaceted information. Participants will be encouraged to share their indicators of success and also the challenges of doing so in a sustainable and meaningful model.

[Lower/Primary, Middle, Upper/Senior]

E-15 Room: P2

Foundations for Character and Leadership

Barbara York, Head of Lower School, St. Mark's School of Texas, USA

Sherri Darver, Fourth Grade teacher/Phase Leader, St. Mark's School of Texas, USA

In the last decade, St. Mark's School of Texas has made great progress with our character and leadership programme. From the time a boy enters the Lower School doors in the morning until he leaves at afternoon dismissal, we're establishing a foundation for the boy he is and the man he will become. Using classroom routines, teacher-created materials, special programmes, clear rules, specific rubrics, terrific teaching, and classroom and divisional opportunities, our boys demonstrate great leadership and fine character. The theme in Lower School is "unconditional positive respect," which provides guidelines for daily life in Lower School as well as life skills choices and disciplinary discussions and decisions. "Unconditional positive respect" is a developmentally appropriate concept that helps guide our faculty and students in their expectations and decision-making. We use this concept with enthusiasm, and it provides a good foundation for our work on leadership and character. Environmental awareness, conflict resolution, eye contact, critical thinking, real simplicity, the leadership wall, and honorable and courageous behavior are all part of the plan.

[Lower/Primary] [Advising/Counselling/Pastoral]

2008-2009 TRUSTEES OF THE IBSC

- Graham Able (President)
The Master, Dulwich College
London SE 21 7LD England, UK
the.master@dulwich.org.uk
- Vance Wilson (Vice President)
Headmaster, St. Albans School
Mt. St. Alban
Washington, D.C. 20016 USA
vwilson@cathedral.org
- Arnold Holtberg (Treasurer)
Headmaster,
St. Mark's School of Texas
10600 Preston Road
Dallas, TX 75230 USA
holtberg@stmarks.pvt.k12.tx.us
- Joseph Cox (Secretary)
Headmaster, The Haverford School
450 Lancaster Avenue
Haverford, PA 19041 USA
jcox@haverford.org
- +++++
- David Anderson
Senior Housemaster, Shore School
PO Box 1221, Blue Street
North Sydney, NSW 2059, AUS
danderso@shore.nsw.edu.au
- David Armstrong
Headmaster, Landon School
6101 Wilson Ln.
Bethesda, MD 20817 USA
david_armstrong@landon.net
- Kai Bynum
Director of Community and
Diversity, Belmont Hill School
350 Prospect Street
Belmont, MA 02178 USA
bynum@belmont-hill.org
- Nancy Caine
Director of College Counseling,
St. Augustine High School
3266 Nutmeg St.
San Diego, CA 92104-5199 USA
ncaine@sahs.org
- Roger Cameron
Headmaster, St. John's College
St. David's Road, Houghton
Johannesburg, South Africa 2198
cameron@stjohnscollege.co.za
- Timothy F. Hawkes
Headmaster, The King's School
P.O. Box 1
Parramatta, NSW 2124 AUS
tfh@kings.edu.au
- John Kennard
Principal, St. Paul's College
69 Bonham Rd.
Hong Kong, SAR, China
jrk@spc.edu.hk
- Grant Lander
Rector, Lindisfarne College
PO Box 2341, 600 Pakowhai Road
Hastings, Hawkes Bay 4201 NZ
rector@lindisfarne.hb.school.nz
- Tony Little
Head Master, Eton College
Windsor, England SL4 6DW UK
headmaster@etoncollege.org.uk
- Lynn McKannay
Director of Admission and Tuition
Assistance
Town School for Boys
2750 Jackson St.
San Francisco, CA 94115 USA
mckannay@townschool.com
- Roger Moses
Headmaster, Wellington College
Basin Reserve PO Box 16-073
Wellington, NZ
r.moses@wellington-college.school.nz
- Stephen Murray
Headmaster, University School
2785 SOM Center Road
Hunting Valley, Ohio 44022 USA
smurray@us.edu
- Grant Nupen
Principal, Diocesan College - Bishops
Camp Ground Road Rondebosch
Cape Town, Western Cape, ZA
gnupen@bishops.org.za
- James Power
Principal, Upper Canada College
200 Lonsdale Road
Toronto, ON, Canada M4V 1W6
jpower@ucc.on.ca
- Ian L. F. Robinson
Principal, Sterling Hall School
99 Cartwright Ave.
Toronto, ON, Canada M6A 1V4
ianrobinson@sterlinghall.com
- Archibald A. Smith III
Headmaster, Trinity Pawling School
700 Route 22
Pawling, NY 12564 USA
asmith@trinitypawling.org
- Charles Stillwell
Headmaster, St. Christopher's School
711 St. Christopher's Road
Richmond, VA 23226 USA
stillwellc@stcva.org
- Christian Sullivan
Headmaster, Fairfield Country Day
School
2970 Bronson Road
Fairfield, CT 06824 USA
christian.sullivan@fcdsmail.org
- David Trower
Headmaster, Allen-Stevenson School
139 East 78th St.
New York, NY 10075-0381 USA
dtrower@allen-stevenson.org
- Michael Urwin
Headmaster, Brighton Grammar School
90 Outer Crescent
Brighton, VIC 3186 AUS
msurwin@brightongrammar.vic.edu.au
- Garth Wynne
Headmaster, Christ Church Grammar
School
Queenslea Drive
Claremont WA 6010 AUS
gwynne@ccgs.wa.edu.au
- Brad Zervas
Executive Director, Boys' Club of New
York
287 East 10th Street
New York, NY 10009 USA
brad.zervas@bcny.org

2008–2009 IBSC MEMBERS & MEMBER SCHOOLS

Academy of the New Church Boys' School	Bryn Athyn	USA
Aldwickbury School	Harpenden	United Kingdom
Allen-Stevenson School	New York	USA
Anglican Church Grammar School (Churchie)	East Brisbane	Australia
Auckland Grammar School	Auckland	New Zealand
Avon Old Farms School	Avon	USA
Barker College	Hornsby	Australia
Belmont Hill School	Belmont	USA
Bishop John T. Walker School for Boys	Washington	USA
Blue Ridge School	St. George	USA
Boys' Club of New York	New York	USA
Boys' Latin School of Maryland	Baltimore	USA
Brebeuf College School	Willowdale	Canada
Bridgton Academy	North Bridgton	USA
Brighton Grammar School	Brighton	Australia
Brisbane Boys' College	Brisbane	Australia
Brisbane Grammar School	Brisbane	Australia
Brother Rice High School	Chicago	USA
Browning School, The	New York	USA
Brunswick School	Greenwich	USA
Buckley School, The	New York	USA
Camberwell Grammar School	Canterbury	Australia
Canberra Grammar School	Canberra	Australia
Cardigan Mountain School	Canaan	USA
Cardigan Mountain School	Canaan	USA
Castleknock College	Dublin	Ireland
Chestnut Hill Academy	Philadelphia	USA
Christ Church Grammar School	Claremont	Australia
Christchurch Boys' High School	Christchurch	New Zealand
Christ's College	Christchurch	New Zealand
City Of London School for Boys	London	United Kingdom
Clifton School	Durban	South Africa
Collegiate School	New York	USA
Cranbrook School	Sydney	Australia
Crescent School	Toronto	Canada
Dexter School	Brookline	USA
Dilworth School	Auckland	New Zealand
Diocesan Boys' School	Hong Kong	China
Diocesan College (Bishops)	Cape Town	South Africa
Dulwich College	London	United Kingdom
Dulwich College Preparatory School	London	United Kingdom
Eaglebrook School	Deerfield	USA
Eaton House Schools	London	United Kingdom
Eton College	Berkshire	United Kingdom
Fairfield Country Day School	Fairfield	USA
Fenn School, The	Concord	USA
Fessenden School	West Newton	USA
Francis Douglas Memorial College	New Plymouth	New Zealand
Georgetown Preparatory School	North Bethesda	USA
Gilman School	Baltimore	USA
Gisborne Boys High School	Gisborne	New Zealand
Grey High School	Greenacres	South Africa

2008–2009 IBSC MEMBERS & MEMBER SCHOOLS

Hamilton Boys' High School	Hamilton	New Zealand
Hastings Boys' High School	Hastings	New Zealand
Haverford School	Haverford	USA
Hereworth School	Havelock North	New Zealand
Hilton College	Hilton	South Africa
Hutchins School	Sandy Bay	Australia
Hutt International Boys' School	Upper Hutt	New Zealand
Ipswich Grammar School	Ipswich	Australia
James, Abigail	Orange	USA
John Bednall	Perth	Australia
John Hampden Grammar School	High Wycombe	United Kingdom
John McGlashan College	Dunedin	New Zealand
Kearsney College	Durban	South Africa
Kelston Boys' High School	Auckland	New Zealand
King Edward VII School	Houghton	South Africa
King's School	Auckland	New Zealand
King's School, The	Parramatta	Australia
Kiskiminetas Springs School	Saltsburg	USA
Knox Grammar School	Sydney	Australia
La Salle College High School	Wyndmoor	USA
Landon School	Bethesda	USA
Lindisfarne College	Hastings	New Zealand
London Oratory School, The	London	United Kingdom
Loughborough Grammar School	Leicestershire	United Kingdom
Marcellin College	Melbourne	Australia
Maritzburg College	Pietermaritzberg	South Africa
McCallie School	Chattanooga	USA
Melbourne High School	Melbourne	Australia
Memphis University School	Memphis	USA
Merchant Taylors' Boys' School	Liverpool	United Kingdom
Merchiston Castle School	Lothian	United Kingdom
Michaelhouse	Balgowan, Kwazulu-Natal	South Africa
Montgomery Bell Academy	Nashville	USA
Moreton Bay Boys' College	Wynnum	Australia
Napier Boys' High School	Napier	New Zealand
New Plymouth Boys' High School	New Plymouth	New Zealand
Newington College	Sydney	Australia
Oratory School, The	Reading	United Kingdom
Pacific Boychoir Academy	Oakland	USA
Palmerston North Boys' High School	Palmerston North	New Zealand
Phelps School, The	Malvern	USA
Poole Grammar School	Poole	United Kingdom
Presbyterian Day School	Memphis	USA
Prince Alfred College	Adelaide	Australia
Princeton Academy of the Sacred Heart	Princeton	USA
Queen Elizabeth Grammar School	Wakefield	United Kingdom
Radley College	Abingdon	United Kingdom
Rathkeale College	Masterton	New Zealand
Ridge School, The	Parkview	South Africa
Rongotai College	Kilbirnie	New Zealand
Rotorua Boys' High School	Rotorua	New Zealand
Roxbury Latin School	West Roxbury	USA

2008–2009 IBSC MEMBERS & MEMBER SCHOOLS

Royal St. George's College	Toronto	Canada
Sacred Heart Boys' High School	Halifax	Canada
Sacred Heart College	Auckland	New Zealand
Salesianum School	Wilmington	USA
Salisbury School	Salisbury	USA
Scotch College	Melbourne	Australia
Scots College	Strathmore	New Zealand
Selwyn House School	Westmount	Canada
Shore School	North Sydney	Australia
South African College High School	Cape Town	South Africa
South African College High School	Cape Town	South Africa
Southland Boys' High School	Invercargill	New Zealand
Southport School, The	Southport	Australia
St Patrick's College Silverstream	Upper Hutt	New Zealand
St. Alban's College	Pretoria	South Africa
St. Albans School	Washington	USA
St. Andrew's College (CAN)	Aurora	Canada
St. Andrew's College (ZA)	Grahamstown	South Africa
St. Augustine High School	San Diego	USA
St. Augustine's College	Cairns	Australia
St. Benedict's College	Bedfordview	South Africa
St. Bernard's School	New York	USA
St. Christopher's School	Richmond	USA
St. David's School	New York	USA
St. David's Marist Inanda	Gauteng	South Africa
St. Dominic School For Boys	Memphis	USA
St. Edmond's Academy	Wilmington	USA
St. Edmund's College, Canberra	Manuka	Australia
St. George's School	Vancouver	Canada
St. Gregory's School	Loudonville	USA
St. John's College	Hamilton	New Zealand
St. John's College	Hastings	New Zealand
St. John's College (ZA)	Johannesburg	South Africa
St. Joseph's College (NSW)	Hunters Hill	Australia
St. Joseph's College (QLD)	Brisbane	Australia
St. Joseph's College Geelong	Geelong	Australia
St. Kentigern School	Auckland	New Zealand
St. Kevin's College	Melbourne	Australia
St. Laurence's College	Brsibane	Australia
St. Mark's School of Texas	Dallas	USA
St. Mary's International School	Tokyo	Japan
St. Paul's College	Hong Kong	China
St. Paul's School	Brooklandville	USA
St. Peter's Preparatory School	Rivonia	South Africa
St. Peter's Preparatory School	Jersey City	USA
St. Sebastian's School	Needham	USA
St. Stithians College	Randburg	South Africa
St. Thomas Choir School	New York	USA
Sterling Hall School of Toronto	Toronto	Canada
Stuart Hall (San Francisco)	San Francisco	USA
Stuart Hall School for Boys (New Orleans)	New Orleans	USA
Tak Sun Secondary School	Hong Kong	China

2008–2009 IBSC MEMBERS & MEMBER SCHOOLS

Tauranga Boys' High School	Tauranga	New Zealand
Timaru Boys' High School	Timaru	New Zealand
Toowoomba Grammar School	Toowoomba	Australia
Town School for Boys	San Francisco	USA
Trinity Grammar School (NSW)	Sydney	Australia
Trinity Grammar School (VIC)	Victoria	Australia
Trinity-Pawling School	Pawling	USA
University School	Hunting Valley	USA
Upper Canada College	Toronto	Canada
Wellington College	Wellington	New Zealand
Westlake Boys' High School	Auckland	New Zealand
Woodberry Forest School	Woodberry Forest	USA
Wynberg Boys' High School	Wynberg	South Africa
Xavier College	Melbourne	Australia
Zagle School	Warsaw	Poland

IBSC 16TH ANNUAL CONFERENCE DELEGATES

This list of delegate email addresses is provided for the sole purpose of making it easier for delegates to contact one another following the conference. The addresses should be used for no other purpose without written permission from IBSC.

Able, Graham (weaversr@dulwich.org.uk)	Dulwich College, London, UK
Alderton, Clive (HBHSadmin@xtra.co.nz)	Hastings Boys' High School, Hastings, NZ
Andary, Neil (nandary@pac.edu.au)	Prince Alfred College, Adelaide, AUS
Anderson, David (danderso@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Anderson, Mathew (mathewa@gisboyshigh.school.nz)	Gisborne Boys' High School, Gisborne, NZ
Anderson, Paul (Paul_Anderson@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Anderson, Robert (r.anderson@wellington-college.school.nz)	Wellington College, Wellington, NZ
Anderson, Roger (anderson.r.w.p@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
Anderson-Mckenna, Lesley (landerson@christscollege.com)	Christ's College, Christchurch, NZ
Arbuthnot, Judy-Ann (jarbuthnot@westlake.school.nz)	Westlake Boys High School, Takapuna, NZ
Ardisson, Marc (marc.ardisson@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Armstrong, David (david_armstrong@london.net)	Landon School, Bethesda, USA
Atkin, Gerard (atking@pnbhs.school.nz)	Palmerston North Boys' High School, Palmerston North, NZ
Bailey, Alan (alanb@sbhs.school.nz)	Southland Boys' High School, Invercargill, NZ
Baldwin, Ian (ianb@sbhs.school.nz)	Southland Boys' High School, Invercargill, NZ
Ball, Alan (Alan.Ball@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Barclay, Greg (HBHSadmin@xtra.co.nz)	Hastings Boys' High School, Hastings, NZ
Barr, Bradley (bbarr@trinity.nsw.edu.au)	Trinity Grammar School (NSW), Sydney, AUS
Barrett, Graeme (HBHSadmin@xtra.co.nz)	Hastings Boys' High School, Hastings, NZ
Batty, Tom (leonie.kirk@scotch.vic.edu.au)	Scotch College, Hawthorn, AUS
Baylis, Robert (weaversr@dulwich.org.uk)	Dulwich College, London, UK
Bell, Hamish (h.bell@wellington-college.school.nz)	Wellington College, Wellington, NZ
Bliss, Alan (ajbliss@mgs.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
Blyth, John (j.blyth@ags.school.nz)	Auckland Grammar School, Auckland, NZ
Bovey, David (boveyd@pnbhs.school.nz)	Palmerston North Boys' High School, Palmerston North, NZ
Boyle, Colin (boylecol@selwyn.ca)	Selwyn House School, Westmount, CAN
Bradtke, Chris (cwbradtke@mgs.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
Brandon, Peter (brandonp@knox.nsw.edu.au)	Knox Grammar School, Wahroonga, AUS

IBSC 16TH ANNUAL CONFERENCE DELEGATES

This list of delegate email addresses is provided for the sole purpose of making it easier for delegates to contact one another following the conference. The addresses should be used for no other purpose without written permission from IBSC.

Britton, Peter (mizatt@bbc.qld.edu.au)	Brisbane Boys' College, Brisbane, AUS
Bromley, Helmi (helmi.bromley@fcdsmail.org)	Fairfield Country Day School, Fairfield, USA
Broom, Kean (broomk@stalbanscollege.com)	St Alban's College, Pretoria, ZA
Brown, David (brownd@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Brown, Rebecca (bbrown@chestnuthillacademy.org)	Chestnut Hill Academy, Philadelphia, USA
Brown, Ross (rbrown@nbhs.school.nz)	Napier Boys' High School, Napier, NZ
Browning, Tim (Tim.Browning@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Bruner, Eugene (brunerg@stcva.org)	St. Christopher's School, Richmond, USA
Bryant, Tim (tim.bryant@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Buckton, Bruce (ccrew@rotoruaboyshigh.school.nz)	Rotorua Boys' High School, Rotorua, NZ
Burgess, Barbara (bburgess@sks.school.nz)	St. Kentigern School, Remuera, NZ
Burgess, Geoff (gburgess@sks.school.nz)	St. Kentigern School, Auckland, NZ
Bushell, Steve (s.bushell@dilworth.school.nz)	Dilworth School, Epsom, NZ
Butterworth, John (jbutterworth@slc.qld.edu.au)	St. Laurence's College, South Brisbane, AUS
Byers, Terry (Terry.Byers@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Byrnes, Tim (tim.byrnes@scotch.vic.edu.au)	Scotch College, Hawthorn, AUS
Caine, Nancy (ncaine@cox.net)	St. Augustine High School, San Diego, USA
Cairns, Tom (tomc@gisboyshigh.school.nz)	Gisborne Boys' High School, Gisborne, NZ
Calitz, Marcelle (mcalitz@hibs.school.nz)	Hutt International Boys' School, Upper Hutt, NZ
Cameron, Roger (cameron@stjohnscollege.co.za)	St. John's College (SA), Johannesburg, ZA
Cameron, Shirley (shirley@hereworth.school.nz)	Hereworth School, Havelock North, NZ
Campbell, Matthew (campbellm@trinity.vic.edu.au)	Trinity Grammar School (VIC), Kew, AUS
Campbell, Thomas (tcampbell@bishopsprep.org.za)	Bishops (Diocesan College), Rondebosch, ZA
Carrio, Kay (carriok@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Carter, Ian (carteri@poolegrammar.com)	Poole Grammar School, Poole, UK
Carter, Kevin (Kevin.Carter@rongotai.school.nz)	Rongotai College, Kilbirnie, NZ
Cassie, Peter (cassiep@scotscollege.school.nz)	Scots College, Wellington, NZ
Chalvatzis, John (jchalvatzis@igs.qld.edu.au)	Ipswich Grammar School, Ipswich, AUS
Chamberlain, Martin (m.chamberlain@fdmc.school.nz)	Francis Douglas Memorial College, New Plymouth, NZ
Chow, Yee Hang (Alvin) (yhac@spc.edu.hk)	St. Paul's College (HK), Hong Kong, CHN
Clark, Graham (gclark@slc.qld.edu.au)	St. Laurence's College, South Brisbane, AUS
Cohen, Rochelle (r_cohen@stbernards.org)	St. Bernard's School, New York, USA
Cohen, Steven (scohen@allen-stevenson.org)	Allen-Stevenson School, New York, USA
Coleman, Mark (mrcoleman@mgs.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
Coles, Joan (j.coles@fdmc.school.nz)	Francis Douglas Memorial College, New Plymouth, NZ
Collin, Peter (Peter.Collin@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Conford, Jason (jconford@sacredheart.school.nz)	Sacred Heart College, Auckland, NZ
Corkery, Michael (mcorkery@mcglashan.school.nz)	John McGlashan College, Dunedin, NZ
Coverdale, Sheridan (scoverdale@brightongrammar.vic.edu.au)	Brighton Grammar School, Brighton, AUS
Cox, Joseph (jcox@haverford.org)	Haverford School, Haverford, USA
Creasman, Sherry (screasman@pdsmemphis.org)	Presbyterian Day School, Memphis, USA
Cross, Wayne (crossw@trinity.vic.edu.au)	Trinity Grammar School (VIC), Kew, AUS
Curtis, Simon (simonc@ridge.gp.school.za)	Ridge School, The, Parkview, ZA
Dale, James (jdale@sacredheart.school.nz)	Sacred Heart College, Auckland, NZ
Dalzell, Linda (lindad@sbhs.school.nz)	Southland Boys' High School, Invercargill, NZ
Darver, Sherri (darvers@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Darver, Sherri (darvers@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Davis, Johnson (j.davis@tbc.school.nz)	Tauranga Boys' College, Tauranga, NZ
Dean, Warwick (Warwick.Dean@hutchins.tas.edu.au)	Hutchins School, The, Sandy Bay, AUS

IBSC 16TH ANNUAL CONFERENCE DELEGATES

Deschenes, Michael (michael_deschenes@stsebs.org)	St. Sebastian's School, Needham, USA
Dessants, Stephen (srdessants@mgs.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
Dexter, Leslie Anne (ldexter@sterlinghall.com)	Sterling Hall School of Toronto, Toronto, CAN
Dodge, Mike (m.dodge@dilworth.school.nz)	Dilworth School, Epsom, NZ
Donaldson, Craig (Craig.Donaldson@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Dowling, Rod (dowling.c.r@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
Driessen, Joseph (j.o.d@xtra.co.nz)	Driessen, Joseph, Palmerston North, NZ
Duffy, Grahame (gduffy@hibs.school.nz)	Hutt International Boys' School, Upper Hutt, NZ
Dunkley, Neil (Neil.Dunkley@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Dunn, Peter (Peter.Dunn@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Dunsheath, Joy (j.dunsheath@wellington-college.school.nz)	Wellington College, Wellington, NZ
Edwards, Bronwyn (Bronwyn.Edwards@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Elgar, Alan (Alan.Elgar@npbhs.school.nz)	New Plymouth Boys' High School, New Plymouth, NZ
Elliott, Gary (g.elliott@kings.school.nz)	King's School (NZ), Auckland, NZ
Emant, Paul (emant@stjohnscollege.co.za)	St. John's College (SA), Johannesburg, ZA
Esptein, Susana (sepstein@collegiateschool.org)	Collegiate School, New York, USA
Evans, Guy (gievans@mgs.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
Evans, Heather (evansh@trinity.vic.edu.au)	Trinity Grammar School (VIC), Kew, AUS
Ewing, Tracy (tewing@thephelpsschool.org)	Phelps School, The, Malvern, USA
Exeter, Gary (gary@hereworth.school.nz)	Hereworth School, Havelock North, NZ
Eyerly, Scott (seyerly@nyc.rr.com)	St. Thomas Choir School, New York, USA
Fall, Damien (finance@terrace.qld.edu.au)	St. Joseph's College (QLD), Spring Hill, AUS
Farrer, Adrian (arf@cgs.vic.edu.au)	Camberwell Grammar School, Canterbury, AUS
Ferguson, David (dferguson@westlake.school.nz)	Westlake Boys High School, Takapuna, NZ
Ferguson, Jane (jferguson@ccgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Ferrell, Greg (greg.ferrell@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Field, Sue (Sue_Field@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Findlay, Ian (findlay.i.e@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
Finnigan, Peter (finniganp@stkevins.vic.edu.au)	St. Kevin's College, Toorak, AUS
Finnimore, Simon (finnimores@scotscollege.school.nz)	Scots College, Wellington, NZ
Fleming, Alastair (a.fleming@ags.school.nz)	Auckland Grammar School, Auckland, NZ
Forbes, Leanne (llforbes@mgs.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
Fordyce, Simon (fordyces@stream.school.nz)	St. Patrick's College Silverstream, Upper Hutt, NZ
Foster, Amy (afoster@trinitypawling.org)	Trinity-Pawling School, Pawling, USA
Fountain, Gregor (g.fountain@wellington-college.school.nz)	Wellington College, Wellington, NZ
Frederiksen, Denis (headmasterpa@igs.qld.edu.au)	Ipswich Grammar School, Ipswich, AUS
Garry, Neil (ngarry@mcglashan.school.nz)	John McGlashan College, Dunedin, NZ
Gately, Peter (pgately@bridgtonacademy.org)	Bridgton Academy, North Bridgton, USA
Gibson-Langford, Linda (lcl@kings.edu.au)	King's School (AUS), Parramatta North, AUS
Gilbert, Allister (a.gilbert@wbhs.school.nz)	Whangarei Boys' High School, Whangarei, NZ
Gilbert, Jacq (jgilbert@christscollge.com)	Christ's College, Christchurch, NZ
Gioia, Bradford (gioiab@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Glynn, David (ccrew@rotoruaoyshigh.school.nz)	Rotorua Boys' High School, Rotorua, NZ
Gonzalez, Scott (gonzalez@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Grbac, Steven (steven.grbac@scotch.vic.edu.au)	Scotch College, Melbourne, AUS
Greer, Ryan (rgreer@stedmunds.act.edu.au)	St. Edmund's College, Griffith, AUS
Greytok, James (jgreytok@haverford.org)	Haverford School, Haverford, USA
Griffin, Gary (gsg@clsb.org.uk)	City of London School, London, UK
Griffin, Jerome (jgriffin@ccgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Grinter, Chris (acgrbhs@xtra.co.nz)	Rotorua Boys' High School, Rotorua, NZ
Grutzner, Philip (pgrutzner@stpeters.sa.edu.au)	St Peter's College, St Peters, Adelaide, AUS
Guinane, Edward (guinane@stkevins.vic.edu.au)	St. Kevin's College, Toorak, AUS

IBSC 16TH ANNUAL CONFERENCE DELEGATES

Hall, Richard (rhall@nbhs.school.nz)	Napier Boys' High School, Napier, NZ
Harder, Adam (hardera@belmont-hill.org)	Belmont Hill School, Belmont, USA
Harper, Leisa (leisa.harper@brisbanegrammar.com)	Brisbane Grammar School, Brisbane, AUS
Harrington, Paul (pharrington@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Harris, Julie (jharris@ccgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Harrison, Bev (harrison.b.a@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
Harrison, Neil (Neil_Harrison@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Hassall, Susan (shassall@hbhs.school.nz)	Hamilton Boys' High School, Hamilton, Waikato, NZ
Hastie, Sandra (shastie@sk.s.school.nz)	St. Kentigern School, Auckland, NZ
Hawkes, Tim (tfh@kings.edu.au)	King's School (AUS), North Parramatta, AUS
Hay, James (jhay@sterlinghall.com)	Sterling Hall School of Toronto, Toronto, CAN
Hayward, Chris (chayward@sacredheart.school.nz)	Sacred Heart College, Auckland, NZ
Hellemann, Babs (bfh@kings.edu.au)	King's School (AUS), Parramatta, AUS
Hensman, Jonathan (Jonathan.Hensman@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Herrmann, Leith (LHerrmann@gilman.edu)	Gilman School, Baltimore, USA
Hicks, Paul (pgh@cgs.vic.edu.au)	Camberwell Grammar School, Canterbury, AUS
Hilliard, Brad (bhilliard@ccgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Hine, David (d.hine@newingtoncollege.nsw.edu.au)	Newington College, Stanmore, AUS
Hirst, Andrew (a.hirst@newingtoncollege.nsw.edu.au)	Newington College, Stanmore, AUS
Holtberg, Arnold (holtberg@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Houlihan, Peter (peterho@marcellin.vic.edu.au)	Marcellin College, Bulleen, AUS
Hurd, Joy (j_hurd@stbernards.org)	St. Bernard's School, New York, USA
Jackson, David (david.jackson@musowls.org)	Memphis University School, Memphis, USA
Jackson, Rob (jackson.r.l@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
James, Abigail (ajames@rockhouseassociates.org)	James, Abigail, Orange, USA
Jaquiere, Andrew (a.jaquiere@wellington-college.school.nz)	Wellington College, Wellington, NZ
Jenkins, John (John.Jenkins@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Jenkins, Rebecca (jenkinsr@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Jennings, David (djennings@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Jennings, William (bjennings@time-space.com.au)	Time & Space Pty. Ltd. (Aus), Preston West, AUS
Jones, Win (w.jones@tbc.school.nz)	Tauranga Boys' College, Tauranga, NZ
Joost, Peter (p_joost@stbernards.org)	St. Bernard's School, New York, USA
Kay, Peter (hm@medbury.school.nz)	Medbury School, Christchurch, NZ
Kefford, Roderic (hm@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Kelly, Elizabeth (bkelly@cathedral.org)	St. Albans School, Washington, USA
Kelly, Howard (hlk@cgs.vic.edu.au)	Camberwell Grammar School, Canterbury, AUS
Kelly, Timothy (tjk@twgs.qld.edu.au)	Toowoomba Grammar School, Toowoomba, AUS
Kench, Amanda (a.kench@dilworth.school.nz)	Dilworth School, Epsom, NZ
Kennedy, Alasdair (weaversr@dulwich.org.uk)	Dulwich College, London, UK
Kersten, William (wjk@rathkeale.school.nz)	Rathkeale College, Masterton, NZ
Ketner, Betty (b_ketner@stbernards.org)	St. Bernard's School, New York, USA
Kinder, Chris (chriskinder2003@yahoo.ie)	Castleknock College, Dublin, IRELAND
King, Meagan (kingm@mbbc.qld.edu.au)	Moreton Bay Boys' College, Wynnum, AUS
Kirk, Al (a.kirk@wbhs.school.nz)	Whangarei Boys' High School, Whangarei, NZ
Klupacs, Andrew (klupacs@stkevins.vic.edu.au)	St. Kevin's College, Toorak, AUS
Konstantatos, Nick (nick.konstantatos@scotch.vic.edu.au)	Scotch College, Hawthorn, AUS
Lander, Grant (rector@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
Lange, Jason (jlange@chaminade-stl.com)	Chaminade College, Saint Louis, USA
Lawrence, Trevor (tlawrence@hibs.school.nz)	Hutt International Boys' School, Upper Hutt, NZ
Lawson, Byron (lawsonb@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Laycock, Dianne (Dianne_Laycock@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Lean, Peta (plean@stjohns-hamilton.school.nz)	St. John's College (Hamilton), Hamilton, NZ

IBSC 16TH ANNUAL CONFERENCE DELEGATES

Lechleiter, Kit (kit.lechleiter@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Leese, Jane (leesej@cathedralgrammar.school.nz)	Christ's College, Christchurch, NZ
Leese, Simon (headmaster@christcollege.com)	Christ's College, Christchurch, NZ
Leslie, Kimberley (Kimberley_Leslie@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Letich, Michael (mleitch@nbhs.school.nz)	Napier Boys' High School, Napier, NZ
Lewis, Steve (slewis@brightongrammar.vic.edu.au)	Brighton Grammar School, Brighton, AUS
Little, Anthony (headmaster@etoncollege.org.uk)	Eton College, Windsor, UK
Long, Margot (longma@stjohnscollege.co.za)	St. John's College (SA), Johannesburg, ZA
Longley, Charlton (clongley@christcollege.com)	Christ's College, Christchurch, NZ
Longney, Gregory (Greg_Longney@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Lonsdale, Catherine (clonsdale@christcollege.com)	Christ's College, Christchurch, NZ
Lowndes, Colin (clowndes@crescentschool.org)	Crescent School, Toronto, CAN
Maclean, Donald (d.maclean@dilworth.school.nz)	Dilworth School, Epsom, NZ
Mahoney, Blair (mahoneyb@mhs.vic.edu.au)	Melbourne High School, Melbourne, AUS
Mahoney, Philip (mahoneyp@stream.school.nz)	St. Patrick's College Silverstream, Upper Hutt, NZ
Mair, Nick (weaversr@dulwich.org.uk)	Dulwich College, London, UK
Mallace-Goulbourne, Karen (mallacegk@poolegrammar.com)	Poole Grammar School, Poole, UK
Mangan, Robert (principal@tbc.school.nz)	Tauranga Boys' College, Tauranga, NZ
Marris, Richard (r.marris@fdmc.school.nz)	Francis Douglas Memorial College, New Plymouth, NZ
Martin, Debra (debramartin@iafrica.com)	Maritzburg College, Pietermaritzburg, ZA
Mason, Guy (guy.mason@scotch.vic.edu.au)	Scotch College, Hawthorn, AUS
Massey, Sarah (massey.sarah@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
McCartan, Jim (kerri.rock@optusnet.com.au)	Canberra Grammar School, Red Hill, AUS
McCoppin, Daniel (cdmccoppin@mgs.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
McCutcheon, Felicity (fjmccutcheon@mgs.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
McGowan, Barbara (b.mcgowan@ags.school.nz)	Auckland Grammar School, Auckland, NZ
McIntyre, Trevor (mcintyretj@staff.cbhs.school.nz)	Christchurch Boys' High School, Christchurch, NZ
McKannay, Lynn (McKannay@townschool.com)	Town School For Boys, San Francisco, USA
McKinlay, John (johnm@sbhs.school.nz)	Southland Boys' High School, Invercargill, NZ
McLean, Christopher (mcleanc@trinity.vic.edu.au)	Trinity Grammar School (VIC), Kew, AUS
McLoughlin, Ann (mcloughl@mc.pmb.school.za)	Maritzburg College, Pietermaritzburg, ZA
McMenamin, Michael (headmaster@npbhs.school.nz)	New Plymouth Boys' High School, New Plymouth, NZ
Mead, John (mead@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Melloy, Paul (pmelloy@sacredheart.school.nz)	Sacred Heart College, Auckland, NZ
Merrick, Bradley (Bradley_Merrick@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Messina, David (David.Messina@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Meyer, Estelle (e.meyer@fdmc.school.nz)	Francis Douglas Memorial College, New Plymouth, NZ
Middleton, Steve (middletons@knox.nsw.edu.au)	Knox Grammar School, Wahroonga, AUS
Miller, Al (amiller@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Moller, Chris (c.moller@fdmc.school.nz)	Francis Douglas Memorial College, New Plymouth, NZ
Monaghan, Craig (cmonaghan@westlake.school.nz)	Westlake Boys High School, Takapuna, NZ
Morris, John (j.morris@ags.school.nz)	Auckland Grammar School, Auckland, NZ
Moses, Roger (hmo@wellington-college.school.nz)	Wellington College, Wellington, NZ
Murray, Anne (anne.murray@rogers.com)	Crescent School, Toronto, CAN
Musson, Barry (musson.b.w@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
Nalder, Grant (nalderg@trinity.vic.edu.au)	Trinity Grammar School (VIC), Kew, AUS
Nathan, Claudine (c.nathan@dilworth.school.nz)	Dilworth School, Epsom, NZ
Oconnor, Wendy (wendyo@kearsney.com)	Kearsney College, Bothas Hill, ZA
O'Connor, Tim (oconnort@pnbs.school.nz)	Palmerston North Boys' High School, Palmerston North, NZ
O'Donnell, Micheal (modonnell@sacredheart.school.nz)	Sacred Heart College, Auckland, NZ
O'Sullivan, Kevin (osullivanke@tbhs.schoolzone.net.nz)	Timaru Boys' High School, Timaru, NZ
Paluch, Michael (michael.paluch@sac.on.ca)	St. Andrew's College (CAN), Aurora, CAN

IBSC 16TH ANNUAL CONFERENCE DELEGATES

Papworth, Kelly (kpapworth@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Patchett, Diana (patchettd@mbbc.qld.edu.au)	Moreton Bay Boys' College, Wynnum, AUS
Pauley, Adrian (finance@terrace.qld.edu.au)	St. Joseph's College (QLD), Spring Hill, AUS
Pears, Linda (pearsl@staff.cbhs.school.nz)	Christchurch Boys' High School, Christchurch, NZ
Penfold, Neil (npenfold@sacredheart.school.nz)	Sacred Heart College, Auckland, NZ
Pepping, Robert (rpepping@sacredheart.school.nz)	Sacred Heart College, Auckland, NZ
Perkins, Mark (Mark.Perkins@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Perry, Marie (perrym@mbbc.qld.edu.au)	Moreton Bay Boys' College, Wynnum, AUS
Petersen, Glen (petersen.g.w@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
Pickworth, Margo (mpickworth@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Platz, Bronwyn (finance@terrace.qld.edu.au)	St. Joseph's College (QLD), Spring Hill, AUS
Pogson, Carol (Carol.Pogson@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Porteous, Kathy (kporteous@crescentschool.org)	Crescent School, Toronto, CAN
Porter, Neil (nporter@christcollege.com)	Christ's College, Christchurch, NZ
Power, Jim (lfernandez@ucc.on.ca)	Upper Canada College, Toronto, CAN
Price, Chris (chris.price@brisbanegrammar.com)	Brisbane Grammar School, Brisbane, AUS
Price, Lila (pricel@staff.cbhs.school.nz)	Christchurch Boys' High School, Christchurch, NZ
Quick, Kevin (kquick@webb.org)	The Webb Schools, Claremont, USA
Quinn, Brendan (brendanq@ridge.gp.school.za)	Ridge School, The, Parkview, ZA
Redgen, Suzanne (sredgen@nyc.rr.com)	St. Thomas Choir School, New York, USA
Reed, Alex (areed@westlake.school.nz)	Westlake Boys High School, Takapuna, NZ
Reid, Murray (m.reid@dilworth.school.nz)	Dilworth School, Epsom, NZ
Renard, Andrew (a.renard@sacschool.com)	St. Andrew's College (SA), Grahamstown, ZA
Rice, Carole (rice@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Richardson, Keith (krichardson@wbhs.org.za)	Wynberg Boys' High School, Wynberg, ZA
Richardson, Murray (richardson.m.a@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZ
Roberts, Cherie (cherie.roberts@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Roberts, Geoff (groberts@crescentschool.org)	Crescent School, Toronto, CAN
Robinson, Graham (grobinson@hbhs.school.nz)	Hamilton Boys' High School, Hamilton, Waikato, NZ
Robinson, Ian (i-robinson@sterlinghall.com)	Sterling Hall School of Toronto, Toronto, CAN
Robinson, Mark (mdr@rathkeale.school.nz)	Rathkeale College, Masterton, NZ
Rock, Kerri (Kerri.Rock@cgs.act.edu.au)	Canberra Grammar School, Red Hill, AUS
Ross-Scott, Amanda (asr@cls.org.uk)	City of London School, London, UK
Rowan, Tony (Tony.Rowan@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Rozelle, Robert (rozelle@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Russell, Stephen (ryanp@stkevins.vic.edu.au)	St. Kevin's College, Toorak, AUS
Rutherford, Peter (l.campbell@kbhs.school.nz)	Kelston Boys' High School, Auckland, NZ
Ryan, Stuart (sryan@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Savage, Ian (ian.savage@scotch.vic.edu.au)	Scotch College, Hawthorn, AUS
Scott, Ray (principal@stjohns-hamilton.school.nz)	St. John's College (Hamilton), Hamilton, NZ
Scrymgeour, Ross (ross@hereworth.school.nz)	Hereworth School, Havelock North, NZ
Shaughnessy, Tim (HBHSadmin@xtra.co.nz)	Hastings Boys' High School, Hastings, NZ
Sheppard, Dale (dsheppard@brightongrammar.vic.edu.au)	Brighton Grammar School, Brighton, AUS
Simes, Michael (Michael.Simes@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Simmons, Nathan (Nathan.Simmons@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Sinclair, Grant (sinclairg@pnbschool.nz)	Palmerston North Boys' High School, Palmerston North, NZ
Sissons, Tony (k.higgs@kings.school.nz)	King's School (NZ), Auckland, NZ
Siwinski, Stephen (ssiwinski@gilman.edu)	Gilman School, Baltimore, USA
Smith, Bruce (bsmith@nbhs.school.nz)	Napier Boys' High School, Napier, NZ
Somers, Gillian (somersg@trinity.vic.edu.au)	Trinity Grammar School (VIC), Kew, AUS
Sparrow, Rodney (sparrowro@tbhs.schoolzone.net.nz)	Timaru Boys' High School, Timaru, NZ
Stevens, Nancy (nancy.stevens@fcdsmail.org)	Fairfield Country Day School, Fairfield, USA

IBSC 16TH ANNUAL CONFERENCE DELEGATES

Stevenson, Craig (cstevenson@hibs.school.nz)	Hutt International Boys' School, Upper Hutt, NZ
Stillwell, Charles (stillwellc@stcva.org)	St. Christopher's School, Richmond, USA
Stower, Helen (finance@terrace.qld.edu.au)	St. Joseph's College (QLD), Spring Hill, AUS
Stower, Simon (sstower@padua.qld.edu.au)	Padua College, Brisbane, AUS
Stuart, Ian (i.stuart@tbc.school.nz)	Tauranga Boys' College, Tauranga, NZ
Studd, Michele (Michele_Studd@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Sturch, Robert (HBHSadmin@xtra.co.nz)	Hastings Boys' High School, Hastings, NZ
Swindell, Neal (admin@stjohns.school.nz)	St. John's College (Hastings), Hastings, NZ
Taylor, Kate (ktaylor@sterlinghall.com)	Sterling Hall School of Toronto, Toronto, CAN
Taylor, Mark (mtaylor@igs.qld.edu.au)	Ipswich Grammar School, Ipswich, AUS
Taylor, Richard (taylorrtj@staff.cbhs.school.nz)	Christchurch Boys' High School, Christchurch, NZ
Taylor, Vinder (vtaylor@dilworth.school.nz)	Dilworth School, Epsom, NZ
Thorp, David (thorpd@tbhs.schoolzone.net.nz)	Timaru Boys' High School, Timaru, NZ
Tooke, Peter (pztooke@msg.vic.edu.au)	Melbourne Grammar School, South Yarra, AUS
Trower, David (dtrower@allen-stevenson.org)	Allen-Stevenson School, New York, USA
Trusty, Edward (etrusty@att.blackberry.net)	Gilman School, Baltimore, USA
Truter, Peter (truterp@pnbhs.school.nz)	Palmerston North Boys' High School, Palmerston North, NZ
Tuckfield, John (jwt@cgs.vic.edu.au)	Camberwell Grammar School, Canterbury, AUS
Turner, Andrew (Andrew_Turner@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Turner, Delia (dturner@haverford.org)	Haverford School, Haverford, USA
Turner, Frances (turnerf@stcva.org)	St. Christopher's School, Richmond, USA
Uebergang, Garry (gueberga@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Urwin, Michael (msurwin@brightongrammar.vic.edu.au)	Brighton Grammar School, Brighton, AUS
Vierboom, Elizabeth (Elizabeth_Vierboom@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Viner, Barbara (barbara.viner@fcdsmail.org)	Fairfield Country Day School, Fairfield, USA
Vos, Peter (p.vos@dilworth.school.nz)	Dilworth School, Epsom, NZ
Watson, Warren (w.watson@dilworth.school.nz)	Dilworth School, Epsom, NZ
Watt, Steve (l.campbell@kbhs.school.nz)	Kelston Boys' High School, Kelston, NZ
Watts, Rohan (wattsr@trinity.vic.edu.au)	Trinity Grammar School (VIC), Kew, AUS
Weber, Lynne (weberl@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Weitzel, John (admin@lesgrammar.org)	Loughborough Grammar School, Loughborough, UK
Westwood, Peter (pwestwood@bishops.org.za)	Bishops (Diocesan College), Rondebosch, ZA
Whata, Fred (ccrew@rotoruaoyshigh.school.nz)	Rotorua Boys' High School, Rotorua, NZ
Whiteford, Anne (whiteforda@stream.school.nz)	St. Patrick's College Silverstream, Upper Hutt, NZ
Whyte, Del (del@nbhs.school.nz)	Napier Boys' High School, Napier, NZ
Williams, David (d.williams@dilworth.school.nz)	Dilworth School, Epsom, NZ
Williams, Jack (jsw@clsb.org.uk)	City of London School, London, UK
Wilson, Linda (lwilson@cathedral.org)	St. Albans School, Washington, USA
Wilson, Vance (vwilson@cathedral.org)	St. Albans School, Washington, USA
Wong, Chun Lung (Alex) (clw@spc.edu.hk)	St. Paul's College (HK), Hong Kong, CHN
Wratten, Kate (kew@clsb.org.uk)	City of London School, London, UK
Wynne, Garth (gwynne@cgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Wynne-Markham, Jason (Jason.Wynne-Markham@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
York, Barbara (york@smtexas.org)	St. Mark's School of Texas, Dallas, USA
York, Barbara (york@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Yule, Graeme (yuleg@scotscollege.school.nz)	Scots College, Wellington, NZ
Zachariassen, Christian (zachariassenc@scotscollege.school.nz)	Scots College, Wellington, NZ
Zamore, Christopher (zamorec@belmont-hill.org)	Belmont Hill School, Belmont, USA
Zervas, Brad (bzervas@bcny.org)	Boys' Club of New York, The, New York, USA

CONFERENCE NOTES

CONFERENCE NOTES

CONFERENCE NOTES





Hosted by:
The Haverford School
Philadelphia, Pennsylvania

The International Boys' Schools Coalition is dedicated to the education and development of boys world-wide, the professional growth of those who work with them, and the advocacy and the advancement of institutions primarily schools for boys – that serve them.

Email: office@theibsc.org

Web: www.theibsc.org

