

INSPIRING BOYS, INSPIRING SCHOOLS

**London
10–13 July 2011
18th Annual Conference
International Boys' Schools Coalition**



CONFERENCE PROGRAMME & SCHEDULE

CITY OF LONDON

The International Boys' Schools Coalition extends its gratitude to the City of London Corporation for its generous support of the 18th annual conference hosted at the City of London School. The Corporation is the owner of the City of London School.



The City of London Corporation is a uniquely diverse organisation which has its origins in the 12th century when the City as a trading centre became so important to England that the Crown granted its people their own form of local government. While the Corporation has a long history, and many of its traditions and ceremonies continue to this day, through the centuries it has always had a modern outlook that matches that of the City it serves.

Today it supports and promotes the City as the world leader in international finance and business services and provides local services and policing for those working in, living in and visiting the Square Mile. It also provides valued services to London and the nation as a whole through its role as one of the most significant arts sponsors in the UK, as well as its support for the economic development of the surrounding boroughs.

The Corporation supports a range of educational provision including the Guildhall School of Music & Drama and the three City Academies in Hackney, Islington and Southwark, each of which has a business and enterprise specialism. It works to support education in its neighbouring boroughs, encouraging taster visits for around 3,000 students to City businesses. Additionally, through the City of London Business

ness Traineeship Scheme, it facilitates around 100 paid work placements within City businesses each year. It also provides support and guidance to various organisations working in the field of education, including local education business partnerships as well as Teach First, Career Academies UK and, in the City, the Brokerage Citylink.

The Corporation founded the School Governors' One-Stop Shop which brokers Governor placements across the country; has developed research which demonstrates the business case for educational focused employee volunteering, allowing staff to develop skills in areas that are relevant to businesses; and founded, and continues to fund, the Hackney Education Business Partnership which links employee volunteers with schools in the borough.

The Lord Mayor will host the reception for IBSC delegates and guests on Monday, 11 July at Guildhall.



Dear Delegates,

Welcome to the 18th annual conference of the International Boys' Schools Coalition!

We hope that *Inspiring Boys, Inspiring Schools* will be a wonderful journey. In the next few days, we will be taken to the newest frontiers of neuroscience; in workshops we will walk alongside passionate educators as they tell the stories of compelling practice in our classrooms and schools; and we will hear from speakers who will inform and challenge us.

Above all, the conference invites you to engage with one another in a spirit of collegiality and lively exchange. This is an opportunity to meet and share with educators from around the world.

I also hope that you will come to know the ever-changing neighbourhood of the City of London School. It is an area steeped in history and tradition but dynamic in renewal and creativity; a fitting metaphor perhaps for our aspirations as schools focused on the education of boys.

On behalf of IBSC member schools in the United Kingdom, let me extend an especially warm welcome to all those who have travelled to London from overseas. Our hope is that you will leave with good memories, fresh ideas and many new friendships – and that you will return home with renewed inspiration for your work in support of boys everywhere.

Enjoy the conference!

David Levin
Headmaster
City of London School



Welcome to London and to the 18th annual conference of the International Boys' Schools Coalition.

Since its founding, the IBSC has been resolutely global, giving voice to a world-wide dialogue about our shared mission. The learning and good fellowship that will take place here can only deepen this wonderful tradition.

We owe special thanks to IBSC trustees David Levin and Tony Little for their leadership in making this conference a reality. In particular, we owe special gratitude to the planning team at our host site, the City of London School. The tremendous effort and creativity of the planning team there will ensure the success of this year's conference.

In the next four days, we hope that you will find many opportunities to share your thoughts about the mission and work of the IBSC with our trustees and our staff. We look forward to meeting you.

Sincerely,

Vance Wilson
Headmaster, St. Albans School
President, International Boys' Schools Coalition

On behalf of my IBSC colleagues, Kathy Blaisdell and Kellie Baillargeon, let me welcome you to *Inspiring Boys, Inspiring Schools*.

The opening of the conference today is the culmination of many months of careful planning and organisation. I want to extend my appreciation and thanks to the conference team at our host school, to the many volunteers who will guide us over the next days, and to all those who offered leadership and expertise to make this conference the very best it can be.

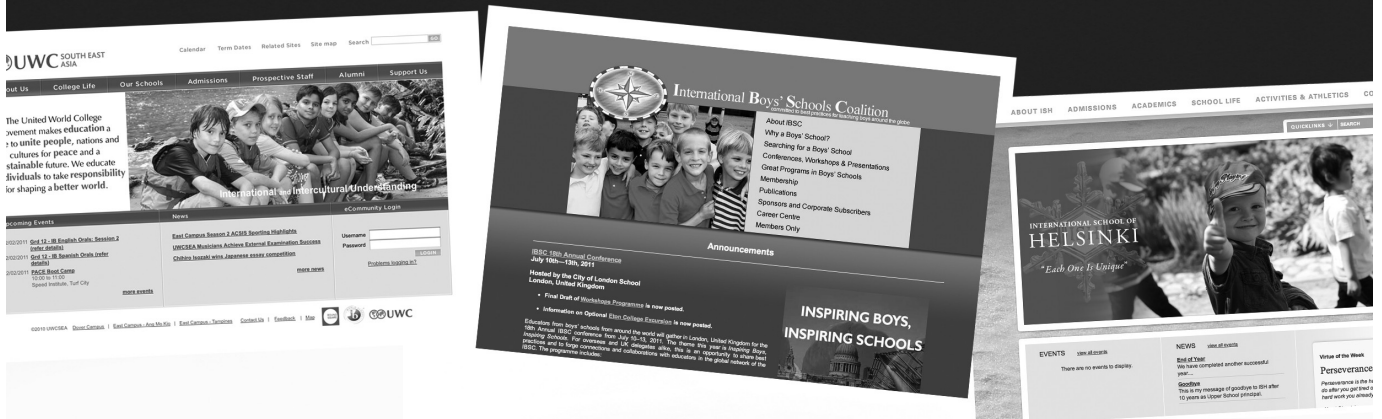
Enjoy your time in London!

Brad Adams
Executive Director
International Boys' Schools Coalition

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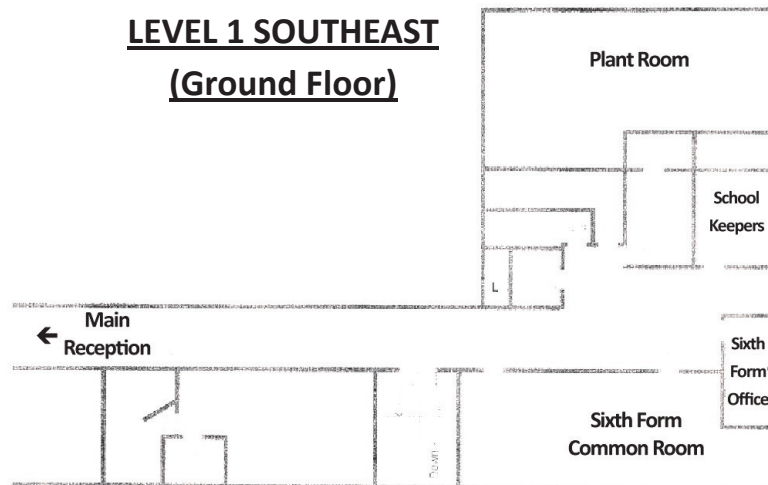
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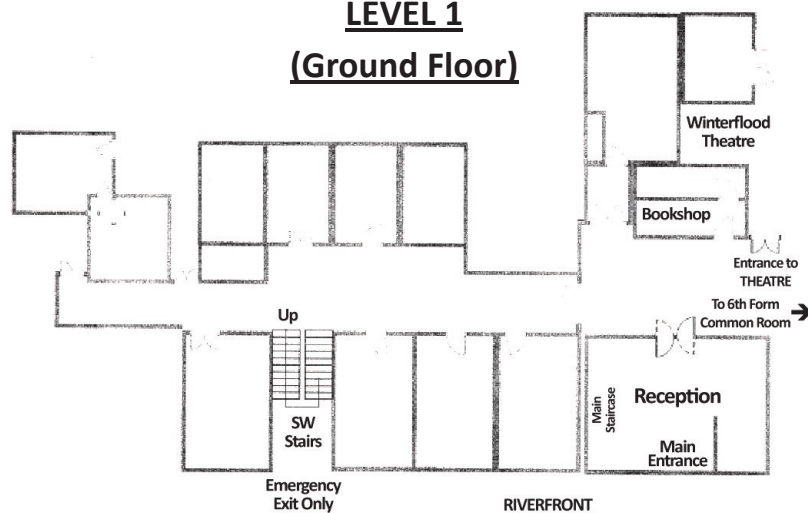
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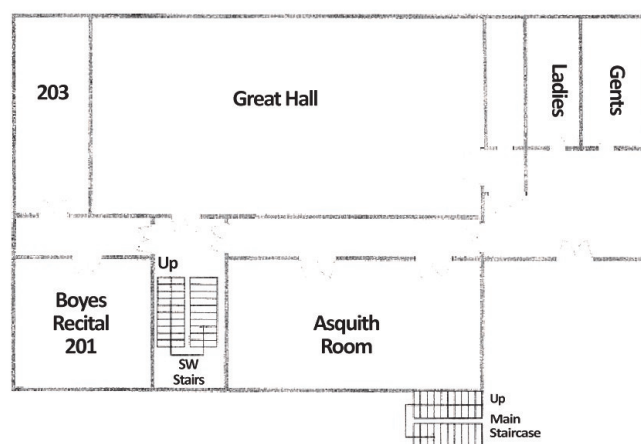
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LEVEL 1 (Ground Floor)

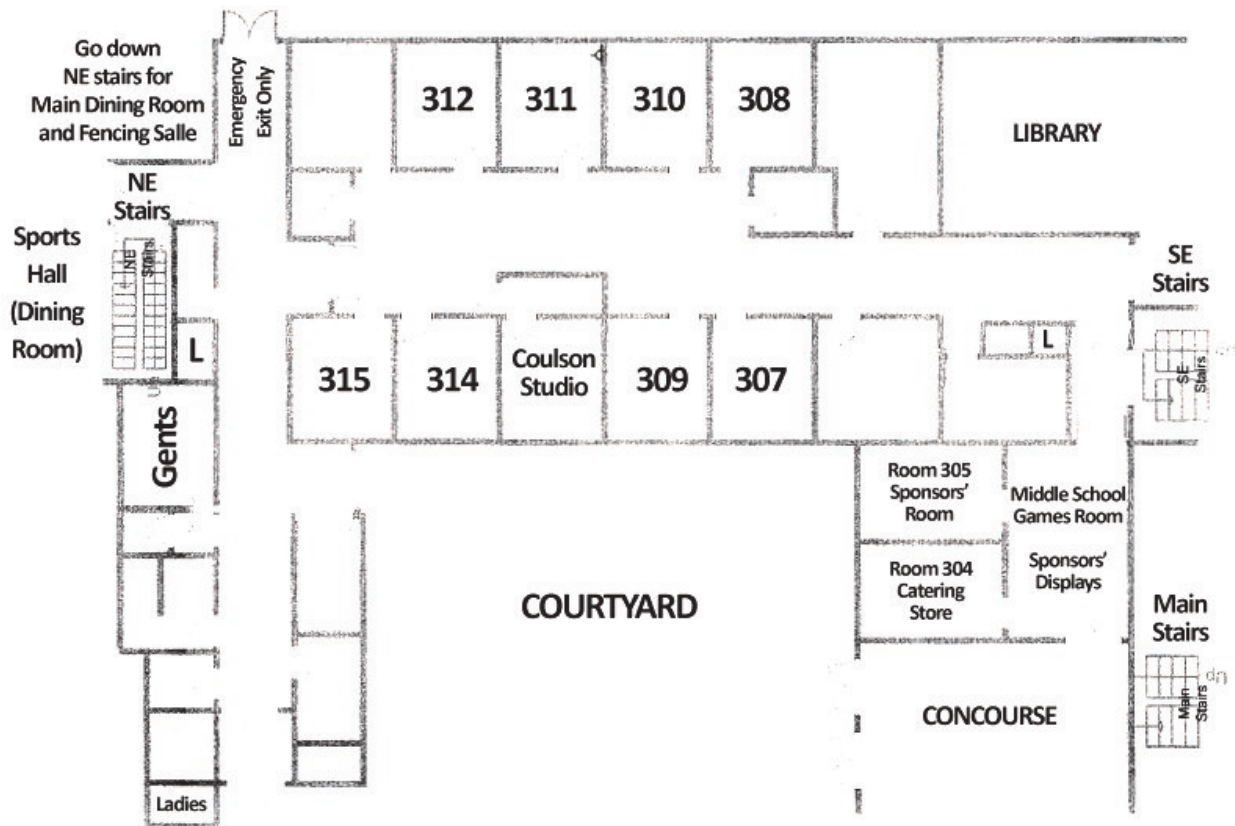


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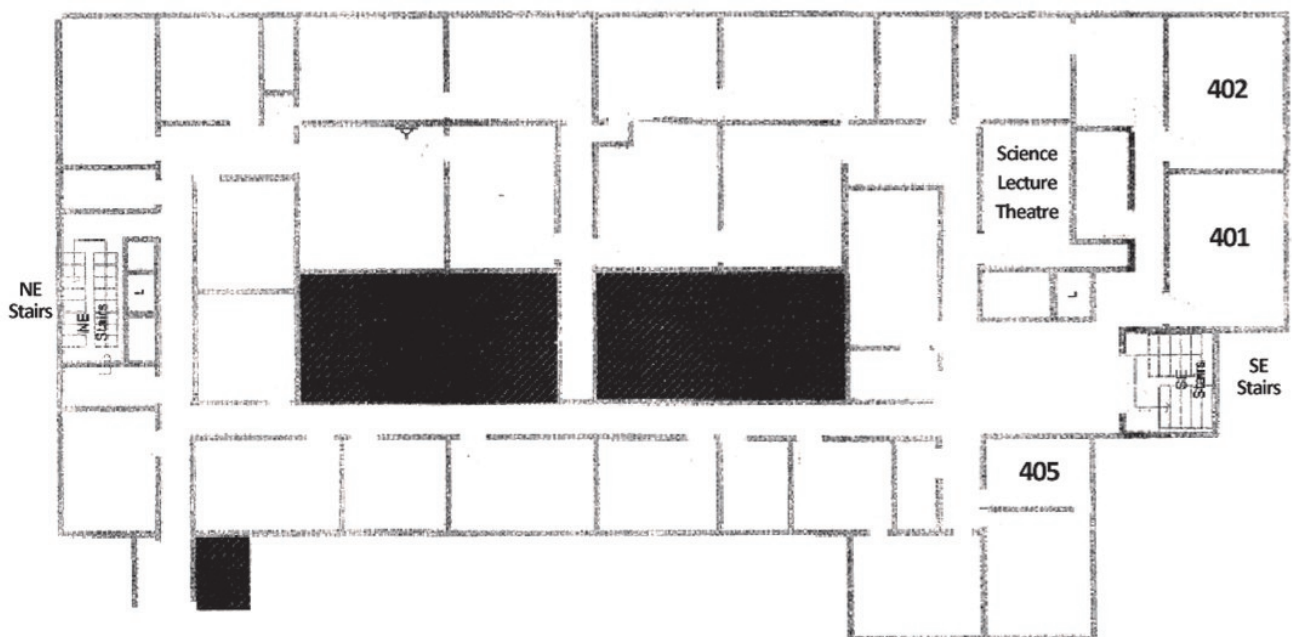


CITY OF LONDON SCHOOL FLOOR PLANS

LEVEL 3



LEVEL 4



CONFERENCE SCHEDULE

Sunday, 10 July, 2011

Pre-conference Workshop	9:00 a.m.	–	12:00 noon
Registration	1:00 p.m.	–	3:00 p.m.
Opening of Conference	3:00 p.m.	–	5:00 p.m.
Keynote Address: Patrick Spottiswoode			
Presentation by “Edward’s Boys”			
Embarkation for Thames River Dinner Cruise	6:00 p.m.		
Disembark at Waterloo Pier	9:45 p.m.		

Monday, 11 July, 2011

Delegates arrive	8:00 a.m.	–	9:00 a.m.
Conference Business	9:00 a.m.	–	9:25 a.m.
Introduction to <i>The Learning Brain</i>			
Keynote Speakers: Uta Frith and Barbara Sahakian	9:25 a.m.	–	10:55 a.m.
Morning Break	10:55 a.m.	–	11:20 a.m.
Breakout Sessions for <i>The Learning Brain</i>	11:20 a.m.	–	12:35 p.m.
Lunch	12:35 p.m.	–	1:25 p.m.
Conference Business	1:25 p.m.	–	1:30 p.m.
Keynote Speaker: Camilla Cavendish	1:30 p.m.	–	2:10 p.m.
Workshop Session A	2:20 p.m.	–	3:20 p.m.
Afternoon Break	3:20 p.m.	–	3:45 p.m.
Workshop Session B	3:45 p.m.	–	4:45 p.m.
Reception at Guildhall	5:30 p.m.	–	7:00 p.m.

Tuesday, 12 July, 2011

Delegates arrive from hotel	8:00 a.m.	–	9:00 a.m.
Conference Business and Presentation	9:00 a.m.	–	9:20 a.m.
Keynote Speaker: Julian Stern	9:20 a.m.	–	10:25 a.m.
Morning Break	10:25 a.m.	–	10:55 a.m.
Workshop Session C	10:55 a.m.	–	11:55 a.m.
Lunch	11:55 a.m.	–	12:55 p.m.
Conference Business and Presentation	12:55 p.m.	–	1:10 p.m.
Keynote Speaker: Adam Cox	1:10 p.m.	–	2:15 p.m.
Workshop Session D	2:20 p.m.	–	3:20 p.m.
Special Afternoon Tea	3:20 p.m.	–	4:00 p.m.
Workshop Session E	4:00 p.m.	–	5:00 p.m.

Wednesday, 13 July, 2011

Delegates arrive from hotel	8:00 a.m.	–	8:45 a.m.
IBSC Annual Business Meeting	8:45 a.m.	–	9:00 a.m.
Conference Business and Presentation	9:00 a.m.	–	9:15 a.m.
Keynote Speaker: Gary Wilson	9:15 a.m.	–	10:15 a.m.
Break	10:15 a.m.	–	10:45 a.m.
Inspiring Conversations	10:45 a.m.	–	12:00 noon
Closing Ceremonies	12:00 noon	–	12:30 p.m.
Optional Excursion to Eton College	Afternoon		

CONFERENCE DETAILS

CONFERENCE LOCATION

With the exception of social events on Sunday evening, 10 July and Monday evening, 11 July, all conference events will take place at the [City of London School](#), 107 Queen Victoria Street, City of London, EC4V 3AL. The school is on the River Thames near St. Paul's Cathedral, and at the foot of the Millennium Bridge across from the Globe Theatre and the Tate Modern Gallery.

HOTEL

The majority of delegates will be staying at the [Park Plaza Westminster Bridge Hotel](#), 200 Westminster Bridge Road, London, SE1 7UT. The hotel is at the southern end of Westminster Bridge and is opposite the Houses of Parliament and Big Ben. It is well-served by nearby London Underground stations and is next to Waterloo Rail Station.

IBSC HELP DESK AT THE HOTEL and at CITY of LONDON SCHOOL

For those staying at the Park Plaza Westminster Bridge, an IBSC Help Desk will be located near the escalators on the ground floor of the hotel; look for the IBSC conference poster and hotel information boards. The Help Desk can assist with any questions about room reservations at the hotel and provide information about the conference and directions to the conference site. The IBSC Help Desk will be at the Park Plaza Westminster Bridge Hotel at the following times:

- Friday, 8 July: 3:00 to 6:00 p.m.
- Saturday, 9 July: 9:00 a.m. to 3:00 p.m.
- Sunday, 10 July: 9:00 a.m. to 2:30 p.m.

The Help Desk will move to the City of London School for Monday, 11 July. The Help Desk telephone number is: 07552 202 505.

BREAKFAST AT THE HOTEL

Please note that a full English breakfast or a lighter breakfast option is included in the room rate for those who booked through the IBSC reservation process. Breakfast will not be available at the host school. A special IBSC breakfast room will be provided on the ground floor, Plaza Suites 4-13, on Sunday, Monday, Tuesday and Wednesday mornings from 7:00 to 9:00 a.m. Those wishing to take breakfast from 9:00 to 11:00 on these four days may do so in the main hotel restaurant on the first floor. On other days, breakfast is available in the main dining room of the hotel from 7:00 a.m. to 11:00 a.m. On Monday, Tuesday and Wednesday, please allow ample time for breakfast and then for travel to the school.

DAILY CONFERENCE SCHEDULE

The [Daily Schedule](#) is located on page 9 of this booklet. In addition to the specific information provided below, please note the following:

- On Monday, 11 July and Tuesday 12 July conference activities begin at 9:00 a.m. sharp. Please take this into account in planning your breakfast and travel time to the school.
- On Wednesday, 12 July the conference begins with the IBSC Annual Business Meeting at 8:45 a.m.

TRAVELLING TO THE CONFERENCE SITE

During the conference, delegates are advised to walk or take public transportation to the City of London School. For those staying at the Park Plaza Westminster Bridge Hotel, we recommend that you walk to the school. From the hotel entrance, walk towards the London Eye and join the scenic riverside walkway along South Bank. The dome of St. Paul's Cathedral in the distance is your reference point. There is one diversion from the riverside walkway at Blackfriars Bridge. Follow the signposts along the diversion, regain the riverside walkway near the Tate Modern, and then cross the Millennium Bridge. The school is immediately on the left as you leave the bridge. Depending on your pace, the walk from the hotel to the school will take about 45 minutes. We advise that you give yourself ample time on Sunday, so that you can gauge how long it takes.

CONFERENCE DETAILS

TRAVELLING TO THE CONFERENCE SITE *(continued)*

The school is near the Mansion House Underground station on the District and Circle lines, or the St. Paul's station on the Central Line. (Blackfriars station is closed for renovation.) The nearest Underground stations to the hotel are Westminster on the Circle and District Lines (opposite Big Ben and the Houses of Parliament) and Waterloo station on the Bakerloo, Jubilee and Northern lines. Be aware that the Tube is very crowded during morning rush hour.

Taxis are available at the hotel entrance; however, road congestion may result in unpredictable delays. Please note that on Sunday, 10 July, a number of roads in Central London will be closed until 1:00 p.m. because of the 10K London Run.

PRE-CONFERENCE EXTENDED WORKSHOP ON SUNDAY, 10 JULY

The [Pre-Conference Extended Workshop](#) will take place at the City of London School beginning at 9:00 a.m. and concluding by 12:00 noon. Mid-morning coffee will be served.

OPENING OF THE CONFERENCE ON SUNDAY, 10 JULY, 3:00 p.m.

Delegates should plan to arrive at the City of London School between 1:00 p.m. and 2:45 p.m. They will pick up conference badges and kits at the Registration Desk. During this time, hot and cold drinks will be served. Delegates may join tours led by students, visit the Book Store and explore the environs of the school.

CONFERENCE DRESS CODE

Smart casual attire (slacks or skirts, blouses or shirts, and optional sweaters and blazers for women; and slacks, collared shirts and optional blazers or sweaters for men) is appropriate for all conference activities and for the evening social events on Sunday, 10 July and Monday, 11 July. Good walking shoes are advised!

SPOUSE/PARTNER PROGRAMME

Registration for spouse/partners includes the conference opening, evening social events on Sunday, 10 July and Monday, 11 July, and the special activities planned during the day on Monday and Tuesday during the conference.

Sunday, 10 July

Spouse/partners registered for the Programme are asked to report to the City of London School by 4:00 p.m. on Sunday, 10 July. A short introduction to the Programme will be given, followed by a special afternoon tea.

Spouse/partners will join delegates at 5:15 p.m. for the Dinner Cruise on the River Thames, with embarkation beginning at 6:00 p.m. from nearby Blackfriars Pier.

Monday, 11 July

Spouse/partners should report to the City of London School by 9:15 a.m. Participants will be taken on a guided tour of the City of London area and the Globe Theatre. Lunch will be taken at the school.

In the afternoon, spouse/partners may return to the hotel, and will then rejoin the conference delegation at the school by 4:45 pm for the evening reception at Guildhall.

Tuesday, 12 July

On Tuesday, 12 July, spouse/partners will be escorted by bus to Hampton Court Palace for a special guided tour and lunch. The bus will leave from the front entrance of the Park Plaza Westminster Bridge Hotel at 9:30 a.m. and will return by 4:00 p.m.

CONFERENCE SOCIAL EVENTS FOR REGISTERED DELEGATES AND REGISTERED SPOUSE/PARTNERS

River Dinner Cruise on Sunday, 10 July

At the conclusion of the conference opening on Sunday, 10 July delegates will enjoy a dinner cruise on the River Thames. Embarkation begins at 6:00 p.m. from Blackfriars Pier near the City of London School. There is not time to return to the hotel. While we are hoping for a warm and clear evening, delegates are advised to bring a sweater or jacket. The dining areas on our vessels are enclosed. At the end of the dinner cruise, delegates will disembark at Waterloo Pier, an easy walk to the Park Plaza Westminster Bridge Hotel and London Underground stations.

CONFERENCE DETAILS

Special dietary needs will be catered for on the dinner cruise if advised by 30 June by contacting office@theibsc.org. Catering restrictions on board are such that requests for special dietary needs received after 30 June cannot be met. Please be aware that it will be necessary to identify yourself on the pier before embarkation for Sunday night's dinner cruise so that the correct meals can be aboard each of our vessels. Instructions will be given during the opening ceremonies.

Reception at Guildhall, 5:30 to 7:00 p.m., Monday, 11 July

At the end of the conference day (4:45 p.m.), delegates will walk to nearby Guildhall for a reception hosted by the Lord Mayor of the City of London Corporation. Conference guides will direct you along the way. There is not time to return to the hotel. Please take careful note of the Conference Dress Code (p.11). For security reasons, delegates may be checked against an attendance list, and will also be required to pass through a security check-point. The walk to Guildhall from the school will take approximately 20-25 minutes. At the conclusion of the reception, delegates may find their own way back to the hotel, or head out to enjoy the rest of the evening in London.

Tuesday evening, 12 July

This is a "free night" for delegates to relax and enjoy London on their own. The conference programme for the day ends at 5:00 p.m.

OPTIONAL EXCURSION TO ETON COLLEGE, WEDNESDAY, 13 JULY

A special excursion to Eton College has been arranged for Wednesday, 13 July after the conclusion of the conference. Delegates must [register in advance for this optional excursion](#). Buses will leave from the City of London School at 1:00 p.m. A box lunch will be available en route. At Eton College, delegates will be welcomed by College guides, and will then have an opportunity to tour the school, including the famous library, chapel and museum. Afternoon tea will be served. After the tour and tea, delegates are on their own to explore the shops and attractions of Windsor and Eton, and will return to London at the time they choose. Trains run frequently from Windsor & Eton Riverside Station to Waterloo Station, which is adjacent to the conference hotel. The journey back to London will take 50 minutes. The Eton Excursion includes bus transportation outbound to Eton as well as lunch.

LONDON WEATHER IN JULY

London weather in the summer can be very changeable and can often be very hot, but the Average High in July is 75°F (24°) and the Average Low is 57°F (14°C). While we all hope for beautiful weather during the conference, come prepared for the possibility of rain. Consult the standard weather websites for updates as you prepare for your time in the United Kingdom.

INTERNET ACCESS

Delegates will be given a school network username and password to access the internet and to retrieve email during the conference. The School Library will be open during conference hours for this purpose. The hotel also provides free wireless internet services in rooms and common areas.

EMERGENCY CONTACTS

The City of London School Switchboard – 02074 890 291 – will operate during conference hours. In an emergency contact Phillip Everett at 07811 125 693.

WORKSHOP AND SPEAKERS DESK

The Workshop and Speakers Desk will operate in the Registration Area at the school. Workshop presenters should report to this Desk upon arrival on Sunday, 10 July prior to the opening of the conference at 3:00 p.m. At the Workshop Desk, presenters will pick up their conference badge and delegate kit. For those who submitted hand-outs by the deadline, the package will also be there for pick-up. Technology needs will also be discussed. The Workshop and Speakers Desk will also operate throughout the conference.

IBSC ACTION RESEARCH PROGRAMME

International Boys' Schools Coalition Action Research Programme 2010–11

Programme Coordinator

Di Laycock, Teacher Librarian, Barker College, Australia

Action Research Team: Boys and Leadership (Workshop Session B)

***How can we create and deepen meaningful and authentic
leadership opportunities for boys in our schools?***

Team Leader: Richard Hood, Upper Canada College, Canada

Team Members

Gladys Ayaya	St Stithians Boys' College	South Africa
Dean Bunn	Barker College	Australia
Andrew Burnell	Brighton Grammar School	Australia
Mark Coleman	Melbourne Grammar School	Australia
Gary Godkin	St. Andrew's College	Canada
Christian Gregory	Trinity Grammar School	Australia
Matthew Hilton-Dennis	City of London School	UK
Jonathan Hunt	The King's School	Australia
Nicholas Kovacs	Neil McNeil High School	Canada
Matthew Marwick	Maritzburg College	South Africa
Benjamin Neulander	Allen-Stevenson School	USA
Timothy Petterson	The King's School	Australia
Michael Ruscitti	Crescent School	Canada
Stuart Ryan	Shore School	Australia
David Smith	St David's Marist Inanda	South Africa
William Tuttle	The Fessenden School	USA

IBSC ACTION RESEARCH PROGRAMME

Action Research Team: Engaging Boys in Reading (Workshop Session C)

How can school library programmes and initiatives support and enhance boys' enthusiasm for and success in reading?

Team Leader: Linda Gibson-Langford, The King's School, Australia

Team Members

Elizabeth Avery	Anglican Church Grammar School	Australia
Bonnie Barnes	Memphis University School	Australia
Valerie Bunn	Loughborough Grammar School	UK
Trish Cislak	The Sterling Hall School	Canada
Margaret Dixon	Collegiate School	USA
Mandy Durnford	Hilton College	South Africa
David Hegarty	Belmont Hill School	USA
Mary Hookey	Christ Church Grammar School	Australia
Michelle Ragen	Brisbane Grammar School	Australia
David Rose	City of London School	UK
Bev Schultz	The Ridge School	South Africa
Brenda Snead	St. Christopher's School	USA
Ellen Spin	Landon School	USA
Nicky Sulter	St John's College Preparatory School	South Africa
Lucinda Whitehurst	St. Christopher's School	USA

Action Research Team: Foreign Languages (Workshop Session D)

How can boys' engagement and achievement in the study of Foreign Languages be developed and enhanced?

Team Leader: Margot Long, St John's Preparatory School, South Africa

Assistant Team Leader: Debbie Martin, Maritzburg College, South Africa

Team Members

Carolyn Bilton	St. Andrew's College	Canada
Natalie Blackburn	Hamilton Boys' High School	New Zealand
Kelly Castellanos	St. Albans School	USA
Jessica Chandler	Presbyterian Day School	USA
Sylvia Duckworth	Crescent School	Canada
Paul Dyer	Anglican Church Grammar School	Australia
Whitney Elliott	St. Andrew's College	Canada
Susana Epstein	Collegiate School	USA
Maria Gauthier	Upper Canada College	Canada
Henning Holzheuer	Christ Church Grammar School	Australia
Kerry Kettering-Goens	The Haverford School	USA
Cecilia Lobato Eppler	Gilman School	USA
Nancy Marmion	St. Mark's School of Texas	USA
Laura Nagle	Chestnut Hill Academy	USA
Stewart Steffey	Belmont Hill School	USA

KEYNOTE SPEAKERS



Sunday, 10 July
3:30 p.m.

Patrick Spottiswoode joined Shakespeare's Globe in 1984 and became founding Director, Globe Education, in 1989. Globe Education now engages twenty three full-time staff and over sixty freelance practitioners, and works with over 100,000 people a year of all ages and nationalities for workshops, projects, events and courses. In May 2011, Globe Education will launch its first school edition of Shakespeare's plays.

In 1995 Patrick initiated a thirty-year project to stage readings and record all surviving plays by Shakespeare's contemporaries. He established the *King's/Globe MA in Shakespeare Studies* in 2000 and a part-time MA for teachers in *Shakespeare in the Contemporary Classroom* in 2005. In 2004 he directed a two year programme of events celebrating *Shakespeare and Islam* to engage with Britain's Muslim communities. Patrick set up the Globe Education Academy for Teachers at the North Carolina School of Arts in 2001 and at the University of California at Davis in 2007. He directs the annual Globe/ESU international teacher seminar for teachers from across the world for whom English is an additional language.

Patrick was the President of The Shakespeare Club in Stratford-upon-Avon in 2009/10 and will be the President of the Shakespeare Theatre Association of America in 2011. Patrick will return to the Stratford Shakespeare Festival in Ontario, Canada to give the keynote address at the 2011 symposium. He will receive an Honorary PhD from Warwick University in July 2011.



Monday, 11 July
1:30 p.m.

Camilla Cavendish is a columnist and leader writer for *The Times*. She graduated from Oxford University in 1989 with a first-class degree in Philosophy, Politics and Economics. She has worked as a McKinsey management consultant, an aid worker, and CEO of a not-for-profit company. She is also a former Kennedy Scholar, having spent two years at the John F Kennedy School of Government at Harvard University, where she obtained a Masters in Public Administration.

She was awarded the 2008 Paul Foot award for campaigning journalism. In 2009 she was also awarded "Campaigning Journalist of the Year" at the British Press Awards. She comments on current affairs, and campaigns to expose miscarriages of justice, particularly in the family court system. She writes and speaks frequently on gender issues, including the educational and societal forces that influence boys and young men.



Tuesday, 12 July
9:20 a.m.

Julian Stern is currently Professor of Education and Religion, and Dean of the Faculty of Education & Theology, at York St John University. He was a schoolteacher in the South of England for fourteen years, and has also worked for eighteen years in teacher training, research and consultancy in five universities (the Institute of Education, London, the Open University, Brunel University, the University of Hull, and now York St John University), in partnership with numerous schools, local education authorities, government agencies, and other organisations across this country and internationally (in Sweden, Hong Kong, Australia, the USA). Julian is also General Secretary of the International Seminar on Religious Education and Values.

He has published eleven books and several dozen articles for trainee teachers, experienced teachers, teacher trainers and academics, most recently on involving parents in schools, on homework, on RE teaching and on schools and religions. Recent books include *Involving Parents* (2003), *Teaching Religious Education: Researchers in the Classroom* (2006) and *Schools and Religions: Imagining the Real* (2007). His most recent project, combining a number of philosophical perspectives with empirical research about schools and school relationships, was published as *Spirit of the School* in 2009.

KEYNOTE SPEAKERS

Adam Cox returns to present his final report, observations and recommendations from the IBSC research project, *Locating Significance in the Lives of Boys*.

Dr. Cox, a leading advocate for the social and emotional wellbeing of youth, initiated the *Mighty Good Kids Workshop for Social and Emotional Development*. This programme helps children with learning or attention problems, Asperger's syndrome, and other behavioural challenges develop social skills in a focused, supportive environment.

Dr. Cox is the author of *Boys of Few Words: Raising Our Sons to Communicate and Connect*. In this work, Dr. Cox probes the reasons for and consequences of boys' relative difficulty in communicating their feelings. Further, he explores how nature and nurture combine with common "boy" issues like shyness, withdrawal, anger, and aggression to discourage the development of broad, deep, and verbally dexterous social and emotional vocabularies. His most recent book is *No Mind Left Behind: Understanding and Fostering Executive Control--The Eight Essential Brain Skills Every Child Needs to Thrive*.

As a practicing clinical psychologist, author, and lecturer, he helps parents and teachers apply the insights of scientific research to the everyday challenges of raising healthy children and adolescents. Dr. Cox is the principal researcher and writer for the IBSC research project, *Locating Significance in the Lives of Boys*. During the research, he has visited project schools in the U.S., Canada, the United Kingdom, Australia, New Zealand, Singapore and South Africa.



Tuesday, 12 July
1:10 p.m.

Gary Wilson, currently an educational consultant and author, taught in secondary schools for twenty seven years, mostly in West Yorkshire. He began work on raising boys' achievement in 1993, quickly realising the need to work in conjunction with feeder primary schools in order to maximise the impact. In the late 90's he contributed an account of this work to *Getting it Right for Girls and Boys*, edited by Noble and Bradford. In 2001 he was asked to write *Using the National Healthy School Standard to Raise Boys' Achievement* for the NHA and the DFES. In 2003 he was made the country's first LEA school improvement officer with specific responsibility for raising boys' achievement.

In 2005 Gary was made chair of the National Education Breakthrough Programme on Raising Boys' Achievement, established by the National Primary Care Trust and the DFES Innovations Unit which has worked in over 300 schools nationwide. In 2005 he led a double national award winning campaign to raise achievement across Kirklees LEA. In 2008 he ran a campaign to raise boys' achievement in Derbyshire which won a national award for work with parents.

Gary has spoken at numerous DFES best practice events as well as LEA and National conferences all over the country, as well as Brazil. He is the author of *Getting It Right From the Start*, *Help Your Boys Succeed*, *Raising Boys' Achievement*, and *Breaking Through Barriers to Boys' Achievement*. In January, 2011, Oxford University Press will publish his *Getting the Best out of Boys*, a multi-media toolkit of resources for teachers, schools and parents.



Wednesday 13 July
9:15 a.m.

THE LEARNING BRAIN

MONDAY MORNING, 11 JULY

BRIDGING RESEARCH AND PRACTICE: THE LEARNING BRAIN

On Monday morning, 11 July we will participate in a unique programme on neuroscience and education. Leading neuroscientists in the United Kingdom will speak about their ongoing research, and then explore with us the implications of this research for educational practice. We should expect no simple answers and we will be provoked in many ways, but these sessions will leave us stimulated and intrigued, with much to think about and discuss in our work as educators of boys.

During the past decade, and indeed just over the past few years, we have seen the incredible growth of research in neuroscience, made possible by a new generation of research methodologies. While so much has been learned about the cognitive processes of the brain, there is still so much more that we don't know or cannot say with certainty. But there can be no doubt that we are at the beginning of an exciting era of bridge-building between neuroscience and human affairs, including education. One important initiative in this regard is the Royal Society's *Brain Waves* Project. We are privileged that scientists involved in this project are among those speaking at the conference.

KEYNOTE PRESENTATIONS

GREAT HALL, 9:25 A.M.

Professor Uta Frith

Topic: Neuroscience and Education



Born in Germany, **Uta Frith** completed her undergraduate degree in History of Art at the Universitat des Saarlandes, but then changed direction to work in Psychology. She trained in clinical psychology at the Institute of Psychiatry, King's College, London and completed her PhD on autism. She was a staff scientist at the UK Medical Research Council, and in 1996 became Professor of Cognitive Development at UCL Institute of Cognitive Neuroscience and its deputy director (1998-2006). At present, she is Emeritus Professor at UCL and Visiting Professor at Aarhus University in Denmark.

Professor Frith is best known for her pioneering work on autism, Asperger syndrome and dyslexia. Through her research she has shifted attention towards the neuropsychological basis of these disorders and developed some of the major theories that explain them. Always interested in the dialogue between basic research and education, she was a member of the

Advisory Panel of the OECD Network on Learning Science. With Sarah-Jayne Blakemore, she wrote the highly regarded *Learning Brain: Lessons for Education* in 2005. Professor Frith is a member of the Steering Committee of the Royal Society's *Brain Waves* Project, and chairs its sub-committee on education and life-long learning.

Professor Barbara Sahakian

Topic: Motivation and Learning



Barbara Sahakian is Professor of Clinical Neuropsychology at the Department of Psychiatry, University of Cambridge School of Clinical Medicine. She has an international reputation in the fields of cognitive psychopharmacology, neuroethics, neuropsychology, neuropsychiatry and neuro-imaging. Dr. Sahakian is best known for her research work on cognition and depression, cognitive enhancement using pharmacological treatments, neuroethics and early detection of Alzheimer's disease. She has over 200 publications covering these topics in scientific journals, including *Science*, *Nature Neuroscience*, *The Lancet*, *British Medical Journal*, *Archives of General Psychiatry*, *American Journal of Psychiatry*, *Biological Psychiatry*, the *Journal of Neuroscience*, *Brain*, *Psychopharmacology* and *Psychological Medicine*. Professor Sahakian joined the Royal Society's *Brain Waves* project, and serves on its subcommittee on education and lifelong learning.

THE LEARNING BRAIN

BREAKOUT SESSIONS

MONDAY, 11 JULY, 11:20 A.M. – 12:35 P.M.

Dr. Stephanie Burnett

Breakout Session: *The Development of Social Cognition in Adolescence*

Room: Great Hall



Stephanie Burnett completed her PhD in Neuroscience at University College London. Her research focuses on the development of social cognition during adolescence. Prior to her PhD studies, she completed a degree in Psychology and Physiology at Corpus Christi College, Oxford. During this time she worked part-time at the Wellcome Trust Centre for Human Genetics and at a residential centre for autistic adults. She is currently a member of the Institute of Cognitive Neuroscience at University College London.

Dr. Burnett's ongoing research focuses on decision-making and social cognition across development, including: adolescent development of emotion and social cognition; the role of puberty in adolescent social brain development; adolescent risky decision-making and the role of emotion; decision-making and impulsivity in healthy adults and adolescents; and decision-making and impulsivity in attention deficit/hyperactivity disorder.

Professor Emrah Duzel

Breakout Session: *The Implications of Neuroscience for our Understanding of Memory*

Room: Asquith Room



Emrah Duzel obtained his medical degree from the University of Bonn in 1993 and completed his M.D. thesis at the Department of Epileptology in Bonn. He conducted research fellowships on the electrophysiology of human memory at the University of California, Davis, and at the Rotman Research Institute in Toronto and completed his neurology training in 2001 in Magdeburg. He is currently a Professor of Cognitive Neuroscience at University College London.

Dr. Duzel's research focuses on the mechanisms through which memories can be formed and retrieved in the service of flexible, adaptive and goal-directed behaviour. He investigates how the medial temporal lobe memory system interacts with mechanisms of cognitive control, and is interested in how other brain regions modulate this interaction by prediction errors, anticipation, motivation and reward.

Professor Usha Goswami

Breakout Session: *The Implications of Neuroscience for Our Understanding of Language and Reading Development*

Room: Winterflood Theatre



Usha Goswami is Professor of Education at the University of Cambridge and a Fellow of St. John's College, Cambridge. In 2005, she became Director of the Centre for Neuroscience in Education at Cambridge. Prior to moving to Cambridge in January 2003, she was Professor of Cognitive Developmental Psychology at the Institute of Child Health, University College London. She received her Ph.D. from the University of Oxford in 1987. Her research has covered the relations between phonology and reading, with special reference to rhyme and analogy in reading acquisition, and rhyme processing in dyslexic and deaf children's

reading. A major focus of the research is cross-linguistic with projects including cross-language studies of the impact of deficits in auditory temporal processing on reading development and developmental dyslexia and neuroimaging studies of the neural networks underpinning reading. Her publications include *Cognitive Development: the Learning Brain* (2008) and *Cognitive Development: Critical Concepts in Psychology* (2006). She has edited a number of other publications, including *Mental Capital and Wellbeing* (2009), and *The Wiley-Blackwell Handbook of Childhood Cognitive Development* (2010).

(Breakout Sessions continued on next page)

THE LEARNING BRAIN

BREAKOUT SESSIONS

(Continued from previous page)

MONDAY, 11 JULY, 11:20 A.M. – 12:35 P.M.

Professor Robert Plomin

Breakout Session: *Genetics of Cognitive and Learning Abilities and Disabilities*

Room: Coulson Studio



Robert Plomin is Professor of Behavioural Genetics at the MRC Social, Genetic and Developmental Psychiatry Centre at the Institute of Psychiatry, King's College London. After receiving a PhD in behavioural genetics from the University of Texas at Austin, Dr. Plomin's first position was at the Institute for Behavioral Genetics at the University of Colorado where he became professor in 1982. After a year at the Center for Advanced Study in the Behavioral Sciences in Palo Alto, he moved to Pennsylvania State University to create with Gerald McClearn an interdisciplinary research centre called the Center for Developmental and Health Genetics. In 1994, he came to the Institute of Psychiatry at King's College as MRC

Research Professor. His research brings together genetic and environmental research strategies to study behavioural development. In 1994, Plomin launched the Twins Early Development Study of all twins born in England and Wales in 1994-96, which focuses on developmental problems in cognition and behaviour. During the past decade his research has increasingly turned towards harnessing the power of molecular genetics, especially genome-wide association strategies, to identify genes for psychological traits in order to help understand the developmental interplay between genes and environment. Dr. Plomin is senior author of *Behavioral Genetics*, one of the major textbook in the field, and author of a dozen other books including *Genetics and Experience: The Interplay Between Nature and Nurture*.

Professor Michael Reiss

Breakout Session: *The Contribution of Evolutionary Biology to Theories of Learning*

Room: The Fencing Salle



Michael Reiss completed a PhD and post-doctoral work in animal behaviour and evolutionary biology at the University of Cambridge. He began his career as a schoolteacher at Hills Road Sixth Form College, Cambridge in 1983. In 1989, he became a Lecturer and Tutor in the Department of Education at the University of Cambridge. At the age of 29, Reiss began training to be a priest in the Church of England and was ordained in 1991. He was a Senior Lecturer at Cambridge until 1998, then Reader in Education and Bioethics until 2000. From 2003, he was chief executive of the Science Learning Centre in London and from 2006 to 2008 he was Director of Education at the Royal Society. He is currently Professor of Science Education at the Institute of Education at the University of London. He works in the fields of science education, bioethics, and sex education. He has a special interest in the ethical implications of genetic engineering. He is also currently an Honorary Visiting Professor at the University of York, Docent at the University of Helsinki, and Director of the Saktors-Nuffield Advanced Biology Project.

INSPIRING CONVERSATIONS

WEDNESDAY MORNING, 13 JULY

10:45 A.M. – 12:00 NOON

INSPIRING CONVERSATIONS

On Wednesday morning, 13 July, *Inspiring Conversations* will tackle some topics of compelling interest for educators of boys. These sessions are designed to be highly interactive, and may drive towards useful outcomes – areas for additional thinking and investigation, or ideas for next steps or actions. Summary notes of each conversation will be made for distribution after the conference. In each discussion:

- **A moderator** will keep discussion on task, and ensure that the unfolding conversation opens up a range of themes and sparks conversation and sharing.
- **Expert commentators** in the room will help to set the stage and offer responses that bring key issues and differing perspectives to the surface. Other speakers and workshop presenters at the conference will be invited to contribute.

Room 401

Boys at Risk: the unequal struggle: what are the fundamentals of schools designed to achieve effective engagement of boys at socio-economic disadvantage and to raise their attainment and ambition?

Moderator: Ray Lewis, Executive Director, Eastside Young Leaders' Academy, UK

Commentator: Dr Tony Sewell, Director, *Generating Genius*, UK

Room: Globe Education [directions will be provided]

Boys and the Arts: why are the arts important in the education and experience of boys, and how do we put the arts at the centre of schools for boys?

Moderator: Sue Horner, Education and the Arts consultant and former Director of Curriculum at Qualifications and Curriculum Authority, UK

Commentators: Fiona Banks, Head of Learning, Globe Education, UK

Paul Reeve, Director of Education, The Royal Opera House, UK

Julia Williamson, Head of Education, the Royal Philharmonic Orchestra, UK

Room 402

Preparatory Boys: what is the mission and programme of schools designed to meet the learning needs and potential of elementary/preparatory level boys?

Moderator: Brad Adams, Executive Director, International Boys' Schools Coalition

Commentators: Gary Wilson, Consultant on Boys' Literacy and Conference Speaker

Abigail James, author of *Teaching the Male Brain* and *Active Lessons for Active Minds*

Coulson Studio

Spiritual Boys: how can we frame spiritual and religious education in ways that engage and matter to boys?

Moderator: Rev. Dr. John Breadon, Churches' National Advisor in Further Education; AFAN, UK

Commentator: Julian Stern, Professor of Education and Religion at York St John University, UK

INSPIRING CONVERSATIONS

(Continued from previous page)

Room: The Fencing Salle

The Mission of Boys' Schools: what strategic imperatives will sustain and drive boys' schools into the future?

Moderator: Dr. Phil Cummins, Director of *CIRCLE* – The Centre for Innovation, Research, Creativity and Leadership in Education, Australia

Commentators: A Panel of Experienced Heads of Schools

Winterflood Theatre

Eliciting the Relational Dimension in Educating Boys

The researchers in this IBSC project present a report on their early findings, and will lead a discussion: how do teachers forge and practice productive relationships that support and motivate boys, and how can schools foster these relationship skills?

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

Dr. Richard Hawley, Headmaster Emeritus, University School, USA

Joseph Nelson, Research Associate, Center for the Study of Boys' and Girls' Lives, USA

Asquith Room

Locating Significance in the Lives of Boys

Following on his conference address, Dr. Adam Cox will elaborate on key finding emerging from this two-year research project, commissioned by the IBSC, and will explore with delegates some of the implications of these findings for teaching practice and school community.

Dr. Adam Cox, author of *Boys of Few Words: Raising our Sons to Communicate and Connect* and *No Mind Left Behind*.

CONFERENCE WORKSHOP SCHEDULE

Workshop Session A:	Monday, 11 July	2:20 PM – 3:20 PM
Workshop Session B:	Monday, 11 July	3:45 PM – 4:45 PM
Workshop Session C:	Tuesday, 12 July	10:55 AM – 11:55 AM
Workshop Session D:	Tuesday, 12 July	2:20 PM – 3:20 PM
Workshop Session E:	Tuesday, 12 July	4:00 PM – 5:00 PM

WORKSHOP SESSION A

MONDAY, 11 JULY

2:20 PM – 3:20 PM

A-1, Room 307

Bucking the Trend in Modern Languages

Simon Barlass, Head of Modern Languages, Radley College, UK

UK Statistics show a steady decline in the number of pupils taking GCSE and A-level languages over the past ten years. We feel that we have a story to tell about how to insulate an all-boys' school against the national trend and maintain healthy numbers in French, Spanish and German. Despite Health and Safety legislation, we have carried on with exchanges and study visits as we see them as integral components of MFL provision in secondary education. The study of target language literature will be explored as a means of sustaining the interest and broadening the vocabulary of students who choose to take languages beyond Year 10. By providing suggestions of how to choose carefully from the proliferation of examination options, including the consideration of International qualifications, this workshop aims to give examples of good practice and show how imaginative and dynamic teaching can encourage and inspire boys with a wide range of linguistic ability.

[Middle, Upper] [Heads/Admin, Learning Specialists, Reading/Language Teachers]

A-2, Room 308

Values in Action: Growing Character through Service

Geoff Burgess, Principal, Saint Kentigern School, New Zealand

The development of ethically grounded character in boys is the focus of this workshop. Participants will trace one school's journey in search of an integrated approach that imbeds values in action in an elementary school and its community. The journey involves an examination of the school's philosophical roots and looks at data gathering on student relationships as the two foundational elements for a programme that has continued to evolve over a fifteen year period. The process involved extensive consultation with parents, leading to parent involvement on a Values Team which continues to monitor and grow the programme for the school's community.

[Lower, Middle] [Heads/Admin, Pastoral/Counselling]

A-3, Science Lecture Theatre

A Boy-Friendly School

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

In 2006, Ipswich Grammar School developed a boy-friendly Middle Schooling structure to cater for the specific needs of young adolescent boys. Programmes that examined social and emotional needs, the role of fathers, and best practices in teaching boys were designed and implemented by consulting with leading academics that specialize in boys' education. These results were presented at the IBSC Conference in Lindisfarne College, New Zealand. Since then, the department has created, implemented and evaluated further programmes. The most effective of these will be examined in detail. The first is *The Real Man Project*, a programme designed to break down gender stereotyping and guide boys through to manhood. The second is a Boy-Friendly Literacy Programme developed to create a reading culture amongst boys. The final part of the workshop will examine a variety of criteria and programmes that are implemented in the Middle School to successfully make it a boy-friendly school.

[Middle] [Heads/Admin, Reading/Language Teachers]

MONDAY, 11 JULY**WORKSHOP SESSION A****2:20 PM – 3:20 PM****A-4, Room 401****Catering for Hungry Minds: A Differentiated Curriculum for Fourteen to Sixteen-Year Old Boys****Genevieve Dillon**, Head of English (former Head of Year 10), Trinity Grammar School, Kew, Australia**Leigh Attwood**, Head of Cowen (former Assistant Head of Year 10), Trinity Grammar School, Kew, Australia**Christian Gregory**, Head of Arnold/Coordinator all Trinity Houses, Trinity Grammar School, Kew, Australia

This workshop will outline a creative differentiated curriculum in which boys are encouraged to develop their academic strengths and interests whilst also accommodating areas of academic need. Eight years ago Trinity Grammar School developed a middle years (Years 9 and 10) curriculum designed to allow greater self-selection by students as well as ensuring that all students covered the general requirements of the Victoria curriculum. Students were able to select a combination of subjects from a large range that both met their learning needs as well as extending their interests – this curriculum is unusual as it maximises the students opportunities to develop their strengths as well as cater for their areas of need or weakness at the same time. Recently, a cocurricular camp program has also been developed for the end of Year 10. This program seeks to foster a desire for school community service and potential leadership pathways for students who might not necessarily self-select for such responsibilities under normal circumstances.

[Middle, Upper] [Heads/Admin, Learning Specialists, Pastoral/Counselling]

A-5, Room 309**Exams in a One-to-One Laptop Environment: Transforming Assessment All Year Long****Charles Fowler**, Director of IT, Royal St. George's College, Canada**John Lambersky**, Teacher, Royal St. George's College, Canada

A number of years into a laptop program at a boys' school, we were struck by the discord of asking boys to write their exams on paper after years of daily laptop use in the classroom. At the prompting of an English teacher, together with the IT department, we brought student-owned laptops into the exam room – but with wireless access now ubiquitous, this meant a change in the nature of the exam itself. If we couldn't keep out the Internet, our exams needed to be smarter. Three years later we now find that inverted thinking about exams is making its way into the classroom all year. Our presentation tells the story of how we came to this realization and how this change is of specific benefit to boys and the way they learn. By creating assessments with laptops in mind, we have been able to adopt more dynamic and meaningful testing strategies. As it turns out, boys respond strongly to this more authentic method of assessment, leapfrogging past their favourite questions – “Why do I need to know this?,” and “Is this going to be on the test?” – to a place where boys take a new kind of initiative in their studies, see greater meaning in their work, and greater satisfaction in the results. In this workshop we will provide an overview of our story, contrasting examples of exam and test questions before and after laptops (highlighting the way web and multimedia access allows us to appeal to multiple intelligences within the same assessment), as well as anecdotal feedback from boys and teachers and practical suggestions for implementing this idea.

[Lower, Middle, Upper] [Heads/Admin, Learning Specialists]

A-6, Great Hall**Boys Taking the Lead on Learning: A Pathway to Resiliency and Self-Advocacy****Mary Gauthier**, Executive Director, Wernham West Centre for Learning, Upper Canada College, Canada**Don Kawasoe**, Head of Prep and Upper Schools, Upper Canada College, Canada

Inspired by the work of Carol Dweck, Adam Cox, Dan Siegel, and Daniel Pink, this workshop is in response to the growing demands from society or even within our schools to provide individual attention to students. Too often the notion of individual attention is driven by end results and often leaves the student disempowered or disengaged. “Individual attention” then becomes something that is done for students rather than with students. In this workshop, we will share how Upper Canada College has developed day-to-day classroom practices, a reporting cycle that includes student reflections, student-led or parent-teacher-student meetings, and student portfolios to help the boys become “Leaders in their Learning”. Our goal is that the boys will become mindful agents and self-advocates of their effort and engagement and thus able to articulate their individual strengths and needs. The workshop will include podcasts of boys reflecting on their learning and meetings with their parents/advisers, and samples from student portfolios.

MONDAY, 11 JULY**WORKSHOP SESSION A****2:20 PM – 3:20 PM****A-7, Room 310****The Anxiety of Influence; The Influence of Anxiety****Mike Grenier**, House Master, Eton College, UK

Who is more worried about education and performance: students, their parents or the schools that help educate them? There is a great deal of anxiety about this, and modern culture often seems to be happy to fan the flames. In a world of instant gratification, media intrusion, advertising tricks and faster than ever e-communication, how can schools avoid contributing to this arms race? Looking at examples from the media, and using both recent research and ancient wisdom, this workshop invites delegates to consider effective ways of creating a healthy and stabilising environment in which teenage boys can develop their intellectual, emotional, physical, social and spiritual character. Delegates will be invited to share their experiences and to contribute to debate and discussion.

[Lower, Middle, Upper] [Heads/Admin, College/University/Career Counsellors, Coaches/PE, Learning Specialists, Librarians, Reading/Language Teachers, Pastoral/Counselling, Boarding/Residential Life]

A-8, Room 311**Drumming to a Different Beat – Engaging Boys through Music****Jude Hallum**, Head of Percussion, Scotch College, Melbourne, Australia

How do we engage our boys for whom school is a constant battle? Are you a teacher, pastoral care worker, Head of House or Head of Year looking to find a fresh approach for those boys who struggle with behaviour, learning difficulties, socialisation or confidence? Drumming often attracts such boys as it is seen as ‘exciting’ and ‘easy’. In my twenty years as a percussion teacher at Scotch College, I have had many opportunities to assist students with developing stronger personal skills through music, often with a significant impact on their attitude to broader studies. Whether you have access to a large or small drumming programme, or even a few fun tutor or advisory group sessions, drumming can provide a stimulating, non-competitive and fully inclusive environment catering to all boys. In this hands-on workshop requiring no previous skill in music, I provide a fun and interactive option for those looking for ways to excite and inspire their boys into learning. I will share my experiences, materials and ideas for developing your connection with boys. Drumming ability is not necessary for understanding the concepts and everyone will leave the workshop armed with materials to run a group. This workshop will provide a fresh perspective on how music can help boys build skills and become more engaged in their education.

[Lower, Middle, Upper] [Heads/Admin, Learning Specialists, Pastoral/Counselling]

A-9, Room 312**Responding to the Global Achievement Gap through Group Work and Critical Thinking****Stephen Houpt**, Physics Teacher, St. Mark's School of Texas, USA

In *The Global Achievement Gap*, Tony Wagner writes, among other things, that the United States is falling behind other countries in the field of education because we do not emphasize the two skills most important to success in the real world: the ability to think critically and the ability to work well in groups, often with peers or colleagues of initially unknown strengths and inclinations. This workshop will be concerned with my responses to these issues, including random formation of small short-term groups, the purposes and functioning of these groups, and fundamental changes to the nature of the laboratory experience. I will explain the rationale behind these changes, and discuss in some detail group functions, including group quizzes and laboratory experience involving critical thinking and implementation of the scientific method. Attendees will then be invited to share their own use of group work and ways of implementing changes in lab work and other aspects of classroom activity that encourage boys to develop critical thinking, cooperation, and leadership skills. This workshop is aimed at all subjects and disciplines.

[Lower, Middle, Upper] [Heads/Admin, Learning Specialists]

MONDAY, 11 JULY**WORKSHOP SESSION A****2:20 PM – 3:20 PM****A-10, Room 314****Metacognition and Literacy – Leading the Change****Melanie Hutchinson**, Lower School Curriculum Coordinator, Collegiate School, USA

This workshop reports on our success over the past two years in transforming our reading curriculum in the elementary division. Our goal was to build a reading workshop approach in grades K to Grade 4 with a focus on comprehension. We set out to fine-tune our teaching of literacy skills by looking at research and finding ways to apply good practice in the classroom. At a time when girls are widely reported as outperforming boys in the acquisition of reading skills and passion for reading, we wanted to make sure all of our boys were highly connected to and supported by our curriculum. In this workshop learn how teachers were led through a series of readings, meetings, and activities that enabled them to apply new and boy-friendly reading curriculum. Key elements for successful professional development will be shared. Our work involved: incorporating reading workshop at each grade level and merging it with guided reading groups; building boy-friendly libraries in each classroom; immersing ourselves in the seven forms of comprehension from the work of Keene and Zimmerman; developing mini-lessons that are purposeful and active for each type of comprehension; incorporating work on accuracy, fluency, and vocabulary; forming collaborative planning teams with librarians, reading teachers and homeroom teachers; creating a coherent reading assessment system; and exploring and assembling resources for teachers including a professional library and online materials. An overview of our work will be shared in a number of different ways: hands on and multi-sensory activities, videos of boys and teachers, reflections, discussions, and handouts. This workshop should be useful for administrators who are interested in ways to lead change as well as for teachers who are interested in reading curriculum.

*[Lower] [Learning Specialists, Librarians, Reading/Language Teachers]***A-11, Room 402****Skills Enhancement Program: Changing Personal Performance Expectations of Boys****Joseph Lignore**, 5th Grade English Teacher, The Haverford School, USA

Research has shown the value of developing mentoring relationships with our boys. This relationship can bring about real change in the academic and personal life of each boy. The Skills Enhancement Program (SEP) at The Haverford School provides the perfect opportunity to develop just such a relationship. SEP provides small groups of boys who are struggling with academics and the resulting confidence and self-esteem problems with a way to improve their reading and writing skills as well as their time management and organizational skills. Each week, the boys cycle through four independent learning stations; one each for reading, writing, sequencing/critical thinking, and mentoring. This mentoring station provides the teacher with private time for discussion with the boy about his progress in the program and in his other classes. Workshop participants will be led through the entire program through a PowerPoint presentation as well as frank discussions on the benefits and challenges faced during set-up and implementation of the program. All participants will receive a handout containing all program details as well as a complete list of all materials needed to get up and running. By the end of the presentation, participants will have the knowledge, materials, and support to implement this program in their own schools.

[Lower, Middle] [Learning Specialists, Reading/Language Teachers, Pastoral/Counselling]

MONDAY, 11 JULY**WORKSHOP SESSION A****2:20 PM – 3:20 PM****A-12, Coulson Studio****Sons and Fathers****Diane Marcus**, School Counsellor, City of London School, UK**David Smart**, School Counsellor, City of London School, UK

A boy's relationship with his father is complicated. Father may seem an exciting figure linked to a larger world beyond the home: someone the boy looks up to and wants to be like, whose approval and support is vital. But he can also be a rival for mother's attention, a forbidding voice of authority, someone who is resented, despised even. The different aspects of this relationship both co-exist and alternate, coming to the fore at different times. Adolescence challenges a child to become functionally independent and to establish an identity of his own as he develops his own social world, enters the world of work and that of adult relationships – and this includes the possibility of a family of his own making. A young man who now has the physical power to hurt and to procreate has to recapitulate earlier stages of development, to find new resolutions to old conflicts, at a pace that can be bewildering for him and those close to him. Men other than a boy's actual father become father-figures for him. Male primary teachers may inadvertently be addressed as 'Dad', to the boy's and perhaps their own embarrassment. Less obviously, a teacher may find a secondary-age boy treating him as someone he doesn't recognise; and on occasion we can find ourselves reacting in ways we scarcely recognise. Such occurrences can help us understand the boys we teach and conflicts which bear significantly on their learning and development. In this workshop we aim to consider, share and discuss examples of puzzling interactions with pupils and students. What kind of response did this boy expect or hope for? What kind of father did he seem to be dealing with? What did he want or need from him? How could he be helped to manage his worries so that he can move ahead? When thinking about relationships between boys and men it is easy to disregard and exclude mothers and female colleagues. We hope this split can be avoided.

[Middle, Upper] [Learning Specialists, Pastoral/Counselling, Boarding/Residential Life]

A-13, Winterflood Theatre**Exploring Gender Equity in a Boys' School Environment****Neil Phillips**, Assistant Headmaster, Landon School, USA**Carole Kerns**, Lower School Admissions Director, Landon School, USA**Jamie Kirkpatrick**, Director of College Counseling, Landon School, USA

We know and live the many benefits of a boys' school environment. But are our students susceptible to a developmental and educational shortcoming due to limited day-to-day interaction with girls and women? More specifically, as boys' schools, are we helping to prepare our boys for healthy and thriving engagement with girls and women as they enter "the real world"? How effective are we at preparing our students to thrive in home, work, social, and community environments beyond their time with us? In September of 2010, Landon School developed and implemented a self-examination on gender equity in our school environment. The establishment of a major school initiative on this topic emerged, in part, as a result of a tragic occurrence involving a former student, and the internal and external scrutiny on our school culture that followed. Though this tragedy undoubtedly provided some impetus for this undertaking, there was a strong feeling within our community that our school would benefit greatly from a thoughtful and thorough examination of our strengths and weaknesses in fostering a climate of healthy and respectful attitudes and treatment towards girls and women. This examination focuses on two separate but related areas: Education for our students (curriculum, programming), and Institutional modeling (leadership opportunities for women, compensation, job descriptions, etc). This workshop will present the origin, evolution, and implementation of our school's self-examination on gender equity. It will stretch beyond our particular school to provide a framework for undertaking this exploration elsewhere. Finally, it will invite different ideas and perspectives from all participants through discussion.

[Lower, Middle, Upper] [Heads/Admin, Pastoral/Counselling]

MONDAY, 11 JULY**WORKSHOP SESSION A****2:20 PM – 3:20 PM****A-14, Room 315****Thinking Skills for Science: Having Fun with Interdisciplinary Computing****Susy Ralph**, Head of ICT, City of London School, UK**Anitre MacDonagh**, ICT Teacher, City of London School, UK**Paul Curzon**, Reader in Computer Science, Queen Mary, University of London, UK

We will explore how interdisciplinary computer science topics can both develop thinking skills and help enthuse boys about science. Computer Science introduces a unique and important set of thinking skills called “computational thinking”. This includes problem-solving approaches such as abstraction, computational modelling, algorithmic thinking, logical thinking and the ability to translate solutions between domains. We will look at how the approach taken by the *cs4fn: Computer Science for Fun* project (www.cs4fn.org) introduces these ideas using a fun, off-beat style. Computer Science is changing the way science is done: from physics to the environmental sciences, from biology to the space sciences. It is thus vital that scientifically literate students develop computational thinking skills. Computer Science also draws from the other sciences – for example, as biologists and psychologists learn more of how the brain works, computer scientists develop programs that “think” in the same way. Such issues also open opportunities for deep, but accessible discussions of philosophy. We explore interdisciplinary science with audiences via, for example, building working “brains” out of rope and toilet roll; a computer science magic show where boys are challenged to work out how the tricks work, and playing games like 20-questions to work out how to help a person with locked-in syndrome to communicate.

[Middle, Upper] [College/University/Career Counsellors, Librarians]

A-15, Room 405**What Gifted Boys’ Understandings of Their School Experience Tell Us about Teaching and Learning in the Regular Classroom.****Jenny Smith**, Senior Lecturer, University of Canterbury, New Zealand

This presentation identifies the key issues for gifted boys, both from the research literature and the testimonies of gifted boys themselves, and offers opportunities to discuss teaching and learning approaches which are more responsive to their needs. The research project upon which this workshop is based began in 2004 with a pilot study involving focus group interviews with gifted boys, out of which a questionnaire was designed and administered with a 30 minute interview in 2005 to gifted boys aged from 9 to 13. In 2005 the New Zealand Ministry of Education mandated that all schools identify and provide programmes of instruction for gifted and talented learners. In 2010 boys were again surveyed and interviewed to determine what, if any, changes were evident in their experience of school. A total of 60 boys were involved in the individual interviews across the study. This workshop will cover the key issues raised by the boys, including relationships with the teacher, content and pace of learning and participating in group work. Links to current literature and theoretical understandings in gifted education and options for addressing these issues in the classroom will be discussed. The presentation will take the form of a seminar with time for questions. By the end of this workshop it is hoped participants will have an understanding of how particular developmental and learning needs, and the dispositions of gifted boys, can be harnessed positively in the classroom to avoid issues of underachievement, low motivation, poor outputs, perfectionism, social alienation and difficult behaviour.

[Lower, Middle] [Heads/Admin, Learning Specialists, Pastoral/Counselling]

MONDAY, 11 JULY**WORKSHOP SESSION B****3:45 PM – 4:45 PM****B-1, Room 307****Can boys be motivated to tell us what they really think and learn using drama and poetry? Yes they can!****Jacqueline Brewer**, Year 6 Classroom Teacher, Barker College, Australia

This workshop is designed to offer teachers insight into the use of simple drama strategies targeted at boys in literacy lessons, with a special emphasis on the study of poetry. Moreover, it is designed to showcase simple teaching approaches that will assist boys on the road to the ‘holy grail’ in literacy teaching; critical thinking and creativity. To bridge the gap between theory and practice, participants in this workshop will: engage in hands-on ‘road-testing’ of simple drama strategies; examine real examples of classroom video footage; use work samples and student video interviews to reflect on assessment strategies for the use of drama in the classroom; examine planning and programming samples to understand how these sessions can be structured; discuss the use of questioning techniques for classroom discussion and share ideas for how to escape from closed questioning; discuss how these strategies can enhance comprehension skills across a wide range of abilities; consider examples of in-service for other staff members; discover how these simple strategies can be integrated into other subject areas such as HSIE and Science & Technology; and learn about great poetry resources and further professional reading opportunities to continue their own investigations.

*[Lower, Middle] [Coaches/PE, Learning Specialists]***B-2, Science Lecture Theatre****Challenge, Exploration, Creativity: A Problem-Solving Classroom for Boys****Josh Budde**, Head of Middle School, Chestnut Hill Academy, USA

The Internet provides factual knowledge at a moment’s notice and many traditional classroom projects suffer by asking students to regurgitate facts. At Chestnut Hill Academy, a K-12 boys’ school in Philadelphia, Challenge, Exploration, Creativity (CEC) approaches learning with the understanding that all facts are available – students must use those facts to create a new product that demonstrates higher order thinking, problem solving, creativity and innovation. CEC projects have included include: designing a better orientation program for new Middle School boys, researching and rewriting Chestnut Hill Academy’s Wikipedia entry, and reducing the sources of waste in the school’s dining hall. Workshop participants will also experience specific examples of many of the other challenges presented in the CEC, such as artifact challenges, collaborative document writing, building a comic book convention for our 5th grade students, and developing plagiarism-proof assignments. In CEC, boys must organize, collect data, problem-solve and deliver a viable solution to a panel of school representatives, including the Head of School. The challenges require boys to work together, resolve group conflicts and utilize appropriate technology. Self-evaluation, peer and group evaluation play a significant role in the project’s assessment. Workshop participants will hear not only these success stories but the obstacles overcome: selling the idea to parents, finding time in the schedule for a problem-solving class, challenging students to “unlearn” some of what they had been taught in the past with regards to using technology in a school setting, and much more.

*[Lower, Middle, Upper] [Heads/Admin, Learning Specialists, Librarians]***B-3, Room 308****Boys Speaking Their Hearts — the St. Sebastian's Chapel Speaking Program****Bill Burke**, Headmaster, St. Sebastian's School, USA

Each of our 362 boys annually writes and delivers a chapel speech. Perhaps because the venue is the Chapel (for Tuesday-to-Friday grade level meetings for grades 7–11) and the Church (for Monday Morning Corporate Chapel where the 12th graders speak to the entire community), boys tend to seize the higher moral ground. They write and speak about important issues. Some speeches make you laugh, some make you cry, all of them make you think. I would like to discuss our program, share a number of the speeches, offer the critiques I have given in the moment, and discuss the educational and community-building nature of this terrific and time-honored program. It is my hope and expectation that educators will consider adopting such a program.

[Middle, Upper] [Heads/Admin, Admission, College/University/Career Counsellors, Reading/Language Teachers, Pastoral/Counselling]

MONDAY, 11 JULY**WORKSHOP SESSION B****3:45 PM – 4:45 PM****B-4, Room 309****GTX – Enrichment and stretch through active learning****David Cook**, Headmaster, Merchant Taylors' Boys' School, UK**Bob Simpson**, Deputy Head Academic, Merchant Taylors' Boys' School, UK

This workshop reports on the design, objectives and outcomes of our Friday afternoon activities slot, which we call GTX (Gifted, Talented and eXtension). We take all Year 7-9 boys and in addition 6th Formers acting as coaches and supporters off timetable for a wide variety of activities. In groups of between 8-20, incorporating all three age groups, and with an emphasis on more active, kinaesthetic learning appealing to boys preferred learning styles, the boys choose a termly GTX activity from a wide range of options. We offer beekeeping and gardening alongside each other, and several physical and intellectual activities such as orienteering, climbing, enamelling and photography, rugby, soccer and hockey, strategic board gaming and pottery etc. Not only is it an excellent way to end the week, but the boys are able to experience more active learning and engage in a greater variety of activities than many traditional timetables and curricula allow.

*[Middle, Upper] [Coaches/PE, Learning Specialists, Pastoral/Counselling]***B-5, Room 310****Shifting Gears: Using a Teaching and Learning Framework to Drive Pedagogy and Practice****Hilary Dixon**, Dean of Studies, Cranbrook School, NSW, Australia**Mark McAndrew**, Director of Teaching and Learning, Cranbrook School, NSW, Australia

We all know that boys need structure in their learning. We all know that boys need to be engaged. The Cranbrook School Teaching and Learning program provides both. In this workshop we will take you through the Cranbrook journey – the development, the implementation, the barriers, the successes. The workshop will provide participants with a range of readily adaptable resources, templates and strategies for use in their own schools to promote effective teaching and learning for boys.

*[Middle, Upper] [Heads/Admin, Learning Specialists]***B-6, Great Hall****Role models for boys: cause for celebration or concern? An Australian and International Perspective****Mark Evans**, Director, The Boyhood Program, Australia

Alongside the family and the school, the influence of role models in the development of boys and young men is well documented and frequently debated. Concerned persons observing the current state of men in Australia and elsewhere, question the presence and influence of role models in the thinking and behaviour of boys and adolescents. Of particular concern is the lack of recognisable role modelling outside the revered worlds of sport and entertainment. As young men move towards and through adolescence, there is a natural tendency to step outside family boundaries to seek male influence and identity. The peer cohort, digital and social media, music and in particular sport, all play a role in describing, normalising and shaping forms of masculinity. In this workshop we will explore current research and concerns in the Australian as well as the global context about the influence of role models in boys' lives, develop an awareness of unhelpful, negative and outdated perspectives of maleness derived from many current role models. and share ways to develop alternative opportunities and experiences that encourage boys and young men to engage with more positive models of masculinity.

*[Lower, Middle, Upper] [Pastoral/Counselling, Boarding/Residential Life]***B-7, Room 311****Gender Matters: Bucking National Trends in the Teaching of Modern Foreign Languages****Josep-Lluís González**, Head of Modern Languages, Eton College, UK

Does gender matter in the context of teaching and learning modern foreign languages? Should we simply accept that languages are for girls, as national figures seem to suggest? Gender theorists contend that femininity and masculinity are cultural labels which are not necessarily linked to biology, and boys' schools have a duty to help their pupils become global citizens, as we no longer live in isolated, self-sufficient communities. School leaders need to take this on board and understand that languages are not therefore discrete subjects with inward-looking schemes

MONDAY, 11 JULY**WORKSHOP SESSION B****3:45 PM – 4:45 PM**

of work: instead, they provide cross-curricular skills for life. This workshop will explore different ways in which senior management can put this in practice. Modern Languages Departments also have to ensure that what we teach is relevant and promotes sophisticated communication on a purely linguistic basis and, at the same time, a pervading sense of international awareness at a cultural level. Schemes of work need to be highly practical without losing sight of academic depth, and they should insist on linking the learning of languages to boys' wider interests, whether these are related to history, chemistry, current affairs, art or engineering. Because gender actually matters.

[Middle, Upper] [Heads/Admin, Reading/Language Teachers, Pastoral/Counselling]

B-8, Winterflood Theatre

Evaluating Your School's Mental Health Status, Pastoral Structure and Wellbeing Programs

John Hensley, School Counsellor, Barker College, Australia

This workshop will provide a model for schools to evaluate their pastoral and wellbeing programs, procedures and structures. The model will be in the form of a checklist or "report card" for schools to self-assess the mental health of their school. This report card has been refined over a number of years to take into account the practicalities of implementing wellbeing programs, in addition to using the best available evidence to choose programs for schools. Participants will be asked to review and critique the checklist, and consider its utility in relation to their schools. This workshop will also examine the evidence base for whole-school programs that aim to enhance resilience in boys, and in particular those programs that attempt to reduce depression and improve general mental health. The workshop will also examine the role that students can play in identifying and supporting students in need, encourage the development of formal pastoral skills programs for staff, and discuss management strategies for boys with psychological health problems.

[Lower, Middle, Upper] [Heads/Admin, Pastoral/Counselling, Boarding/Residential Life]

B-9, Asquith Room

IBSC Action Research: Boys and Leadership

Team Leader: Richard Hood, Upper Canada College, Canada

Members of the IBSC Action Research Team (see pp. 13-14)

This workshop will present the findings of the 2010-2011 Action Research team on Boys and Leadership. Teachers have developed fascinating studies on leadership in several areas of school life: academic, sports, prefect programs, peer mentoring and house systems. The central question all researchers have investigated is: How can we create and deepen meaningful and authentic leadership opportunities for boys in our schools? The programs investigated and honed during the action research process aspire to:

- reflect best practice about boys' learning and development
- be developmentally appropriate
- offer and support 'authentic' learning activities
- be sustainable
- be measureable in terms of their success in aligning to the stated objectives
- be integrated into the day-to-day fabric of the school
- offer some form of recognition of accomplishments
- have broad faculty support and 'buy in'
- inspire boys to discover and develop their leadership attitudes and skills
- involve students in their design and on-going monitoring

The team leader will present an overview of the group's findings, outlining the many successful strategies and program designs that elicited boys' leadership learning and growth. This introduction will be followed by a poster session, in which researchers and delegates meet over poster displays to learn more about particular research projects. All papers for this workshop will be published on the IBSC website in August.

[Lower, Middle, Upper] [Heads/Admin, Pastoral/Counselling, Boarding/Residential Life]

MONDAY, 11 JULY**WORKSHOP SESSION B****3:45 PM – 4:45 PM****B-10, Room 401****From Zero to Heroes****Win Jones**, Assistant Principal, Tauranga Boys' College, New Zealand**Robert Mangan**, Principal, Tauranga Boys' College, New Zealand

This workshop is an invitation to join Tauranga Boys' College on the inspiring professional learning journey we undertook, evolving our professional learning model into one reflects the annual school-wide goals into the College. Teacher inquiry underpins the model. In 2009, the College undertook to fulfill the requirements of a Secondary Literacy Project. Up-skilling twelve staff to become literacy specialists, the College developed a model that ensured the project became a school-wide initiative. No stone was left unturned. Using an 'in house' charismatic staff member, school-wide data and professional learning communities the school moved from 'zero to heroes'. The model is now focused on providing the structure for imbedding school-wide goals for 2011 and beyond.

*[Middle, Upper] [Heads/Admin]***B-11, Coulson Studio****Tradition as Inspiration****Phil Kokotailo**, Dean of Faculty, The Roxbury Latin School, USA**Patrick Gallagher**, Dean of Faculty, University School, USA

This workshop will examine the value of tradition in boys' education. Conferences typically stress the binary value to which tradition is often opposed—innovation. Such emphasis on innovation is only natural, as reflective teachers seek to renew themselves and their practices by learning about recent developments in their fields. It is possible, however, that boys value tradition as much as, if not more than, innovation. To test this hypothesis, we have designed and administered at both of our schools a survey of boys' attitudes toward tradition and innovation, seeking to identify more specifically what they value about the traditions unique to each school. The workshop will consist of three parts. First, we will provide a review of the relevant literature on the role of tradition not only in school culture but also in corporate culture. Second, we will report the findings of our surveys, identifying and explaining the traditions that boys at University School and Roxbury Latin School find particularly meaningful and inspiring. Third, we will provide a time for the audience to share in small groups a tradition unique to their own schools, as well as a time for a representative from each group to report back to the full audience. In this way, we hope to stimulate further discussion about the value of traditions in boys' schools in future conferences, just as we hope to encourage other teachers and administrators to consider how their own school traditions might be made more meaningful and inspiring for the boys.

*[Middle, Upper] [Heads/Admin, Admission, Coaches/PE, Boarding/Residential Life]***B-12, Room 402****A Sense of Belonging for All: Peer-mentoring Program Model for Black, Latino, Indigenous and Other Marginalized Boys****Joseph Nelson**, Research Associate, Center for the Study of Boys and Girls Lives, University of Pennsylvania, USA, USA**Dwight Vidale**, English Language Arts Teacher, Riverdale Country School, USA, USA

In the U.S. and some international schools, Black, Latino, indigenous and other marginalized boys are experiencing far less a sense of belonging and academic success than their White counterparts (Noguera, 2003; Way & Chu, 2004; Martino, 2010). This alarming trend has garnered the attention of all-boys independent schools across the world; especially given their recent efforts to create more socially equitable schooling environments and to diversify their student populations (Thompson & Schultz, 2003). Peer-mentoring programs have been embraced as a strategy to ameliorate this trend (Rhodes, et. al., 2000). The Center for the Study of Boys and Girls Lives (University of Pennsylvania, USA) in collaboration with the Riverdale Country School (USA) has developed a program model designed to cultivate a sense of belonging and strengthen the social, emotional, and academic competence of U.S. Black and Latino boys in particular, but with implications for indigenous and marginalized boys in other countries. Attendees can anticipate a brief presentation of the theory, practice and research corroborating the peer-mentoring program model accompanied by a workshop on creating similar programs at their own schools, and on strategies for obtaining school community support.

MONDAY, 11 JULY**WORKSHOP SESSION B****3:45 PM – 4:45 PM****B-13, Room 312****Knighthood: An Imaginative, Integrated, Cross-curricular Strategy for Engaging Middle School Boys****Michael Reichert**, Social Studies teacher/ Middle Level Coordinator, Saint Edmond's Academy, USA

The Knighthood project at this K-8 independent boys' middle school in Wilmington, DE represents a highly visible and ritualized opportunity for boys to practice the school's five core values – independence, respect, community, positive self-image and integrity – while exploring the Middle Ages. The project integrates lessons across multiple subject areas, including art, music, social studies, math and science. It deliberately draws upon pedagogical approaches that have been shown to be effective at engaging boys while ensuring that skills that have been identified as key for the 21st century are emphasized. It is positioned as a rite of passage intended to prepare boys for the more rigorous demands of the school's upper division. For Knighthood, 5th grade teachers have created a six-week unit in their subject designed to offer a multidimensional understanding of the Middle Ages. The project culminates in a knighting ceremony in which great ritual, family support and attendance are encouraged. Each boy's accomplishments in the unit of study are exhibited. From a curricular standpoint, the project succeeds in mobilizing boys' effort and integrates collaborative and individual work, authentic and student-based learning, as well as mastery of content. Every student not only completes each of the required tasks on time but does so with excitement and discipline. In this workshop, participants will: learn how a middle school for boys revamped a popular ceremony to deepen its curricular content while drawing in teaching strategies and learning outcomes reflecting best practices in boys' education; try on some of the exercises asked of the boys; and have an opportunity to discuss the program, ask questions and share similar efforts underway at their own schools.

*[Lower, Middle, Upper] [Learning Specialists]***B-14, Room 314****Integrating Drama Techniques into General Classroom Practices****Guy Schwartz**, Teacher/Drama Coach, St. Bernard's School, USA**Andy Hagon**, Teacher/Drama Coach, St. Bernard's School, USA

We invite you to join us in a lively and entertaining presentation on ways in which you can use acting, vocal, and improvisation techniques to make classroom learning more engaging and fun. We believe that boys enjoy performing and get a lot out of the kinds of exercises we utilise. Our intention is for participants to walk away with numerous ideas and exercises that they can put to use in their classrooms immediately. Loud and lively participation will be welcomed!

*[Lower]***B-15, Room 405****Transforming the School Library into a Learning Commons: A Small School's Approach****Marco Zimbalatti**, Director of ICT, The Sterling Hall School, Canada**Ashley Megly**, Learning Commons Specialist, The Sterling Hall School, Canada

No shushing in here any longer! The Learning Commons at The Sterling Hall School is the “in” place to be for our boys and other community members. We are a JK-8 boys school in Toronto, Canada in the second year of the ongoing development of our Learning Commons. We had a library until June 2010, and we acknowledge that libraries are pleasant places with nice resources that appeal to some boys in school. However, a Learning Commons is the evolution of the library to an active, engaging school hub, that draw many boys to learn and create. Embracing the rapid and exciting advances in technology, we are addressing 21st century skills in the new Learning Commons. Prior to inception, we believed we had to create a space that was information and resource rich, accessible, and flexible. We were right! We refined our book collection, redesigned the physical space, purchased new furniture, added virtual spaces and audio-visual tools, and moved the Director of IT to share the space with the Learning Commons Specialist (previously known as the librarian). We are thrilled to be able to share our experiences with other schools as we continue to evolve our Commons.

[Lower, Middle] [Heads/Admin, Librarians]

TUESDAY, 12 JULY**WORKSHOP SESSION C****10:55 AM – 11:55 AM****C-1, Room 307****Boys and Acting****Peter Broad**, Drama Teacher, Eton College, UK**John Clark**, Senior Tutor, Eton College, UK

Drama fulfils a pivotal role in the development of boys within a boarding environment. Drama provides opportunities for boys to exercise independence, to show leadership, to practise teamwork, to develop emotional intelligence, to reach out to local communities. At Eton, Drama lies at the heart of the co-curriculum with an expectation that boys will be introduced to drama through lessons, house and school plays and their own independent productions. Such experiences have been highly formative. In this presentation our intention is to describe briefly the range of opportunities available at the school to provide a springboard for debate about what works and does not work when providing dramatic opportunities for boys. Participants will be encouraged to share their own school experiences of Drama to permit an audit of what works best for boys.

[Middle, Upper] [Learning Specialists, Pastoral/Counselling, Boarding/Residential Life]

C-2, Room 308**Develop a Sense of Wonder with Science Notebooks****Emily Cathcart**, Lower School Science, Fairfield Country Day School, USA

Develop your own sense of wonder to take back to your classrooms. Consider what it means to 'do inquiry' and develop your students' curiosity. Discover how science notebooks can be integrated with ease into the science classroom for boys in 1st to 4th Grade. During this workshop, we will discuss and share how inquiry-based learning and science notebooks develop cross-curricular learning and empower boys to learn. Science notebooks expand scientific vocabulary, develop science process skills, and challenge boys to be curious while they ask their own questions, design their own experiments, and share their results. With a diversity of learning styles, science notebooks and inquiry-based learning engage and challenge all boys. Creative ideas, practical expectations, and lessons will be shared to bring science notebooks to your elementary science classrooms.

[Lower] [Learning Specialists]

C-3, Room 309**Bringing Research on Boys into School Practice****Julian Clauson**, Head Master, The Windsor Boys' School, UK

Having been Senior Deputy Head in a successful boys' school in central London and now the new Head Master of The Windsor Boys' School, I have been frustrated by the limited use of research about boys' education to inform practice. Oddly this arises not from the need to use research to gain success but to understand it, to use it and to build on it. The problem appears to be a combination of the failure to understand the need for it and the reliance on well turned assumptions. As head I am sure that if just a small quantity of this knowledge were to be accessed by the staff it would open the door to both raised self understanding and unpin the capacity for growth. The aim of this workshop is to explore these barriers and use the literature on school change to develop an understanding of how leaders can bring the research about boys' learning into their schools.

[Middle, Upper] [Heads/Admin]

C-4, Great Hall**Your Values, Your Boys, Your School – Designing and Implementing a Whole-School Model of Leadership Development for Boys****Philip Cummins**, Director, CIRCLE – The Centre for Innovation, Research, Creativity and Leadership in Education, Australia

What is it that makes boys respond to good leadership? How do boys learn about being a leaders? What lessons do boys take from being leaders? What models of leadership inspire boys to want to serve their fellows? How can a program of student leadership development act as a catalyst for success in values education? This workshop focuses on the theory and practice of developing and implementing a whole-school model of leadership. Drawing on a values-based approach to leadership that centres on concepts of transformation, authenticity, sustainability and

TUESDAY, 12 JULY**WORKSHOP SESSION C****10:55 AM – 11:55 AM**

service, the workshop examines how to articulate these ideas in effective student leadership development training programs whose effectiveness can be measured against tangible improvements in academic and social outcomes for boys. Case studies will illustrate the real-life experiences of boys and staff in implementing this approach to leadership learning. Participants will gain insight into establishing and maintaining programs that serve the needs of student leaders and their support staff, as well as integrating student leadership into a wider pastoral care curriculum.

[Middle, Upper] [Heads/Admin, Pastoral/Counselling, Boarding/Residential Life]

C-5, Room 310

What's the Right Answer? Doubt, Uncertainty, and Provisional Truth in Science

Richard Dower, Science Chairman, The Roxbury Latin School, USA

Peter Hyde, Science Teacher, Roxbury Latin School, USA

Is human activity responsible for recent Earth warming? Are we in the midst of a species extinction crisis? Is a particular medication safe and effective for my illness? Is there enough water on Mars to support a human expedition? Does a nuclear power plant in my town pose a significant safety risk? Students, citizens, and policy makers often expect scientists to answer such questions with certainty. Uncertainty, however, is an inescapable part of science. Isaac Newton stressed the provisional nature of scientific theories. Richard Feynman noted the importance of recognizing that doubt accompanies any scientific conclusion, since better ideas may be developed from more data and additional insights. To become critical judges of scientific statements, students must, therefore, learn to recognize and evaluate uncertainty in the data and conclusions that they and others generate.

A major challenge in educating boys about doubt and uncertainty in science is that they are prone to focus their attention on the “right” answer. They can be resentful of the exploration of a “wrong” theory such as Ptolemy’s geocentric theory of planetary motion, or Lamarck’s ideas about evolution. They can also be dismissive of classmates whose lab measurements don’t agree with their own or with the “right” theory. In this workshop we will describe approaches we have taken in 7th–12th grade science courses at Roxbury Latin School to educate boys in the importance of doubt, the evaluation of uncertainty, and the provisional nature of scientific understanding. We will present a method we use to display all the measurements from one or many classes to illustrate measurement uncertainty, the value of repeated observations, and the social nature of science. We will invite conversation about other ways to help boys recognize uncertainty as a fundamental aspect of science.

[Middle, Upper]

C-6, Asquith Room

IBSC Action Research: Beyond Doubt — Action Research on Engaging Boys in Reading

Team Leader: Linda Gibson-Langford, Teacher Librarian, The King’s School, Australia

Members of the IBSC Action Research Team (see pp. 13-14)

Fourteen participants in this IBSC Action Research project will present their findings on how to engage boys in reading by enhancing school library activities and programs. The research literature is rich on the central role that school libraries and their professional staff play in the enriching of learning and teaching. Evidence, however, that programs/activities initiated by school libraries enrich boys’ engagement and motivation to read, is limited. With this in mind, the action researchers have explored a variety of reading interventions that have led to enhanced reading experiences in boys from Kindergarten through to Year 12. The presentation will include an overview of these year long studies, an opportunity to view the fourteen research posters that contribute to our body of knowledge on boys and reading. Teacher researchers will be at the session ready to share their research findings and experience. All papers for this workshop will be published on the IBSC website in August.

[Lower, Middle, Upper] [Heads/Admin, Librarians, Reading/Language Teachers]

TUESDAY, 12 JULY**WORKSHOP SESSION C****10:55 AM – 11:55 AM****C-7, Room 311****The Past is Always Present: Using Technology to Teach Boys about War****Karen Jordan**, History Instructor, Woodberry Forest School, USA

With access to a *Smartboard*, *Google Earth* and *Google Chrome*, along with an old-fashioned historical novel, teachers can draw boys into learning ancient history and current events in dynamic, relevant ways. We can use classroom technology to engage in discussions of cultural differences and complexities of war and warfare. We can also challenge some of their basic assumptions about “virtual gaming” and lead them to a more nuanced understanding of the risks and moral ambiguities of armed conflict. This workshop is based on a unit of study that explores similarities between Alexander the Great’s campaign to conquer Afghanistan and the current war in Afghanistan through descriptions and images found on the Internet and subscription sources. For example, *Google Earth* is used to show topographical features that play such critical roles in historical and current events – specifically the arid deserts and forbidding mountains of Afghanistan. *Google Chrome* provides many possible classroom uses – especially accessing Afghan newspaper articles about the war in Pashtun and Dari. We can draw boys into the study and relevance of ancient history by adapting teen-age boys’ passion for playing computer war games (specifically the newest version of *Medal of Honor*) into an academic setting.

[Upper]

C-8, Winterflood Theatre**Shifting the Culture of Vulnerability in an All-Boy Environment****Andrea Kaye**, Social Worker, Crescent School & Royal St. George's College, Canada

This workshop will challenge participants to rethink the discussion about boys being less able and willing to be emotional and vulnerable. With videotape of a mentoring session in action and anecdotal stories, strategies will be shared about how “boy behaviour” has been reshaped in two boys' schools in Toronto. Evidence will show that boys’ schools can indeed create an emotionally safe culture, where boys find the courage to tell personal stories in front of peers as both a learning moment for younger boys and a celebration of their own personal growth. As a normal part of everyday life at Crescent and Royal St. George's College, senior boys validate the seemingly insurmountable struggles of normal adolescent development, and frame and define the journey to manhood and what masculinity can look like in an all-boy environment.

[Middle, Upper] [Heads/Admin, Learning Specialists, Pastoral/Counselling, Boarding/Residential Life]

C-9, Science Lecture Theatre**'Much ado about nothing'. Emotional literacy in the urban classroom****Ray Lewis**, Executive Director, Eastside Young Leaders' Academy, UK**Ian Joseph**, Research Fellow, University of East London, UK

This workshop is concerned with how young males manage their own behaviour in the way they respond to their teachers. All too often a child enters the urban classroom in ‘defence mode’ and his displays of masculinity and anger are an unhelpful concoction. The workshop begins with the important question, ‘What is the emotional state most conducive to learning?’ It further explores the emotional state of the teacher and gives practical solutions into preventing conflict situations. “The emotional and psychological state of every human being determines their ability to learn and function in a school environment.”

[Middle, Upper] [Heads/Admin, Learning Specialists, Pastoral/Counselling]

TUESDAY, 12 JULY**WORKSHOP SESSION C****10:55 AM – 11:55 AM****C-10, Room 312****Engaging Music Making in Theme-Based Instruction****Amanda Matthews**, Lower School Music Specialist, University School, USA

This workshop is designed for primary teachers who are seeking thoughtful, artful and imaginative responses in their students. Teachers attending will learn about how and why music is integrated into theme-based instruction at University School. User-friendly musical techniques for energizing boys will be demonstrated and participants will be actively involved. Music education in the lower school at US largely follows the *Orff-Schulwerk* approach. The process of exploration, imitation, improvisation and composition through speech, singing, movement and playing instruments helps boys understand and use music and movement as forms of expression. Boys think on their feet. They become “owners” of their work, able to shape and evaluate their efforts, connect new learning to known concepts, and are willing and eager to devise solutions to problems. Musical independence is fostered from the beginning of Kindergarten, with group work and the sharing of mini-performances embedded in the culture of the classroom. The teamwork of making music together, respectfully sharing and evaluating each other’s efforts, is a key factor in the strong community and joy we have every day. The Lower School’s theme-based curriculum is a rich and rewarding experience for young boys. Child-centered, “hands-on” activities capture their imagination while teaching fundamental academic skills. The themes reflect boys’ interests and give them opportunities to delve deeply into learning. Real world activities beyond the school walls, such as a trip to Cape Cod and Nantucket for the 4th grade Whaling Theme, are a capstone experience that boys take with them throughout their school careers.

*[Lower] [Heads/Admin]***C-11, Room 401****Slap It! Throw It! Yell It!: Using Games to Facilitate Learning in the Classroom****Jason Parker**, French Teacher, Trinity-Pawling School, USA

Foreign language teachers have used games in class for years in order to engage their students in material in which they might not otherwise be particularly interested. In the foreign language classroom students need to learn things in the first few years of instruction that are perceived to be rather elementary and often students, especially boys, are quick to disengage. When games are introduced, and with them an element of competition and play, boys quickly become much more enthusiastic and excited about the material (whether they realize it or not) and often one is able to teach boys who would otherwise be indifferent to the subject matter. This practice can easily be adapted to any classroom to help engage more boys more often. This workshop will focus on practical ways for teachers of all subjects to incorporate games into their classes. It will explain why games are beneficial in the classroom, and why they are especially useful when teaching boys. It will cover how to construct games so that your class gets the most from them, and how to deploy various tools and tricks to make the games more interesting and exciting. Included are lots of specific games that can be adapted to any subject. Participants will leave with a packet of sample games and rules, along with suggestions for adapting them to their individual class needs.

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

TUESDAY, 12 JULY**WORKSHOP SESSION C****10:55 AM – 11:55 AM****C-12, Room 402****How Am I Doing? The Role of Student Lesson Observers in Improving Learning****Charlotte Robinson**, Headteacher, Rokeby School, UK**Lesley Baker**, Assistant Headteacher, Rokeby School, UK

Students are experts in learning. They are in lessons all day and know what kind of teaching elicits optimum learning. Teachers continually endeavour to improve their practice. They learn through research, observation and feedback. At Rokeby School teachers and boys work together to improve learning for the whole school community. Boys observe lessons of candidates applying for posts within the school along with a senior member of staff. They are very accurate in their observations and look at things from the perspective of what it would be like to learn in the class. They will often notice the relationship between teacher and student, the ability of the teacher to communicate the learning to the students, the behaviour of the students, and what the students achieve by the end of the lesson. Student lesson observers also work with newly qualified teachers to help them understand the students' perspective on learning. The teacher and student will meet before the observation and the teacher may well request that the student focus on just one aspect of their teaching. Student lesson observers also observe established staff if requested. It has been pleasing to observe that the feedback given by the students is taken very seriously by the teacher. This workshop will allow the delegates to meet with the student observers and speak with the senior leaders about how the programme has been implemented and the impact on teaching and learning. Packs of material will be provided.

*[Middle, Upper] [Heads/Admin, Learning Specialists]***C-13, Room 314****Enhancing Learning in the Curriculum – The story of Dr Challoner's Grammar School****Mark Sturgeon**, Deputy Headmaster – Learning Development, Dr Challoner's Grammar School, UK**Mark Fenton**, Headmaster, Dr Challoner's Grammar School,

Dr Challoner's Grammar School has transformed and deepened its understanding of learning at all levels in ways that is helping boys go beyond 'outstanding'. Inspired by the work of Professor Guy Claxton, the young people have developed a language of 'Learning @ DCGS' and this is influencing the capacity and appetite for learning across the school. Professor Claxton's work, *Building Learning Power*, promotes the acquisition of learning habits essential for success in formal education, life and work, and informs all aspects of the curriculum. This approach has enabled the school to address the traditional concern with the transmission of valuable bodies of knowledge and the counterbalance of an emphasis on developing a set of valuable personal qualities. The Dr Challoner's journey is one of turning theory into practice; contextualising ideas and making a sustained impact on the boys, staff and community.

*[Middle, Upper] [Heads/Admin, Learning Specialists]***C-14, Coulson Studio****The Making of Men – Capturing the Essence of Boys' Pedagogy****Andrew Wheaton**, Manager of Learning and Teaching, Anglican Church Grammar School, Australia

Designing a unique learning model for boys that embraces the culture of a school and leads academic achievement can be an exciting challenge. In this workshop participants will be introduced to the journey undertaken to develop Anglican Church Grammar School's synergistic pedagogical design that is the Scholastic Attainment Model. Such a model was initiated to highlight and define Churchie's boy specific pedagogy as it relates to its Making of Men philosophy, Emotional Intelligence research and data informed leadership. This has led to a critical mapping that recognises the academic and pedagogical capital inherent within this dynamic learning environment. Further inspiration has come from the research of the IBSC. This workshop will explore elements of Churchie's learning and teaching programme as it relates to data informed leadership; learning spaces; 1:1 tablet pedagogy; Emotional Intelligence and Relational Learning; informed and reflective practice; the concept of dynamic pedagogy; 21st Century Learning, and the formative evaluation of teaching colleagues. Participants will have the opportunity to engage with student case studies in Emotional Intelligence and student academic data profiles, whilst providing feedback on the model developed.

[Middle, Upper] [Heads/Admin, Coaches/PE, Learning Specialists, Boarding/Residential Life]

TUESDAY, 12 JULY**WORKSHOP SESSION C****10:55 AM – 11:55 AM****C-15, Room 315****The Problems with Boys: A Whole School Pastoral Care Initiative****Gregory Woodrow**, Academic Master and Director of Activities, Wellington College, UK

The first component of this workshop will discuss a range of issues which impact on the well-being of young males, and then offer participants an example of a whole school pastoral care program that the presenter successfully implemented through the pastoral care (PSHE) syllabus. The program was designed for 13+ pupils but could be used at 11+. A particular focus is the Fathers Caring for Sons component of the program which was offered to fathers/guardians one evening per week over a six week period, making the program a truly 'whole school' experience. Participants will leave the workshop with a clearer understanding of issues that concern school-age boys and an example of one whole school program which might be used to address some of these concerns. Participants will be provided with a booklet of all PowerPoint pages.

*[Middle, Upper] [Pastoral/Counselling, Boarding/Residential Life]***TUESDAY, 12 JULY****WORKSHOP SESSION D****2:20 PM – 3:20 PM****D-1, Science Lecture Theatre****The Fourth Dimension in Education – Cultivating the Power of Awareness****David Boddy**, Headmaster, St James Senior Boys School, UK

St James Senior Boys School has been teaching meditation and providing a philosophically inspired 'spiritual' education to boys of all faiths and of none since it began 35 years ago. This workshop provides the framework for human development used as the basis of the philosophical education at St James and provides simple practices which enable each boy to clear his mind, refocus his attention and find some inner rest, even while chasing after exam success. The school is multi-faith, provides weekly philosophy lessons to all pupils, meditates daily together and provides readings and prayers at assemblies drawn from all traditions. It seeks to offer a spiritual, rather than religious, education appealing to boys of all faith, and of none. Sixth form pupils join their Headmaster to share their experiences and to be open to questioning about them.

*[Middle, Upper] [Heads/Admin, Pastoral/Counselling]***D-2, Coulson Studio****Grading Papers without Headaches: The Writing Conference****David Brown**, Master Teacher, St. Mark's School of Texas, USA

If you feel like Sisyphus every time you grade a set of papers, consider a new approach to marking compositions. After twenty years of laboring over students' error-laden papers, grading them, and returning them, only to get a new batch of papers from the next assignment filled with the same mistakes, I decided I had rolled my last rock up that hill. There had to be a better way. Now ten years later, I use a method that I had tried before on individual bases but now use every time a student submits a paper. Though it may sound like a mountain too tall to scale, I have streamlined an approach that allows me to sit down with each student one-on-one and discuss his paper with him. In twenty minutes with a student, the whole process is finished: paper graded with line edits, Q & A completed with the student, and marked improvement a pattern. I will explain the process in detail, provide examples and handouts, and close by recreating an actual conference with a workshop member. Boys' writing will improve. And you will never again take home a paper to grade.

[Middle, Upper] [Reading/Language Teachers]

TUESDAY, 12 JULY**WORKSHOP SESSION D****2:20 PM – 3:20 PM****D-3, Room 307****Beyond Protractors and Calculators: A Comprehensive Approach to the Development of Numeracy Skills in Boys****Anne Buckley**, Teacher, Mathematics Department Head, Neil McNeil High School, Canada

At a time when boys' achievement is of particular concern, the boys of Neil McNeil High School, a publicly funded catholic school in Toronto, are thriving in their acquisition of numeracy skills. The boys themselves yield from 30 different ethnicities and represent a wide cross-section of socio-economic backgrounds. Twenty-five percent have special education or ESL designation. The boys report that they like and are good at math. The successes at Neil can be largely attributed to the hard work and dedication of a collaborative, cross-panel team that focuses on the socio-emotional needs of boys and on the transition to high school, particularly in the area of numeracy. This workshop aims to share our provincially and board recognized program, and provide educators in boys' schools with ideas and tools that they can use to engage boys and foster their responsibility and confidence. We will emphasize the appropriate placement of students in their math courses; the importance of dynamic grade level and course teams; common assessment and evaluation strategies; the use of data (internal and external) to identify and inform areas for focus; and the integration of research-based instructional strategies for boys. We will outline the interventions and supports from a guidance, administrative, special education and ESL perspective. Moreover, we will explore the vital but often underemphasized role of relationships in teaching and learning, and specifically, the ways in which these relationships drive this numeracy achievement as well as lay the foundation for boys' high school success.

*[Middle, Upper] [Heads/Admin, Pastoral/Counselling]***D-4, Room 308****Curriculum Enrichment and Applications to Elite Universities****Julia Cumming**, YASS Coordinator / Biology Teacher, City of London School, UK**Alison Swift**, Open University YASS Coordinator, Open University, UK**Andrew McBroom**, Head of History and Politics, City of London School,**David Flower**, Deputy Head of Year, City of London School, UK

This workshop focuses on initiatives at the City of London School for gifted and talented boys who may desire to challenge and stretch themselves beyond the curriculum, and who aspire to highly competitive and selective universities and programmes. The first part of the workshop will focus on the Young Applicants in Schools and Colleges Scheme (YASS). This scheme partners CLS with the Open University to enable its pupils to further their academic development by providing the opportunity to undertake a university module. Pupils can take a module in a range of subjects alongside their A Level studies. This allows young motivated pupils to gain experience of a more independent style of learning which may stand them in good stead when they continue their degree level studies – particularly in competitive subjects like medicine or law. The second part of the workshop will give insight into what the CLS History and Politics Department does to stretch the ablest boys and help them prepare them for applications to elite universities. Practical ideas for curriculum enrichment will be discussed, alongside an exploration of what can be done to maximize student's chances of securing places at the likes of Oxford and Cambridge.

[Upper] [Heads/Admin, College/University/Career Counsellors]

TUESDAY, 12 JULY**WORKSHOP SESSION D****2:20 PM – 3:20 PM****D-5, Room 309****Creative Writing for Boys****Christopher Elliott**, Head of English, Radley College, UK

Creative writing presents specific challenges for boys, whose imagined worlds are often very different from those of girls. They often find emotional engagement harder, but conversely can have a more robust and tactile relationship with their environment, which can be a great advantage. This workshop will consider what is particular to boys as writers of poetry and creative prose, and how we as teachers can make the most of their potential. It will look at the typical pitfalls which boys encounter when they first set out as writers, and how these can be identified and avoided. It will also look at how to identify the potential strengths which boys have, and how we can build on these. Delegates will then have the chance to discuss and participate in miniature workshops which will look to explore how we release the creative potential of boys in the classroom.

*[Middle, Upper]***D-6, Room 310****Leap into Civility****Catherine Garrett**, Middle School Curriculum Coordinator, Scotch College, Melbourne, Australia

It is clear that an education which includes the Arts is a more complete education. This workshop presents ideas and activities contained in a Year 7 Drama Curriculum, in particular our Community Unit on civics and citizenship. This curriculum is not only a beginning study in Drama as an Art form, but also incorporates learning across multiple intelligences, caters for a range of learning preferences and styles, and is particularly designed for boys. In this Community Unit, boys create their own communities or fictional ‘towns’, and work through the decision making processes involved. Through this imagined community, boys are able to explore and question the governance structures they live in. The boys are asked to create a performance as part of their submission to the *World Most Livable City* awards, a real world experience: the *LivCom Awards* were launched in 1997 and is endorsed by the United Nations Environment Programme. This performance demonstrates the way the community operates, from relationships with the natural and created landscape to planning for a sustainable future, which generate some essential questions for boys in designing their community.

*[Lower, Middle] [Learning Specialists, Librarians, Pastoral/Counselling]***D-7, Winterflood Theatre****Beyond Boys: Balancing Mission, Identity, And Message****Arnold Holtberg**, Headmaster, St. Mark's School of Texas, USA**David Baker**, Director of Admission and Financial Aid, St. Mark's School of Texas, USA

While all boys' schools share at least one characteristic, our schools are otherwise diverse in their missions and unique in their strengths. Many schools struggle with the “boy piece” when assessing their schools place in the independent school market and in prioritizing single gender relative to other school characteristics. Additionally, fidelity to a philosophy of single gender varies significantly within individual school communities—decisively positive for some and a source of concern for others. The cumulative result is that our schools sometimes find it challenging to communicate the relative priority of single gender within the overarching mission of our schools; both to the general public and within our individual school communities. We believe there are distinct advantages to synchronizing educational programs to the unique learning styles and maturity rates of boys. Boys' schools are places where boys are encouraged to explore their intellectual, artistic, and athletic interests free from traditional gender assumptions. With this shared conviction concerning the merits of boys' schools, we will move beyond boys in a dialogue designed to inform perspectives, ideas, and strategies. We will start the conversation by reviewing a recent Dallas Public Television interview featuring Arnie Holtberg. We will also briefly review the work we are doing at St. Mark's to articulate a consistent institutional message that defines and compliments our mission as a boys' school—how our gender focus is an important attribute among other important attributes. The majority of our time will be spent discussing these notions with our attending colleagues. We will share with each other the common challenges of crafting, balancing, and communicating our missions as boys' schools.

[Heads/Admin, Admission]

TUESDAY, 12 JULY**WORKSHOP SESSION D****2:20 PM – 3:20 PM****D-8, Great Hall****The Atypical Boy: How Do We Fit the Verbal and Auditory Learner into a Boys' School?****Abigail James**, Developmental Learning Specialist, Rockhouse Associates, USA

The educational pedagogy at schools for boys is generally designed for students who are visual and kinaesthetic learners. However, not all students learn in the same way and the boy who approaches the learning process through the written or spoken word may be under-served in a traditional boys' school. This session will address methods to meet the needs of all learners by helping the auditory/verbal learner learn to acquire information in visual/kinaesthetic ways and vice versa. The result will help all students become versatile learners who will be ready to deal with a wide variety of educational approaches.

[Lower, Middle, Upper] [Heads/Admin, Learning Specialists, Librarians, Reading/Language Teachers, Pastoral/Counselling]

D-9, Room 311**What Are the Essential Operational Qualities of a Successful Coach-Trainer/Facilitator?****Michael Kelynack**, Year 6 Coordinator, Barker College, Australia

This workshop is based on a study that seeks to ascertain how coaches from different backgrounds and experiences learn and can transfer information to their player. In my experience a combination of behaviourist and humanistic approaches to coaching helps to produce better coaches and players. This approach allows the teacher to be a facilitator and to draw on the experiences of both coaches and players. The coach and player become reflective and critical thinkers. The study is based on fourteen coaches from the Knox Old Boys Rugby Union who will be taught to coach, using different teaching strategies. This workshop will review research on "what makes a good coach", engage participants in discussion about ways of coaching, and present research data from the study.

[Lower] [Coaches/PE]

D-10, Asquith Room**IBSC Action Research: The Teaching of Foreign Languages****Team Leader: Margot Long**, Second Mistress – Academics, St John's Preparatory School, South Africa**Members of the IBSC Action Research Team** (see pp. 13-14)

This global action research team examined ways in which boys' engagement and achievement in the study of foreign languages might be developed and enhanced. A team of 15 researchers from around the globe worked on a variety of exciting projects teaching foreign languages including French, Spanish, German and Japanese. Several of the projects examined different uses of technology such as using *Rosetta Stone*, *Lingt Language*, *Bon Patron*, *Voicethread*, and participating in an online classroom. Others examined innovative approaches such as using an outdoor classroom, introducing kinaesthetic activities, using a weekly silent reading period, using artworks, culture, role-play and directed dialogues, rhythm and music, and the recording of original songs to teach foreign languages. The team leader will present a summary of the group's findings, outlining successful strategies harvested in the research. After this, researchers will provide poster displays outlining their projects and allowing and engage in discussion with delegates. All papers for this workshop will be published on the IBSC website in August.

[Lower, Middle, Upper] [Heads/Admin]

D-11, Room 312**Listening, Literacy, And Little Boys****Holly Miller**, Kindergarten Teacher, University School, USA

Young boys in modern society live in a world full of technology and instant gratification. This 'modern' childhood means that boys in the early learning years are starting school with a different set of skills than they have in the past. It also means they may start school with difficulties in core skills teachers assume they should have already developed. Central Auditory Processing skills within young boys have significantly decreased over the past ten years. Whilst boys may hear what a teacher is saying, can they really listen and are they processing and understanding what is being taught to them? Boys who have difficulty listening commonly have behavioral problems as well as difficulties with reading, an inability to identify, isolate and blend sounds and poor spelling skills. How do we manage these boys within an Early Childhood classroom and how can we ensure that they experience success

TUESDAY, 12 JULY**WORKSHOP SESSION D****2:20 PM – 3:20 PM**

in school? How can we redesign our daily routines, classroom management plans and literacy lessons to ensure these boys develop strong reading and spelling foundational skills and develop positive classroom behaviours? This session will provide, through a variety of media, practical ideas about how to get young boys engaged, listening and kinesthetically involved in their learning, enabling their success within a modern day, Early Childhood classroom.

[Lower] [Learning Specialists]

D-12, Room 401

Resilience for Life: Building Strong Mothers and Strong Sons across the Bridge of Adolescence

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

Boys can be guided through the transitional years of adolescence and times of adversity, with the support of both home and school. Inspired by the research of Celia Lashlie, and her presentation at the New Zealand IBSC 2009 conference, this workshop takes a coaching approach, and combines resilience research. It will share the material from a current programme where mothers are able to increase their self-awareness of their role in their sons' lives, and integrate strategies for supporting them through Grades 7-12. A key component is the insight that comes from a community of mothers, who can build on the strengths of themselves and each other. With this foundation, they can inspire their sons to meet the goals of adolescence, and step aside so that the men in their sons' lives can step forward. School administrators are encouraged to experience how this can support their work of 'inspiring boys, inspiring schools' in their parent community.

[Middle, Upper] [Heads/Admin, Pastoral/Counselling]

D-13, Room 314

Umm, Why Does This Matter?: Including 13-Year Old Boys in Teacher Research

Nakeiha Primus, Middle School English Teacher, The Haverford School, USA

What happens when instead of eavesdropping on the musings and annoyances of her students, one teacher takes them into consideration? What happens when an experiment in 'creating inquiry contexts for students [and teacher]' transforms curricular conversations at her school? This interactive workshop will highlight ways to recognize students as co-creators in the classroom, show the benefits of reflective teacher practice through formal research, and indicate the creative challenges such an endeavour has on an entire learning community. Participants of this workshop will come away with practical ways to conduct teacher research and infuse student voice into their planning and implementation. Join this teacher as she chronicles her journey into research with a middle school English curriculum, boys, and the battle with the *Decepticons* that ensued.

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

D-14, Room 402

Inspiring Healing in the Aftermath: A Discussion of School-wide Interventions following a Young Alumnus' Suicide.

Charles Streff, Consulting Clinical Psychologist, The Fenn School, USA

This workshop will discuss the interventions by the school's Consulting Psychologist following the suicide of a young alumnus. It will present in a developmental context the dynamics and reactions within the school community of 310 boys, grades 4 through 9, as well as guidelines established for use by teachers and staff when interacting with the students. Moreover, it will outline the interventions used for teachers, staff, and administration in the context of understanding the human and culturally-based psychological and emotional reactions to suicide. It will offer an outline of suggestions to and interactive discussions with involved parents and guardians, as well as the discussions with adults and professionals in the community at large. The presenter will provide handouts of suggested readings and resources. Time will be given for questions, reactions, and discussion from participants.

[Lower, Middle, Upper] [Heads/Admin, Coaches/PE, Learning Specialists, Reading/Language Teachers, Pastoral/Counselling, Boarding/Residential Life]

TUESDAY, 12 JULY**WORKSHOP SESSION E****4:00 PM – 5:00 PM****E-1, Room 307****The Role of Sport in Boys' Schools****David Anderson**, Senior Boarding Master, Shore School, Australia**Rod Morrison**, Assistant to the Headmaster, Shore School, Australia

This workshop will provide a historical and future perspective of the importance of the games programme in boys' schools. It will also look at the role of teacher/coach, specialist coaches, sporting scholarships and the contribution of sport to the academic success of the individual student. The workshop presenters will encourage group discussion to explore the role and mission of sport in boys' schools globally.

[Lower, Middle, Upper] [Heads/Admin, Coaches/PE, Pastoral/Counselling]

E-2, Coulson Studio**Active Shakespeare: “I hear and I forget. I see and I remember. I do and I understand.”****Fiona Banks**, Head of Learning, Globe Education, UK

With the publication of *Macbeth* in May, Globe Education launches a powerful theatre-based approach to teaching Shakespeare's plays in the classroom. In this new series, activities and unique resources from Shakespeare's Globe enable students to actively engage with each play's language and key themes in both print and digital forms. At Globe Education we have spent the last 20 years working on ways of unlocking the excitement of Shakespeare's plays for today's young people. We passionately believe that young people learn best by 'doing'.

Studying a Shakespeare play without speaking the words or experimenting with how it may work on stage is like looking at the notes for a piece of music without listening to the music itself. Globe Education Shakespeare provides active approaches to the plays that are practical in real classrooms. All the activities in these editions have been tried and tested with many different types of school groups over a lengthy period. Together with directors' notes, pictures and insights from the actors who performed at the Globe, these editions facilitate a holistic engagement with the plays. This interactive workshop introduces this new series and samples some of the strategies and approaches used. The workshop will also present the findings of recently published research commissioned by Globe Education that shows, among other things, the effectiveness of these approaches for boys' engagement with and understanding of Shakespeare's texts.

[Middle, Upper]

E-3, Room 308**Moved to Learn: Kinesthetic Learning in the Music Classroom and the Multidisciplinary Impact of Dalcroze Eurhythmics****Caron Daley**, Junior Choir Conductor, St. Michael's Choir School, Canada

At St. Michael's Choir School, over 220 boys participate in a rigorous daily choral program that demands professionalism, discipline, and long hours of rehearsal during the day, after school, and on weekends. For boys in the Junior Choir (ages 10-12), the music curriculum focuses on musicianship skills, choral repertoire, and piano and theory training. But the choirboy's education is also designed to uncover the joy and play of music-making! Rehearsals emphasize moving rather than standing still, games instead of drills, and invention over repetition. Boys are encouraged to improvise, create, and experiment solutions to musical problems. Our choral classroom is a place of exploration, ingenuity, and laughter. We are learning through the lens of *Dalcroze Eurhythmics*, a music education method that teaches the human body to be a musically efficient and expressive instrument. It assumes that every boy has musical impulses, and that music education should train boys to be independent, instinctive, and imaginative. *Dalcroze* teaches the musical concepts of sound, rhythm, and shape through the human body. This type of kinesthetic learning promotes physical coordination, mental awareness, listening skills, and critical thinking. The benefits of *Dalcroze* education extend well beyond the choral context. This workshop will demonstrate tools and techniques to integrate kinesthetic learning into any classroom situation. Through videos, quotations from the choirboys, and interactive activities, we will explore the profound impact of kinesthetic learning on our students' physical, mental, and personal development.

[Lower, Middle, Upper]

TUESDAY, 12 JULY**WORKSHOP SESSION E****4:00 PM – 5:00 PM****E-4, Science Lecture Theatre****Outback Spectacular – Taking City Boys out of Their Comfort Zone****Sarah Devonshire**, Middle School Teacher, Moreton Bay Boys' College, Australia**Leigh Ann Cadzow-Andreas**, Middle School Team Leader, Moreton Bay Boys' College, Australia**Diana Patchett**, Assistant Principal, Moreton Bay Boys' College, Australia

Boys' schools around the world are faced with the challenge of expanding the horizons of their charges. One way to achieve this is to take boys out of their comfort zones, but in an age of ever-growing constraints on outdoor education experiences, this can prove insurmountable for many schools. Having discovered that many of the boys in the Middle School had travelled overseas but never to other parts of Australia or Queensland, the Middle School teachers proposed a two-week country experience for the boys. A program was developed that built on elements of the Year 9 academic curriculum, but encouraged the development of key life skills and 'MIRROR' attributes of an Moreton Bay Boys' College boy; that he be merciful, independent, resourceful, respectful, open-minded and resilient. Working with a boarding school in north Queensland, the staff prepared a program that included learning related to prehistoric time, geology, primary production, Queensland history and settlement. The boys were also engaged in a landcare project while residing in a boarding school and coping with the demands of this unique lifestyle change. This workshop will outline the development of a city-country experience for Year 9 boys, an age when boys are typically difficult to inspire, manage and motivate. Participants will share in the catalyst, development and implementation of the Moreton Bay Boys' College *Outback Spectacular* program and be challenged to consider how their schools may offer a similar experience for their boys.

[Middle, Upper] [Heads/Admin, Pastoral/Counselling, Boarding/Residential Life]

E-5, Room 309**Artists as a Spring Board: Meet Kahlo, Picasso, and Warhol in First Grade****Shashi Durbal**, First Grade Teacher, Collegiate School, USA

If you are looking for ways to integrate art into your classroom curriculum, you have come to the right place! You will hear about three different artist studies that were integrated within a first grade classroom – Frida Kahlo and a self-study, Pablo Picasso and feelings, and Andy Warhol and the Neighborhood. I will share what has worked in my classroom, supply supporting literature, and offer participants an opportunity to discuss different subject areas and find where art can play a part. You will have the opportunity to brainstorm in small groups and connect your units with artists. Finally, you will tap into your inner artist by creating a piece in Picasso's style!

[Lower, Middle] [Librarians]

E-6, Winterflood Theatre**Centred for Learning and Teaching: How Can "One Boy" Inspire a School?****Mary Gauthier**, Executive Director, Wernham West Centre for Learning, Upper Canada College, Canada**Susan Elliott**, Coordinator, Middle Division, Centre for Learning, Upper Canada College, Canada**Tina Jagdeo**, Coordinator, Primary Division, Centre for Learning, Upper Canada College, Canada

In this workshop we will lead participants through activities that will show how individual boys can transform teaching, build school-wide best teaching practices and inspire change in school programs and policies. Each participant will receive a copy of our newest book, *Centred for Learning and Teaching*, to guide thinking and planning for their own school. Grounded in educational research including brain theory, discussions will be a guided exploration of current practices in the areas of executive functioning, digital literacy, self-advocacy and building resilience.

[Lower, Middle, Upper] [Heads/Admin, Learning Specialists, Pastoral/Counselling]

TUESDAY, 12 JULY**WORKSHOP SESSION E****4:00 PM – 5:00 PM****E-7, Room 310****Sports-Related Concussion Management: A Comprehensive Approach for Return to Social, Academic, And Athletic Activity****Matt Hjertstedt**, Assistant Athletic Trainer, St. Mark's School of Texas, USA**Scott Gonzalez**, Provost and Dean of The Campus, St. Mark's School of Texas, USA

Management of sports-related concussions is an evolving field. Recently in the United States, media attention has focused on sports-related concussions in youth athletes, especially on the catastrophic injuries secondary to the initial concussion known as 'Second Impact Syndrome'. In the United States, the Center for Disease Control reports an estimated three million sport-related concussions each year. Without proper management, student-athletes may suffer negative consequences such as poor academic performance, impaired social interaction, long-term physical symptoms, and a failure to return to the sports field. This workshop will disseminate information about mechanism and physiology of this injury, as well as focus on evidence-based strategies to manage concussions.

[Middle, Upper] [Heads/Admin, Coaches/PE, Learning Specialists, Pastoral/Counselling, Boarding/Residential Life]

E-8, Room 401**Teaching Gender in Boys' English: Literary Lessons in Masculinity****Jonathan Keates**, English Teacher, City of London School, UK**Josh Norman**, English Teacher / Head of Second Form, City of London School, UK

This workshop takes a look at how the study of English Literature is a major tool in teaching boys how to be empathetic and emotionally intelligent and how, through the right choice of text, boys can reach a deeper understanding of what it means to be male. Josh will be exploring what it means to be male through a range of literary examples, focussing on writers such as Shakespeare, Steinbeck and Golding. His argument will touch on complex issues such as how men manage their emotions and how the fear of emasculation has a corrosive influence on masculinity. Jonathan will explore the confrontation between adolescent male readers and women writers. How do boys cope with increased emotional literacy, differing social and personal perspectives and a whole unfamiliar range of choices faced by the heroines of novels, poems, plays and short stories? The workshop will examine these and other questions and offer a range of answers for the 21st-century boys' school.

[Middle, Upper] [Librarians, Reading/Language Teachers, Pastoral/Counselling]

E-9, Room 311**Graphic Novels: Different Texts for Different Times****Di Laycock**, Teacher Librarian, Barker College, Australia

In a world dominated by the visual, the ability to understand and respond critically to a plurality of texts is an imperative for students. As a means to facilitate the development of multi-literacies, graphic novels have gained significant ground as texts to enhance literacy pedagogy and the learning experiences of boys in particular. However, teachers' lack of familiarity regarding the make-up and educational value of graphic novels continues to hinder their full-blown acceptance into classrooms. Through the examination of a number of graphic novels and the findings of an action research project into the use of graphic novels to engage boys in school reading, this workshop will provide a sound rationale for the use of graphic novels to facilitate multi-literacies in boys across a range of learning styles and abilities. Practical strategies to facilitate boys' development of the visual grammar required to read graphic novels will also be provided.

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

TUESDAY, 12 JULY**WORKSHOP SESSION E****4:00 PM – 5:00 PM****E-10, Room 402****Agents of Invention: Makers and Middle School Science Education****Rob Maitra**, Teacher's College, Columbia University, USA

When working with middle school boys, educators are always seeking new curricula and pedagogical approaches that foster authentic engagement with the world, stimulate curiosity and provide opportunities for physical learning and positive competition. In the Maker Movement, individuals and collectives create and innovate through encounters with their environment. Makers use technology to reengage with their physical world, rather than retreating into virtual worlds. This movement is spreading to education in which educators and mentors guide students (young makers) to invent, innovate, design, and build projects, often out of discarded items, giving them new uses. Our physical world, littered with the debris and bits and pieces left behind by technological progress will thus become the site for new technology. In this presentation we will explore how middle schools can create young maker guilds, programs that foster a collaborative culture of innovation & experimentation. These guilds will encourage students to become inventors and entrepreneurs—and the most motivated and engaged boys can progress to become apprentices, mentors and educators, fostering the development of a new generation of young makers.

*[Middle, Upper] [Heads/Admin, Learning Specialists]***E-11, Room 312****Digital Projects – Cultivating Creativity and Critical Thinking in the English Classroom****Michelle Ragen**, English teacher/Teacher Librarian – Literature, Brisbane Grammar School, Australia

This workshop explores the fields of Digital Storytelling and Book Trailers as powerful teaching and learning tools in Years 9 and 10 English (boys aged approximately 14-15 years old). In particular, the presenter will discuss three interactive, multimedia units: the Year 9 Digital Fiction unit, which requires the boys to present a narrative digitally; the Year 9 Book Trailer unit which involves the students designing and constructing book trailers to inform, entertain and persuade their peers to read their books; and the Year 10 Digital Narrative unit, which requires the boys to compose a multimodal, biographical story of a leader of their choice. This workshop will focus on the benefits of teaching these digital projects; the obstacles that need to be overcome; and information about the practical implementation of technology in the classroom. It is important to note that the teaching of these digital projects provides the boys with a strong foundation in many different types of literacy, including visual, critical information and technological, as well as offering the students expansive opportunities to express themselves imaginatively. Participants will receive teacher notes, student worksheets and suggested activities, as well as printouts of excerpts of the boys' digital work. In addition, an annotated reference list to support the teaching of digital stories and book trailers will be provided. This workshop will appeal to teachers looking for imaginative and explorative approaches to cultivate their students' creativity and further develop their critical thinking skills. The teaching of these units allows students to look beyond traditional stories to what might be the future of fiction.

*[Middle] [Librarians]***E-12, Room 405****Inspiring Boys, Inspiring Teachers: Combining Academic Advising with Professional Development****Rick Seay**, Academic Dean, Montgomery Bell Academy, USA**Beth Warner**, Director of Counseling Services, Montgomery Bell Academy, USA

A tough issue facing schools is how to create an effective and meaningful advisor/advisee relationship while at the same time creating adequate professional development for faculty and staff to be good advisors and to become effective leaders in the process. Montgomery Bell Academy has found effective solutions to this issue through a partnership between its Offices of Counseling and Academics. A vigorous and healthy advisor program couples with its Center for Teaching Excellence to provide in-house professional development for teachers on an ongoing basis. This workshop will explore how Montgomery Bell Academy has made these programs effective and meaningful and how these programs, working in tandem, have created a stronger, more cohesive school. After a brief presentation on the programs, participants will be able to brainstorm about ways to incorporate a Center for Teaching Excellence into their own schools and to address unique issues that might arise in their particular situations.

[Middle, Upper] [Heads/Admin, Coaches/PE, Learning Specialists, Librarians, Reading/Language Teachers, Pastoral/Counselling]

TUESDAY, 12 JULY

WORKSHOP SESSION E

4:00 PM – 5:00 PM

E-13, Room 314

School Websites: Designing for a Mobile World

Clive Ungless, Director of International Operations, *finalsite*, UK

What does your website look like on an *iPhone*? Should you design for mobile site first? Join Clive Ungless, Director of International Operations for *finalsite*, as he discusses the realities and challenges of the mobile revolution. Topics include: speed and user engagement, what defines mobile web design, examples from schools across the world, and a glimpse into future technologies. Find out more about this important trend and how it impacts independent and international schools today.

[Lower, Middle, Upper] [Heads/Admin, Admission/Marketing]

E-14, Great Hall

Designing Innovative and Engaging Assessment

Karen Yager, Dean of Studies, Knox Grammar School, Australia

John Weeks, Headmaster, Knox Grammar School, Australia

Andrew Weeding, Senior Academic Master, Knox Grammar School, Australia

Assessment has a profound influence on boys' self-esteem, levels of motivation and ability to identify and know how to improve their skills, knowledge and understanding. Researchers such as Dinham (2009), Hattie (2003) and Fullan (2006) assert that when students are actively engaged in their learning process through quality assessment for learning that provides on-going feedback about their achievement and progress, the classroom is transformed into an enriching and engaging environment and students' learning outcomes will improve. It is essential that teachers provide boys with a challenging and engaging blend of assessment. Students demonstrate remarkable improvement in standardised testing when their teachers apply the principles of assessment for learning in the classroom (Black and William (1998) and Hattie (2003). Thus, developing an "assessment for learning" culture is an imperative if our boys are to become confident, competent and informed individuals. This workshop will feature boys' work samples and the assessment ideas and tasks that raised the bar and led to exemplary work.

[Lower, Middle, Upper] [Heads/Admin]

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Anglican Church Grammar School	East Brisbane	Australia
Auckland Grammar School	Newmarket	New Zealand
Avon Old Farms School	Avon	USA
Azymut School	Sternik	Poland
Barker College	Hornsby	Australia
Belmont Hill School	Belmont	USA
Bishop John T. Walker School for Boys	Washington	USA
Bishop Wordsworth's School	Salisbury	UK
Bishops (Diocesan College)	Cape Town	South Africa
Blue Ridge School	St. George	USA
Boston Archdiocesan Choir School, The	Cambridge	USA
The Boyhood Program	Belconnen	Australia
Boys Hope Girls Hope of New York	New York	USA
Boys' Latin of Philadelphia Charter School	Philadelphia	USA
Boys' Latin School of Maryland	Baltimore	USA
Bridgton Academy	North Bridgton	USA
Brighton Grammar School	Brighton	Australia
Brisbane Boys' College	Brisbane	Australia
Brisbane Grammar School	Brisbane	Australia
The Browning School	New York	USA
Brunswick School	Greenwich	USA
The Buckley School	New York	USA
Camberwell Grammar School	Canterbury	Australia
Canberra Grammar School	Canberra	Australia
Cardigan Mountain School	Canaan	USA
Castleknoock College	Dublin	Ireland
Cathedral School for Boys	San Francisco	USA
CFS, The School at Church Farm	Exton	USA
Chaminade College Preparatory School	St. Louis	USA
Chavagnes International College	Chavagnes en Pailers	France
Chestnut Hill Academy	Philadelphia	USA
Christ Church Grammar School	Claremont	Australia
Christ's College	Christchurch	New Zealand
City of London School	London	UK
Clifton School	Durban	South Africa
Colegio Gaztelueta	Leioa	Spain
Collegiate School	New York	USA
Cordewalles Preparatory School	Pietermaritzburg	South Africa
Cranbrook School	Sydney	Australia
Crescent School	Toronto	Canada
Dale College	King Williams Town	South Africa
Dexter School	Brookline	USA
Dilworth School	Remuera	New Zealand
Diocesan Boys' School	Kowloon, Hong Kong, SAR	China
The Doon School	Dehradun	India
Dr. Challoner's Grammar School	Amersham	UK
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The Eagle Academy Foundation	New York	USA
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The Falcons Pre-Preparatory School for Boys	London	UK
Father Judge High School for Boys	Philadelphia	USA
Felsman, Brett A.	New York	USA
The Fenn School	Concord	USA
Fessenden School	West Newton	USA
Francis Douglas Memorial College	New Plymouth	New Zealand
Gilman School	Baltimore	USA
Grey High School	Port Elizabeth	South Africa
Hale School	Perth	Australia
Hamilton Boys' High School	Hamilton	New Zealand
Hastings Boys' High School	Hastings	New Zealand
The Haverford School	Haverford	USA
Hilton College	Hilton	South Africa
Hurstmere School	Sidcup	UK
Hutchins School	Hobart	Australia
Hutt International Boys' School	Trentham	New Zealand
Immaculate Conception Catholic School	Dardenne Prairie	USA
Ipswich Grammar School	Ipswich	Australia
Isleworth & Syon School	United Kingdom	UK
James, Abigail	Orange	USA
Jeppe High School for Boys	Kensington	South Africa
John Hampden Grammar School	High Wycombe	UK
John McGlashan College	Dunedin	New Zealand
Kearsney College	Durban	South Africa
Kelsey Park Sports College	Beckenham	UK
Kelston Boys' High School	New Lynn	New Zealand
King Edward VII School	Houghton	South Africa
King's School	Auckland	New Zealand
The King's School	Parramatta	Australia
The King's School	Grantham	UK
Kiski School	Saltsburg	USA
Knox Grammar School	Wahroonga	Australia
La Salle College High School	Wyndmoor	USA
Landon School	Bethesda	USA
Lindisfarne College	Hastings	New Zealand
The London Oratory School	London	UK
Loughborough Grammar School	Loughborough	UK
Malvern Preparatory School	Malvern	USA
Marcellin College	Melbourne	Australia
Maritzburg College	Pietermaritzburg	South Africa
Mazenod College	Melbourne	Australia
McCallie School	Chattanooga	USA
Melbourne Grammar School	Melbourne	Australia
Melbourne High School	Melbourne	Australia
Memphis University School	Memphis	USA
Merchant Taylors' Boys' School	Liverpool	UK
Merchiston Castle School	Colinton	UK
Michaelhouse	Balgowan	South Africa
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Napier Boys' High School	Napier	New Zealand

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Northmount School for Boys	Toronto	Canada
The Oratory School	Reading	UK
Otago Boys' High School	Dunedin	New Zealand
Padua College	Kedron	Australia
Palmerston North Boys' High School	Palmerston North	New Zealand
The Phelps School	Malvern	USA
Poole Grammar School	Poole	UK
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Rongotai College	Kilbirnie	New Zealand
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The Roxbury Latin School	West Roxbury	USA
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St. Stithians College	Randburg	South Africa
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Stuart Hall	San Francisco	USA
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Time and Space	Melbourne	Australia
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Trinity Grammar School	Victoria	Australia
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This list is accurate as of 26 June 2011.

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UNEARTHING CREATIVITY

International Boys' Schools Coalition
19th Annual Conference



Melbourne, Australia

Monday 9 July – Thursday 12 July, 2012

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.