

INTERNATIONAL BOYS' SCHOOLS COALITION
INVENTIONS IN TEACHING



**JUNE 27-30,
2010**

**17TH ANNUAL
CONFERENCE
PHILADELPHIA**

CONFERENCE PROGRAM & SCHEDULE



CONFERENCE COORDINATOR

Jay Greytok, The Haverford School

With special thanks to Lisa Welsh and
the staff of the Haverford School

PARTNER SCHOOLS

The Haverford School

Joe Cox, Headmaster

Chestnut Hill Academy

Frank Steel, Headmaster



La Salle College High School

Brother Richard Kestler, President



INTERNATIONAL BOYS' SCHOOLS COALITION

Brad Adams: Executive Director

Kathleen Blaisdell: Executive Assistant

Kellie Baillargeon, Business Office

IBSC 17th Annual Conference: *Inventions in Teaching*

Philadelphia, Pennsylvania, USA

Dear Colleagues,

Welcome to Philadelphia, The City of Brotherly Love, and welcome to the 17th Annual International Boys' Schools Coalition Conference. Our conference theme of *Inventions in Teaching* is enhanced by the history of our city with its many inventors and innovators. To this legacy, we will add our vision of "future best practices" in the education of boys and young men. As we will see in the coming days, ours is a passion for finding the best that is in boys' learning and encouraging and building on what works for us as teachers and leaders in boys' schools. We are honored to host such a wonderful gathering of educators. Enjoy and learn!

The International Boys' Schools Coalition (IBSC) has always worked to further best practices in boys' education. In this, our 17th Annual Conference, we will move conversations about boys' education from discussions of boys' deficits to strategies for building on boys' gifts. Rather than navigating their faults, this conference, with its emphasis on international collaboration that discovers and works with the strengths that boys bring to the classroom, will confirm best practices that we will immediately take back to our schools. We wish to explore and assert the gifts that boys bring to our schools and, in that process, invent more effective ways to teach and support our boys.

Benjamin Franklin is Philadelphia's most famous inventor and statesman and the center piece of our conference logo. We take from his inspiration and courage the knowledge that we can create innovative success strategies for boys. Franklin is credited with the quotation, "An investment in knowledge pays the best interest." We hope that your time with us the next four days will provide for you a great investment in the knowledge of best practices in the education of boys.

Our keynote speakers for the conference reflect our interest in learning what the future will bring to boys. Their past efforts to enhance both the education of boys and their vision for 21st century learning will be catalysts that drive us to change. Globalization is not a catchword; it describes the world our boys will live and lead. Technology is not a gadget; it is the key to making our boys global citizens. IBSC action research groups will present reports that model the kinds of collaborative, research-based work that distinguishes both our conference and the IBSC approach to best practices. As an innovation in this conference format, we will have two *Inventions in Teaching* strands: Adam Cox's *Locating the Significance in Boys' Lives* and Heidi Hayes Jacob's presentation and workshop on *21st Century Learning*. These conference strands will facilitate stimulating discussions and gathering of information. Your participation will contribute the research finding that we will then be able to apply to our best practices. We will model the kinds of collaborative, research-based "inventions" that distinguish both our conference and the IBSC approach to sharing best practices for boys.

We invite you to celebrate with like-minded colleagues who work in boys' schools, to enjoy the city of Philadelphia, and to take the lessons you learn at this conference and apply them to your schools' best practices in boys' education. On behalf of our three schools, the IBSC trustees, and our volunteers, we welcome you to Philadelphia.

Sincerely,



Joseph T. Cox, Ph.D.
Headmaster
The Haverford School
Secretary
International Boys' Schools Coalition



Francis P. Steel, Jr.
Headmaster
Chestnut Hill Academy



Brother Richard Kestler, FSC
President
La Salle College High School

IBSC 17th Annual Conference: *Inventions in Teaching* Philadelphia, Pennsylvania, USA

June 2010

Dear International Boys' Schools Coalition Members,

Welcome to Philadelphia and to the 17th annual conference of the International Boys' School Coalition.

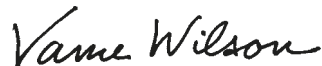
Our speakers and workshop leaders will inspire us to reconsider the ways we teach and to explore innovative methods for educating boys. In seventeen years, we have accomplished much together. *Inventions in Teaching* will help us do more.

Please share your own teaching experiences and challenges with your IBSC colleagues throughout the conference.

I extend profound thanks to our hosts at The Haverford School, Headmaster Joe Cox and his faculty and staff. Their creativity and hard work have ensured the success of this year's IBSC Conference.

Please enjoy your time in Philadelphia.

Sincerely,



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

On behalf my IBSC colleagues, Kathy Blaisdell and Kellie Baillargeon, let me welcome you to the 17th annual conference at The Haverford School!

All of us in the IBSC family owe a heartfelt "thank you" to the Philadelphia partner schools and to the planning team led by Jay Greytok. Over so many months, Jay and his team have dedicated incredible time, energy and creativity to the thousands of tasks involved in organizing *Inventions in Teaching*.

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



Brad Adams
Executive Director
International Boys' Schools Coalition

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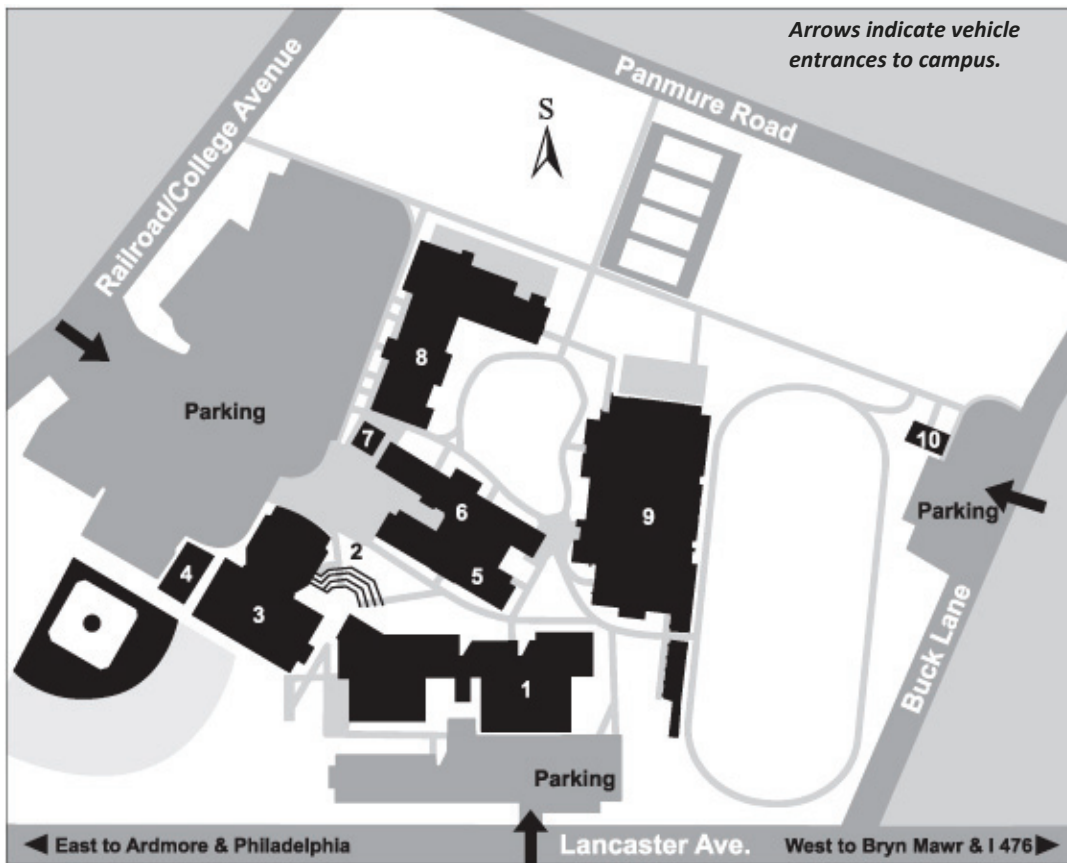
Moore Events

EXCELLENCE IN SPECIAL EVENTS

The IBSC thanks the following members of The Haverford School community for their generous support:

Felecia and Jeffrey Weiss
William B. McNamara

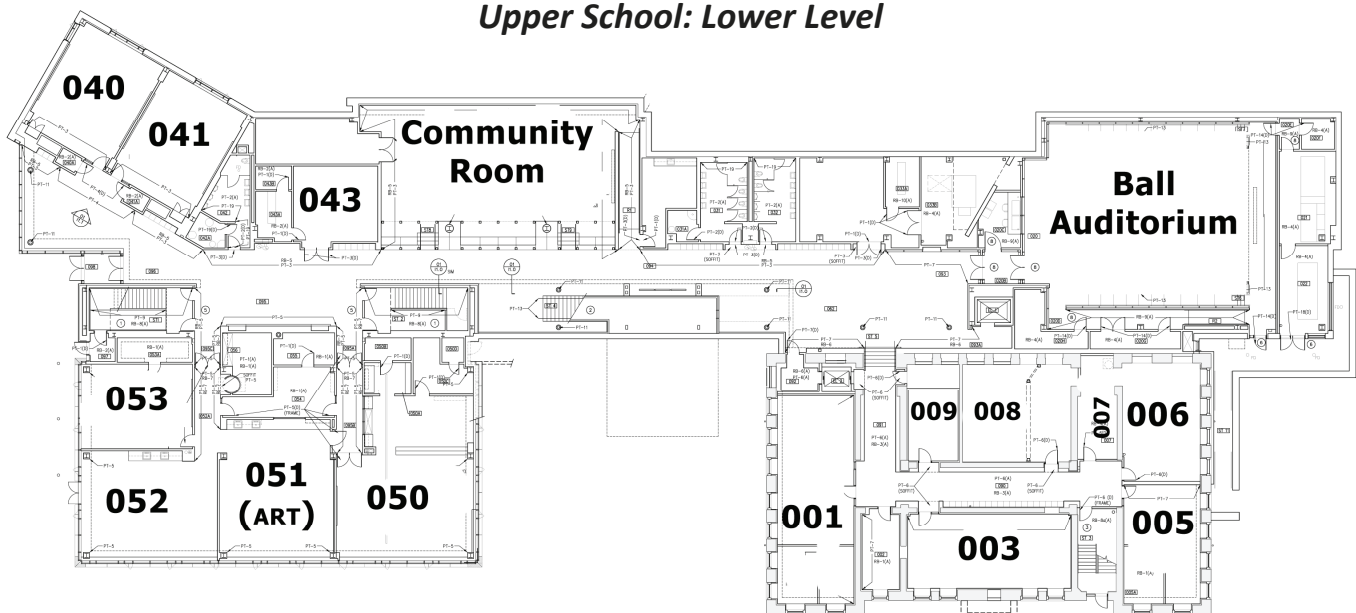
HAVERFORD CAMPUS MAP & UPPER SCHOOL FLOOR PLAN



1. Wilson Hall, Upper School, and Severinghaus Library (includes Headmaster's office, Admissions, Communications, Development, & IT)
2. Amphitheater
3. Centennial Hall Performing Arts Center -- Auditorium and Arts Education.
4. Maintenance
5. Crosman Hall - Middle School
6. Dining Hall
7. Business Office, Café
8. Lower School
9. Athletic Complex
10. Palmer House

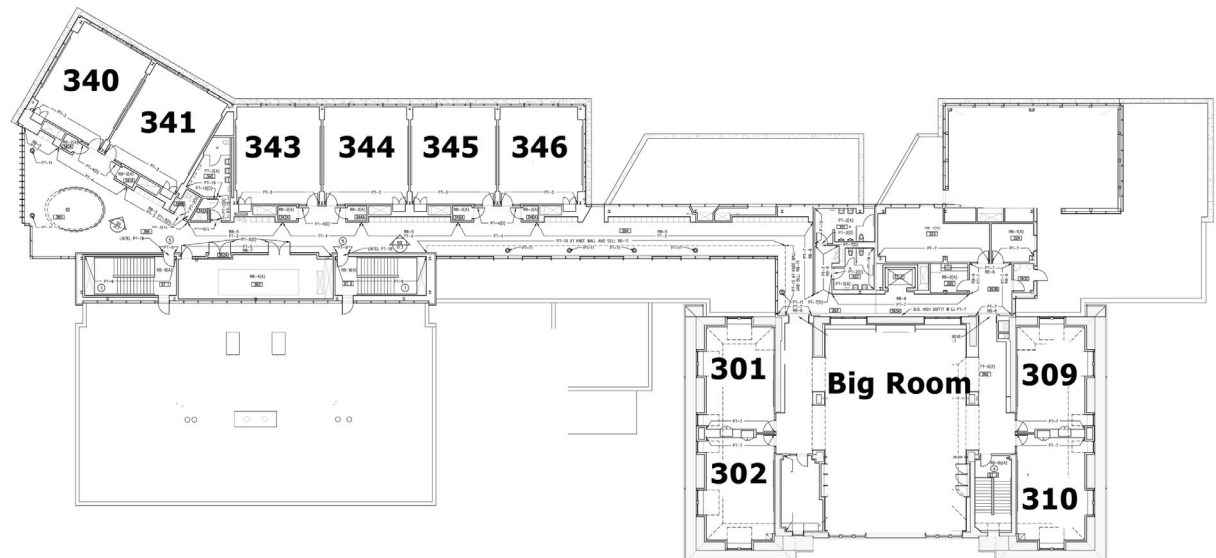
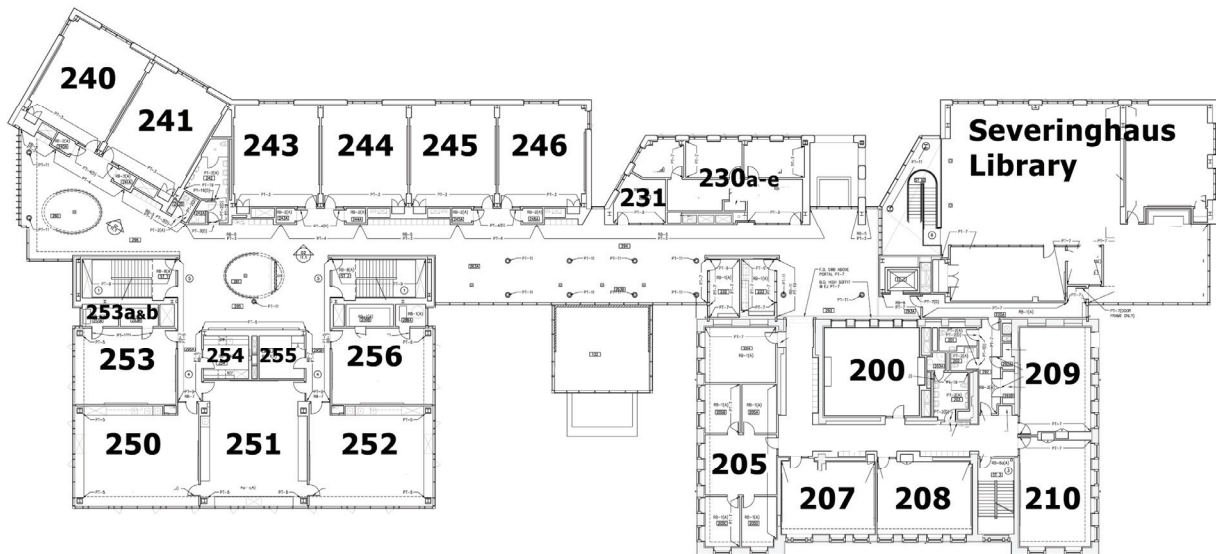
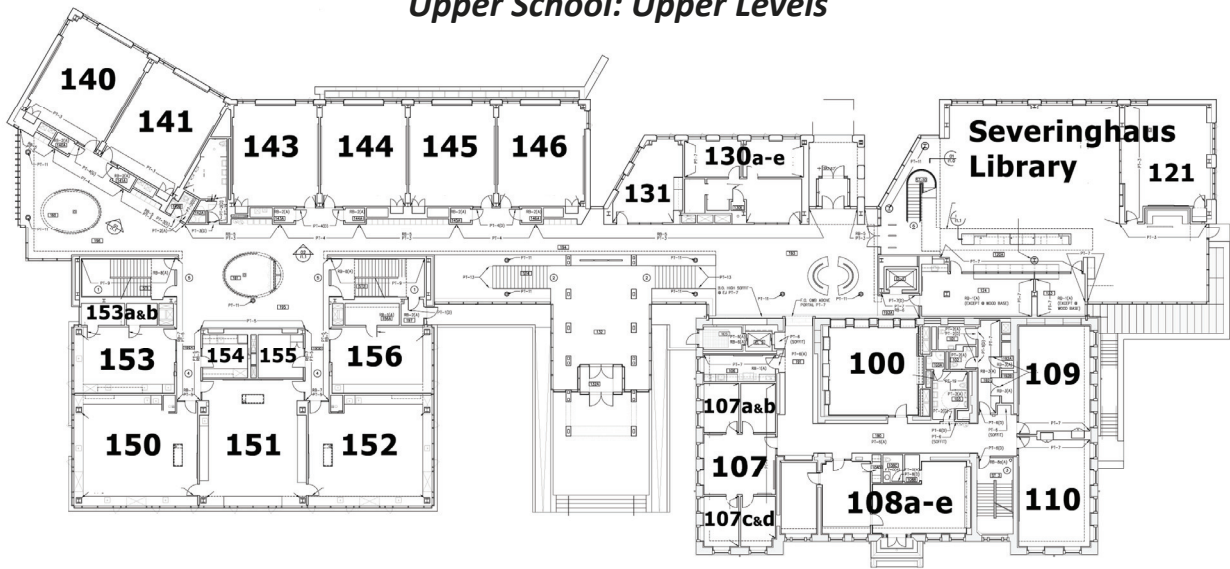
- *Workshops* take place in #1 – Upper School and #3 – Centennial Hall
- *Keynotes* occur in #3 – Centennial Hall
- *Daytime meals* occur in #6 – Dining Hall

Upper School: Lower Level



UPPER SCHOOL FLOOR PLAN

Upper School: Upper Levels



CONFERENCE DETAILS & TRAVEL INFORMATION

CONFERENCE LOCATION

With the exception of Monday evening, June 28th at the National Constitution Center, all conference events will take place at The Haverford School, 450 Lancaster Avenue in Haverford, Pennsylvania.

PRE-CONFERENCE EXTENDED WORKSHOPS ON SUNDAY, JUNE 27

The two pre-conference extended workshops will take place at The Haverford School beginning at 9:00 a.m. and concluding by 12:00 noon. A light breakfast, morning coffee and snacks, and lunch will be available. Transportation instructions are in the next section.

TRAVEL ARRANGEMENTS FOR SUNDAY, JUNE 27

Pre-conference Workshops and Opening Events at The Haverford School

On Sunday, June 27th, transportation to and from The Haverford School will be provided by Philadelphia's public transportation system or SEPTA, the Southeastern Pennsylvania Transportation Authority. (*Refer to SEPTA PASSES on page 12 for details on obtaining your SEPTA passes, which are provided to all conference delegates.*) The Philadelphia Marriott Downtown Hotel is conveniently located adjacent to the Market East train station and the R5 Paoli/Thorndale line that will bring delegates west to Haverford Station and return them east to the Hotel. Access to the SEPTA terminal from the Hotel is via the sky bridge on the third floor that connects to the Pennsylvania Convention Center. Once you enter the Convention Center space, follow the signs to the Market East SEPTA station and the R5 Paoli/Thorndale westbound to Haverford. Volunteers will be on hand to steer you in the right direction.

- **For those registered for a pre-conference workshop**, take the R5 Paoli/Thorndale line to Haverford Station. The train leaves the Market East Station, adjacent to the Hotel, at **7:40 AM**. **Please note that the next train, departing at 8:40 AM, will not arrive in time for the start of the pre-conference workshops.** When you arrive at Haverford Station, volunteers will show you the way to The Haverford School, a short and pleasant walk from the Station. At the conclusion of the pre-conference workshops, you can enjoy lunch and enjoy the school grounds and environs prior to the formal opening of the conference at 3:30 p.m.
- **All other delegates** should board the train in the early afternoon at one of three times. For those who like an early start, take the 12:40 PM train from the Market East Station that arrives at the Haverford Station at 1:07 PM. The **Recommended Train** is the **1:40 PM** from Market East arriving at 2:07 PM. The late train is the **2:40 PM** that arrives at 3:07 PM at Haverford. SEPTA will provide extra cars on Sunday for the **Recommended Train at 1:40 PM** to ensure there is ample space for a comfortable journey to Haverford Station. When you arrive at Haverford Station, volunteers will show you the way to The Haverford School, a short and pleasant walk from the Station.

Return trains on Sunday depart the Haverford Station at 56 minutes past the hour. The evening events on Sunday will conclude in ample time for delegates to walk to the station and board the eastbound train to downtown Philadelphia at **7:56 or 8:56 PM**. Your stop is the Market East Station, adjacent to the Hotel.

TRAVEL ARRANGEMENTS FOR MONDAY, JUNE 28 TO WEDNESDAY, JUNE 30

Transportation to and from The Haverford School

Please allow 40 minutes of travel time from the Downtown Marriott Hotel to The Haverford School using SEPTA.

SEPTA will be our sole provider of transportation to and from the conference location at The Haverford School on Monday, Tuesday and Wednesday. The Marriott Hotel is located adjacent to the Market East Station and the R5 Paoli/Thorndale line that will bring delegates west to Haverford Station in the mornings and return them east to the Hotel in the afternoon. Access to the terminal from the Hotel is via the sky bridge on the third floor that is connected to the Pennsylvania Convention Center. Once you enter the Convention Center space, follow the signs to the Market East SEPTA station and the R5 Paoli/Thorndale line westbound to Haverford.

We ask that delegates choose one of following three trains when traveling to Haverford. The early train leaves on the R5 Paoli/Thorndale line in Market East Station at **7:20 AM** and arrives at Haverford Station at **7:45 AM**.

CONFERENCE DETAILS & TRAVEL INFORMATION

The Recommended Train leaves at 7:37 AM and arrives at the Haverford Station at 8:05 AM. The late train leaves at **8:07 AM** and arrives at The Haverford Station at **8:36 AM**. SEPTA will provide extra cars for the **Recommended Train at 7:37 AM** to ensure there is ample space for a comfortable journey to Haverford Station.

SEPTA trains run frequently in the afternoon from Haverford Station to central Philadelphia for the return journey each day.

Transportation to The National Constitution Center, Monday, June 28th

From the Marriott Downtown Hotel, you can take a 10 minute walk east down either Market Street or Arch Street to 6th Street. Cross 6th Street and take a left. The Constitution Center is directly ahead between 6th and 5th streets, Arch and Race Streets. If you wish to take the subway, remember to bring your pass and board the Market/Frankford line at either the 13th and Market or 11th and Market Station going eastbound. Exit the train at the 5th Street Station and travel north on 5th street to the Constitution Center between 6th and 5th streets, Arch and Race Streets.

SEPTA PASSES

Delegates will be provided with SEPTA passes for Sunday, Monday, Tuesday and Wednesday. Those staying at the Philadelphia Marriott Downtown Hotel or leaving from downtown Philadelphia can report to the IBSC Conference Desk in the Hotel Lobby on Sunday, June 27 between 10:00 AM and 3:00 PM to pick up their SEPTA Pass for Sunday travel. SEPTA Passes for Monday, Tuesday and Wednesday will be distributed at The Haverford School during registration on Sunday.

BOOK SALES

During the conference, Borders Books will be selling a wide variety of books about boys, including books by keynote speakers from this and past IBSC conferences. The book store is located in the Upper Campus main building, lower level, Room 040. Bookstore hours are:

- Sunday, June 27th, 1:00 PM to 6:00 PM
- Monday, June 28th, 8:00 AM to 4:00 PM
- Tuesday, June 29th, 8:00 AM to 5:00 PM
- Wednesday, June 30th, 8:00 AM to 1:00 PM

VISITING PHILADELPHIA

We hope you will make time to explore Philadelphia's many sites and points of interest during your stay in the city. There will be a Hospitality Desk at The Haverford School throughout the conference, and you are encouraged to seek assistance there for suggestions about shopping areas, museums, entertainment, and restaurants. In addition, the concierge desk at the Hotel is a good source of local information and assistance.

CONFERENCE DRESS CODE

Business casual attire (slacks or skirts, blouses or shirts, and optional sweaters and blazers for women; and slacks, polo shirts or collared shirts and optional blazers or sweaters for men) is appropriate for all conference activities and for evening events on Sunday and Monday. Philadelphia weather in June can be very hot during a late June day. Check weather forecasts on the internet prior to your arrival!

INTERNET ACCESS

Delegates will be able to retrieve email during the conference at the Upper School Library. The Hotel also provides Internet services.

EMERGENCY CONTACTS

The Haverford School Switchboard (610-642-3020) will operate from 12:00 Noon to 5:00 PM on Sunday, June 27 and from 9:00 AM to 4:30 PM on weekdays during the conference. For emergencies at other times, contact Brad Adams at 416-988-3967 or Jay Greytok at 484-368-1471.

CONFERENCE SCHEDULE

Sunday, June 27, 2010

Registration at Haverford	12:00 – 6:00 PM
Pre-conference workshops	9:00 AM – 12:30 PM
Trains in from Hotel	12:00 – 3:00 PM
Welcome and opening speeches	3:30 PM
Keynote Address: Andy Hargreaves	4:00 – 5:00 PM
Reception and dinner at Haverford	5:00 – 7:30 PM
Trains back to Hotel	7:56 & 8:56 PM

Monday, June 28, 2010

Trains in from Hotel	7:00 AM – 8:00 AM
Continental Breakfast at Haverford	7:30 – 8:45 AM
Preliminary Program	8:45 AM
Keynote Address: Tom Newkirk	9:00 AM – 10:00 AM
Break	10:00 – 10:30 AM
Workshop Session A	10:30 – 11:45 AM
Lunch	11:45 AM – 12:45 PM
Locating Significance: Adam Cox	12:45 – 2:15 PM
Break	2:15 – 2:45 PM
Workshop Session B	2:45 – 4:00 PM
Trains back to Hotel	4:30 – 5:00 PM
Reception and Speaker (at Constitution Center)	6:00 – 8:30 PM

Tuesday, June 29, 2010

Trains in from Hotel	7:00 AM – 8:00 AM
Continental Breakfast at Haverford	7:30 – 8:45 AM
IBSC Annual General Meeting	8:45 – 9:15 AM
Keynote: Denise Pope	9:15 AM – 10:15 AM
Break	10:15 – 10:45 AM
Workshop Session C	10:45 AM – 12:00 PM
Lunch	12:00 – 1:00 PM
Inventions in Teaching: Heidi Hayes Jacobs	1:00 – 2:00 PM
Inventions in Teaching Breakouts	2:15 – 3:15 PM
Break	3:15 – 3:45 PM
Workshop Session D	3:45 – 5:00 PM
Trains back to Hotel	5:00 – 5:30 PM

CONFERENCE SCHEDULE

Wednesday, June 30, 2010

Trains in from Hotel	7:00 AM – 8:00 AM
Continental Breakfast at Haverford	7:30 – 9:00 AM
Keynote Address: Peg Tyre	9:00 – 10:15 AM
Break	10:15 – 10:45 AM
Workshop Session E	10:45 AM – 12:00 PM
Closing Comments	12:00 PM – 12:30 PM
Trains to Hotel, airport	12:30 PM

SPOUSE/PARTNER PROGRAM

Registration for spouse/partners includes the conference opening and evening social event on Sunday, June 27 and the evening social event at the National Constitution Center on Monday, June 28. It also includes participation in the daytime spouse/partner tours and activities.

This year, the Day Program on Monday, June 28 and Tuesday, June 29 will highlight the major attractions and neighborhoods of the “City of Brotherly Love” and showcase its historical and cultural riches.

Your dynamic hosts and guides are current parents and staff from The Haverford School: Darlene Logan, Lisa Martin and Marilyn Paucker.

Monday, June 28: Meet your Guides in the lobby of the Marriott Hotel at 9:00 AM. Highlights of the morning and afternoon include:

- Walk down Market Street to Independence Mall
- Take the Constitutional Walking Tour of Historic Philadelphia
- Lunch at the Old City Tavern
- Experience the famous Liberty Museum and Franklin Court
- Return to the Hotel to relax and prepare for evening events
- The evening reception at the Constitution Center begins at 6:00 p.m.

Tuesday June 29: Meet your hosts in the lobby of the Marriot at 9:00 AM and board a trolley to the Philadelphia Art Museum:

- Experience the world famous Philadelphia Art Museum and see the Late Renoir exhibit
- Walk to Jack’s Firehouse for lunch
- Tour Philadelphia’s version of Alcatraz, Eastern State Penitentiary – an extraordinary historical tour!
- Return to hotel to relax, prior to any personal evening plans with friends and colleagues.

All transportation, entrance fees and lunches are included in the Day Program. Because the weather will be very warm in late June, we advise that you dress comfortably and in good walking shoes!

KEYNOTE SPEAKERS



**Monday, June 28th
12:45 PM**

Adam Cox, a leading advocate for the social and emotional wellbeing of youth, initiated the Mighty Good Kids™ Workshop for Social and Emotional Development. This program helps children with learning or attention problems, Asperger's syndrome, and other behavioural challenges develop social skills in a focused, supportive environment. He 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's new project, *Locating Significance in the Lives of Boys*, and will present his preliminary findings on this project at the conference.



**Sunday, June 27th
4:00 PM**

Andy Hargreaves is the Thomas More Brennan Chair in Education at the Lynch School of Education at Boston College. His work at Boston College concentrates on educational change, performing beyond expectations, sustainable leadership and the emotions of teaching. Professor Hargreaves qualified for and went on to teach primary school before studying for and completing his Ph.D. thesis in Sociology at the University of Leeds in England. He lectured in a number of English universities including Oxford until in 1987 he moved to the Ontario Institute for Studies in Education in Canada, where he co-founded and directed the International Center for Educational Change. From 2000-2002, he was also Professor of Educational Leadership and Change at the University of Nottingham in England.

Professor Hargreaves has authored or edited more than 25 books which have been translated into a dozen languages. They include *Learning to Change*, *Teaching in the Knowledge Society*, *Sustainable Leadership*, *Change Wars* and the very recently published *The Fourth Way*, written with Dennis Shirley. This compelling and provocative volume makes clear that the old ways for effecting social and educational change are no longer suited to the "fast, flexible, and vulnerable new world of the 21st century." The authors take readers on a revealing journey through three ways of change that have defined global educational policy and practice from the 1960's to the present and offer a new "Fourth Way" that will lead to remarkable reforms in student learning and achievement. Andy now lives close to Boston, Massachusetts with his wife Pauline who is also an educator. Their children, Stuart and Lucy, work in the fields of law and international development.

KEYNOTE SPEAKERS

Heidi Hayes Jacobs, Executive Director of the Curriculum Mapping Institute and President of Curriculum Designers, Inc., is an internationally recognized expert in the fields of curriculum and instruction. Dr. Jacobs has served as an education consultant to schools nationally and internationally. She works with schools and districts, K-12, on issues and practices pertaining to curriculum reform, instructional strategies to encourage critical thinking, and strategic planning. Her books include *Interdisciplinary Curriculum: Design and Implementation* and *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*, and *Getting Results with Curriculum Mapping*, was released by ASCD in November, 2004. Dr. Jacobs' most recent book, *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening* was released in April 2006. PBS features two of her courses for teachers, *Curriculum Mapping by Heidi Hayes Jacobs I & II*, in their professional development program delivered on-line.



**Tuesday, June 29th
1:00 PM**

Dr. Jacobs has served as an adjunct associate professor at the Department of Curriculum and Teaching at Teachers College, Columbia University, NYC, from 1981 to the present. Her doctoral work was completed at Columbia University's Teachers College in 1981 where she studied under a national Graduate Leadership Fellowship from the United States Office of Education. Her master's degree is from UMASS at Amherst and her undergraduate studies were at the University of Utah in her hometown of Salt Lake City. The fundamental backbone of her experience comes from her years as a teacher of high school, junior high school, and elementary children in Utah, Massachusetts, and New York.

Wes Moore is an inspiring, dynamic and promising young American leader. He graduated from Valley Forge Military College in 1998 and from Johns Hopkins University in 2001. At Johns Hopkins he was honored by the Maryland College Football Hall of Fame. He completed a M.Litt. in International Relations from Oxford University as a Rhodes Scholar in 2004. Wes was a paratrooper and Captain in the United States Army, serving a combat tour of duty in Afghanistan in 2005–2006. A White House Fellow from 2006–2007, he served as a Special Assistant to Secretary of State Condoleezza Rice. Mr. Moore was a featured speaker at the 2008 Democratic National Convention in Denver. He is currently an investment professional in New York. Moore was named one of Ebony magazine's "Top 30 Leaders Under 30" for 2007 and Crain's New York Business' "40 Under 40 Rising Stars" in 2009. Published in April, his best-selling book, *The Other Wes Moore*, tells the dramatic story of the divergent destinies of two young men growing up in Baltimore.



**Sunday, June 27th
7:30 PM
Constitution Center**

KEYNOTE SPEAKERS



Monday June 28th
9:00 AM

Thomas Newkirk is the author of *Misreading Masculinity: Boys, Literacy and Popular Culture* (2004), which has been cited as one of the most significant books for teachers in the past decade. A former teacher of at-risk high school students in Boston, Dr. Newkirk is Professor of English at the University of New Hampshire, the former director of its freshman English program, and the director and founder of its New Hampshire Literacy Institutes. He has studied literacy learning at a variety of educational levels—from preschool to college. He is the author of numerous books and articles on teaching literacy at all levels. In 2000 he received the David Russell Award from the National Council of Teachers for his book, *The Performance of Self in Student Writing*. His most recent book is *Holding on to Good Ideas in a Time of Bad Ones: Six Literacy Principles Worth Fighting For*.



Tuesday June 29th
9:15 AM

Denise Pope, has been a lecturer at the Stanford University School of Education for the past 9 years. She specializes in student engagement, curriculum studies, qualitative research methods, and service learning. She founded and now directs the *SOS: Stressed-Out Students* project, a research and intervention effort to work with K-12 schools to counter the causes of academic stress. She lectures nationally on parenting techniques and pedagogical strategies to increase student health, engagement with learning, and integrity. Her book, *"Doing School": How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students* (Yale University Press, 2001) was awarded Notable Book in Education by the American School Board Journal, 2001. Dr. Pope is a three-time recipient of the Stanford University School of Education Outstanding Teacher and Mentor Award. Prior to teaching at Stanford, Dr. Pope taught high school English in Fremont, CA and college composition and rhetoric courses at Santa Clara University. She lives in Los Altos, CA with her husband and three children.



Wednesday, June 30th
9:00 AM

Peg Tyre is a prize-winning investigative reporter and the author of the controversial and widely praised book *The Trouble With Boys: A Surprising Report Card on Our Sons, Their Schools and What Parents and Educators Must Do* (Crown 2008). Peg spent two decades in journalism, as a magazine feature writer at *New York* magazine, a newspaper reporter at *New York Newsday*, an on-air correspondent for CNN and most recently, as a long time staff writer for *Newsweek*, covering social trends and education. Between 2001 and 2008, she pursued her passion: examining the fault lines in American culture formed by class, gender, race, ideology and upbringing for the national weekly. Praised for being "analytical," "often counterintuitive" and "not afraid to take on society's sacred cows," Tyre's cover stories were top sellers at the magazine. Her cover story on the "Boy Crisis" in 2006 sparked national debate. A graduate of Brown University, Ms. Tyre has lectured at Harvard University and the Columbia University Graduate School of Journalism and is a frequent speaker at public and private schools around the United States. She continues to write about education, social trends and culture. She lives in Brooklyn, New York with her husband, novelist Peter Blauner and their two sons.

**International Boys' Schools Coalition
Action Research Program
2009-10**

Congratulations on completing your journey!

Program Coordinators

Di Laycock	Barker College	Australia
Margot Long	St. John's College	South Africa

Team Members

Jude Abuthnot	Westlake Boys High School	New Zealand
Becky Brown	Chestnut Hill Academy	USA
Kean Broom	St. Alban's College	South Africa
Gene Bruner	St. Christopher's School	USA
Alvin Chow	St. Paul's College	Hong Kong
Sheridan Coverdale	Brighton Grammar School	Australia
Sherry Creasman	Presbyterian Day School	USA
Simon Curtis	Ridge School	South Africa
Paul Emant	St. John's College	South Africa
Tracy Ewing	The Phelps School	USA
Betsy Kelly	St. Albans School	USA
Steve Lott	Aldwickbury School	United Kingdom
Debbie Martin	Maritzburg College	South Africa
Karen Mallace-Goulbourne	Poole Grammar School	United Kingdom
Sarah Massey	Lindisfarne College	New Zealand
Brad Merrick	Barker College	Australia
Steve Middleton	Knox Grammar School/ Brighton Grammar School	Australia
Margot Pickworth	Shore School	Australia
Kathy Porteous	Crescent School	Canada
Delia Turner	The Haverford School	USA
Lynne Weber	St. Mark's School of Texas	USA
Chris Zamore	Belmont Hill School	USA

CONFERENCE WORKSHOP SCHEDULE

Workshop Session A:	Monday, June 28th	10:30 AM – 11:45 AM
Workshop Session B:	Monday, June 28th	2:45 AM – 4:00 PM
Workshop Session C:	Tuesday, June 29th	10:45 AM – 12:00 Noon
Workshop Session D:	Tuesday, June 29th	3:45 PM – 5:00 PM
Workshop Session E:	Wednesday, June 30th	10:45 AM – 12:00 Noon

Academic Program:**Lower/Primary**

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

Academic Program:**Middle**

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

Academic Program:**Upper/Senior**

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

School Heads and Administrators

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

Admissions/Marketing

A: 2, 3
 B: 2, 8, 9, 10, 13
 C: 3, 4, 5, 10
 D: 15
 E: 1

Advising/Counseling/Pastoral Work

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

Boarding/Residential Life

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

Coaches and Physical Education Staff

A: 1, 11
 B: 1, 2, 12, 13
 C: 1, 3, 5, 6, 7, 8, 9, 12, 13
 D: 9, 15
 E: 6, 9, 11

College/University/Career Counselors

B: 13
 C: 3, 5
 D: 10

Learning Specialists

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

Reading/Language Teachers

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

WORKSHOP SESSION A

MONDAY, JUNE 28TH 10:30 AM – 11:45 AM

A1, Music Room 1 (in Centennial Hall)**Why We Need To Teach Boys About Fatherhood******This Workshop is also offered in Session B******John Badalament**, Modern Dads – Consulting Services, USA

Research shows that the best predictor of good mental health in both children and adults is access to a wide range of traits, rather than just those deemed ‘masculine’ or ‘feminine.’ Yet, before most boys enter kindergarten, they’ve begun learning to conform to powerful stereotypes about what it means to be a man in this society – don’t ask for help, don’t care too much, stay in control, etc. These narrow versions of masculinity affect boys’ social-emotional development, limit their educational and career opportunities in the global community, and expose them to a host of risk factors such as bullying, violence, and relationship problems. In this session, participants will learn about a new integrated approach to addressing boys’ health and relational wellness in schools: teaching boys, from a young age, about becoming great fathers, father-figures, and mentors. Drawing on his extensive work in IBSC schools and his new book, *The Modern Dad’s Dilemma: How To Stay Connected With Your Kids In A Rapidly Changing World*, John Badalament describes how boys of all ages consistently cite empathy, care, listening, and attentiveness as the qualities they need to be good dads someday. In this provocative workshop, educators will learn and discuss the role educators and parents – especially dads – can play in teaching boys to embody these critical relationship skills and qualities.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
✓	✓	✓	✓			✓			✓	✓

WORKSHOP SESSION A

MONDAY, JUNE 28TH 10:30 AM – 11:45 AM

A2, Ball Auditorium**May I Have Your Attention, Please?******This Workshop is also offered in Session C******Jo Ann Cohen, Ph.D.**, Learning Specialist, LaSalle College High School, USA**Jerry Evans, M.Ed. M.S.**, Science Teacher, LaSalle College High School, USA

How can I help boys to pay attention and remember? What can I do to help them learn more effectively? Why is movement so important in an all-male classroom? What cortical differences lay the foundation for academic performance differences between genders? This workshop will help teachers and administrators understand the cortical differences between genders and will identify best practices that help boys improve academic performance.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓			✓	✓		

A3, Room 144**Connecting, Publishing, Promoting, Researching: The Creation of the Sterling Institute****Leslie Anne Dexter**, Vice-Principal, Academics, General Manager of The Sterling Institute, The Sterling Hall School, Canada

The mission of The Sterling Institute is to provide and promote to educators around the world the expertise, experience, and research that encourages excellence in the teaching of boys. The Institute encourages SHS faculty to be innovative, and to continuously strive to develop more effective teaching practices and materials. It fosters a 'life-long learning' culture among its members. The focus of this workshop will be, firstly, an overview of the development of The Sterling Institute and the directions that The Sterling Hall School has taken, and will take, to create and run a global institute for the excellence in the teaching of boys. Attendees will have the chance to form small groups and engage in the following discussions: professional development for faculty; how to build a resource bank; how to best market and share a school's best practices; how to elicit feedback from a school's target population; how to run Think Tanks; and how to establish connections and extended community for ongoing work among schools. This workshop will involve a presentation, as well as small working groups, followed by a question and answer period.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓			✓		✓	

A4, Room 121**Twenty-Three Things at Boys' Latin – One Thing at a Time****Terri Floccare**, Lower School Librarian, Boys' Latin School of Maryland, USA**Debi Krulak**, Lower School Technology Coordinator, Boys' Latin School of Maryland, USA

Web 2.0, the read/write web, is here to stay and it's not just technology that is changing. It's giving rise to a new way of thinking about and using web technologies to support classroom learning. 21st century literacies are rewriting the rules of education. The *23 Things* program is a professional development opportunity for participants to learn about Web 2.0 and 21st century literacies. It is a self-paced online learning program developed in 2006 by Helene Blowers to "encourage staff to experiment and learn about the new and emerging technologies that are reshaping the context of information on the Internet today." The Boys' Latin library and technology departments have developed a *23 Things* course for the Boys' Latin faculty. At this workshop we will discuss how and why we developed the course, its level of success, how it is changing the way participants teach, and the positive effect it is having on our students. We hope that participants will leave this workshop with an awareness of the *23 Things* program, a taste of what participating in an online *23 Things* course could mean for them professionally and personally, and the framework for the creation of a *23 Things* program in their home schools.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓				✓	✓		

WORKSHOP SESSION A

MONDAY, JUNE 28TH 10:30 AM – 11:45 AM

A5, Room 245**Changing the Comfort Zone**

Babs Helleman, Head of English, The King's School, Australia

This workshop will focus on how the English Department at King's has placed an emphasis on developing an understanding of ideal manhood traits, as espoused by Chaucer in "Gentilesse", where the qualities of the knight are celebrated. In order to do this we have constructed units of work that take our students outside their comfort zone. This presentation will feature a unit of work developed for our Year 8 Scholars, a unit equally applicable to older students. It examines how 14 year-old boys cope with the tragic circumstances of modern war. It presents the Palestinian perspective, through their reading of *A Little Piece of Ground* by Elizabeth Laird and the Balkan perspective, together with resettlement in Australia, in *No More Borders for Josef* by Diana Chase. Robbed of a normal life, the male protagonists come to terms with their unsettling conditions. Each novel is particularly provocative and takes students out of their comfort zone. They witness the strain placed on family and relationships we take for granted. They recognise that it is often the small things in life – a kind word or closeness to an animal – that keeps the human spirit alive but they are also confronted with the desire for revenge, the desire to be a hero or a martyr. The desired outcomes of greater empathy, understanding cultural difference of expected male behaviour and coping with tragedy, together with the need to continue to live, irrespective of whether you are a Palestinian, an Israeli, a Croat or a Serb are powerful teaching elements. The boys responded to real world situations, wrote empathetically and gained a broader understanding of how their life would be changed and their values challenged if they had been born into an area of conflict.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓						✓		

A6, Big Room**How Hovering Parents Affect Both School and Boys**

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

Abigail James, Educational Learning Specialist, University of Virginia, USA

In the past decade, schools have noted that parents are increasingly involved in their sons' lives and are becoming intrusive. These parents are sometimes known as 'helicopter parents' and are found worldwide; moreover, it is the parents of boys who are more likely to engage in this behavior than parents of girls. This workshop will discuss some of the theoretical bases for this behavior and the material will include evidence of the effect that this behavior may have on the growing lack of motivation seen in boys. The presenter makes no promises for solutions, but invites participants to come and share experiences with an aim to developing programs and policies for schools to help parents and schools deal with this issue.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

A7, Room 240**Bringing Global Home: Lessons Learned in Building a Global Education Program**

Chris Kolovos, Director of Global Education, Belmont Hill School, USA

Global education is increasingly a priority for our schools, and, like any new endeavor, presents challenges. This session will offer lessons learned from Belmont Hill's experience expanding its global education program and weaving global education into the fabric of the school. It will also provide a forum for teachers and administrators involved in global education to connect and share their own experiences. Topics include: Defining the Program (setting the expectation that global education means more than international travel); Building Faculty Support (energizing the base and addressing the skeptics); Fostering Champions (empowering devoted faculty and students to shepherd certain initiatives); Working with Alumni and Parents (tapping what can be a wonderful network of global citizens, donors, and speakers); Offering Options (making choices available for families and students with varying

WORKSHOP SESSION A

MONDAY, JUNE 28TH 10:30 AM – 11:45 AM

levels of comfort with international travel); Build vs. Buy (deciding between outsourcing and growing programs at home); Expanding Opportunity (structuring financial aid to support students' travel); Going Glocal (shaping globally-focused service projects in the local community); and Integrating Home and Abroad (building bridges between student travel and on-campus programs and curriculum).

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓	✓							

A8, Room 241

Growing an Idea from IBSC – a Drug and Alcohol Book

Simon Le Plastrier, Deputy Headmaster, Head of Senior School, Trinity Grammar School, Australia

During the 2005 Washington Conference members of the Trinity Grammar School faculty attended a workshop, conducted by Mimi Fleury, on the *Community of Concern* program. The concept was taken up by some of the Trinity Grammar parents. The laws in Australia relating to drinking alcohol are very different from the United States so we had to adapt the *Community of Concern* idea to an Australian context. The Trinity parents developed a booklet which has been published in over 40 schools. The booklet has also been widely reported in state and national press and the parents have been able to effect some changes in government policy. The aim of this workshop is to elaborate on the process we had to undertake to grow an idea into reality and to present some of the findings we have discovered relating to Drugs and Alcohol within the Australian context. We feel, although all the evidence is anecdotal, that this booklet and the education process which supports it, has gone a long way to alleviating issues related to drugs and alcohol in our part of Australia.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓	✓						✓	

A9, Room 150

Boys and Literacy: The need to be inspirational, supportive and accountable in order to allow boys to unlock their full potential

Karen Mallace-Goulbourne, Literacy Advisor, Poole Grammar School, United Kingdom

Susan Hancock, Assistant Head, Poole Grammar School, United Kingdom

Ian Carter, Headmaster, Poole Grammar School, United Kingdom

Following on from our workshop at the IBSC conference in New Zealand, this presentation will give an update on our innovative, multi-stranded approach programme to improve the literacy of the boys. The term literacy should not, we believe, be confined in meaning to mere functional literacy, important as this is. The literacy process of speaking, listening, reading and writing is the toolkit through which we all learn. It empowers an individual to fulfil his absolute potential. This involves designated Literacy lessons, the celebration of national literary days, the creation of book clubs and reading groups and individual support for the boys where necessary. Reading for pleasure lies at the heart of our initiative which is targeted at Year 8 and 9 (ages 12-14) and this year professional authors have played an important role. Targeting our sixth form with literacy support has been an extension of the initiative. The metAdmin and effectiveness of this will be detailed in this workshop. Helping other schools within our community is also a focus of the strategy. Details will be given of schools at all levels with which we have worked on our literacy programme. This year we have also undertaken an audit of the scheme's effectiveness, and our data analysis will form the concluding part of the workshop.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓					✓	✓		

WORKSHOP SESSION A

MONDAY, JUNE 28TH 10:30 AM – 11:45 AM

A10, Room 143**“Monsters and Castles and Ghosts, Oh My!” – How our middle school boys produce an original musical in 10 weeks (And Yours Can Too!)****Paul Nelson**, Director of Music, Trinity-Pawling School, USA**Carolyn Shemwell**, Foreign Language Department Chair, Trinity-Pawling School, USA**Leslie Wittenbraker**, Spanish and Visual Arts Teacher, Trinity-Pawling School, USA

One of the challenges of an all-boy's theatre curriculum is finding appropriate production material that both appeals to their sense of adventure and avoids romantically driven plotlines. To solve this problem, each winter term, the Trinity-Pawling Middle School produces a musical for which they have written an original script and libretto, as well as designed and built the set, costumes and props. The students not only learn the conventions of theatre, but also discuss and explore the structure of story-telling (settings, conflicts, characters) and develop their musical and artistic skills. The creative process is interdisciplinary – including history, architecture, art, literature, geometry, and science – and draws heavily on boys' imaginations and kinetic approach to learning. In this workshop, we will share examples of student work from each phase of our 2010 production, and provide you with a step-by-step 'How-To' guide for implementing this curriculum in your school (no theatrical talent required – honestly!).

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓								

A11, Room 244**Extended Day, Extended Year: The Extras Matter****Joseph Powers**, Headmaster, Washington Jesuit Academy, USA**Andrew Deyell**, Assistant Headmaster, Washington Jesuit Academy, USA**Dawon Dicks**, Health Coordinator/Teacher, Washington Jesuit Academy, USA

Washington Jesuit Academy is not a traditional school in many ways. While our curriculum is similar to most middle schools, our length of day and school year are unique. For twelve hours a day, eleven months of the year, every student must participate in our extended day and extended school year program. It is in this 'extra' time that we have found tremendous learning opportunities and value for our young men. Through an extensive after school program and an extended school year we have been able to provide our young men with experiences that have helped develop their character and exposed them to new activities. Whether it is through our sports teams, our Shakespeare performance, our debate team or our service club, the young men are able to learn valuable lessons in a hands-on environment. We are able to harness these experiences as they bring their knowledge and understanding back to the classroom and their communities. Leadership is an expectation for each of our students and we provide numerous opportunities for our young men to 'feel' the role of a leader. Our 'extras' are a difference maker for our boys. Our presentation will focus on the design of our program and the value of rich extracurricular programming. We will close with ample time for questions and a shared discussion on what participants feel works in his or her respective school.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
	✓		✓			✓			✓	

A12, Room 140**It's Ten P.M. – Do You Know Where Your Residents Are?****Douglas Reuter**, Head Housemaster and English Teacher, Academy of the New Church, USA**Kyle Genzlinger**, Assistant Housemaster and History Teacher, Academy of the New Church, USA

Parents from all over the world put their boys' lives boarding staff's hands and say, "Please, take good care of him." Humbling indeed. Our job requires that we be able to answer the question, "Do I know where my residents are?" And not just in the physical sense. We need to be able to answer that about their personal development as well. While many in the educational sector remain cautious about advancing technologies because of student abuse, our residential community has utilized some of those same technologies to help our residents strengthen their grip on personal

WORKSHOP SESSION A

MONDAY, JUNE 28TH 10:30 AM – 11:45 AM

responsibility. For the last two years our residence hall has used customized software in our day-to-day operations. The software allows the staff to track the location of residents, to identify disciplinary patterns, and to manage all those idiosyncratic elements inherent in running a residence hall. Mapping services, text messaging, and real-time tracking allow the staff to keep efficient and secure records of student activities. The software's flexibility allows for broad-based rules as well as individualized tracks. No matter how simple or how complex your residential community is this software can make implementation easier. Attend the workshop and see the possibilities.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
		✓	✓							✓

A13, Room 246

Differentiated Instruction in Middle School Math

Michael Ruscitti, Asst. Head Of Middle School, Crescent School, Canada

Jeffrey Adams, Middle School Math Coordinator, Crescent School, Canada

So you know that differentiation is important but just how do you begin to differentiate instruction in your mathematics classroom? Begin the journey by exploring a variety of differentiation strategies. These strategies will encourage students to learn mathematical concepts as well as explore their own mathematical thinking. We will also explore ways to engage students in meaningful problem solving. Student samples will be shared and handouts will be provided. Participants will leave with ideas for immediate implementation.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓		✓				✓			

A14, Room 141

Indigenous Education – an Australian Perspective on Engaging the Issues

Ross Tarlinton, Headmaster, St. Joseph's College (Hunters Hill, Sydney), Australia

The workshop will explore the issues of indigenous education experienced in an Australian school setting – St Joseph's College, Hunters Hill. This program has drawn national media and government attention as a lighthouse program in addressing educational inequities. It has been regularly cited in the Australian parliament as an example of best practice in indigenous education in Australia. Participants will be provided with a snap-shot of the St Joseph's College Indigenous Education Program in the hope that it may enthuse and encourage others who may be considering new directions or further engagement in meeting the needs of indigenous communities in a school setting. Areas the workshop will explore include: a description of the context of the program and the Australian setting; an outline of the motivation for the program and description of the program; an analysis of what works and what does not – the joys and pitfalls! – and reflections on leadership and business considerations in the development and implementation of an indigenous education program in a school setting. There will be opportunity for discussion and open forum.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
		✓	✓				✓		✓	✓

WORKSHOP SESSION A

MONDAY, JUNE 28TH 10:30 AM – 11:45 AM

A15, Community Room

Reinventing Ten-year-old Boys: A Time to Connect

Clark Wight, Head of Shaker Campus, University School, USA

This workshop will take a closer look at 10-year-old boys in our 21st century context. As boys move towards that magical number 10, they are on the cusp. It is important to try and gain perspective on where they are socially, developmentally and emotionally, where we are as parents and teachers and what we want from students in school, family and society. The content of the workshop will focus on examples, stories and data concerning: testosterone, male masks, emotional intelligence, manhood and character, over focus/over diagnosis, praise, sports, independence and stillness and silence. The desired outcome is to start the conversation amongst participants and our schools on the communication needed with parents and teachers about the lives of 10-year-old boys in our schools. There are a number of essential questions for discussion with the group: What seems to be driving the fear in some parents today? What seems to be driving the need for control in some parents today? How is media and access to the web impacting 10-year-olds? And lastly, if parents thought of their 10-year-old son's education as an evolution, rather than an education, would they be more patient, willing to wait out the parts of their son's life they try and then dismiss? Would they see it as a long process rather than one quiz, a grade, a year level? If he is evolving over time, parents may take another look at the journey and the opportunities he has to evolve, change, adapt, fail and grow. Let's 'reinvent' 10-year-old boys and let their teachers and parents know what to expect and how to allow them to live, flourish and develop.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓		✓					✓	✓	

A16, Room 152

Using Technology to Inspire Creativity and Quality Writing

Karen Yager, Dean of Studies, Knox Grammar, Australia

Technology inspires boys to be innovative and to confidently realise the potential of their imagination and literary expression. Creating multimedia texts focuses boys on the craft and artistry of writing, and taps into their creativity. This workshop will explore how to use technology and explicit literacy strategies with boys to motivate them to become confident and effective writers. A plethora of resources, practical strategies and student work samples will be shared.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓					✓	✓		

B1, Music Room 1 (in Centennial Hall)

Why We Need To Teach Boys About Fatherhood

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

John Badalament, Modern Dads – Consulting Services, USA

Research shows that the best predictor of good mental health in both children and adults is access to a wide range of traits, rather than just those deemed 'masculine' or 'feminine.' Yet, before most boys enter kindergarten, they've begun learning to conform to powerful stereotypes about what it means to be a man in this society – don't ask for help, don't care too much, stay in control, etc. These narrow versions of masculinity affect boys' social-emotional development, limit their educational and career opportunities in the global community, and expose them to a host of risk factors such as bullying, violence, and relationship problems. In this session, participants will learn about a new integrated approach to addressing boys' health and relational wellness in schools: teaching boys, from a young age about becoming great fathers, father-figures, and mentors. Drawing on his extensive work in IBSC schools and his new book, *The Modern Dad's Dilemma: How To Stay Connected With Your Kids In A Rapidly Changing World*, John

WORKSHOP SESSION B

MONDAY, JUNE 28TH 2:45 AM – 4:00 PM

Badalament describes how boys of all ages consistently cite empathy, care, listening, and attentiveness as the qualities they need to be good dads someday. In this provocative workshop, educators will learn and discuss the role educators and parents – especially dads – can play in teaching boys to embody these critical relationship skills and qualities.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓			✓			✓	✓

B2, Community Room

Bridging the Gap: Mentoring, Buddies, and Other Programs That Promote Connections across Divisions

Hill Brown, 7th Grade History Teacher, St. Christopher's School, USA

Do the lower, middle, and upper school divisions at your school seem like islands unto themselves? Bringing teachers and students of different grade levels together can do wonders for creating school community and enhancing many aspects of the curriculum. In this session we will showcase eight specific programs which involve upper, middle, and lower school students both on and off campus. Examples include buddies, mentoring, tutoring, coaching, and working with inner-city youth. Bringing students and teachers together across divisions has the power to make a positive impact on students by boosting confidence, encouraging leadership skills, and bringing out the best in each boy. These programs can also enhance teacher collaboration and mutual respect. The session format will include photos, background information on each of the programs, and group discussion. Participants are encouraged to share examples from their own schools. We will also discuss ways to overcome hurdles and barriers to implementation.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓		✓			✓	✓

B3, Room 240

“That Kid Keeps Bothering Me!” – Support for Boys and Their Parents

Jay Brown, Dean of Students, The Haverford School, USA

Ron Duska, Head of Lower School, The Haverford School, USA

For teachers and administrators of lower school boys who wish to include parents in the discussion of behavior issues at school. This workshop will feature video excerpts from a parent workshop from February 2010 entitled: “Kids are bothering me at school! – how (your) School can work with parents and boys when this message comes home.” Included in the workshop will be student testimonials, as well as faculty and staff suggestions for information sharing, and approaches to discipline in a lower school setting. We will speak to the developmental nature of what is going on, as well as the various interventions we take to deal with boys who disagree, tease, and even bully each other. We will also highlight our team approach to solving behavior problems, and the resources we make available to students and parents.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓								✓	

WORKSHOP SESSION B

MONDAY, JUNE 28TH 2:45 AM – 4:00 PM

B4, Room 152**IBSC 2010 Action Research Workshop: Who's reading my writing?****2009–10 IBSC Action Research Team****Alvin Chow**, St. Paul's College, Hong Kong, SAR, China**Sherry Creasman**, Presbyterian Day School, USA**Simon Curtis**, The Ridge School, South Africa**Debra Martin**, Maritzburg College, South Africa**Sarah Massey**, Lindisfarne College, New Zealand**Brad Merrick**, Barker College, Australia

This year's global action research project examined ways in which boys could be encouraged to become more prolific, powerful and confident writers. A team of 22 teachers from countries including Australia, New Zealand, Hong Kong, Canada, South Africa, the UK and the US worked on a variety of exciting projects. This workshop examines the influence of audience and feedback on boy writers. Members of the IBSC 2010 Action Research Team explore a variety of ways of providing an authentic audience and worthwhile feedback to encourage boys to write more prolifically, powerfully and with confidence.

- Brad Merrick (Barker College, Australia) analyzes how the type of feedback received during the learning process influences boys' motivation to write;
- Simon Curtis (The Ridge School, South Africa) and Debra Martin (Maritzburg College, South Africa) discuss ways in which writing for an authentic audience affects boy writers;
- Sarah Massey (Lindisfarne College, New Zealand) examines to what extent anonymity in feedback helps boys to write better;
- Alvin Chow (St Paul's College, Hong Kong) shares ideas about selective correction for English second language writers; and
- Sherry Creasman (Presbyterian Day School, USA) looks at the benefits of daily journal writing.
- The findings of Steve Middleton (Brighton Grammar School, Australia) with regard to increasing the frequency with which boys write will also be shared.

These are also vivid stories of the step-by-step process of action research, a brand of inquiry that remains at the cutting edge of educational practice. For front-line teachers and school leaders alike, the journeys recounted here provide compelling testimony of the power of action research to spark professional growth and school change.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓				✓	✓		

B5, Room 246**Boys' Literacy: An Ontario-wide Initiative Supporting Boys' Achievement****Micki Clemens**, Education Consultant, Curriculum and Assessment Connections, Canada**Barbara Bodkin**, Director, Continuing Education, OISE, Canada

This workshop will provide participants with the background to the boys' literacy initiative that has been underway since 2005, supported by the Ministry of Education in Ontario. It will provide practical information on the strategies outlined in the teacher resources developed by the Ministry of Education and the Ontario Institute for Studies in Education (OISE) and illustrate how these strategies have proven successful in engaging boys' interest in and enthusiasm for literacy and helped to raise their achievement in public and Catholic school settings at both the elementary and secondary levels. The first published resource, *Me Read? No Way!* (2004) included 13 research-based strategies for schools to explore and implement. This document was used as the springboard for a collaborative action research project entitled, *The Boys' Literacy Teacher Inquiry Project*, funded by the Ministry of Education in order to raise boys' achievement and address the gender gap in literacy. Findings from the OISE consultant's report, *The Road Ahead* (2009), and the teacher resource, *Me Read? And How!* (2009) which details stories from the 145 participating

WORKSHOP SESSION B

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schools, will illustrate the key learnings derived from this project and outline the teaching practices that yielded promising results. An additional resource entitled, *Supports for Boys Literacy*, in CD-ROM format, is intended to continue to support and reinforce the professional learning around the issues of boys' literacy in cross-curricular and subject specific settings.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
✓	✓	✓	✓				✓	✓		

B6, Room 121

Using Technology to Engage and Motivate Boys

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

Patricia Flynn, Learning Specialist, The Browning School, USA

Jeremy Sambuca, Technology Coordinator, The Browning School, USA

Preparing students for their future, not our past, necessitates that we be aware of the critical literacies needed to succeed in the decades to come. Taking into consideration research regarding motivational factors, the concept of 'locus of control,' youngsters' current interests, the need to have students fully engaged to internalize strategies that will make them competitive in a global market, and the way that boys in particular learn, this workshop will focus on innovative and creative ways to accomplish these goals in all classes, including content areas. Spanning Kindergarten through Eighth grades, participants will discover interesting ways to foster critical thinking, problem solving, and effective communication skills by weaving technology into all areas of the curriculum. Unique ways to rouse students learning to life will be presented. Completed samples and projects will be shared. Some of these include: ways to foster elaboration in writing, vocabulary development, and reading comprehension in Grades Kindergarten through Grade Four; how to plan and develop an interdisciplinary research unit using collaborative skills and authentic assessment in Grade Four; the best means to produce a podcast as a culminating project in a Latin American unit in a Middle School class; developing video games using Scratch in Grade 6; and utilizing technology to integrate architecture, art, and mathematics in Grade 8. Games, activities, and educational references will be provided. Participants will be able to adapt these activities to their own unique school environment.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
✓	✓		✓				✓	✓		

B7, Room 244

Setting Literature Free: Re-inventing StoryLines

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

Storytelling is an old technology, a powerful technology and one that is accessible to listeners as they make connections to events and issues in their own lives. The C21 will not diminish our human desire for stories, nor our visceral and emotional responses to them. Storytelling thus continues to be a powerful strategy for learning and teaching, and we know boys love story. But how can we as teachers keep this powerful strategy for learning alive? How can we set literature free – give wings to story – in our filled-to-capacity curriculums? This workshop extends the idea of storytelling beyond the oral tradition and includes the use of various modes and texts for enhancing storytelling in our highly social and electronically connected world. It will consider research on reading as well as the literature that supports the importance of story in our students' lives.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓						✓		

WORKSHOP SESSION B

MONDAY, JUNE 28TH 2:45 AM – 4:00 PM

B8, Room 144**The Need for a Whole-school Admission Perspective**

Aimee Gruber, Director of Outreach, Secondary School Admission Test Board (SSATB), USA

If students do not walk through the doors, little else matters. Do you know enough about your market's demographics, your school's competitive position, and your enrollment outlook? In this age of accountability and transparency, admission must be able to provide the information necessary to support the work of the school in leveraging its brand, building a strong school community, and helping generate positive educational outcomes for students and families. In this session, you will learn about the admission dashboard required to ensure your school's sustainability and the data sources necessary to build it.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓						

B9, Big Room**How Hovering Parents Affect Both School and Boys**

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

Abigail James, Educational Learning Specialist, University of Virginia, USA

In the past decade, schools have noted that parents are increasingly involved in their sons' lives and are becoming intrusive. These parents are sometimes known as 'helicopter parents' and are found worldwide; moreover, it is the parents of boys who are more likely to engage in this behavior than parents of girls. This workshop will discuss some of the theoretical bases for this behavior and the material will include evidence of the effect that this behavior may have on the growing lack of motivation seen in boys. The presenter makes no promises for solutions, but invites participants to come and share experiences with an aim to developing programs and policies for schools to help parents and schools deal with this issue.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

B10, Room 140**Literacy Deficit? Hang on Tight.**

Simon Leese, Headmaster, Christ's College, New Zealand

At the start of the school year in February 2010, a new approach was taken to that section of our entry seen to be in need of intensive '3Rs' recovery. This workshop will present the results of this six month experiment, featuring video interviews with the students themselves, staff and parents, as well as data on the results achieved. The importance of this programme was underlined by the Headmaster 'rolling his sleeves up'. The workshop will see the group in action just three days previously, as their six month programme draws to a conclusion. 'Hot off the press.' It is hoped that this workshop will share a proactive and positive approach to the development of essential capabilities needed across the curriculum.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓			✓	✓	✓	✓

B11, Room 141**Enhancing Character Formation Through Lasallian Spirituality – Implications For The Singaporean Masculinity**

Sister Julia Ong, Allied Educator, St. Joseph's Institution, Singapore

Bernard Teo, Subject Head, Religious and Moral Education, St. Joseph's Institution, Singapore

St Joseph's Institution (SJI) is the oldest Catholic boys' school in Singapore. It is a school run by the De La Salle Brothers and was established in 1852. The school is known for its holistic approach to education – enabling youth to

WORKSHOP SESSION B

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learn how to learn and to learn how to live. Key to enabling students to learn how to live is the school's Student Development Programme. During the school's review of its strategies, it has come to the realization that the current processes in place for forming boys have been very much driven by the current expectations and demands of the social-gender construct of the Singaporean masculinity. It has also been very much driven by the whole political engine that promotes meritocracy. In 2009, St Joseph's Institution was given the highest award in the land – the School Excellence Award, yet, in 2009, instead of achieving the Outstanding Development Award for Character Development, it received the Character Development Award (Merit). In its soul-searching, the school realized that the elixir to providing the school with a more integrated approach towards forming boys into men lay in its Lasallian Spirituality. Workshop participants will experience a process of reflection introduced to help adults and boys to clarify and internalize personal as well as institutional values.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓							✓	

B12, Ball Auditorium

Reaching Boys: Fostering Relational Teaching Among School Faculty

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

Richard Hawley, Co-Investigator, *Teaching Boys* project and Co-Author, *Reaching Boys, Teaching Boys*, USA

Mark Thorburn, Assistant Headmaster, The Haverford School, USA

Donn Miller, Chair, History Department, The Haverford School, USA

In the IBSC's *Teaching Boys* study conducted in 2008-9 the significance of relational approaches to boys' learning stood out in both teachers' and students' stories. Boys, it was apparent, must engage with their teachers first, before then can engage with the subject matter of their lessons. In this workshop, the presenters will summarize the findings of the study with respect to the relational dimension of successful school practices and discuss these findings within a larger research and developmental context. The workshop will also offer a description of the Relational Teaching Seminar at The Haverford School as an illustration of how schools can enhance this generally tacit feature of pedagogy and encourage more deliberate peer coaching, relationship trouble-shooting and personal growth. From the workshop, participants will: learn a conceptual framework for relational teaching and appreciate its central role in boys' education; review the design and operation of the Relational Teaching Seminar as it has been implemented with faculty at The Haverford School; and interact with presenters and other workshop participants to relate ideas and examples to their own experience with boys in schools.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓	✓			✓	✓	✓	✓	✓

B13, Room 150

Honor Systems: Character Education Each Day

Anthony Sgro, Assistant Headmaster/Dean of Students, Woodberry Forest School, USA

One of the hallmarks of a school for boys is a commitment to character education. Character education at Woodberry Forest School is focused around the 110 year-old honor system. The single sanction and student run honor system is the foundation for all conversations about character and integrity. This workshop will examine how honor systems can serve to reinforce a school's commitment to character education. After a short presentation, attendees will be asked to share their own experiences with honor systems.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
✓	✓	✓	✓	✓	✓	✓			✓	✓

WORKSHOP SESSION B

MONDAY, JUNE 28TH 2:45 AM – 4:00 PM

B14, Room 241**Cross-curricular Links and the Use of Multi-media**

Janet Somerville, Senior English Teacher, Royal St. George's College, Canada

This workshop is designed for teachers who are intimidated by the idea of using technology to support their program delivery. It is based on a Senior English teaching unit that explores intertextuality between the play *Glenn* (a play about pianist Glenn Gould) and *The Song Beneath the Ice* (a novel about a pianist who disappears from a performance). By approaching a literary text with a view to cross-curricular connections in music, science and art, supported by web resources (including *YouTube* and web platforms such as *yola* or *google*), students engage more fully with content and context. The boys work on a culminating project that they present to the class: a digital museum of pop culture artifacts connected to one of the texts. The workshop will provide examples of multimedia resources as well as copies of final products to demonstrate how such a cross-curricular approach enhances the understanding of the text.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
		✓						✓		

B15, Room 245**The Power of Autonomy: Transforming a class into a society (or band) in order to promote motivated, reflective, and empathetic learners**

Michael Turner, Director of Upper/Middle School Admission, St. Christopher's School, USA

What do the *A-Team*, *Queer Eye for the Straight Guy* and the American colonists have in common? They each banded together, pooling their collective skills and knowledge, to address a series of problems. This workshop will use these (and other more pedestrian) examples to explore how recasting a class as a group tasked with accomplishing some real bit of work can motivate students to document their own path toward an empathetic understanding of their world. By tackling challenges within a given field, motivated students are compelled to reflect on the skills and conceptual knowledge they and others possess as well as that which they need to acquire in order to meet the challenges. The process of working together toward a goal places students in a position where they must develop empathetic work practices in order to achieve success. The pedagogical backing for this classroom architecture is grounded in research on and experience with inquiry-based education and its many benefits including the energizing autonomy it affords students. It taps into boys' affinity for identifying their own work that has tangible application in their lives – work that feels and is real. The workshop consists of three parts: a presentation of the approach and the pedagogical philosophy behind it, two examples from the classroom, and an activity in which participants try out the approach within the workshop itself. Participants will leave the workshop with a practical understanding of the positive roles that a series of pedagogical concepts (self-identified inquiry, collaboration, reflection, and group dynamics) can play in their own classrooms.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓					✓		✓	

C1, Room 244**The RICE Program – Rich Investigation Challenge Expedition: A Dynamic and Integrated Model of Experiential Education**

Cameron Barry, Assistant Head of Outdoor Education, St. Kevin's College, Australia

This session will explore the uniqueness of the RICE Program. During June each year, some 230 Year 9 boys (14/15 years of age) venture off to nine of Australia's most spectacular World Heritage sites to undertake an outdoor learning journey. The RICE program commences with 2 weeks of a revised integrated curriculum unit focussing specifically on the environments where the boys will be travelling. It aims to equip the boys with skills, knowledge and tools to assist in overcoming the many challenges. The curriculum is further enhanced with an outstanding guest speaker program. The guest speakers engage the boys with their personal successes and stories and reiterate the importance of goal setting, leadership, teamwork, and values and emphasise the need to apply themselves scholastically. During the

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10–13 day outdoor education journey, boys work in small groups in a variety of different and challenging outdoor pursuits and service-based programs. After completing their outdoor journey the boys return to reflect on and exchange stories of their powerful experience individually and as a group. In this final week of the RICE program, boys work in small groups to prepare their final written, oral and visual productions for presentation night. Presentation night allows the boys an opportunity to present their work and share their knowledge, experiences and stories with the families and the broader school community, and to celebrate their overall experience.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
	✓	✓	✓			✓				

C2, Music Room 1 (in Centennial Hall)

IBSC 2010 Action Research Workshop: What makes boys write?

2009–10 IBSC Action Research Team

Kean Broom, St. Alban's College, South Africa

Gene Bruner, Saint Christopher's School, USA

Sheridan Coverdale, Brighton Grammar School, Australia

Steve Lott, Aldwickbury School, United Kingdom

Chris Zamore, Belmont Hill, USA

This year's global action research project examined ways in which boys could be encouraged to become more prolific, powerful and confident writers. A team of 22 teachers from countries including Australia, New Zealand, Hong Kong, Canada, South Africa, the UK and the US worked on a variety of exciting projects. Using a variety of prompts and exciting motivators, members of this team examined ways in which they could motivate boys to write more prolifically, powerfully and with confidence.

- Gene Bruner (Saint Christopher's School, USA) and Sheridan Coverdale (Brighton Grammar School, Australia) examine the effects of different visual image writing prompts on boys' writing;
- Chris Zamore (Belmont Hill, USA) experiments with structured writing prompts;
- Steve Lott (Aldwickbury School, UK) links different learning styles to boys' writing; and
- Kean Broom (St Alban's College, South Africa) describes how taking boys on an extended experiential Journey influenced their attitudes to writing.

These are also vivid stories of the step-by-step process of action research, a brand of inquiry that remains at the cutting edge of educational practice. For front-line teachers and school leaders alike, the journeys recounted here provide compelling testimony of the power of action research to spark professional growth and school change.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓				✓	✓		

C3, Ball Auditorium

May I Have Your Attention, Please?

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

Jo Ann Cohen, Ph.D., Learning Specialist, LaSalle College High School, USA

Jerry Evans, M.Ed. M.S., Science Teacher, LaSalle College High School, USA

How can I help boys to pay attention and remember? What can I do to help them learn more effectively? Why is movement so important in an all-male classroom? What cortical differences lay the foundation for academic performance differences between genders? This workshop will help teachers and administrators understand the cortical differences between genders and will identify best practices that help boys improve academic performance.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓			✓	✓		

WORKSHOP SESSION C**TUESDAY, JUNE 29TH 10:45 AM – 12:00 NOON****C4, Room 141****Web Technology Strategies****Rob DiMartino**, Director of Business Development, *finalsite*, USA**Ray Shay**, Director of Web Communications, LaSalle College High School, USA

Join Rob DiMartino, Director of Business Development at *finalsite* and special guest, Ray Shay, Director of Web Communications at La Salle College High School as we discuss an overview of best practices to generate a true vision for your web site sustainability plan. We will use case study examples, and examine how to get the best buy-in from your staff and stakeholders as you create a strategy for making the site you need. Focus on efficiency, speed, and data integrations to make your tech department shine.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓						

C5, Room 121**Using Technology to Engage and Motivate Boys******This Workshop is also offered in Session B******Patricia Flynn**, Learning Specialist, The Browning School, USA**Jeremy Sambuca**, Technology Coordinator, The Browning School, USA

Preparing students for their future, not our past, necessitates that we be aware of the critical literacies needed to succeed in the decades to come. Taking into consideration research regarding motivational factors, the concept of 'locus of control,' youngsters' current interests, the need to have students fully engaged to internalize strategies that will make them competitive in a global market, and the way that boys in particular learn, this workshop will focus on innovative and creative ways to accomplish these goals in all classes, including content areas. Spanning Kindergarten through Eighth grades, participants will discover interesting ways to foster critical thinking, problem solving, and effective communication skills by weaving technology into all areas of the curriculum. Unique ways to rouse students learning to life will be presented. Completed samples and projects will be shared. Some of these include: ways to foster elaboration in writing, vocabulary development, and reading comprehension in Grades Kindergarten through Grade Four; how to plan and develop an interdisciplinary research unit using collaborative skills and authentic assessment in Grade Four; the best means to produce a podcast as a culminating project in a Latin American unit in a Middle School class; developing video games using Scratch in Grade 6; and utilizing technology to integrate architecture, art, and mathematics in Grade 8. Games, activities, and educational references will be provided. Participants will be able to adapt these activities to their own unique school environment.

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✓	✓		✓				✓	✓		

C6, Room 245**Using Participatory Research to Create New Leadership****Karl Frerichs**, Department Head/Research Coordinator, University School, USA**Stephen S. Murray**, Headmaster, University School, USA**Peter Kuriloff**, Professor, University of Pennsylvania, USA

Top down or bottom up? Most school leadership programs imitate the implicit or explicit adult leadership structures at the school. They are hierarchical and undemocratic. Five years ago, University School began its collaboration with the Center for the Study of Boys' and Girls' Lives, using participatory, action-based research (PAR and Youth PAR) as its models. In examining the culture of leadership in its upper school, a team of teachers found that leadership opportunities and training were determined by assumptions of success within individual programs. Leadership often appeared to be conferred through alignment with a program's often tacit expectations, rather than earned through specific, demonstrated skills. Despite student frustration with this model, there was no school-wide conversation about the issues or about how to educate student leaders differently. What if every student is offered the opportunity to

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develop his own leadership skills within the context of his school experience? The school is now preparing to launch a program to educate students for more broadly construed leadership positions. By offering all students the opportunity to investigate leadership, they became experts in the school's culture and invested in ways to change that culture by working with their peers. This workshop will be of interest to any teacher or administrator who is interested in creating a process for informed, democratic change within schools. In addition to the specific issues of leadership, the presenters will talk about the importance of school-university partnerships in leveraging the expertise of each regarding learning, school change, and educational leadership.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓	✓			✓			✓	

C7, Room 240

OneNote – What Moses Really Wanted on His Tablets!

Gary Godkin, Director of the Upper School, St. Andrew's College, Canada

Whitney Elliott, Middle School French and Geography Teacher, St. Andrew's College, Canada

Carolyn Bilton, Upper School French, History and Comp Sci Teacher, St. Andrew's College, Canada

With so much information coming their way – and in so many different forms – your students need one place to keep it all and a tool that's flexible enough to capture it. *OneNote* is a digital notebook that provides students one place to gather their notes and information, powerful search capabilities to find what they are looking for quickly, and easy-to-use notebooks so that they can manage information overload and work more effectively. Unlike paper-based systems, word processing programs, e-mail systems, or other productivity programs, *OneNote* delivers the flexibility to gather and organize text, pictures, digital handwriting, audio and video recordings, and more – all in one digital notebook on your computer. Our presentation will demonstrate how teachers are combining the power of *OneNote* with the flexibility of a tablet computer to revolutionize the classroom experience for both teachers and students. We will show how worksheets posted by faculty online are then downloaded into *OneNote* and used in their teaching practices. From highlighting and editing essays, to filling in skeleton notes, to finishing mathematics worksheets complete with graphs, we will share the vast array of what is being accomplished. We will also share the professional development process that we used to prepare our teachers and students. You do not have to be a technology guru to attend this session.

All of our students from grade 6 through 12, as well as our entire faculty are effectively using *OneNote* and you can too. You will be amazed by the simplicity and elegance of this program.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
✓	✓	✓	✓			✓	✓	✓		

C8, Big Room

Inventing the Well-Educated Boy

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

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

There are at least three fascinating questions that must be answered in relation to inventing the well-educated boy. The first is what the definition of a well-educated boy should be. The second is how do you know you have successfully created such a boy? The third question relates to how a boy can become well-educated. Drawing on the experience at King's with the introduction of its Manhood Project, delegates will be taken on the adventure enjoyed at one school in its efforts to try and define the well-educated boy. Subsequent to this task were the initiatives taken to try and advance these qualities in its boys. The workshop will conclude with some contemporary advice on how the education of boys may be facilitated so that they might, with the risk of some accuracy, be considered well-educated.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
	✓	✓	✓			✓			✓	✓

WORKSHOP SESSION C

TUESDAY, JUNE 29TH 10:45 AM – 12:00 NOON

C9, Community Room**“The Blessing of a Skinned Knee” – Developing Resiliency in Boys****Richard Hood**, Teacher, Upper Canada College, Canada

Success. Boys, parents and schools often collaborate around the notion that success is the ‘gold standard’ of program and personal measurement. This session explores the role that ‘supported failure’ can play in helping boys develop the resiliency needed to navigate life’s challenges, deepen and enrich their notion of ‘success’. This session will have a practical, ‘what can work in real schools’ focus.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
	✓	✓				✓			✓	✓

C10, Room 15**New Research on the Impact of the Single-Gender Classroom: Implications for Policy and Practice for Teaching Boy****Davi Chadwel**, Coordinator, Single-Gender Initiative, US

Over the past four years, there has been an explosion of single-gender initiatives in the United States, and these are beginning to yield a wealth of information about the educational advantages of this format. In the state of South Carolina, over 160 schools offer single-gender classes in elementary, middle and high schools. This workshop reports on an ongoing research project in South Carolina, based on the largest data base of its kind, with important findings for boys in our schools. It will be compelling for those in search of “hard data” on single-gender education, especially for boys. This report on research findings will focus on such intriguing questions as: How does the single-gender classroom improve engagement and achievement? Does the gender of the teacher matter? Does the training of the teacher matter? Does the background of the parent matter? What is the impact of race? What about the intersection of race and gender? What strategies matter to boys and to teachers of boys (and to girls and teachers of girls) in single-gender classrooms? Lessons learned from this important research data can help move all of us from assumptions about practice to intentional and research-driven strategies to focus our energies

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓	✓					✓	

C11, Room 150**Student Driven Honor Codes****Travis Loving**, Uppers School Mathematics Teacher, The Haverford School, USA**Sara Adkins**, Chair of the Foreign Language Department, The Haverford School, USA**Brad Becker**, Upper School Chemistry Teacher, The Haverford School, USA

In reaction to our student body’s discontent with our current discipline system and the feeling that our graduates lacked character, eight years ago The Haverford School’s students created a student run honor code which states “we will strive to build a community based upon respect, honesty, and courage.” Almost every aspect of the Honor Code is student driven – from the character education initiatives to the jury members serving on each hearing. Come learn the details of Haverford’s Honor Code and the power of character education when empowering the boys.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
	✓	✓	✓						✓	

WORKSHOP SESSION C

TUESDAY, JUNE 29TH 10:45 AM – 12:00 NOON

C12, Room 140**Using Co-curricular Activities to Help Build Better Mental Health**

Matt Macoustra, Head of Middle School, Barker College, Australia

The workshop will use a case study approach to investigate the ways in which a multi-dimensional co-curricular program (incorporating Sport, Drama, Outdoor Education, Music and Cadets) can be used to help build and develop positive mental health and resilience factors among Middle School aged boys. The presentation will be based around current strategies being undertaken within a Middle School context (boys aged approximately 12-15 years). The workshop will focus on describing and explaining a co-curricular program within a large Middle School context. Primary focus will be given to the benefits that can be seen in regard to mental health, resilience and well being. Ideas for application of positive programs in Sport, Outdoor Education, Drama and Music will be discussed.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
	✓					✓			✓	

C13, Room 241**Engagement, Telos, Virtues, and Eudaimonia: Toward a Viable Conceptual Vocabulary for Teaching Leadership and Ethics**

Martin Stegemoeller, Associate Director of St. Marks' Leadership and Ethics Program, English Teacher, St. Mark's School of Texas, USA

This workshop will introduce, define, and fit together key terms to form a viable conceptual vocabulary for teaching leadership and ethics in a Grades 1 to 12 school. We start with an understanding of self in which we teach our boys why it is in their interest to understand their identity, success, and happiness as being inseparable from the sustainable communities of which they are a part: school, family, religion, classes, disciplines, clubs, sports teams, country, earth, etc. We then define leadership as the owning of the success of the communities that give us our identities and the skillful movement of those communities toward their missions. In this understanding, leadership opportunities permeate organizations and are available to everyone, not merely those with official positions of authority. We teach our boys that by engaging in as many leadership opportunities in as many organizations as they can, by succeeding and also getting knocked on their backs, by building their skill sets and learning what they love to do, and by studying the best people and characters from history and literature that a palpable sense of the best men they can be, a telos, forms on the horizon of their being. We teach that a telos is not fixed but fluid, that the ultimate purpose of education is to learn skillfully to borrow from the history of cultures and civilizations to imagine the best telos for themselves and to build the virtues needed to attain it. The lifelong virtuous movement from not-yet-who-we-are to our telos earns an accumulated, profound, deep satisfaction from internal, external, and narrative goods that we call eudaimonia. Our approach rejects the dichotomy of selfishness and altruism and rather posits and defends a life which maximizes purposeful, entrepreneurial service-leadership of our communities as the best, richest, happiest life a person may lead.

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✓	✓	✓	✓			✓			✓	✓

WORKSHOP SESSION C

TUESDAY, JUNE 29TH 10:45 AM – 12:00 NOON

C14, Room 246**Peer Mentoring: Raising Academic Achievement and Much More**

Robert Sykes, Head of Third Year, City of London School, United Kingdom

Senior students are an underused resource in our schools. Furthermore many are willing to challenge themselves, gain vital skills and give back to the school community when given the right opportunity. Many younger pupils are particularly open to receiving academic help and guidance from older boys. At the City of London School, Robert Sykes has been developing a successful Peer Mentoring programme over the last 3 years. This workshop will show how Peer Mentoring can be of immense benefit for both younger and senior boys, and demonstrate how such a programme can be established. DVD video clips of 'mentoring in action' will be shown during the workshop. Through the selection and training process, target-setting, communication between pupils, mentors, teachers and parents, together with careful monitoring of progress, Peer Mentoring can contribute not only to higher academic achievement in particular areas of weakness for younger boys, but also to higher self-esteem, improved attitudes to learning, and a more cohesive school community.

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	✓	✓							✓	

C15, Room 144**Learning in "Top Gear"**

Scott Ward, Year 5 Teacher, Moreton Bay Boys' College, Australia

Dylan Troyahn, Music Teacher, Moreton Bay Boys' College, Australia

Get your brain into gear during this workshop to discover how using motor sport and mechanics across the key learning areas can contribute to deep knowledge and mastery of advanced scientific concepts. This workshop will present a unit of work which was conducted with two Year 5 classes across all learning areas, including The Arts. The unit used the boys' current interest of the BBC television show *Top Gear* and a love of motor sport to improve learning and motivation in the middle years. This hands-on workshop will steer participants into how motor sport concepts can be used to teach science, physics and music composition. It will demonstrate lessons that can allow boys to explore their natural inquiry into 'how does that work'? Presenters will demonstrate how focusing on curiosity enabled more advanced concepts to be taught and understood long before they traditionally are introduced in the curriculum. This inquiry also drove boys to improve literacy outcomes by exploring magazine articles, reviews and texts related to motor sport and samples of these will be shown. An important aspect of this inquiry was the links made between subject specialist teachers. For example, in Music, boys investigated the directionality of sound, through speaker positioning in car stereos. Through these concepts, they accelerated their understanding of pitch (one of the 6 Basic Elements of Music) by discussing the differences between subwoofers, tweeters and other stereo components. Presenters will demonstrate the computer-based composition task, using Sony Acid, the boys were involved in, including the steps they took from start to completion, and the ways in which they were introduced to sampling, cutting and pasting and pitch-shifting. This presentation is aimed at Upper Primary/Middle School teachers. However, these concepts are easily transferable across a wide range of student ages and subjects.

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✓	✓	✓					✓	✓		

WORKSHOP SESSION D

TUESDAY, JUNE 29TH 3:45 PM – 5:00 PM

D1, Ball Auditorium**IBSC 2010 Action Research Workshop: Collaboration, mentoring and writing – sharing is caring!****2009–10 IBSC Action Research Team****Jude Arbuthnot**, Westlake Boys' High School, New Zealand**Becky Brown**, Chestnut Hill Academy, USA**Betsy Kelly**, St Albans School, USA**Karen Mallace-Goulbourne**, Poole Grammar School, United Kingdom**Lynne Weber**, St Mark's School of Texas, USA

This year's global action research project examined ways in which boys could be encouraged to become more prolific, powerful and confident writers. A team of 22 teachers from countries including Australia, New Zealand, Hong Kong, Canada, South Africa, the UK and the US worked on a variety of exciting projects. In this workshop, members of the IBSC 2010 Action Research Team examine the value of collaborative projects in teaching boys how to become more powerful, prolific and confident writers. By involving peers and mentors in the process of writing and the assessment of writing, these researchers found that writing tasks became worthwhile and fun-filled activities.

- Lynne Weber (St Mark's School of Texas, USA) and Jude Arbuthnot (Westlake Boys' High School, New Zealand) created a variety of collaborative writing projects to encourage their students;
- Becky Brown (Chestnut Hill Academy, USA) used senior writing advisors to help freshmen boys;
- Karen Mallace-Goulbourne (Poole Grammar School, UK) installed a writer in residence to encourage boys to see themselves as skilled writers; and
- Betsy Kelly (St Albans School, USA) involved her students in creating writing rubrics to assess their own work.

These are also vivid stories of the step-by-step process of action research, a brand of inquiry that remains at the cutting edge of educational practice. For front-line teachers and school leaders alike, the journeys recounted here provide compelling testimony of the power of action research to spark professional growth and school change.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓				✓	✓		

D2, Room 144**Assembly: Inviting Boys to Christian Exercises****Graham Bradbeer**, Chaplain, Scotch College, Australia

In assembly at Scotch College, Melbourne, the School Chaplains address 1000 students three times each week. This frequent scheduling expresses a deep commitment to the corporate life of the school community and the value of calling it to worship. Yet Christian spirituality poses a particular challenge to boys. Some are totally unfamiliar with Christianity and their perceived notions of that spirituality are utterly inimical to their concept of masculinity. Its 'feminine' dimension challenges even boys who are sympathetic to Christian spirituality. After all, Christ calls for meekness, humility and gentleness. Such virtues conflict with contemporary adolescent images of masculinity. Andrew Wright of King's College proposes that "Spirituality is the relationship of the individual, within the community and tradition, to that which is – or is perceived to be – of ultimate concern, ultimate value and ultimate truth, as appropriated through an informed, sensitive and reflective striving for wisdom." Have we reneged on our foundational principles by our lack of confidence in Christian spirituality? Boys are prone to risk-taking behavior and we have not only a duty of care but also an obligation to promote harm minimization and risk reduction behaviors. Evidence suggests that a community that gives priority to developing personal reflection and shared identity have an 'anchoring effect' with increased well-being. Will we embrace the research data that suggests Christian spirituality is a risk reducing, health-promoting factor? Are we crippled by the fear that in a multi-cultural and pluralistic society it is not politically correct to invite students into Christian spiritual exercises? The use of the school assembly to foster both personal reflection and corporate identity integral to Christian spirituality is due for re-invention. This workshop invites participants to consider calling their school to a vigorous corporate embrace of Christian spirituality through that old educational invention, the assembly.

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	✓	✓	✓						✓	

WORKSHOP SESSION D

TUESDAY, JUNE 29TH 3:45 PM – 5:00 PM

D3, Music Room 1 (in Centennial Hall)**If You Don't Know How You Learn, Then You Can't Learn Effectively****Jarrold Caprow**, PEAKS Department Chair, Cardigan Mountain School, USA**John D'Entremont**, Director of Studies, Cardigan Mountain School, USA**Barbara Glover**, PEAKS Coach, Cardigan Mountain School, USA

PEAKS® (Personalized Education for the Acquisition of Knowledge and Skills) is a program created in 2008 by the Cardigan Mountain School (an all-boy junior boarding school serving grades 6-9, located in Canaan, NH) to better meet the needs of the 'whole boy'. PEAKS® provides guided self-development and helps students of all skill levels become better learners and self-advocates. PEAKS® uses health related topics as a basis to introduce variations in learning and appropriate strategies and study skills, while integrating technology to enhance each boy's learning experience. Too often, established schools are reticent to make changes because of the myriad political, financial and institutional roadblocks. This presentation will provide an overview of the successes and challenges the PEAKS® program has experienced in its first two years. Members of the PEAKS® team will provide an overview of its key elements. It will also include the successes and challenges inherent in starting a new program in a well-established school. In addition, the PEAKS® team will offer resources and practices that participants could implement in their own schools.

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✓	✓		✓				✓	✓	✓	✓

D4, Amphitheater**Digging, Chopping and Cutting Your Way into Boys' Lives****Adam Dinsmore**, Teacher/Work Program Coordinator, Trinity-Pawling School, USA**Jason Parker**, Teacher/Trail Crew Co-Coach, Trinity-Pawling School, USA

There is something magical that happens when boys get to work with their hands and perform physical jobs. Simple but physical tasks unlock connections between their hearts and their minds causing levels of reflection and expression rarely seen elsewhere on campus. Cognitive and neurological research suggests that our multitasking, high paced world is depriving our students of the needed time and space to reflect. Neuroscientists are finding numerous connections between fine motor skill activities, quality reflection time, success in physical activities, outdoor free play and positive learning. This workshop will explain the 'Trail Crew' which serves as an alternative to a fall sport. Through various projects on and off campus, we teach the use of hand powered equipment and more importantly, give boys several opportunities they might not otherwise have: to enjoy completing a physical challenge; to work at a self-paced, group-oriented project that offers the satisfaction of solving a non-academic and physical problem; to experience the joy of contributing to the greater community; and to have the time to reflect on other areas of their lives while performing cognitively light, physical duties. Join us outside and see how you can dig, chop and cut your way into your boys' lives and improve their learning experience throughout the campus with nothing but simple tools and some physical projects.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
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WORKSHOP SESSION D

TUESDAY, JUNE 29TH 3:45 PM – 5:00 PM

D5, Room 121**Beyond the Facts: Making History Come Alive**

William Ehrhart, Master Teacher Upper School History & English, The Haverford School, USA

Any history teacher knows that history isn't boring. So why do so many students think it is? Maybe it's because we don't teach them that history is all around them all of the time and in every imaginable form. In this session, I will demonstrate how I incorporate poetry, fiction, film, music, and art into my course on European dictators between the World Wars. Students encounter films by Eisenstein and Riefenstahl, novels by the Welsh poet Duncan Bush and the American author Alan Furst, poems by Keats, Mandelstam, Alexander Bergman, and C. Day Lewis, sculpture by Bernini and Castiglione, architecture by Giovanni Greppi, paintings by Picasso, Rubens, and the German artist Arthur Kampf, memoirs by Orwell and Carlo Levi, *Giovinezza*, *Facieta Nara*, the *Horst Wessel Song*, and the music of Cabaret. All of this is accomplished in a single semester around the framework of a traditional textbook, Stephen J. Lee's *European Dictatorships: 1918-1945*. I will provide sample lessons and ideas for resources to get you started, and I will try to explain how and why history for me is a smorgasbord of almost anything and everything that touches on the human experience.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
		✓								

D6, Room 246**A Living Strategic Plan**

Mary Gauthier, Director, Wernham West Centre for Learning, Upper Canada College, Canada

Tina Jagdeo, Coordinator, Centre for Learning/Primary Division, Upper Canada College, Canada

Susan Elliott, Coordinator, Centre for Learning/ Middle Division, Upper Canada College, Canada

Strategic plans often summon the image of more work and a list of separate goals and objectives. In addition to their teaching role, faculty is challenged to include strategic themes such as sustainability, international mindedness, character and individual attention in their curriculum, advising and other programs. The Centre for Learning at The Haverford School has used its work in the area of weaving together school communities to develop a model for a Living Strategic Plan. Participants will leave this workshop with a template to combine strategic goals to bring energy and creativity to their strategic plans, value teachers, and include students. We will also share ways to document strategic growth in the curriculum mapping process. The model is a sustainable model for school change.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
✓	✓	✓	✓				✓		✓	

D7, Room 143**Women's History at a Boys' School? Yes, You Can.**

Sarah Heard, Teacher, Collegiate School, USA

"The school can't let boys head off to college without knowing this history!" demanded a 12th grade student of Global Women's History at Collegiate School. "Women's history is OUR history" insisted his classmate. If Collegiate School can show boys that women's history is relevant and personal for them, your school can too. This workshop will outline the challenges of teaching women's history in a boys' school. It will examine the dynamic that emerges in a boys' classroom when discussing women's history. The workshop will present the scope and sequence of the course designed for use at Collegiate School. Finally, participants will discuss ways to adapt the ideas to their school settings.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
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WORKSHOP SESSION D

TUESDAY, JUNE 29TH 3:45 PM – 5:00 PM

D8, Room 051 (Art)**Hands on! Physicality, Experimentation, and Expression in Art Projects for Boys**

David Holt, Art Teacher, Upper Canada College, Canada

The session will include a presentation of examples of some studio art projects in which boys' propensities for tactile exploration and imaginative experimentation are given priority. We will investigate ways in which boys' imaginations and skills can be developed through structured, open-ended projects that encourage both their creative physical exploration of materials and their thoughtful use of expressive design elements. The projects involve a variety of techniques and art historical references. In the second half of the session, participants will create their own artworks using some of the concepts and strategies presented (supplies provided; no art experience necessary!!). Although the examples presented will be from eighth and ninth grade art classes, the pedagogical concepts can be adapted to a variety of settings and subjects, and to students of varying ages.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓								

D9, Community Room**Boys in Trouble: Why Discipline May Not Work**

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

Abigail James, Educational Learning Specialist, University of Virginia, USA

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

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓	✓			✓	✓	✓	✓	✓

D10, Room 245**Counseling Boys for College – Best Practices**

Jim Jump, Academic Dean/Director of Guidance, St. Christopher's School, USA

Carl Ahlgren, Director of College Counseling, Gilman School, USA

Ginny Maddux, Director of College Counseling, Montgomery Bell Academy, USA

The college search and application process presents both challenges and opportunities for boys' schools. Join three experienced college counselors for a discussion of best practices in counseling boys for college.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
		✓	✓		✓					

D11, Room 152**“Three Divisions, with One Vision for Service” – Weaving Service across the Curriculum**

Jini Loos, Service Learning Coordinator, The Haverford School, USA

Kris Nelson, Upper School Ceramics Teacher, The Haverford School, USA

Dan Del Duca, Middle School Science Teacher, The Haverford School, USA

This workshop demonstrates how boys gain understanding and empathy and develop life-skills, thereby constructing the foundation for active citizenship in their immediate communities and ultimately, their world. Two projects, The Learning Garden and Filling Empty Bowls, illustrate how students in three divisions gained and shared knowledge to

WORKSHOP SESSION D

TUESDAY, JUNE 29TH 3:45 PM – 5:00 PM

support environmental learning and feed the hungry. Through the use of Service Learning pedagogy, workshop participants will see how students can work collaboratively for the common good. As teachers learn to understand and accept Service Learning as an integral part of their classroom experience, rather than an ‘add-on’, they too begin to open themselves up to exciting authentic opportunities for learning. Discovering creative ways to help students become aware, responsible, active citizens can be as natural as planting the seeds in a learning garden. The workshop will provide examples of hands-on Service Learning lessons used to weave these service themes across the curriculum, meeting academic standards in disciplines such as English, Art, Science, Math, and Foreign Language. Workshop participants will visit the Learning Garden to examine the space, share in dialogue and explore the value and effectiveness of utilizing outdoor classrooms for teaching boys.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓	✓							✓	

D12, Room 150

Books by Boys – a Whole School Project Based on Publishing a Series of Picture Storybooks

Jocelyn Pride, Head of Junior School Library, Scotch College, Australia

How do we look for new ways to stimulate boys to write? A seven-metre long resident dragon named Zingora, created by the boys of Scotch College Junior School, was the impetus for a project designed to promote the love of literature. The whole Junior School (boys aged 5-12) participated in a collaborative project integrating Literacy and the Visual Arts. All boys were involved in the production of a series of seventeen professionally printed picture storybooks. Each boy contributed to his class book, based on the adventures of Zingora, by writing the text during Library lessons and creating the illustrations during Art lessons. This workshop will demonstrate the process of this project, showing detailed examples across the range of age groups from the planning stage to publication. The completed books will be available for perusal with plenty of tips relating to publishing. The use of an interactive whiteboard and video camera in the creation of the text for the books with the very young boys will also be shown. In addition to the actual project, examples of how the books were used after publication to further promote literacy skills, particularly with cross age groupings will be discussed. Participants will be inspired to use this project as a springboard for discussion and adapt it to the needs of their educational institution.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓						✓	✓		

D13, Room 140

Sand Tray as a Successful Tool in Counseling Boys in School

Jacques Savarese, Head Counselor/Head of Modern Languages, St. Bernard's, USA

This workshop focuses on the use of sand trays in counseling boys in a school setting. Participants will learn about the use of sand trays as an option in counseling. Discussion will cover what type of student is best suited to use this tool, how to set up a sand tray, and how to read the results. Actual cases will be discussed in this workshop.

<i>Lower/ Primary</i>	<i>Middle</i>	<i>Upper/ Senior</i>	<i>Heads/ Admin</i>	<i>Admission</i>	<i>College Counselling</i>	<i>Coaching/ PE Staff</i>	<i>Learning Specialist</i>	<i>Reading/ Language</i>	<i>Pastoral/ Counselling</i>	<i>Boarding</i>
✓	✓		✓				✓		✓	

WORKSHOP SESSION D

TUESDAY, JUNE 29TH 3:45 PM – 5:00 PM

D14, Room 244**Implementing Project-based Learning: Collaboration, Exploration and Innovation in Grade 9 History****Evan Wilson**, Upper School History Teacher, The Haverford School, USA**Mark Fifer**, Upper School History Teacher, The Haverford School, USA

In this session we will introduce the process by which we implemented two project-based learning activities in a III Form (grade 9) history curriculum. Both projects are grounded in progressive instructional methodologies that seek to encourage the learner to take an active role in the construction of knowledge. This workshop will describe the projects and examine the way in which they integrate best practices in twenty-first century boys' education. Workshop participants will receive tangible ideas for implementing project-based learning in their classroom. We will introduce our assessment methodology and engage participants in a dialogue about project-based learning assessment. At the heart of project-based learning is the belief that educators must guide learners in active learning experiences that develop habits of critical analysis and examination. Both the Archeology Project and Create-Your-Own Society Project employ foundational features of project-based learning with their emphasis on the use of questions to organize instruction and active exploration of the driving questions. Finally, both of the learning activities require high levels of collaboration and the use of technology in the process of investigation and the development of outputs. The two projects described in this workshop help to develop foundational twenty-first century skills with an emphasis on developing technology proficiencies, collaboration, critical thinking and creativity. In addition, the competitive nature of both projects is a strong motivator for boys and enhances their engagement in the core curriculum.

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	✓	✓					✓			

D15, Room 141**“SECOND SONS” and Partnerships That Promote Equal Opportunity****Brad Zervas**, Founder and Director, The Ascension Project, USA

Wander, if you will, the streets of East Los Angeles, East New York or East London and you will witness the devastation that has been visited upon generations of our boys. Its scope evokes an alarming and troubling trend. Boys who have been denied fathers, boys who have suffered a profound separation from men as providers; poets, pragmatists, and parents walk among us invisible-shadows who are poorly defined and often misunderstood. Johannesburg, Detroit, Lima, Brussels and Sidney harbor the same populations. Engaging these boys in their own reinvention and redirection requires strong tactical elements that are often more important than the broader and more strategically considered features surrounding their rescue. If we think of them first as our second sons, this simple realization would compel many of us to act with more deliberation, generosity and decisiveness. “Second Sons” will discuss the importance of forging community-based alliances, partnerships and collaborative planning. When projects and relationships first promote and emphasize the interests of others, schools benefit. “Second Sons” will review some of the key elements needed to forge successful partnerships that give students without the necessary financial means opportunities for scholarship and social advancement. The workshop will focus on the importance of security and stability; independence; restraint; brotherhood and a working network of mentors and adult caregivers as the principle links needed to create and sustain strong chains of support.

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✓	✓	✓	✓	✓		✓			✓	

WORKSHOP SESSION E**WEDNESDAY, JUNE 30TH****10:45 AM – 12:00 NOON****E1, Room 244****Crossing Barriers: Stories from the City – Getting Boys out of Their Comfort Zone****Lindsay Arnoult**, Middle School French Teacher & Coordinator of International Programs, University School, USA**William Johnson**, Conway Chair in Social Studies, University School, USA**Priscilla Wade**, Middle School Math Teacher, University School, USA

Members of the University School seventh grade team will describe the planning process and implementation of “Crossing Barriers: Stories from the City,” a neighborhood field study with oral history as its centerpiece. For those of us that spend a great deal of time in private schools, there is the faint, nagging realization that many of our students spend little time in urban neighborhoods or public space. With hours spent in front of the TV, computer, and video games, the fact that our boys experience the world more and more disembodied is one of the salient truths of our lives. With the creation of “Crossing Barriers: Stories from the City,” we seek to address some of these issues by capitalizing on boys’ sense of exploration and love of kinesthetic learning. During the week-long field study, boys are exposed to tenets of government, sociology, public history, statistics and journalism, and then create radio shows using oral history interviews. Workshop participants will receive a packet that covers moving the field study concept forward in their own schools. We will discuss how neighborhoods can be approached utilizing neighborhood development corporations and city leaders and how pre-trip preparation can be served by thoughtful Internet web quests and scavenger hunts. Paramount to the experience is an awareness of scheduling issues and the need for boys to immerse themselves in the neighborhood in order to get out of their own comfort zones. We will address oral history, key interview techniques and the framework offered by the radio show format. In conclusion we’ll share the different ways we evaluate what the boys have gleaned from this experience. The creation of radio shows and their subsequent placement on iTunes will complete our session.

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	✓	✓	✓	✓						

E2, Room 245**Structured Creative Writing for Fifth Graders****Matthew Clavel**, Teacher/5th grade, St. Bernard’s, USA

Having trouble getting your boys to put their best foot forward in creative writing? Here’s an approach that gives ample freedom but sets high expectations and requires structured writing. Boys are taught to write a good title, hooks for catching a reader’s interest, introduction and development of a character/characters, sufficient information and plots, conversations, climaxes, resolutions, and good endings. By the end of the year, they wind up being accomplished and skillful writers. Through hard work, good planning, and revisions, they learn to produce professional and impressive creative writing.

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✓	✓							✓		

WORKSHOP SESSION E**WEDNESDAY, JUNE 30TH****10:45 AM – 12:00 NOON****E3, Music Room 1 (in Centennial Hall)****Learning to Think Clearly: Managing Change in Teaching and Learning in Implementing Harvard's Teaching for Understanding Framework****Greg Cunningham**, Director of Teaching and Learning, Barker College, Australia**Rod Kefford**, Headmaster, Barker College, Australia**Keith Vallis**, Head Of Learning Technologies, Barker College, Australia

Do you regard yourself as a change agent? Are you considering a major curriculum innovation? Do you have a desire to improve teacher practice and student learning? Instituting change in an organisation requires vision, courage and determination. This workshop outlines the rationale and strategies used at Barker College in Sydney to improve pedagogy and practice through the implementation of Harvard's *Teaching for Understanding* framework, both in the classroom and at the administrator level. Participants will be given an overview of the *Teaching for Understanding* framework and the support given to teachers through professional learning to extend their skills in implementing the framework. Basic best practice change management approaches will be discussed in a case-study approach to induce change across a staff of 180 classroom teachers working across Grades 3-12, while meeting the rigorous statutory curriculum and syllabus requirements which apply in NSW schools. While this is a case study of change management in action, participants will be given range of strategies to implement pedagogic change and to build capacity in a range of school contexts.

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E4, Room 121**Using Social Media to Help Boys Find Their Voice****Liz Davis**, Director of Academic Technology, Belmont Hill School, USA**Dave Leonardis**, English Teacher, Belmont Hill School, USA

For the past two years, boys at Belmont Hill School have been using the social media platform www.ning.com to blog, participate in online discussion forums, and share videos and podcasts with their classmates. This mode of learning has given a voice to our quieter students, forced students to be more thoughtful throughout their reading process, and compelled them to keep their audience in mind when articulating their thoughts. In this workshop we will demonstrate how to set up and use www.ning.com and share the ways this tool has improved student expression. Overall this technology tool has led our boys to find their own personal voice as writers, speakers, and readers.

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	✓	✓					✓	✓		

E5, Room 140**Bear Hunt or No Bear Hunt: You Decide****Dan Del Duca**, Middle School Science Teacher, The Haverford School, USA**Sandra Krieg**, Middle School Librarian, The Haverford School, USA

The participants will role-play using the decision-making skills our students learn adopting a variety of viewpoints including those of wildlife biologists, land developers, a family with young children, animal rights activists, and seasonal hunters. The participants will work in groups to present during a town meeting about the 'New Jersey Bear Hunt.' Discussions after the role-play emphasize the complexity of social and environmental issues in our communities. From this workshop, the participants will take back some examples of differentiated learning strategies for boys to use in their programs, and ideas for implementing this decision-making simulation in their classrooms.

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✓	✓	✓					✓			

WORKSHOP SESSION E**WEDNESDAY, JUNE 30TH****10:45 AM – 12:00 NOON****E6, Room 240****A Journey to Reaching Every Student through DI****Aaron Dion**, Middle School History/French/Phys. Ed., Crescent School, Canada

Every student is unique and has his own learning strengths and needs. We as teachers need to recognize these attributes and teach accordingly. Participants will be introduced to Differentiated Instruction, strategies on how to differentiate in the Middle School classroom and how to implement these strategies. The workshop will demonstrate some effective strategies throughout the curriculum and the varying levels of implementation. The presenter will highlight obstacles incurred while bringing DI into the classroom and how they were overcome. Participants will also be given a CD with handouts, activities, assessment documents and other resources to help them on their journey to creating a differentiated classroom.

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	✓	✓	✓			✓	✓	✓		

E7, Ball Auditorium**IBSC 2010 Action Research Workshop: Writing in a digital world****2009–10 IBSC Action Research Team****Paul Emant**, St. John's College, South Africa**Tracy Ewing**, The Phelps School, USA**Margo Pickworth**, Shore School, Australia**Kathy Porteous**, Crescent School, Canada**Delia Turner**, The Haverford School, USA

This year's global action research project examined ways in which boys could be encouraged to become more prolific, powerful and confident writers. A team of 22 teachers from countries including Australia, New Zealand, Hong Kong, Canada, South Africa, the UK and the US worked on a variety of exciting projects. In this workshop, members of the 2010 IBSC Action Research Team share five different perspectives on how using modern communication technologies (ICT) like wikis, discussion boards, on-line conferencing and blogs can change the way boys feel about writing tasks, and encourage them to become more powerful, prolific and confident writers.

- Kathy Porteous (Crescent School, Canada) shares her ideas about the use of online discussion boards;
- Paul Emant (St John's College, South Africa) talks about the use of social networking tools;
- Tracy Ewing (The Phelps School, USA) demonstrates the importance of an online discussion forum for boys with non-verbal and language-based learning disabilities;
- Delia Turner (The Haverford School, USA) talks about the use of structured, short targeted conferences, both on- and off-line; and
- Margo Pickworth (Shore School, Australia) shares her findings from a collaborative writing project using blogs.

These are also vivid stories of the step-by-step process of action research, a brand of inquiry that remains at the cutting edge of educational practice. For front-line teachers and school leaders alike, the journeys recounted here provide compelling testimony of the power of action research to spark professional growth and school change.

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✓	✓	✓	✓				✓	✓		

WORKSHOP SESSION E**WEDNESDAY, JUNE 30TH****10:45 AM – 12:00 NOON****E8, Room 246****Thinking Routines – Segues to Learning****Heather Evans**, Director of Teaching and Learning, Trinity Grammar School, Australia

The *Thinking Routines* described in the *Visible Thinking* website are a valuable teaching and learning tool. This workshop will give an overview of thinking dispositions and how some of the *Thinking Routines* have been used in my Science classroom and in the classrooms of other teachers at Trinity Grammar School. The combination of the *Thinking Routines* and interactive whiteboard is a particularly powerful tool for reflection. The focus will be on how the boys relate to the routines and how they can help establish a classroom culture that values thinking.

Lower/ Primary	Middle	Upper/ Senior	Heads/ Admin	Admission	College Counselling	Coaching/ PE Staff	Learning Specialist	Reading/ Language	Pastoral/ Counselling	Boarding
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E9, Big Room**Inventing the Well-Educated Boy******This Workshop is also offered in Session C******Tim Hawkes**, Headmaster, The King's School, Australia

There are at least three fascinating questions that must be answered in relation to inventing the well-educated boy. The first is what the definition of a well-educated boy should be. The second is how do you know you have successfully created such a boy? The third question relates to how a boy can become well-educated. Drawing on the experience at King's with the introduction of its Manhood Project, delegates will be taken on the adventure enjoyed at one school in its efforts to try and define the well-educated boy. Subsequent to this task were the initiatives taken to try and advance these qualities in its boys.

The workshop will conclude with some contemporary advice on how the education of boys may be facilitated so that they might, with the risk of some accuracy, be considered well-educated.

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	✓	✓	✓			✓			✓	✓

E10, Room 141**Little Green Computers (OLPCs) and Internationalism****Mark Hoel**, Geography Teacher, Upper Canada College, Canada

The aim of the "Little Green Computers (OLPCs) and Internationalism" workshop is to inspire teachers to promote international and environmental awareness in their own courses. Attendees will be introduced to the Upper Canada College–Ntugi Day School (Africa) exchange, the OLPC initiative and ideas for making their own courses 'paperless'. Attendees will: Get an overview of the course; view a student made movie of the UCC–Ntugi exchange; help set up a local environment in the class similar to UCC–Ntugi; have hands on experience with the OLPCs (mesh network, chat, photo); journal the task on Blackboard and meet rubric expectations; and be graded and view their grades on Blackboard.

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	✓	✓	✓							

E11, Community Room**Boys in Trouble: Why Discipline May Not Work******This Workshop is also offered in Session D******Abigail James**, Educational Learning Specialist, University of Virginia, USA

Understanding the biological bases for impulsive actions does provide some explanation for why boys get into trouble, but that understanding is not sufficient to help young men learn to control their behavior in the face of peer and social pressure to do otherwise. This workshop will discuss the present understanding of normal neurocognitive and social

WORKSHOP SESSION E**WEDNESDAY, JUNE 30TH****10:45 AM – 12:00 NOON**

development of boys and how family, school, and society can play a part in providing positive solutions for boys to learn to manage their lives. Models from other boys' schools will be presented as examples of metAdmin that are successful. Participants will develop strategies appropriate for the age of the students in their schools.

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✓	✓	✓	✓			✓	✓	✓	✓	✓

E12, Room 144**Present the Play? No Way!**

Mardi Michels, Grades 3-6 French, Royal St. George's College, Canada

Are you looking for a way to liven up your second language classes? Do you often fall back on skits or plays as the culminating task of a unit to assess your students' learning? Are you (and your students) bored with this format? Then this workshop is for you! Participants in this workshop will learn how performance tasks in the second language classroom can be an excellent way of assessing learning by requiring the students to think outside the box and use their recently acquired vocabulary in different contexts, thus proving the transition to spontaneous communication has occurred. Showcased are various types of tasks, including graphic-novel inspired storytelling, music videos, films, documentaries and PowerPoint presentations. Participants will be walked through these tasks from beginning to end; Mardi will explain the rationale behind the task choice, the associated rubrics and the step-by-step instructions given to the students. Mardi will share her experiences from the past two years working on these tasks with her students and discuss why she decided to move away from the traditional 'write and/or perform a skit' tasks in order to better cater to the needs of her students. She will share stories of how boys who were not previously engaged or motivated in French class all of a sudden 'came around' and how these activities changed their attitude towards French. Examples of student work will be displayed and there will be a chance during this session to share experiences and brainstorm how similar tasks could be incorporated into participants' curriculum expectations. Whilst the presenter is a teacher of French as a second language, this workshop would apply to all second language teachers, since only the examples of student work will be in the target language. The workshop will be given in English.

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E13, Room 241**"From Boys to Men" – How the Dilworth Experience transforms the lives of boys from difficult backgrounds.**

Murray Reid, Associate Principal/Head of Senior Campus, Dilworth, New Zealand

Vinder Taylor, Senior Teacher/Head of Commerce, Dilworth, New Zealand

Dilworth, founded in 1906, is located in Auckland New Zealand. It sits on two campuses and the Board is currently developing two more sites for expansion. 500 boys aged from 9-18 years old live at the school. Each has been awarded a full scholarship to cover all aspects of their care. Residential care is central to the school culture. All boys must live in. Statistics show that boys who attend the school perform well above New Zealand national averages in external assessment. In this workshop two senior teachers from the school will introduce the core elements of the Dilworth experience: pastoral care, student leadership, curriculum and sport, which, combined with a rich residential life, generate positive outcomes for the boys. Dilworth will be presented in a practical way as a case study in effective schooling for boys. The workshop will include how the school is organised, practical strategies as applied in the day-to-day life of the school, how the school is led and how these strategies contribute to achievement of the school's mission and vision. Participants will have the opportunity ask questions related to the implementation and efficacy of these strategies.

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	✓	✓	✓						✓	✓

WORKSHOP SESSION E**WEDNESDAY, JUNE 30TH****10:45 AM – 12:00 NOON****E14, Room 150****The Write Way to Teach Grammar: Innovations in Language Instruction****Lynne Weber**, Master Teacher, Humanities, St. Mark's School of Texas, USA

Sometimes teaching grammar and mechanics in middle and upper school classrooms can be dull and repetitive – and sometimes these language topics are not taught at all! This workshop will provide a fresh look at grammar instruction, showing its participants ways in which 'wordplay' can enrich the writing voices and styles of their students.

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	✓	✓					✓	✓		

E15, Room 152**Emotional Intelligence Development for Boys for Improved Academic Outcomes****Andrew Wheaton**, Manager of Learning and Teaching, Anglican Church Grammar School, Australia

Recent research has suggested that the promotion of social and emotional competencies is essential in facilitating academic success. Boys are relational learners and their ability to succeed is dependent on their Emotional Intelligence (EI). However, EI research in education is in its infancy. Over the past four years Anglican Church Grammar School (Churchie) has been engaged in a unique partnership with Swinburne University, Melbourne, and a select group of schools throughout Australia. The purpose of this research is to conduct longitudinal studies that will measure students' EI scores in the four adolescent fields of intelligence and to explore the links between learning and emotional and social competencies. These intelligences are defined as: Emotional Recognition and Expression, Understanding Others' Emotions, Emotions Direct Cognition and Emotional Management and Control. Through this research academic results have been shown to be affected by students' EI 'abilities'. This workshop will outline Churchie's relationship with Swinburne University's Brain Sciences Institute and the impact of this research on boys' educational outcomes, as evidenced by our four tenets and 'Making of Men' philosophy. Participants will encounter current research and literature on EI as it relates to boys and be encouraged to consider EI as a key factor in their boys' academic achievement and pastoral development. Real case studies will be explored in order to highlight teaching practices that are influenced through an understanding and analysis of boys' EI data.

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	✓	✓	✓				✓		✓	

2009-2010 TRUSTEES OF THE IBSC

Vance Wilson (President)

Headmaster, St. Albans School
Washington, D.C., USA
vwilson@cathedral.org

Joseph Cox (Secretary)

Headmaster, The Haverford School
Haverford, PA, USA
jcox@haverford.org

Arnold Holtberg (Treasurer)

Headmaster, St. Mark's School of Texas
Dallas, TX, USA
holtberg@smtexas.org

David Anderson (Vice President)

Senior Housemaster, Shore School
North Sydney, NSW, Australia
danderso@shore.nsw.edu.au

Roger Cameron (Vice President)

Headmaster, St. John's College
Johannesburg, South Africa
cameron@stjohnscollege.co.za

John Kennard (Vice President)

Principal, St. Paul's College
Hong Kong, SAR, China
jrk@spc.edu.hk

Tony Little (Vice President)

Head Master, Eton College
Windsor, England, UK
headmaster@etoncollege.org.uk

Charles Stillwell (Vice President)

Headmaster, St. Christopher's School
Richmond, VA, USA
stillwellc@stcva.org

David Armstrong, Headmaster

Landon School, Bethesda, MD, USA
david_armstrong@landon.net

Kai Bynum, Director of Community and Diversity

Belmont Hill School, Belmont, MA USA
bynum@belmont-hill.org

Nancy Caine, Director of College Counseling

St. Augustine High School, San Diego, CA USA
Tel: +01 619 282 2184 ncaine@sahs.org

Bradford Gioia, Headmaster

Montgomery Bell Academy, Nashville, TN USA
gioiab@montgomerybell.com

Jonathan Hensman, Headmaster,

Anglican Church Grammar School
East Brisbane, QLD, Australia
jonathan.hensman@churchie.com.au

Grant Lander, Headmaster

St Paul's Collegiate School, Hamilton, New Zealand
headmaster@stpauls.school.nz

David Levin, Headmaster

City of London School for Boys, London, England, UK
headmaster@cls.org.uk

Lynn McKannay, Director of Admission & Tuition Assistance

Town School for Boys San Francisco, CA USA
mckannay@townschool.com

Roger Moses, Headmaster

Wellington College Wellington, New Zealand
r.moses@wellington-college.school.nz

Stephen Murray, Headmaster

University School, Hunting Valley, OH USA
smurray@us.edu

Grant Nupen, Principal,

Bishops (Diocesan College), Cape Town, South Africa
gnupen@bishops.org.za

James Power, Principal

Upper Canada College, Toronto, ON, Canada
jpower@ucc.on.ca

Ian L. F. Robinson, Principal

Sterling Hall School, Toronto, ON, Canada
ianrobinson@sterlinghall.com

Archibald A. Smith III, Headmaster

Trinity Pawling School, Pawling, NY, USA
asmith@trinitypawling.org

David Trower, Headmaster

Allen-Stevenson School, New York, NY, USA
dtrower@allen-stevenson.org

Michael Urwin, Headmaster

Brighton Grammar School, Brighton, VIC, Australia
msurwin@brightongrammar.vic.edu.au

Garth Wynne, Headmaster

Christ Church Grammar School, Claremont, WA, Australia
gwynne@ccgs.wa.edu.au

Brad Zervas, Founder & Director

The Ascension Project, USA
brad.zervas@gmail.com

2009–2010 IBSC MEMBERS & MEMBER SCHOOLS

Academy of the New Church Boys' School	Bryn Athyn	USA
Aldwickbury School	Harpenden	United Kingdom
Allen-Stevenson School	New York	USA
Anglican Church Grammar School (Churchie)	East Brisbane	Australia
Auckland Grammar School	Newmarket	New Zealand
Avon Old Farms School	Avon	USA
Barker College	Hornsby	Australia
Belmont Hill School	Belmont	USA
Bishop John T. Walker School for Boys	Washington	USA
Bishop Wordsworth's School	Salisbury	United Kingdom
Bishops (Diocesan College)	Cape Town	South Africa
The Boston Archdiocesan Choir School	Cambridge	USA
Boys' Club 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
Brother Rice High School	Chicago	USA
The Browning School	New York	USA
Brunswick School	Greenwich	USA
Buckley School	New York	USA
Camberwell Grammar School	Canterbury	Australia
Canberra Grammar School	Canberra	Australia
Cardigan Mountain School	Canaan	USA
Castleknock College	Dublin	Ireland
Cathedral School for Boys	San Francisco	USA
CFS, The School at Church Farm	Paoli	USA
Chaminade College Preparatory School	St. Louis	USA
Chestnut Hill Academy	Philadelphia	USA
Christ Church Grammar School	Claremont	Australia
Christchurch Boys' High School	Christchurch	New Zealand
Christ's College	Private Bag 4900	New Zealand
City of London School	London	United Kingdom
Clifton School	Durban	South Africa
Colegio Gaztelueta	Leioa	Spain
Collegiate School	New York	USA
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	Mongkok, Kowloon	China
Dr. Challoner's Grammar School	Amersham	United Kingdom
Dulwich College	London	United Kingdom
Dulwich College Preparatory School	London	United Kingdom
The Eagle Academy Foundation	New York	USA
Eaglebrook School	Deerfield	USA
Eastside Young Leaders Academy	London	United Kingdom
Eaton House Schools	London	United Kingdom
Eton College	Berkshire	United Kingdom

2009–2010 IBSC MEMBERS & MEMBER SCHOOLS

Fairfield Country Day School	Fairfield	USA
Falcons Preparatory School for Boys	London	United Kingdom
Falcons Pre-Preparatory School for Boys	London	United Kingdom
Father Judge High School for Boys	Philadelphia	USA
The Fenn School	Concord	USA
Fessenden School	West Newton	USA
Fountain Academy of the Sacred Heart	Halifax	Canada
Francis Douglas Memorial College	New Plymouth	New Zealand
Gilman School	Baltimore	USA
Gisborne Boys High School	Gisborne	New Zealand
Grey High School	Port Elizabeth	South Africa
Hamilton Boys' High School	Hamilton, Waikato	New Zealand
Harrow School	Middlesex	United Kingdom
Hastings Boys' High School	Hastings	New Zealand
Haverford School	Haverford	USA
Hereworth School	Havelock North	New Zealand
Hilton College	Hilton	South Africa
Hutchins School	Hobart	Australia
Hutt International Boys' School	Upper Hutt	New Zealand
Immaculate Conception Catholic School	Dardenne Prairie	USA
Ipswich Grammar School	Ipswich	Australia
Abigail James	Orange	USA
John Hampden Grammar School	High Wycombe	United Kingdom
John McGlashan College	Dunedin	New Zealand
Kearsney College	Durban	South Africa
Kelsey Park Sports College	Kent	United Kingdom
Kelston Boys' High School	New Lynn	New Zealand
King Edward VII School	Houghton	South Africa
The King's School	Parramatta	Australia
Kiskiminetas Springs School	Saltsburg	USA
Knox Grammar School	Wahroonga	Australia
La Salle College High School	Wyndmoor	USA
Landon School	Bethesda	USA
Leadership Prep Academy for Young Men	Bloomfield	USA
Lindisfarne College	Hastings	New Zealand
The London Oratory School	London	United Kingdom
Loughborough Grammar School	Loughborough	United Kingdom
Marcellin College	Melbourne	Australia
Maritzburg College	Pietermaritzburg	South Africa
McCallie School	Chattanooga	USA
Melbourne Grammar School	Melbourne	Australia
Melbourne High School	Melbourne	Australia
Memphis University School	Memphis	USA
Merchant Taylors' Boys' School	Liverpool	United Kingdom
Merchiston Castle School	Colinton	United Kingdom
Michaelhouse	Kwazulu-Natal	South Africa
Montgomery Bell Academy	Nashville	USA
Moreton Bay Boys' College	Wynnum	Australia
Napier Boys' High School	Napier	New Zealand
Neil McNeil High School	Toronto	Canada
Nelson College	Nelson	New Zealand
New Plymouth Boys' High School	New Plymouth	New Zealand

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Newington College	Sydney	Australia
Northmount School for Boys	Toronto	Canada
The Oratory School	Reading	United Kingdom
Pacific Boychoir Academy	Oakland	USA
Padua College	Kedron	Australia
Palmerston North Boys' High School	Palmerston North	New Zealand
The Phelps School	Malvern	USA
Poole Grammar School	Poole	United Kingdom
Presbyterian Day School	Memphis	USA
Prince Alfred College	Adelaide	Australia
Princeton Academy of the Sacred Heart	Princeton	USA
Quainton Hall	Harrow	United Kingdom
Queen Elizabeth Grammar School Junior School	Wakefield	United Kingdom
Queen Elizabeth Grammar School Senior School	Wakefield	United Kingdom
Queen Elizabeth's School	Barnet	United Kingdom
Radley College	Abingdon	United Kingdom
Rathkeale College	Masterton	New Zealand
The Ridge School	Parkview	South Africa
Rokeby School	London	United Kingdom
Rongotai College	Kilbirnie	New Zealand
Rotorua Boys' High School	Rotorua	New Zealand
Roxbury Latin School	West Roxbury	USA
Royal St. George's College	Toronto	Canada
Sacred Heart College	Glendowie	New Zealand
Salesianum School	Wilmington	USA
Salisbury School	Salisbury	USA
Scotch College	Melbourne	Australia
Scots College	Strathmore	New Zealand
Selwyn House School	Westmount	Canada
Septima Clark Public Charter School	Washington	USA
Sherborne School	Sherborne	United Kingdom
Shore School	North Sydney	Australia
South African College High School	Cape Town	South Africa
Southland Boys' High School	Invercargill	New Zealand
The Southport School	Southport	Australia
St. Alban's College	Pretoria	South Africa
St. Albans School	Washington	USA
St. Andrew's College	Aurora, Ontario	Canada
St. Andrew's College	Grahamstown	South Africa
St. Anthony's Prep School	Hampstead	United Kingdom
St. Augustine High School	San Diego	USA
St. Augustine's College	Cairns	Australia
St. Benedict's College	Johannesburg	South Africa
St. Bernard's School	New York	USA
St. Christopher's School	Richmond	USA
St. David's Marist Inanda	Northlands, Sandton	South Africa
St. David's School	New York	USA
St. Edmond's Academy	Wilmington	USA
St. Edmund's College, Canberra	Manuka	Australia
St. George's School	Vancouver	Canada
St. Ignatius' College, Riverview	Sydney	Australia
St. James Independent School for Senior Boys	Twickenham	United Kingdom

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St. John's College	Hamilton	New Zealand
St. John's College	Hastings	New Zealand
St. John's College	Johannesburg	South Africa
St. John's Northwestern Military Academy	Delafield	USA
St. Joseph's College	Sydney	Australia
St. Joseph's College	Brisbane	Australia
St. Joseph's College	Geelong	Australia
St. Joseph's Institution	Singapore	Singapore
St. Kentigern School	Remuera	New Zealand
St. Kevin's College	Melbourne	Australia
St. Laurence's College	South Brisbane	Australia
St. Mark's School of Texas	Dallas	USA
St. Mary's International School	Tokyo	Japan
St. Patrick's College Silverstream	Silverstream	New Zealand
St. Paul's College	Hong Kong	China
St. Paul's Collegiate	Hamilton	New Zealand
St. Paul's School	Brooklandville	USA
St. Peter's College	Adelaide	Australia
St. Peter's Preparatory School	Jersey City	USA
St. Peter's Preparatory School	Rivonia	South Africa
St. Sebastian's School	Needham	USA
St. Stithians College	Randburg	South Africa
St. Thomas Choir School	New York	USA
St. Thomas the Apostle College	London	United Kingdom
Sterling Hall School of Toronto	Toronto	Canada
Stuart Hall	San Francisco	USA
Stuart Hall School for Boys	New Orleans	USA
Tak Sun Secondary School	Sha Tin	China
Tauranga Boys' High School	Tauranga	New Zealand
Timaru Boys' High School	Timaru	New Zealand
Toowoomba Grammar School	Toowoomba	Australia
Town School for Boys	San Francisco	USA
Trinity Grammar School	Summer Hill	Australia
Trinity Grammar School	Victoria	Australia
Trinity-Pawling School	Pawling	USA
University School	Hunting Valley	USA
Upper Canada College	Toronto	Canada
Urban Prep Academies	Chicago	USA
Wah Yan College	Kowloon	China
Warwick School	Warwick	United Kingdom
Washington Jesuit Academy	Washington	USA
Wellington College	Wellington	New Zealand
Westlake Boys' High School	North Shore City	New Zealand
Wetherby Preparatory School	London	United Kingdom
Wetherby School	London	United Kingdom
Wilson's School	Wallington	United Kingdom
Woodberry Forest School	Woodberry Forest	USA
Wycombe Royal Grammar School	High Wycombe	United Kingdom
Wynberg Boys' High School	Wynberg	South Africa
Xavier College	Melbourne	Australia
Zagle School	Warsaw	Poland

IBSC 17TH ANNUAL CONFERENCE DELEGATES

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

Adams, Jeff (jadams@crescentschool.org)	Crescent School, Toronto, CAN
Adkins, Sara (sadkins@haverford.org)	The Haverford School, Haverford, USA
Agati, Nancy (nagati@haverford.org)	The Haverford School, Haverford, USA
Ahlgren, Carl (cahlgren@gilman.edu)	Gilman School, Baltimore, USA
Allman, Robert (rxallman@verizon.net)	The Haverford School, Haverford, USA
Anderson, David (danderso@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Arbuthnot, Judy-Ann (jarbuthnot@westlake.school.nz)	Westlake Boys' High School, North Shore City, NZL
Arias, William (warias@saintdavid.org)	St. David's School, New York, USA
Arms, Dennis (darms@haverford.org)	The Haverford School, Haverford, USA
Armstrong, David (david_armstrong@landon.net)	Landon School, Bethesda, USA
Armstrong, Leonard (mary.mayes@stjes.com)	St. John's Episcopal School, Olney, USA
Arnold, Kathy (karnold@bcps.org)	Boys' Latin School of Maryland, Baltimore, USA
Arnoult, Lindsay (larnoult@us.edu)	University School, Hunting Valley, USA
Auerbach, David (dauerbach@cardigan.org)	Cardigan Mountain School, Canaan, USA
Avery, Chris (cavery@haverford.org)	The Haverford School, Haverford, USA
Avery, Elizabeth (elizabeth.avery@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Avin, Kevin (kavin@stuarthall.org)	Stuart Hall School for Boys, New Orleans, USA
Ayaya, Gladys (gayaya@stithian.com)	St. Stithian's College, Sandton, ZAF
Ayer, Toby (tayer@salisburyschool.org)	Salisbury School, Salisbury, USA
Babits, Tom (tbabits@ucc.on.ca)	Upper Canada College, Toronto, CAN
Badalament, John (john@modernmoms.net)	Modern Moms, Boston, USA
Baker, Lesley (lesley.baker@rokeby.newham.sch.uk)	Rokeby School, London, GBR
Balaguero, Jane (jbalaguero@salisburyschool.org)	Salisbury School, Salisbury, USA
Barclay, Travis (travis.barclay@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Barna, Thomas (barnat@lschs.org)	La Salle College High School, Wyndmoor, USA
Barnes, Bonnie (bonnie.barnes@musowls.org)	Memphis University School, Memphis, USA
Baroody, Barbara (bbaroody@haverford.org)	The Haverford School, Haverford, USA
Barr, Kelly (kelly.barr@fcdsmail.org)	Fairfield Country Day School, Fairfield, USA
Barry, Cameron (barryc@stkevins.vic.edu.au)	St. Kevin's College, Toorak, AUS
Barton, Sarah (sbarton@haverford.org)	The Haverford School, Haverford, USA
Batey, Eddie (eddie.batey@musowls.org)	Memphis University School, Memphis, USA
Batty, I Tom (tom.batty@scotch.vic.edu.au)	Scotch College, Melbourne, AUS
Baylis, Andrew (abaylis@brightongrammar.vic.edu.au)	Brighton Grammar School, Brighton, AUS
Becker, Brad (bbecker@haverford.org)	The Haverford School, Haverford, USA
Bell, David (david.bell@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Bernatavitz, John Paul (bernattj@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Berry, Caroline (cberry@buckleyschool.org)	Buckley School, The, New York, USA
Bilton, Carolyn (carolyn.bilton@sac.on.ca)	St. Andrew's College, Aurora, CAN
Bishop, Andrew (bishopa@trinity.vic.edu.au)	Trinity Grammar School (VIC), Victoria, AUS
Blackburn, Natalie (mcmahonc@xtra.co.nz)	Hamilton Boys' High School, Hamilton, NZL
Bloh, Dennis (blohd@lschs.org)	La Salle College High School, Wyndmoor, USA
Boddy, David (d.boddy@stjamesboys.co.uk)	St. James Independent School for Senior Boys, Twickenham, GBR
Bodkin, Barbara (bbodkin@oise.utoronto.ca)	OISE, Continuing Education, Toronto, CAN
Boham, Brett (bboham@haverford.org)	The Haverford School, Haverford, USA
Booker, Stephanie (sbooker@chestnuthillacademy.org)	Chestnut Hill Academy, Philadelphia, USA
Boomer, Kailynn (kboomer@trinitypawling.org)	Trinity-Pawling School, Pawling, USA
Bourgault, John (bourgaultj@avonoldfarms.com)	Avon Old Farms School, Avon, USA
Bowcock, Oliver (o_bowcock@stbernards.org)	St. Bernard's School, New York, USA
Boyle, Colin (boylecol@selwyn.ca)	Selwyn House School, Westmount, CAN
Bradbeer, Graham (graham.bradbeer@scotch.vic.edu.au)	Scotch College, Melbourne, AUS
Brady, Christopher (c_brady@stbernards.org)	St. Bernard's School, New York, USA

IBSC 17TH ANNUAL CONFERENCE DELEGATES

Broom, Kean (broomk@stalbanscollege.com)
 Broom, Teri (broomt@smtexas.org)
 Brotschul, Amy (leisa.henderson@kiski.org)
 Brotschul, Stephen (leisa.henderson@kiski.org)
 Brough, Joel (jbrough@sterlinghall.com)
 Brown, Darren (darren.mich@xtra.co.nz)
 Brown, Hill (brownh@stcva.org)
 Brown, Jay (jbrown@haverford.org)
 Brown, Rebecca (bbrown@chestnuthillacademy.org)
 Brown, Susan (sbrown@boyslatinmd.com)
 Browne, Nicholas (brownen@trinity.vic.edu.au)
 Browning, Robert (browning@smtexas.org)
 Bruner, Eugene (brunerg@stcva.org)
 Buckley, Anne (anne.buckley@tcdsb.org)
 Buckwalter, Eileen (ebuckwalter@haverford.org)
 Budde, Josh (jbudde@chestnuthillacademy.org)
 Bullard, William (bbullard@collegiateschool.org)
 Bunn, Dean (dean_bunn@barker.nsw.edu.au)
 Bunn, Valerie (admin@lesgrammar.org)
 Burnell, Andrew (aburnell@brightongrammar.vic.edu.au)
 Bynum, Kai (bynum@belmonthill.org)
 Byrd, Jon (jbyrd@fenn.org)
 Caine, Nancy (ncaine@sahs.org)
 Caldwell, Greg (gicaldwell@mgs.vic.edu.au)
 Callaghan, Graham (callaghang@avonoldfarms.com)
 Cameron, Anne (carter@sjc.co.za)
 Cameron, Roger (carter@sjc.co.za)
 Campbell, Alan (alan.campbell@churchie.com.au)
 Campbell, Dennis (dennis.campbell@woodberry.org)
 Campbell, Eugene (gene_campbell@cathedral.org)
 Campbell, Maia (maiac17@yahoo.com)
 Caprow, Jarrod (jcaprow@cardigan.org)
 Carter, Ian (headmaster@poolegrammar.com)
 Castellanos, Kelly (kelly_castellanos@cathedral.org)
 Cawley, Christopher (chriscauley@terrace.qld.edu.au)
 Cawley, Yvette (ycaw11@eq.edu.au)
 Chadwell, David (dchadwel@ed.sc.gov)
 Chalvatzis, John (jchalvatzis@igs.qld.edu.au)
 Chandler, Jessica (jchandler@pdsmissouri.org)
 Chandler, Robert (rgc@kings.edu.au)
 Chang, Terence (dbshm@dbb.edu.hk)
 Chirieleison, Chris (cchirieleison@christsschool.org)
 Chow, Alvin (yhac@spc.edu.hk)
 Cirelli, Charles (cirellic@lschs.org)
 Cires, Iaki (icires@gaztelueta.com)
 Cislak, Trish (ksherk@sterlinghall.com)
 Clark, John (j.clark@etoncollege.org.uk)
 Clavel, Matthew (m_clavel@stbernards.org)
 Clemens, Micki (micki.clemens@sympatico.ca)
 Clements, Diane (bakkenv@montgomerybell.edu)
 Cochran, Kelsey (kcochran@collegiateschool.org)
 Coggins, Nicholas (cogginsn@lschs.org)
 Cohen, Jo Ann (cohenj@lschs.org)
 Colangelo, Fortunato (fortunato.colangelo@tcdsb.org)
 Coleman, Mark (mrcoleman@mgs.vic.edu.au)
 Collins, Mark (collinsm@lschs.org)
 St. Alban's College, Pretoria, ZAF
 St. Mark's School of Texas, Dallas, USA
 Kiskiminetas Springs School, Saltsburg, USA
 Kiskiminetas Springs School, Brett Lane, USA
 Sterling Hall School of Toronto, Toronto, CAN
 Lindisfarne College, Hastings, NZL
 St. Christopher's School, Richmond, USA
 The Haverford School, Haverford, USA
 Chestnut Hill Academy, Philadelphia, USA
 Boys' Latin School of Maryland, Baltimore, USA
 Trinity Grammar School (VIC), Kew, AUS
 St. Mark's School of Texas, Dallas, USA
 St. Christopher's School, Richmond, USA
 Neil McNeil High School, Toronto, CAN
 The Haverford School, Haverford, USA
 Chestnut Hill Academy, Philadelphia, USA
 Collegiate School, New York, USA
 Barker College, Hornsby, AUS
 Loughborough Grammar School, Loughborough, GBR
 Brighton Grammar School, Brighton, AUS
 Belmont Hill School, Belmont, USA
 The Fenn School, Concord, USA
 St. Augustine High School, San Diego, USA
 Melbourne Grammar School, Melbourne, AUS
 Avon Old Farms School, Avon, USA
 St. John's College, Johannesburg, ZAF
 St. John's College, Johannesburg, ZAF
 Anglican Church Grammar School, East Brisbane, AUS
 Woodberry Forest School, Woodberry Forest, USA
 St. Albans School, Washington, USA
 The Haverford School, Haverford, USA
 Cardigan Mountain School, Canaan, USA
 Poole Grammar School, Poole, GBR
 St. Albans School, Washington, USA
 St. Joseph's College (Terrace), Brisbane, AUS
 Warrigal Road State School, Brisbane, AUS
 South Carolina Department of Education, Columbia, USA
 Ipswich Grammar School, Ipswich, AUS
 Presbyterian Day School, Memphis, USA
 The King's School, Parramatta, AUS
 Diocesan Boys' School, Hong Kong, SAR, CHN
 Christ School, Arden, USA
 St. Paul's College, Hong Kong, SAR, CHN
 La Salle College High School, Wyndmoor, USA
 Colegio Gaztelueta, Leioa, ESP
 Sterling Hall School of Toronto, Toronto, CAN
 Eton College, Windsor, GBR
 St. Bernard's School, New York, USA
 Curriculum and Assessment Connections, Burlington, CAN
 Montgomery Bell Academy, Nashville, USA
 Collegiate School, New York, USA
 La Salle College High School, Wyndmoor, USA
 La Salle College High School, Wyndmoor, USA
 Neil McNeil High School, Toronto, CAN
 Melbourne Grammar School, Melbourne, AUS
 La Salle College High School, Wyndmoor, USA

IBSC 17TH ANNUAL CONFERENCE DELEGATES

Coverdale, Sheridan (scoverdale@brightongrammar.vic.edu.au)	Brighton Grammar School, Brighton, AUS
Cox, Joseph (jcox@haverford.org)	The Haverford School, Haverford, USA
Creasman, Sherry (screasman@pdsmemphis.org)	Presbyterian Day School, Memphis, USA
Crouch, Roderick (principal@mbbc.qld.edu.au)	Moreton Bay Boys' College, Manly West, AUS
Cunningham, Gregory (gregory_cunningham@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Curtis, Simon (simonc@ridgeschool.co.za)	The Ridge School, Johannesburg, ZAF
Custer, Arthur (custer@avonoldfarms.com)	Avon Old Farms School, Avon, USA
Darver, Sherri (darvers@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Davis, Elizabeth (davis@belmonthill.org)	Belmont Hill School, Belmont, USA
Davis, Rebecca (bdavis@haverford.org)	The Haverford School, Haverford, USA
Deberardinis, Rene (rdeberardinis@chestnuthillacademy.org)	Chestnut Hill Academy, Philadelphia, USA
Delduca, Daniel (ddelduca@haverford.org)	The Haverford School, Haverford, USA
Demeny, John (j_demeny@stbernards.org)	St. Bernard's School, New York, USA
Demeter, Douglas (demeterd@lschs.org)	La Salle College High School, Wyndmoor, USA
D'Entremont, John (jdentremont@cardigan.org)	Cardigan Mountain School, Canaan, USA
Derose, Pamala (derosep@lschs.org)	La Salle College High School, Wyndmoor, USA
Derrick, Matthew (derrickm@lschs.org)	La Salle College High School, Wyndmoor, USA
Detora, James (detoraj@avonoldfarms.com)	Avon Old Farms School, Avon, USA
Devenish, Greg (gdevenish@stgeorges.bc.ca)	St. George's School, Vancouver, CAN
Dexter, Leslie Anne (ksherk@sterlinghall.com)	Sterling Hall School of Toronto, Toronto, CAN
Deyell, Andrew (adeyell@wjacademy.org)	Washington Jesuit Academy, Washington, USA
Dicks, Dawon (ddicks@wjacademy.org)	Washington Jesuit Academy, Washington, USA
Diflorio, Lou (louis.diflorio@tcdsb.org)	Neil McNeil High School, Toronto, CAN
Diggs, Grace (g_diggs@stbernards.org)	St. Bernard's School, New York, USA
Dilmore, Meghan (mdilmore@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Dinsmore, Adam (adinsmore@trinitypawling.org)	Trinity-Pawling School, Pawling, USA
Dion, Aaron (adion@crescentschool.org)	Crescent School, Toronto, CAN
Dixon, Maggie (mdixon@collegiateschool.org)	Collegiate School, New York, USA
Dolan, Michael (dolanm@lschs.org)	La Salle College High School, Wyndmoor, USA
Dominguez, Jaime (dominguez@sacredsfs.org)	Stuart Hall, San Francisco, USA
Downey, Michael (downeym@selwyn.ca)	Selwyn House School, Westmount, CAN
Dragnich, Dartha (dartha_dragnich@london.net)	Landon School, Bethesda, USA
Driscoll, Kevin (driscollk@avonoldfarms.com)	Avon Old Farms School, Avon, USA
Duckworth, Sylvia (sduckworth@crescentschool.org)	Crescent School, Toronto, CAN
Duffy, Erin (erin_duffy@london.net)	Landon School, Bethesda, USA
Dugan, Laura (duganl@stcva.org)	St. Christopher's School, Richmond, USA
Dugan, Tim (tim.dugan@compression-engineering.com)	St. Augustine High School, San Diego, USA
Durnford, Mandy (ajd@hiltoncollege.com)	Hilton College, Hilton, ZAF
Duska, Ron (rduska@haverford.org)	The Haverford School, Haverford, USA
Dyer, Paul (paul.dyer@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Effeney, Madonna (madonnaeffeney@terrace.qld.edu.au)	St. Joseph's College (Terrace), Brisbane, AUS
Ehrhart, William (wehrhart@haverford.org)	The Haverford School, Haverford, USA
Elliott, Susan (sellott@ucc.on.ca)	Upper Canada College, Toronto, CAN
Elliott, Whitney (whitney.elliott@sac.on.ca)	St. Andrew's College, Aurora, CAN
Emant, Paul (carter@sjc.co.za)	St. John's College, Johannesburg, ZAF
Engleman, Kevin (kengleman@chestnuthillacademy.org)	Chestnut Hill Academy, Philadelphia, USA
Eppstein, Cole (cole.eppstein@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Epstein, Susana (sepstein@collegiateschool.org)	Collegiate School, New York, USA
Etess, Susan (setess@allen-stevenson.org)	Allen-Stevenson School, New York, USA
Evans, Gerald (evansg@lschs.org)	La Salle College High School, Wyndmoor, USA
Evans, Gerard (g.evans@etoncollege.org.uk)	Eton College, Windsor, GBR
Evans, Heather (evansh@trinity.vic.edu.au)	Trinity Grammar School (VIC), Kew, AUS
Everett, Phillip (pje@cls.org.uk)	City of London School, London, GBR
Ewing, Tracy (tewing@thephelpsschool.org)	The Phelps School, Malvern, USA
Eyerly, Scott (feyerly@choirschool.org)	St. Thomas Choir School, New York, USA
Eyerly, Sue (seyerly@choirschool.org)	St. Thomas Choir School, New York, USA

IBSC 17TH ANNUAL CONFERENCE DELEGATES

Fallon, Brad (brad.fallon@fcdsmail.org)	Fairfield Country Day School, Fairfield, USA
Federowicz, Ehren (ehren_federowicz@london.net)	Landon School, Bethesda, USA
Feeley, Ryan (rfeeley@cardigan.org)	Cardigan Mountain School, Canaan, USA
Fellin, Michael (michael.fellin03@tcdsb.org)	Neil McNeil High School, Toronto, CAN
Ferrante, Maureen (mferrante@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Feuerstein, Peggy (pfeuerstein@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Fifer, Mark (mfifer@haverford.org)	The Haverford School, Haverford, USA
Firman, Tammy (tammy_firman@woodberry.org)	Woodberry Forest School, Woodberry Forest, USA
Fitzgerald, Bernard (fitzgeraldb@lschs.org)	La Salle College High School, Wyndmoor, USA
Fitzpatrick, Patricia (pfitzpatrick@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Floccare, Terri (tfloccare@boyslatinmd.com)	Boys' Latin School of Maryland, Baltimore, USA
Flynn, Patricia (pflynn@browning.edu)	Browning School, The, New York, USA
Foster, Amy (afoster@trinitypawling.org)	Trinity-Pawling School, Pawling, USA
Foxworth, Warren (foxworth@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Franz, Andrew (afranz@haverford.org)	The Haverford School, Haverford, USA
Frederiksen, Denis (dfrederiksen@ipswichgrammar.com)	Ipswich Grammar School, Ipswich, AUS
Frerichs, Karl (kfrerichs@us.edu)	University School, Hunting Valley, USA
Fruitt, Mark (mfruity@pdsmissouri.org)	Presbyterian Day School, Memphis, USA
Galgano, Vincent (vincent.galgano@mastersny.org)	The Masters School, Dobbs Ferry, USA
Gamper, William (wgamper@gilman.edu)	Gilman School, Baltimore, USA
Garry, Neil (ngarry@mcglashan.school.nz)	John McGlashan College, Dunedin, NZL
Gaudreau, Justin (jgaudreau@haverford.org)	The Haverford School, Haverford, USA
Gauthier, Maria (mariagauthier@ucc.on.ca)	Upper Canada College, Toronto, CAN
Gauthier, Mary (mgauthier@ucc.on.ca)	Upper Canada College, Toronto, CAN
Gavin, Deborah (dgavin@haverford.org)	The Haverford School, Haverford, USA
Genzlinger, Kyle (kyle.genzlinger@ancss.org)	Academy of the New Church Boys' School, Bryn Athyn, USA
Gibson-Langford, Linda (lcl@kings.edu.au)	The King's School, Parramatta, AUS
Gioia, Brad (gioiab@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Glover, Barbara (bglover@cardigan.org)	Cardigan Mountain School, Canaan, USA
Godkin, Gary (gary.godkin@sac.on.ca)	St. Andrew's College, Aurora, CAN
Gonzalez, Scott (gonzalez@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Gore, Heidi (h_gore@stbernards.org)	St. Bernard's School, New York, USA
Granger, Christopher (cgranger@cardigan.org)	Cardigan Mountain School, Canaan, USA
Gregory, Christian (gregoryc@trinity.vic.edu.au)	Trinity Grammar School (VIC), Victoria, AUS
Haire, Scott (shaire@cardigan.org)	Cardigan Mountain School, Canaan, USA
Hamilton, Cynthia (chamilton@haverford.org)	The Haverford School, Haverford, USA
Hancock, Sue (hancocks@poolegrammar.com)	Poole Grammar School, Poole, GBR
Hannon, Jenny (jenny.hannon@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Hansen, Laura (lhansen@collegiateschool.org)	Collegiate School, New York, USA
Hansen, Michael (michael_hansen@cathedral.org)	St. Albans School, Washington, USA
Harrington, Ed (eharrington@fatherjudge.com)	Father Judge High School for Boys, Philadelphia, USA
Harris, Julie (jharris@ccgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Hart, Brian (bhart@us.edu)	University School, Hunting Valley, USA
Harvey, Paul (pharvey@sacredsfs.org)	Stuart Hall, San Francisco, USA
Hauser, Peter (head@twgs.qld.edu.au)	Toowoomba Grammar School, Toowoomba, AUS
Hawkes, Timothy (tfh@kings.edu.au)	The King's School, Parramatta, AUS
Hawley, Richard (rhawley@us.edu)	Center for the Study of Boys' and Girls' Lives, Philadelphia, USA
Hay, James (ksherk@sterlinghall.com)	Sterling Hall School of Toronto, Toronto, CAN
Hayman, Kristin (kristinpihayman@gmail.com)	The Haverford School, Haverford, USA
Heard, Sarah (sheard@collegiateschool.org)	Collegiate School, New York, USA
Hearn, Ed (ehearn@sahs.org)	St. Augustine High School, San Diego, USA
Hecht, Greg (ghecht@sahs.org)	St. Augustine High School, San Diego, USA
Hegarty, David (hegarty@belmonthill.org)	Belmont Hill School, Belmont, USA
Helleman, Barbara (bfh@kings.edu.au)	The King's School, Parramatta, AUS
Hensman, Jonathan (jonathan.hensman@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Herpich, Kathleen (principal@fatherjudge.com)	Father Judge High School for Boys, Philadelphia, USA

IBSC 17TH ANNUAL CONFERENCE DELEGATES

Higgins, Simon (simonhiggins@cie.org.nz)	University of Cambridge Int'l Examinations, Cambridge, GBR
Hill, Eric (ej_hill@stbernards.org)	St. Bernard's School, New York, USA
Hillinck, Jeanne (jhillinck@chestnuthillacademy.org)	Chestnut Hill Academy, Philadelphia, USA
Hilton-Dennis, Matthew (mhd@clsb.org.uk)	City of London School, London, GBR
Hoel, Mark (mhoel@ucc.on.ca)	Upper Canada College, Toronto, CAN
Hoffman, Dawn (dhoffman@haverford.org)	The Haverford School, Haverford, USA
Hollifield, Catharine (catharine.hollifield@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Holmgren, Andrew (aholmgren@collegiateschool.org)	Collegiate School, New York, USA
Holt, David (dholt@ucc.on.ca)	Upper Canada College, Toronto, CAN
Holt, Mark (mholt@cardigan.org)	Cardigan Mountain School, Canaan, USA
Holtberg, Arnold (holtberg@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Holzheuer, Henning (hholzheuer@ccgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Hood, Richard (rhood@ucc.on.ca)	Upper Canada College, Toronto, CAN
Hookey, Mary (mhookey@ccgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Hsieh, Sonya (shsieh@haverford.org)	The Haverford School, Haverford, USA
Hull, Lauren (lauren.hull@fcdsmail.org)	Fairfield Country Day School, Fairfield, USA
Humora, Kathy (khumora@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Hunt, Jonathan (jdh@kings.edu.au)	The King's School, Parramatta, AUS
Hurd, Joy (j_hurd@stbernards.org)	St. Bernard's School, New York, USA
Ingrisani, Michael (mingrisani@browning.edu)	Browning School, The, New York, USA
Irwin, Jeremy (jeremy.irwin@ancss.org)	Academy of the New Church Boys' School, Bryn Athyn, USA
Jackson, Cynthia (cjackson@browning.edu)	Browning School, The, New York, USA
Jackson, David (david.jackson@musowls.org)	Memphis University School, Memphis, USA
Jagdeo, Tina (tjagdeo@ucc.on.ca)	Upper Canada College, Toronto, CAN
James, Abigail (ajames@rockhouseassociates.org)	James, Abigail, Orange, USA
Jarvis, Tony (tony.jarvis@roxburylatin.org)	The Roxbury Latin School, West Roxbury, USA
Johnson, Julie (jjohnson@micds.org)	MICDS, St. Louis, USA
Johnson, Stuart (s_johnso@stbernards.org)	St. Bernard's School, New York, USA
Johnson, William (wjohnson@us.edu)	University School, Hunting Valley, USA
Joloza, Cheryl (cjoloza@haverford.org)	The Haverford School, Haverford, USA
Jones, Mary (mjones@fatherjudge.com)	Father Judge High School for Boys, Philadelphia, USA
Jump, James (jumpj@stcva.org)	St. Christopher's School, Richmond, USA
Kalkus, Olen (okalkus@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Kammrath, Matthew (matthew.kammrath@mastersny.org)	The Masters School, Dobbs Ferry, USA
Kamsler, Neal (nkamsler@allen-stevenson.org)	Allen-Stevenson School, New York, USA
Kawasoe, Don (dkawasoe@ucc.on.ca)	Upper Canada College, Toronto, CAN
Kazi, Suzanne (skazi@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Keating, Monica (m.keating@stpauls.qld.edu.au)	St. Paul's School, Brisbane, AUS
Kefford, Roderic (hm@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Keller, John (jkeller@sahs.org)	St. Augustine High School, San Diego, USA
Kelley, Roy (rokelley@mgs.vic.edu.au)	Melbourne Grammar School, Melbourne, AUS
Kelly, Elizabeth (bkelly@cathedral.org)	St. Albans School, Washington, USA
Kelly, Howard (hlk@cgs.vic.edu.au)	Camberwell Grammar School, Canterbury, AUS
Kennard, John (jrk@spc.edu.hk)	St. Paul's College, Hong Kong, SAR, CHN
Keppard-Pedlow, Maureen (mpedlow@fatherjudge.com)	Father Judge High School for Boys, Philadelphia, USA
Kerins, Karen (kkerins@trinitypawling.org)	Trinity-Pawling School, Pawling, USA
Kestler, Richard (kestlerr@lschs.org)	La Salle College High School, Wyndmoor, USA
Kettering-Goens, Kerry (kerrykettering@gmail.com)	The Haverford School, Haverford, USA
Kinder, Christopher (dp@castleknockcollege.ie)	Castleknock College, Dublin, IRL
Kistler, John (jkistler@gocfs.net)	CFS, The School at Church Farm, Exton, USA
Klabonski, Elaine (elaine.klabonski@fcdsmail.org)	Fairfield Country Day School, Fairfield, USA
Knowles, David (jbranch@stithian.com)	St. Stithian's College, Sandton, ZAF
Kobayashi, Deborah (kobayashid@smis.ac.jp)	St. Mary's International School, Tokyo, JPN
Kokotailo, Philip (phil.kokotailo@roxburylatin.org)	The Roxbury Latin School, West Roxbury, USA
Kolovos, Chris (kolovos@belmonthill.org)	Belmont Hill School, Belmont, USA
Kong, Doris (dkong529@gmail.com)	St. Bernard's School, New York, USA

IBSC 17TH ANNUAL CONFERENCE DELEGATES

Kovacs, Nick (nicolas.kovacs@tcdsb.org)	Neil McNeil High School, Toronto, CAN
Krieg, Sandra (skrieg@haverford.org)	The Haverford School, Haverford, USA
Krulak, Debi (dkrulak@boyslatinmd.com)	Boys' Latin School of Maryland, Baltimore, USA
Kyte, Kimberly (kkyte@allen-stevenson.org)	Allen-Stevenson School, New York, USA
Labaree, Benjamin (benjamin_labaree@cathedral.org)	St. Albans School, Washington, USA
LaDuca Crandall, Marisa (mcrandall@chestnuthillacademy.org)	Chestnut Hill Academy, Philadelphia, USA
Lander, Grant (headmaster@stpauls.school.nz)	St. Paul's Collegiate, Hamilton, NZL
Lang, Ruth (ruth.lang@churchie.com.au)	Anglican Church Grammar School, East Brisbane, AUS
Lang, Thomas (langt@lschs.org)	La Salle College High School, Wyndmoor, USA
Lange, Jason (jlange@chaminade-stl.com)	Chaminade College Prep School, St. Louis, USA
Langlais, Josee (josee.langlais@tcdsb.org)	Neil McNeil High School, Toronto, CAN
Larocque, Kenneth (larocquek@avonoldfarms.com)	Avon Old Farms School, Avon, USA
Laspina, Jamie (jlaspina@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Laycock, Dianne (dianne_laycock@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Le Plastrier, Simon (lepla_s@trinity.vic.edu.au)	Trinity Grammar School (VIC), Victoria, AUS
Lecerf, Bernard (blecerf@ucc.on.ca)	Upper Canada College, Toronto, CAN
Leese, Simon (headmaster@christsschool.org)	Christ's College, Christchurch, NZL
Leitch, Michael (mleitch@nbhs.school.nz)	Napier Boys' High School, Napier, NZL
Leness, Jean (j_leness@stbernards.org)	St. Bernard's School, New York, USA
Levison, Lee (llevison@collegiateschool.org)	Collegiate School, New York, USA
Lewis, Cornell (dantesinferno@earthlink.net)	The Expanding Visions Foundation, Canal Winchester, USA
Lewis, Jeff (jlewis@salisburysschool.org)	Salisbury School, Salisbury, USA
Lewis, Ray (rayl.eyla@btconnect.com)	Eastside Young Leaders Academy, London, GBR
Lignore, Joseph (liggy@myway.com)	The Haverford School, Haverford, USA
Lobato Eppler, Cecilia (ceppler@gilman.edu)	Gilman School, Baltimore, USA
Long, Margot (carter@stjohnscollege.co.za)	St. John's College, Johannesburg, ZAF
Loos, Jini (jloos@haverford.org)	The Haverford School, Haverford, USA
Loree, Pam (pamelaloree@gmail.com)	St. Bernard's School, New York, USA
Lott, Stephen (s.lott@aldwickbury.org.uk)	Aldwickbury School, Harpenden, GBR
Lourundos, Maria (marialourundos@terrace.qld.edu.au)	St. Joseph's College (Terrace), Brisbane, AUS
Loving, Travis (tloving@haverford.org)	The Haverford School, Haverford, USA
Lowndes, Colin (clowndes@crescentschool.org)	Crescent School, Toronto, CAN
Lowry, Mimmi (mlowry@chestnuthillacademy.org)	Chestnut Hill Academy, Philadelphia, USA
Luongo, Carol Ann (luongo901@comcast.net)	The Haverford School, Haverford, USA
Macleod, Ken (macleodk@lindisfarne.school.nz)	Lindisfarne College, Hastings, NZL
Macoustra, Matthew (matthew_macoustra@barker.nsw.edu.au)	Barker College, Hornsby, AUS
Maddux, Ginny (ginny.maddux@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Mallace-Goulbourne, Karen (mallacegk@poolegrammar.com)	Poole Grammar School, Poole, GBR
Mangan, Robert (r.mangan@tbc.school.nz)	Tauranga Boys' College, Tauranga, NZL
Manns, Jane (jmanns@haverford.org)	The Haverford School, Haverford, USA
Marchese, Joseph (marchesej@lschs.org)	La Salle College High School, Wyndmoor, USA
Marmion, Nancy (marmion@smtexas.org)	St. Mark's School of Texas, Dallas, USA
Martin, Debra (martind@mc.pmb.school.za)	Maritzburg College, Pietermaritzburg, ZAF
Martindale, Kevin (kmartindale@nbhs.school.nz)	Napier Boys' High School, Napier, NZL
Martinez, Roberto (rmartinez@gaztelueta.com)	Colegio Gaztelueta, Leioa, ESP
Marwick, Matthew (marwickm@mc.pmb.school.za)	Maritzburg College, Pietermaritzburg, ZAF
Masino, Nancy (nmasino1@verizon.net)	Malvern Preparatory School, Malvern, USA
Massey, Sarah (gusmassey@hotmail.com)	Lindisfarne College, Hastings, NZL
Mateos-Hirshman, Carmen (cmateos@haverford.org)	The Haverford School, Haverford, USA
Matthews, Tom (nkudryk@stgeorges.bc.ca)	St. George's School, Vancouver, CAN
Mazelanik, Robert (robert.mazelanik@sternik.edu.pl)	Zagle School, Warsaw, POL
McCann, Art (art.mccann@mastersny.org)	The Masters School, Dobbs Ferry, USA
McConnon, Mark (mmcconnon@haverford.org)	The Haverford School, Haverford, USA
McCormick, H. Charles (cmccormick@cardigan.org)	Cardigan Mountain School, Canaan, USA
McCusker, David (dmccusker@cardigan.org)	Cardigan Mountain School, Canaan, USA
McGeorge, Tony (mcgeorge2@msn.com)	McGeorge & Company, Philadelphia, USA

IBSC 17TH ANNUAL CONFERENCE DELEGATES

McGowan, Daniel (mcgowand@lschs.org)
 McKannay, Lynn (mckannay@townschool.com)
 McShane, Kevin (kevin_mcshane@cathedral.org)
 Melvoin, Richard (melvoinr@belmonthill.org)
 Merrick, Bradley (bradley_merrick@barker.nsw.edu.au)
 Michels, Mardi (mmichels@rsgc.on.ca)
 Miller, Donn (dmiller@haverford.org)
 Moreno, Maria (mmoreno@princetonacademy.org)
 Morris, John (j.morris@ags.school.nz)
 Muehlbronner, Walter (muehlbronnerw@lschs.org)
 Mulford, David (hm@newingtoncollege.nsw.edu.au)
 Mullen, Mary Kay (mullenm@lschs.org)
 Mulligan, George (george_mulligan@london.net)
 Murphy, Christopher (cmurphy@saintdavid.org)
 Murphy, Daniel (danielm@stedmondsacademy.org)
 Murphy, Sarah (smurphy@browning.edu)
 Murray, Simon (smurray@stpeters.sa.edu.au)
 Murray, Stephen (smurray@us.edu)
 Murtha, Zachary (zmurtha@haverford.org)
 Nagle, Laura (lnagle@chestnuthillacademy.org)
 Nelson, Kris (knelson@haverford.org)
 Nelson, Paul (pnelson@trinitypawling.org)
 Nelson, Tracy (tnelson@haverford.org)
 Neulander, Benjamin (bneulander@allen-stevenson.org)
 Norry, Doug (doug_norry@london.net)
 Nupen, Grant (gnupen@bishops.org.za)
 O'Brien, Carol (co'brien@haverford.org)
 O'Leary, Paul (poleary@rsgc.on.ca)
 O'Melia, Greg (gomelia@buckleyschool.org)
 Ong, Julia (julia.ong@sjj.edu.sg)
 Otap, Deborah (dotap@cardigan.org)
 Oxley, Cathy (cathy.oxley@brisbanegrammar.com)
 Paige, Cliff (cliff.paige@fcdsmail.org)
 Palmer, William (wpalmer@haverford.org)
 Paluch, Michael (michael.paluch@sac.on.ca)
 Pankratz, Nathan (npankratz@haverford.org)
 Parker, Gregory (greg_parker@cathedral.org)
 Parker, Jason (jparker@trinitypawling.org)
 Patel, Bud (bpatel@stgeorges.bc.ca)
 Paternotte, Brooks (bpaternotte@boyslatinmd.com)
 Pearson, Todd (tpearson@haverford.org)
 Peel, Heather (hlp@hiltoncollege.com)
 Perez, Daniel (perez@nativitymission.org)
 Perlow, Dolores (dperlow@chaminade-stl.com)
 Perry, James (leisa.henderson@kiski.org)
 Petersen, Glen (petersen.g.w@lindisfarne.hb.school.nz)
 Petterson, Timothy (tap@kings.edu.au)
 Phelps, Chris (cphelps@salisbury.school.org)
 Phillips, Dennis (phillips@sacredsfsf.org)
 Pickworth, Margo (palexander@shore.nsw.edu.au)
 Playe, Eric (playee@avonoldfarms.com)
 Polisi, Sylvia (spolisi@fatherjudge.com)
 Poolman, Andrew (apoolman@haverford.org)
 Porteous, Kathy (kporteous@crescentschool.org)
 Post, Christopher (cpost@boyslatinmd.com)
 Power, Jim (jpowers@ucc.on.ca)

La Salle College High School, Wyndmoor, USA
 Town School For Boys, San Francisco, USA
 St. Albans School, Washington, USA
 Belmont Hill School, Belmont, USA
 Barker College, Hornsby, AUS
 Royal St. George's College, Toronto, CAN
 The Haverford School, Haverford, USA
 Princeton Academy of the Sacred Heart, Princeton, USA
 Auckland Grammar School, Auckland, NZL
 La Salle College High School, Wyndmoor, USA
 Newington College, Stanmore, AUS
 La Salle College High School, Wyndmoor, USA
 Landon School, Bethesda, USA
 St. David's School, New York, USA
 St. Edmond's Academy, Wilmington, USA
 Browning School, The, New York, USA
 St. Peter's College, Adelaide, AUS
 University School, Hunting Valley, USA
 The Haverford School, Haverford, USA
 Chestnut Hill Academy, Philadelphia, USA
 The Haverford School, Haverford, USA
 Trinity-Pawling School, Pawling, USA
 The Haverford School, Haverford, USA
 Allen-Stevenson School, New York, USA
 Landon School, Bethesda, USA
 Bishops (Diocesan College), Cape Town, ZAF
 The Haverford School, Haverford, USA
 Royal St. George's College, Toronto, CAN
 Buckley School, The, New York, USA
 St. Joseph's Institution, Singapore, SGP
 Cardigan Mountain School, Canaan, USA
 Brisbane Grammar School, Brisbane, AUS
 Fairfield Country Day School, Fairfield, USA
 The Haverford School, Haverford, USA
 St. Andrew's College, Aurora, CAN
 The Haverford School, Haverford, USA
 St. Albans School, Washington, USA
 Trinity-Pawling School, Pawling, USA
 St. George's School, Vancouver, CAN
 Boys' Latin School of Maryland, Baltimore, USA
 The Haverford School, Haverford, USA
 Hilton College, Hilton, ZAF
 Nativity Mission Center, New York, USA
 Chaminade College Prep School, St. Louis, USA
 Kiskiminetas Springs School, Brett Lane, USA
 Lindisfarne College, Hastings, NZL
 The King's School, Parramatta, AUS
 Salisbury School, Salisbury, USA
 Stuart Hall, San Francisco, USA
 Shore School, North Sydney, AUS
 Avon Old Farms School, Avon, USA
 Father Judge High School for Boys, Philadelphia, USA
 The Haverford School, Haverford, USA
 Crescent School, Toronto, CAN
 Boys' Latin School of Maryland, Baltimore, USA
 Upper Canada College, Toronto, CAN

IBSC 17TH ANNUAL CONFERENCE DELEGATES

Powers, Joseph (jpowers@wjacademy.org)	Washington Jesuit Academy, Washington, USA
Preiss, Joy (joypre@michaelhouse.org)	Michaelhouse, Balgowan, Kwazulu-Natal, ZAF
Pride, Jocelyn (jocelyn.pride@scotch.vic.edu.au)	Scotch College, Melbourne, AUS
Primus, Nakeiha (nprimus@haverford.org)	The Haverford School, Haverford, USA
Quinn, James (jquinn@buckleyschool.org)	Buckley School, The, New York, USA
Quinn, Maryanne (maryannequinn@comcast.net)	The Haverford School, Haverford, USA
Ragen, Michelle (michelle.ragen@brisbanegrammar.com)	Brisbane Grammar School, Brisbane, AUS
Reekes, Andrew (aer.reekes@radley.org.uk)	Radley College, Abingdon, GBR
Reichert, Michael (michreich@comcast.net)	Center for the Study of Boys' and Girls' Lives, Philadelphia, USA
Reichert, Michael (mreichert@stedmondsacademy.org)	St. Edmond's Academy, Wilmington, USA
Reid, Murray (mr@dilworth.school.nz)	Dilworth School, Remuera, NZL
Renahan, Patricia (prenehan@gmail.com)	The Haverford School, Haverford, USA
Renwick, Anne (arenwick@sacredheart.school.nz)	Sacred Heart College, Glendowie, NZL
Reuter, Douglas (doug.reuter@ancess.org)	Academy of the New Church Boys' School, Bryn Athyn, USA
Rice, Peter (ricep@avonoldfarms.com)	Avon Old Farms School, Avon, USA
Rieck, James (rieckj@lschs.org)	La Salle College High School, Wyndmoor, USA
Roberts, Geoff (groberts@crescentschool.org)	Crescent School, Toronto, CAN
Robertson, Chris (chris_robertson@london.net)	Landon School, Bethesda, USA
Robertson, Murray (mrobertson@ccgs.wa.edu.au)	Christ Church Grammar School, Claremont, AUS
Robinson, Ian (ksheer@sterlinghall.com)	Sterling Hall School of Toronto, Toronto, CAN
Robinson, Sonja (srobinson@buckleyschool.org)	Buckley School, The, New York, USA
Romero, Nick (nickvincent@hotmail.com)	The Haverford School, Haverford, USA
Rone, Philip (prone@chaminade-stl.com)	Chaminade College Prep School, St. Louis, USA
Rose, David (dar@cls.org.uk)	City of London School, London, GBR
Rose, Michael (mrose@choirschool.org)	St. Thomas Choir School, New York, USA
Ruscitti, Michael (mruscitti@crescentschool.org)	Crescent School, Toronto, CAN
Ryan, Stuart (palexander@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Ryan, Tom (tryan@saintdavid.org)	St. David's School, New York, USA
Sambuca, Jeremy (jsambuca@browning.edu)	Browning School, The, New York, USA
Savage, Ian (ian.savage@scotch.vic.edu.au)	Scotch College, Melbourne, AUS
Savarese, Jacques (j_savare@stbernards.org)	St. Bernard's School, New York, USA
Sawyer, Robert (robert.sawyer@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Schapiro, Adam (leisa.henderson@kiski.org)	Kiskiminetas Springs School, Brett Lane, USA
Schardt, Monica (mschardt@chestnuthillacademy.org)	Chestnut Hill Academy, Philadelphia, USA
Schools, Stephen (sschools@boyslatinmd.com)	Boys' Latin School of Maryland, Baltimore, USA
Schultz, Bev (schultz.bev@gmail.com)	The Ridge School, Johannesburg, ZAF
Scott, George (gscott@fenn.org)	The Fenn School, Concord, USA
Scott, James (jscott@cardigan.org)	Cardigan Mountain School, Canaan, USA
Scouller, Tim (tscouller@shore.nsw.edu.au)	Shore School, North Sydney, AUS
Seay, Richard (seayr@montgomerybell.edu)	Montgomery Bell Academy, Nashville, USA
Sgro, Anthony (anthony_sgro@woodberry.org)	Woodberry Forest School, Woodberry Forest, USA
Shemwell, Carolyn (cshemwell@trinitypawling.org)	Trinity-Pawling School, Pawling, USA
Sherrill, Edmund (nsherrill@gocfs.net)	CFS, The School at Church Farm, Exton, USA
Short, Brian (brian.short@brisbanegrammar.com)	Brisbane Boys' College, Brisbane, AUS
Simmons, Samuel (ssimmons@salisburyschool.org)	Salisbury School, Salisbury, USA
Skelly, Bryan (bryan.skelly@gmail.com)	The Haverford School, Haverford, USA
Slack, Daniel (dslack@haverford.org)	The Haverford School, Haverford, USA
Smith, Aidan (a.smith@sacschool.com)	St. Andrew's College, Grahamstown, ZAF
Smith, Archibald (asmith@trinitypawling.org)	Trinity-Pawling School, Pawling, USA
Smith, Brian K. (briank.smith@musowls.org)	Memphis University School, Memphis, USA
Smith, David (smithd@stdavids.co.za)	St. David's Marist Inanda, Inanda, ZAF
Smith, Gay (asmith@trinitypawling.org)	Trinity-Pawling School, Pawling, USA
Smith, Wendy (wsmith@princetonacademy.org)	Princeton Academy of the Sacred Heart, Princeton, USA
Snead, Brenda (sneadb@steva.org)	St. Christopher's School, Richmond, USA
Somerville, Janet (jsomerville@rsgc.on.ca)	Royal St. George's College, Toronto, CAN
Spain, Ross (rspain@pdsmemphis.org)	Presbyterian Day School, Memphis, USA

IBSC 17TH ANNUAL CONFERENCE DELEGATES

Spin, Ellen (ellen_spin@london.net)
 Stambaugh, Thomas (tstambaugh@haverford.org)
 Steel, Francis (fsteel@chestnuthillacademy.org)
 Steffey, Stewart (steffey@belmonthill.org)
 Stegemoeller, Martin (stegemoellerm@smtexas.org)
 Stein, Gail (gstein@us.edu)
 Stevens, Nancy (nancy.stevens@fcdsmail.org)
 Stillwell, Charles (stillwellc@stcva.org)
 Strong, William (wstrong@haverford.org)
 Sulter, Nikki (carter@sjc.co.za)
 Suter, John (jsuter@haverford.org)
 Suter, Karen (karehell@gmail.com)
 Sweeney, Bill (bsweeney@stpeters.sa.edu.au)
 Sweeney, Bridget (bsweeney@fatherjudge.com)
 Sykes, Robert (rds@cls.org.uk)
 Symes, Michael (symesm@avonoldfarms.com)
 Szymendera, Anthony (szymenderat@stcva.org)
 Tarlinton, Ross (rtarlinton@joey.org)
 Tashlik, Beth (btashlik@collegiateschool.org)
 Taylor, Angela (ataylor@sacreds.org)
 Taylor, Vinder (vt@dilworth.school.nz)
 Teo, Bernard (bernardteo@sj.edu.sg)
 Thompson, Bruce (bruce@kearsney.com)
 Thorp, Pamela (thorp@sacreds.org)
 Thorpe, John (jthorpe@stpaulsschool.org)
 Timusk, Deirdre (dtimusk@ucc.on.ca)
 Tondorf, Thomas (ttondorf@wjacademy.org)
 Trocano, Tom (ttrocano@haverford.org)
 Trowbridge, Matt (mtrowbridge@princetonacademy.org)
 Trower, David (dtrower@allen-stevenson.org)
 Troyahn, Dylan (troyahnd@mbbc.qld.edu.au)
 Tryon, Kevin (ktryon@haverford.org)
 Tuchscherer, Pamela (pamt@chds.org)
 Turner, Delia (dturner@haverford.org)
 Turner, Michael (turnerm@stcva.org)
 Tutt, Kevin (ktutt@pac.edu.au)
 Tuttle, William (wtuttle@fessenden.org)
 Urwin, Michael (msurwin@brightongrammar.vic.edu.au)
 Vallis, Keith (keith_vallis@barker.nsw.edu.au)
 Verdu, Sharie (sverdu@princetonacademy.org)
 Viner, Barbara (barbara.viner@fcdsmail.org)
 Wade, Priscilla (pwade@us.edu)
 Wain, Greg (greg.wain@tss.qld.edu.au)
 Walker, Carolyn (cawalker@mgs.vic.edu.au)
 Walker, Craig (admin@lesgrammar.org)
 Wallace, Charles (cwallace@choirschool.org)
 Walsh, Rose (rwalsh@princetonacademy.org)
 Ward, Jerry (jward@fenn.org)
 Ward, Lorraine (lward@fenn.org)
 Ward, Scott (wards@mbbc.qld.edu.au)
 Watt, Stephen (s.watt@kbhs.school.nz)
 Weber, Lynne (weberl@smtexas.org)
 Weise, Holly (hweise@princetonacademy.org)
 Weiss, Antony (aweiss@shore.nsw.edu.au)
 Wentzel, William (wwentzel@gocfs.net)
 Wetzel, Catherine (wetzcl@smtexas.org)

Landon School, Bethesda, USA
 The Haverford School, Haverford, USA
 Chestnut Hill Academy, Philadelphia, USA
 Belmont Hill School, Belmont, USA
 St. Mark's School of Texas, Dallas, USA
 University School, Hunting Valley, USA
 Fairfield Country Day School, Fairfield, USA
 St. Christopher's School, Richmond, USA
 The Haverford School, Haverford, USA
 St. John's College, Houghton, ZAF
 The Haverford School, Haverford, USA
 The Haverford School, Haverford, USA
 St. Peter's College, St Peters, AUS
 Father Judge High School for Boys, Philadelphia, USA
 City of London School, London, GBR
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 St. Joseph's College (Joey's), Hunters Hill, AUS
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 Dilworth School, Remuera, NZL
 St. Joseph's Institution, Singapore, SGP
 Kearsney College, Durban, ZAF
 Stuart Hall, San Francisco, USA
 St. Paul's School, Brooklandville, USA
 Upper Canada College, Toronto, CAN
 Washington Jesuit Academy, Washington, USA
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 Princeton Academy of the Sacred Heart, Princeton, USA
 Allen-Stevenson School, New York, USA
 Moreton Bay Boys' College, Manly West, AUS
 The Haverford School, Haverford, USA
 Capitol Hill Day School, Washington, USA
 The Haverford School, Haverford, USA
 St. Christopher's School, Richmond, USA
 Prince Alfred College, Kent Town, AUS
 Fessenden School, West Newton, USA
 Brighton Grammar School, Brighton, AUS
 Barker College, Hornsby, AUS
 Princeton Academy of the Sacred Heart, Princeton, USA
 Fairfield Country Day School, Fairfield, USA
 University School, Hunting Valley, USA
 The Southport School, Southport, AUS
 Melbourne Grammar School, Melbourne, AUS
 Loughborough Grammar School, Loughborough, GBR
 St. Thomas Choir School, New York, USA
 Princeton Academy of the Sacred Heart, Princeton, USA
 The Fenn School, Concord, USA
 The Fenn School, Concord, USA
 Moreton Bay Boys' College, Manly West, AUS
 Kelston Boys High School, Auckland, NZL
 St. Mark's School of Texas, Dallas, USA
 Princeton Academy of the Sacred Heart, Princeton, USA
 Shore School, North Sydney, AUS
 CFS, The School at Church Farm, Exton, USA
 St. Mark's School of Texas, Dallas, USA

IBSC 17TH ANNUAL CONFERENCE DELEGATES

Weyers, Henk (henk.weyers@falconsboys.co.uk)
Wheaton, Andrew (andrew.wheaton@churchie.com.au)
Wheeldon, Richard (rwheeldon@shore.nsw.edu.au)
Wight, Clark (cwight@us.edu)
Williams, Marcos (marcos_williams@london.net)
Wilson, Evan (ewilson@haverford.org)
Wilson, Linda (lwilson@cathedral.org)
Wilson, Vance (aowens@cathedral.org)
Wittenbraker, Leslie (lwittenbraker@trinitypawling.org)
Wong, Chun Lung Alex (clw@spc.edu.hk)
Wright, Susan (jjelbart@shore.nsw.edu.au)
Wright, Timothy (jjelbart@shore.nsw.edu.au)
Wynne, Garth (gwynne@ccgs.wa.edu.au)
Yager, Karen (yagerk@knox.nsw.edu.au)
York, Barbara (york@smtexas.org)
Zamore, Chris (zamorec@belmonthill.org)
Zeltins, Vicky (victoria.zeltins@tcdsb.org)
Zervas, Brad (brad.zervas@gmail.com)
Zervas-Gaytan, Leticia (lzervas-gaytan@buckleyschool.org)
Zickler, Susan (szickler@haverford.org)
Zoeltsch, Nancy (zoeltschn@lschs.org)

The Falcons Pre-Preparatory School for Boys, London, GBR
Anglican Church Grammar School, East Brisbane, AUS
Shore School, North Sydney, AUS
University School, Hunting Valley, USA
Landon School, Bethesda, USA
The Haverford School, Haverford, USA
St. Albans School, Washington, USA
St. Albans School, Washington, USA
Trinity-Pawling School, Pawling, USA
St. Paul's College, Hong Kong, SAR, CHN
Shore School, North Sydney, AUS
Shore School, North Sydney, AUS
Christ Church Grammar School, Claremont, AUS
Knox Grammar School, Wahroonga, AUS
St. Mark's School of Texas, Dallas, USA
Belmont Hill School, Belmont, USA
Neil McNeil High School, Toronto, CAN
The Ascension Project, Greenwood Lake, USA
Buckley School, The, New York, USA
The Haverford School, Haverford, USA
La Salle College High School, Wyndmoor, USA

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