



**IBSC**

International Boys'  
Schools Coalition



# LESSONS FROM MADIBA

INTERNATIONAL BOYS' SCHOOLS COALITION  
22ND ANNUAL CONFERENCE

BISHOPS | CAPE TOWN | 7 – 10 JULY 2015



**BISHOPS**  
COLLEGE AND PREP



**RONDEBOSCH**  
BOYS' SCHOOL



**SA COLLEGE**  
JUNIOR AND HIGH SCHOOLS



**WYNBERG**  
BOYS' HIGH AND JUNIOR SCHOOLS



**WP**  
PREPARATORY

# CONFERENCE AT A GLANCE

<p>Day 1 Tuesday <b>07</b> July</p> <p><b>12:30 – 2:30 PM</b> Registration</p> <p><b>1:15 – 2:30 PM</b> Gourmet 'Boerie' Rolls</p> <p><b>3:00 – 5:00 PM</b> Conference Plenary Opening and Keynote Speakers: Archbishop Emeritus Desmond Tutu and Professor Khalil Osiris Details, page 11</p> <p><b>5:00 – 6:30 PM</b> Sampling of Constantia Valley Wines</p> <p><b>6:00 – 8:00 PM</b> Supper on campus</p>	<p>Day 2 Wednesday <b>08</b> July</p> <p><b>9:00 – 10:15 AM</b> Plenary Session featuring Keynote Speaker: Judge Edwin Cameron Details, page 12</p> <p><b>10:15 – 10:45 AM</b> Tea</p> <p><b>10:45 – 11:45 AM</b> Indaba 1 Details, page 17</p> <p><b>12 NOON – 1:00 PM</b> Indaba 2 Details, page 19</p> <p><b>1:00 – 1:45 PM</b> Lunch New IBSC Members Reception</p> <p><b>2:00 – 3:00 PM</b> Indaba 3 Details, page 34</p> <p><b>3:00 – 3:45 PM</b> Tea</p> <p><b>3:45 PM – 5:15 PM</b> Plenary Session featuring IBSC Annual Business Meeting and Keynote Speaker Ms Suzie Nkambule Details, page 12</p> <p><b>5:30 PM</b> Home Dinner with Cape Town Educators or free time</p>	<p>Day 3 Thursday <b>09</b> July</p> <p><b>9:00 – 10:15 AM</b> Morning Plenary Session and Keynote Speaker featuring Dr Wilhelm Verwoerd Details, page 13</p> <p><b>10:15 – 10:45 AM</b> Tea</p> <p><b>11:00 AM – 12:30 PM</b> Indaba 4 Details, page 39</p> <p><b>12:30 – 1:45 PM</b> Lunch South African Heads Lunch</p> <p><b>2:00 – 3:00 PM</b> Indaba 5 Details, page 46</p> <p><b>3:15 – 5:15 PM</b> Buses depart for a celebratory wine tasting at Groot Constantia Wine Farm Details, page 38</p> <p><b>5:30 – 6:00 PM</b> Scenic drive from Constantia, via Atlantic Coast, to Waterfront</p> <p><b>6:30 PM</b> Dinner at the Waterfront Details, page 38</p>	<p>Day 4 Friday <b>10</b> July</p> <p><b>9:00 – 10:00 AM</b> Indaba 6 Details, page 57</p> <p><b>10:00 – 10:45 AM</b> Tea</p> <p><b>11:00 AM – 12:30 PM</b> Closing Plenary Ceremony and Keynote Speaker Mr Rory Steyn Details, page 13</p> <p><b>12:30 PM</b> Buses leave for hotels and airport Details, page 57</p>
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- The schedule and all conference information are subject to change.  
Visit [www.theibsc.org](http://www.theibsc.org) and the conference app for the latest information.

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**//**

Education is the most powerful weapon which you can use to change the world.

**Nelson Mandela** **//**

## Key



Global Citizenship



Digital Literacy



Learning Spaces / Learning Environments



Communication – Effective Oral and Written Communication



Emotional Development and Intelligence



Problem Solving and Critical Thinking



Collaboration Across Networks – Connecting Classrooms for Global Learning



Entrepreneurship and Initiative



Sustainability



Leadership



**BISHOPS**  
DIOCESAN COLLEGE

Dear Delegates

It is a pleasure for me to welcome you to the 'Fairness Cape' for the 22ndIBSC Conference. It is entirely appropriate that we acknowledge and celebrate the life of one of South Africa's greatest sons, Nelson Rolihlahla Mandela, in our theme, 'Lessons from Madiba'. His life and leadership are an inspiration to every South African and indeed to the rest of the world.

I commend and congratulate the organising committee under the leadership of Vernon Wood for the tremendous effort in arranging this conference; it has literally been an 18 month process of great collaboration among the boys' schools of Cape Town.

We have a stimulating program and can look forward to being inspired and challenged while enjoying the richness of diversity which delegates from all over the world will bring to the conference.

I am confident that this conference will forge lifelong memories and friendships.

Yours sincerely

Guy Pearson  
Principal, Bishops

Campground Road | Rondebosch | Cape Town 7700 | Phone: +27 21 659 1000 | Fax: +27 21 659 1013



Left to right: Yolanda Raman, Caroline Fowler, Jacqui Bonello, Matt Guiney, Dezi Doran, Anthony Sparrow, Vernon Wood, Peter Broster, Tracey Wood, Leighton Forbes and Cheryl Douglas. Absent: Sally Bowes and Linda Benwell.



### Welcoming Message from the Organising Committee

The organising committee of the 22nd annual IBSC conference are delighted to welcome you to Cape Town, South Africa. When we started preparing for the conference nearly two years ago we set ourselves three criteria:

1. We were going to have fun preparing the conference.
2. We were going to ensure it was a collaborative effort between the nine organising schools; and
3. We wanted to do everything in our power to ensure it was a conference you, the delegate, would remember forever because it was both fun for you and significantly enhanced your professional development.

The committee is unanimous that we have succeeded with the first two criteria and it will be for you to judge over the next four days whether we have succeeded with the last. Of course, there is only so much the convenors of a conference can do and we rely on your enthusiasm and willingness to engage to ensure the success of your conference.

We have purposefully created a social space at the conference because we want you to have space to network and engage with other delegates. By its very nature, this conference attracts large numbers from individual schools and our challenge to you is to use the conference to engage with delegates outside of your known circle of colleagues. You never know what you might learn from another delegate from another school or country.

A strength of IBSC conferences is that delegates are encouraged to present at the conference. Of the 125 presenters over the next four days only 12 come from outside the organisation. We think this is a great model because so many delegates are responsible for the success of the conference and because we are here to learn about teaching a very specific group within education: boys. Surely the best people to share their experience about teaching boys are the teachers who are doing it every day?

We are very proud of our country and our city, despite the many challenges we face and experience. We have enjoyed putting this conference together for you. To our international guests, we trust you will enjoy the very best of our country and to the local delegates we thank you for the support you have shown the conference through your attendance. We hope that for all of you it will be a time of great debate and professional growth and that you will leave the conference with a grin on your face.

Vernon Wood  
Conference Convenor, (On behalf of the organising committee)

Campground Road | Rondebosch | Cape Town 7700 | Phone: +27 21 659 1000 | Fax: +27 21 659 1013



**IBSC**

International Boys'  
Schools Coalition

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Dear Delegates

Welcome to Cape Town and to this exceptional international gathering of advocates for the best educational practices for boys and young men. You will have many opportunities to share with like-minded professionals committed to guiding boys on the journey to manhood for lives of achievement and fulfillment, compassion and justice, and service and leadership. You are in good company in a most beautiful part of the world.

The International Boys' Schools Coalition is grateful to the hospitality of the leading schools in beautiful southern Africa, and especially appreciative of the hard work of the conference committee led by Vernon Wood. They have worked tirelessly for two years to provide this rich venue celebrating the lessons we should learn from Nelson Mandela, lessons of reconciliation and forgiveness needed even more in today's turbulent world.

As you attend this Conference's sessions, enjoy the beauty of Cape Town, the hospitality of our gracious hosts, and the blessings of living worthy lives in the service of our boys and our men.

Joe Cox  
Executive Director, IBSC

# Conference Information

## Conference Location

Except for the evening activities on Wednesday and Thursday, all conference events will take place at Bishops Diocesan College (usually just called Bishops), 65 Campground Road, Rondebosch, Cape Town. During the conference, the school's main switchboard will be accessible during office hours by contacting 021 6591000.

## Hotels

The conference hotels are:

- The Breakwater Lodge: Portswood Road, V&A Waterfront, Cape Town (+27 21 406 1911)
- The Portswood: Portswood Road, V&A Waterfront, Cape Town (+27 21 418 3281)
- The Commodore: Portswood Road, V&A Waterfront, Cape Town (+27 21 415 1000)
- The Table Bay Hotel: V&A Waterfront, Breakwater Boulevard, Cape Town (+27 21 406 5000)
- Southern Sun Waterfront: 1 Lower Buitengracht, Cape Town (+27 21 409 4000)
- The Cullinan: Cullinan Street, Cape Town City Centre, Cape Town (+27 21 415 4000)

The hotels are all approximately 10 km (15 minutes) away from Bishops. On conference days, buses will take delegates back and forth between the hotels and Bishops. Details are provided in the program on page 6.

## Getting to and from the Airport

The hotels are about a 25 to 35 minute drive in non-rush hour times from Cape Town International Airport. A pre-booked service is available when registering for your accommodation, at a cost of R375.00 for a maximum of two guests per car, one way. The same rate of R375.00 will be applicable for the return from the hotel to the airport. The fee includes a meet and greet at the airport, private vehicles used only for the IBSC guests, no waiting and prepaid services. There are other taxis services available at the airport on arrival, at a lower fee, however on a first come, first serve basis and strictly cash. Alternatively, one can use Uber.

## IBSC Welcome Desks at Conference Hotels

Welcome Desks will be open at the conference hotels from Sunday, 5 July to Friday, 10 July as follows:

- 5 July 8:00 – 9:30 AM – Breakwater Lodge
- 6 July 8:00 – 12 NOON – Breakwater Lodge  
10:30 – 12 NOON – The Commodore
- 7 July 9:00 – 2:30 PM – All conference hotels
- 8 July 6:30 – 8:30 AM – All conference hotels
- 9 July 6:30 – 8:30 AM – All conference hotels
- 10 July 6:30 – 8:30 AM – All conference hotels

Volunteers will happily provide you with information about the conference and the city.

## Conference Registration and Hospitality Desks

Registration and Hospitality Desks are located in the Mallett Centre at Bishops. The Mallett Centre will be the social hub throughout the conference.

Buses will be unloading and loading passengers on the avenue that runs through the middle of the campus.

Registration in the Mallett Centre will be open beginning 12:30 PM on Tuesday 7 July. Upon arrival, all delegates should report to the Registration Desk to obtain their conference badges and to pick up their delegate bags. Immediately after registration delegates are invited to enjoy a guided tour of the school.

Volunteers will be available throughout the conference to provide advice and information about the conference, the school, and the city.

A traditional lunch of boerewors rolls (like a hotdog but definitely not the same) will be available throughout the registration period.

The opening ceremony will begin in the Memorial Chapel at 3:00 PM sharp. All plenary sessions will take place in the Memorial Chapel.

# Conference Information continued ...

## Speaker and Presenters Desk

After checking in at the registration station, all presenters should report to the Speaker and Presenter Desk, located in the Library, to confirm attendance and to review any technology requirements and logistics.

## Sponsors

There will be several sponsor and exhibitor displays in the Mallett Centre during conference hours. Please take time to visit and talk with our valued sponsors and read more about them on page 60.

## Early Morning Runs

Daylight hours during the conference will be from 7:50 AM to 5:50 PM. Two relatively safe running routes are clearly signposted around the Waterfront for those wishing to avail themselves of this facility.

## ICT Services and Support

Wi-Fi access is available throughout the Bishops campus. You will be shown how to access the wi-fi on registration. Further ICT support, during the conference, will be provided by the hospitality desk in the Mallett Centre.

- A printer is available at the Hospitality Desk for the convenience of delegates, kindly sponsored by Brother SA.
- Delegates may use school computers in the Computer Lab (J1). Please use your app or the map provided on page 69 for directions.
- Presenters will have access to an IT Help Desk in the Library throughout the conference.
- Presenters will have facilitators to help with classroom set-up and technological needs.

## Special Circumstances and Emergencies

In the event of an emergency situation that would require you to return to the hotel during the day, please report to the Hospitality Desk in the Mallett Centre or phone the conference organisers: Linda +27 82 770 3476 or Nicky +27 82 457 3370 who will arrange a way for you to get back to your hotel.

## Conference Bookstore

From Wednesday 8 July, the 2nd day of the conference, a bookshop will be operating from the tables where registration will take place on day 1. The bookshop will be open throughout the day and will sell books written about Mandela, books written by our keynote speakers, and books about boys in general. Caxton's, who will be running the bookshop, will provide a courier service which will allow delegates to courier books home.

## Conference Dress Code

It is winter in Cape Town at this time of the year, but it is a temperate climate. Rain, with blustery winds, is likely to occur during the conference and temperatures may vary between 7°C (45°F) and 18°C (65°F) on any day. For all conference events, comfortable casual attire is appropriate. There is no central heating on the campus (or anywhere in South Africa!) and so you need to dress warmly.

## Travelling to and From Bishops

- Conference Buses:
  - During conference days, buses will transport delegates to the school each morning and back to the hotels in the evening.
  - On Wednesday evening, delegates will go with their allocated Cape Town teacher directly from the Bishops campus to dinner in their home. The teacher will call a taxi once dinner has concluded to take you back to your hotel.
  - If you have not selected a home dinner with a Cape Town teacher, buses will transport you back to the hotels after conference.
  - On Friday, at the conclusion of the conference at 12:30 PM, separate shuttles will be available to take delegates from Bishops to Cape Town International airport or to the hotels. There will be a luggage room at Bishops so that delegates can bring their luggage to campus on Friday morning and have it stored in a secure area.
- Cars: There is plenty of parking available on the campus.
- Taxi: Local taxi companies include: Unicab +27 21 486 1600, Marine Taxi company +27 21 419 4925 and Elite Taxis +27 21 447 9003 or you can use Uber. The above hotels will have either a concierge desk or onsite travel company, who will be able to assist you with transfers and taxis.

## Conference App

Downloading the IBSC 2015 mobile app is easy!

- Type the following URL into your mobile device's browser: [ibsc.bishops.org.za](http://ibsc.bishops.org.za) or
- Scan the QR code below. From there you will be directed to download the proper version of the app for your particular device, or on some phones, bookmark this page for future reference.



## Emergency Contact

The school's main switchboard is open during business hours at +27 21 6591000. The conference organisers can be contacted on +27 82 770 3476 or +27 82 457 3370

## Pre-Conference Activities

### Action Research Conferences

For delegates participating in the Action Research activities, buses will leave the conference hotels for Bishops at arranged times on both Sunday 5 and Monday 6 July. Buses will return delegates to their hotels before dinner each day. There are literally dozens of restaurants at which to dine at the Waterfront.

The seminars will begin promptly at 9:30 AM on both days in various venues on campus. A separate, detailed program will be sent to participants prior to the conference. Registration for the conference will take place at the beginning of each pre-conference in the respective venues.

### Visits to Partner Schools on

#### Tuesday 7 July

Delegates who have registered to visit a partner school during the morning before the start of the conference will be collected from the Bishops campus at 10:00 AM by representatives from those schools. They will return to the Bishops campus at approximately 12:30 PM, in time to register for the conference.

## Indaba Workshops

Using the lessons of Nelson Mandela as an organising theme, this year's workshops are organised around the ideas of *Leading from the Past*, *Celebrating the Present*, and *Creating the Future*. As we journey with boys it is valuable to learn lessons from the past, celebrate what we, at boys' schools, are doing well and create a future where our boys can be active global citizens. In addition, this will be an African conference with a global feel, and in true African tradition all sessions will be given as 'Indabas' – discussions, debates, and interactions where everyone has the opportunity to get involved. In the words of The Archbishop of Canterbury, Rowan Williams, "We have given these the African name of indaba groups, groups where in traditional African culture, people get together to sort out the problems that affect them all, where everyone has a voice and where there is an attempt to find a common mind or a common story that everyone is able to tell when they go away from it."

# Spouse/Partner Program

Winter temperatures in Cape Town can be quite cold. Spouses/Partners are encouraged to dress accordingly with casual, warm clothing, good walking shoes, and sweaters.

Day 1  
Tuesday  
**07**  
July

Spouses/Partners will join delegates for the conference opening at 3:00 PM, followed by the reception and dinner. Spouses/Partners are asked to pick up their registration materials at the Spouse/ Partner Registration Desk in the Mallett Centre. Spouses/ Partners are also invited to join delegates in the Mallett Centre for wine tasting and the dinner afterwards.

Day 2  
Wednesday  
**08**  
July

- Depart the conference hotels at 8:00 AM and board the bus for a day tour of the Cape Winelands.
- First stop will be at Anura Wine Estate for a cellar tour and a cheese and wine tasting. Learn all about what makes these wines world class!
- You'll then travel to Franschhoek with a photo stop at the Groot Drakenstein Prison where Nelson Mandela was released in February 1990.
- Walk through the village of Franschhoek nestled amongst the mountains. Home to some magnificent wine estates.
- A second wine tasting will follow in Franschhoek, followed by a lunch stop.
- After lunch the tour continues over the Helshoogte Mountain Pass to Stellenbosch.
- If time permits, we will include a third wine tasting, after which we return to Cape Town with amazing photos and fond memories.
- You will arrive back at your hotel or the school, dependent on whether you have registered for a home dinner with a Cape Town school teacher, at approximately 5:00 PM.
- Spouses/Partners will join delegates for a dinner at a Cape Town teacher's home. If you did not register for this activity, your evening will be at your leisure.

Day 3  
Thursday  
**09**  
July

- At 7:45 AM, the buses leave the conference hotels for a half day tour to Cape Point.
- You will follow the dramatic cliff side coastal route along the Atlantic Ocean, en route to Hout Bay, and over the famous Chapman's Peak drive to Cape Point.
- At Cape Point you'll drive through the nature reserve and admire the endemic 'fynbos' and we may even spot wild animals like zebra, ostrich, antelope or even snakes! You can walk up the steep pathway or ride in the Flying Dutchman funicular to the lighthouse where panoramic views await of the meeting place of the icy Atlantic and warm Indian Oceans.
- On the return journey you will pass the naval base of Simonstown, stop to see the Jackass (African) penguin colony at Boulders Beach, follow the False Bay coastal road, and past the University of Cape Town, Rhodes Memorial and Groote Schuur Hospital.
- You will arrive back at your hotel at approximately 1:00 PM.
- At 2:30 PM the buses will depart the hotels to join the delegates at Bishops, as all head for wine tasting at the local wine farms, followed by dinner in the Waterfront.

Day 4  
Friday  
**10**  
July

- Spouses/Partners are welcome to join delegates for the morning program.

# IBSC Action Research Program, 2014 – 2015

## ***Boys as Global Citizens***

In 2005, the IBSC launched *Action Research in Boys' Schools*, an expression of our mission to promote the collaboration of educators in member schools from around the world. Since then, research teams have completed projects and reported their findings at IBSC Annual Conferences throughout the globe. To date, more than 350 teachers have participated in the program, and many have become instructional leaders for action research in their schools, and have presented at many conferences beyond the IBSC. Learn more about this year's Boys as Makers team, and the Boys as Global Citizens team for 2015-2016 on the IBSC website.

Congratulations to the team for their outstanding work! Please visit our website to read bios and learn more about the IBSC Action Research Team Advisors and their work.

The IBSC Action Research Team will be presenting their research finding in Indaba 3. See page 34 for more information.



**Program Coordinator**  
**Di Laycock, The Kings School (Australia)**



**2014-16 Team Advisor**  
**Trish Cislak, Crescent School (Canada)**



**2014-16 Team Advisor**  
**Bruce Collins, St Alban's School (South Africa)**



**2014-16 Team Advisor**  
**Margot Long, St John's Preparatory School (South Africa)**



**2015-16 Team Advisor**  
**Josh Norman, City of London School (United Kingdom)**



**2014-16 Team Advisor**  
**Laura Sabo, St Christopher's School (USA)**

### **2014-15 Action Research Team**

Angelina Giannarou, City of London School, United Kingdom

Alison Gill, City of London School, United Kingdom

David Grant, Crescent School, Canada

Jonathan Gunning, St John's Prep, Johannesburg, South Africa

Todd Igelman, Saint Augustine High School, USA

Elisabeth Jean, Selwyn House, Canada

Hugh Jones, City of London School, United Kingdom

James (J.D.) Jump, St. Christopher's School, USA

Matthew Kameron, Christ Church Grammar School, Australia

Greg Longney, Barker College, Australia

Patrick Loudon, Christ Church Grammar School, Australia

James Maistry, Maritzburg College, South Africa

Jill Margerison, The Southport School, Australia

Gabriel Maynard, Selwyn House School, Canada

Carson McGregor, Crescent School, Canada

Stephen McLean, Scotch College (Perth), Australia

Daniel McLachlan, The Ridge School, South Africa

Martha Miller, Crescent School, Canada

James Moloney, Churchie, Australia

Marjorie Morrison, St. Mark's School of Texas, USA

Tanya Neilsen, Brisbane Grammar School, Australia

Magalan Pather, St Alban's College, South Africa

Dan Pieraccini, Delbarton School, USA

Nathaniel Piper, The Roxbury Latin School, USA

Carey Pohanka, St. Christopher's School, USA

Terence Prezens, St. Andrew's College, Canada

David Rennie, Lindisfarne College, New Zealand

Robbie Quinn, Montgomery Bell Academy, USA

Elijah Reynolds, Montgomery Bell Academy, USA

Steven Riddell, Scotch College, Australia

Jonathan Rose, Shore School, Australia

Stephen Ross, St. George's School, Canada

James Santosa, Cathedral School for Boys, USA

Frank Snyder, San Miguel Academy of Newburgh, USA

Geoff Stanbury, St. Mark's School of Texas, USA

Andrew Stark, The Southport School, Australia

Sarah Stone, Christ Church Grammar School, Australia

Kate Turner, The Hutchins School, Australia

Betsy Tyson, St. Christopher's School, USA

## The Hawley-Jarvis IBSC Service Award

The Hawley-Jarvis IBSC Service Award is named for Dr Richard Hawley and Reverend Tony Jarvis, early influential leaders of the International Boys' Schools Coalition. This is the first annual award presented by the IBSC that honors outstanding educators who celebrate the lives and education of boys, and honours the spirit of servant leadership that continues to inspire the work of the Coalition. This year's recipient is Dianne Patricia Laycock. Ms Laycock is the Head of Library Services for The King's School, Sydney. Since 2005, Ms Laycock has been an active member and leader of the IBSC Action Research Program, and the current coordinator since 2011. All of us in the IBSC thank Ms Laycock for her dedicated service and outstanding research.

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## IBSC Student Forum

In coordination with the Annual Conference in Cape Town, Montgomery Bell Academy (USA), St Christopher's School (USA), and boys from across the IBSC global community participated in the third annual IBSC Student Forum: *Civil Rights, Human Rights, and the American Experience* in Nashville, Tennessee (USA). This incredible opportunity is based on the principle that education includes learning not only how to grow intellectually, physically, and emotionally, but also how to provide those opportunities for others while simultaneously offering opportunities to build a stronger community. Participation in programs that teach historical lessons about common challenges that face our communities help the boy move beyond single-minded thinking about personal well-being by broadening his awareness of others. Emphasis was placed on the importance of informed optimism, focused generosity, deliberate planning, and energetic action to effect positive change.

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**IBSC** *and* Online School for Boys



## The IBSC and Online School for Boys: Online Education in the Independent School Tradition

Join the IBSC and Online School for Boys (OSB) for an exciting collaboration in online learning. These programs will allow boys' school faculty members and administrators to become familiar with new teaching paradigms and explore those with a cohort of fellow boys' school educators. We have already hosted three successful online classes, and so consider joining us for one of these upcoming courses.

### Single Gender Education: A Course for Teachers New to Boys' Schools

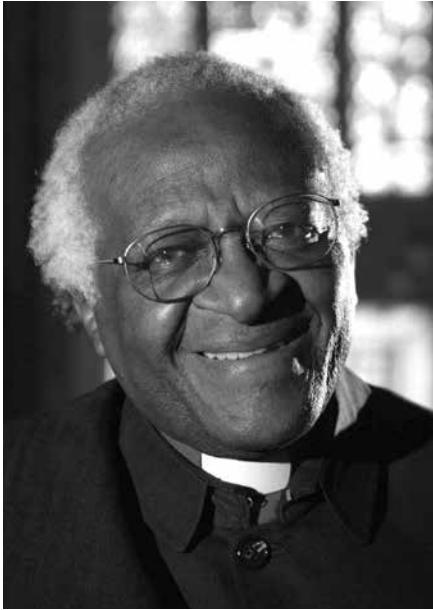
Summer 2015: 22 June – 17 July; 20 July – 14 August; 13 October – 06 November

### Introduction to Blended Learning

Summer 2015: 20 July – 14 August

Visit the IBSC website for in-depth class descriptions, registration, and future classes as they enroll. We hope to see you online with us soon!

## Plenary Speakers



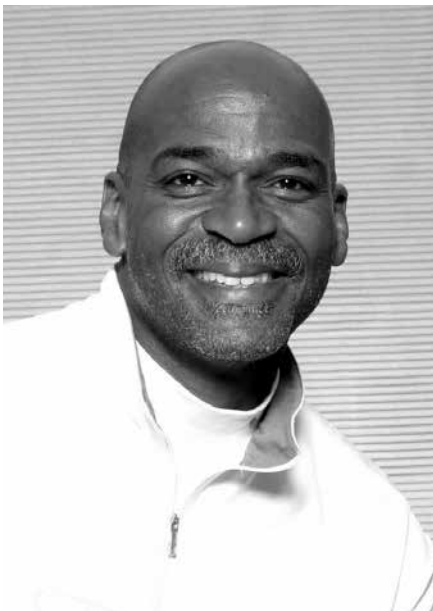
### **Archbishop Emeritus Desmond Tutu Tuesday, 3:00 – 5:00 PM**

Archbishop Tutu, a Nobel Peace Laureate, is one of the greatest living moral icons of our time. He was a key player in the fight against apartheid in South Africa, and was also the first black South African Archbishop of Cape Town and primate of the Anglican Church of South Africa. Archbishop Tutu became embroiled in controversy as he spoke out against the injustices of the apartheid system, and was a prominent crusader for justice and principal mediator and conciliator in South Africa's transition to democracy.

In 1995 President Nelson Mandela appointed the Archbishop Chairman of the Truth and Reconciliation Commission, a body

set up to probe gross human rights violations that occurred under apartheid. His policy of forgiveness and reconciliation has become an international example of conflict resolution, and a trusted method of postconflict reconstruction. In recent years Tutu has turned his attention to a different cause: the campaign against HIV/AIDS. The Archbishop has made appearances around the globe to help raise awareness of the disease and its tragic consequences in human lives and suffering.

Today Archbishop Tutu is regarded as an elder world statesman with a major role to play in reconciliation, and as a leading moral voice. He has become an icon of hope far beyond the Church and Southern Africa.

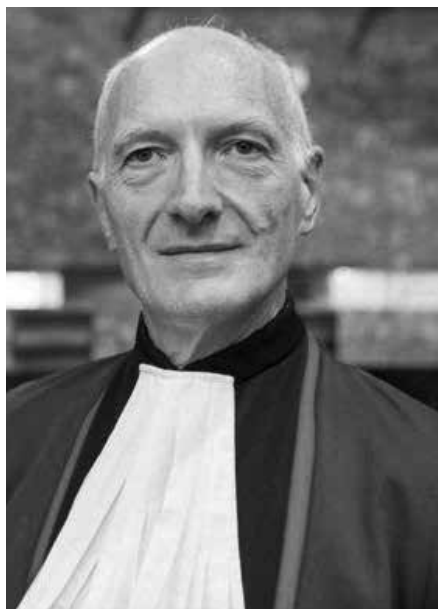


### **Professor Khalil Osiris Tuesday, 3:00 – 5:00 PM Topic: Overcoming Self- Imposed Limitations**

Professor Khalil Osiris is founder of the COC Mentoring Program, an initiative designed to provide schools with a researched-based framework for teaching and supporting positive behaviour for all learners. He is an author, educator and pastor who spent 20 years of his life in prison. While incarcerated, Professor Osiris earned his bachelors and masters degrees from Boston University. Professor Osiris has co-authored two books: *Psychology of Incarceration* and *TLC-Talking and Listening with Care*. *Psychology of Incarceration* is a text book for an accredited university course and a groundbreaking eight-part DVD series used in correctional and therapeutic settings throughout America. His latest works include

*Taking Responsibility; Healing From Within; and COC Mentoring Program: The Power of Choices*. Professor Osiris is an internationally recognised expert on restorative justice and reclaiming youth engaged in at-risk behaviour. He lives the transformation he facilitates. In 2013 Professor Osiris established the first Positive Behavioural Interventions and Supports (PBIS) AFRICA School in Africa at Vuleka School in Johannesburg, now referred to as a National Demonstration Site.

Professor Osiris resides in Johannesburg, South Africa where his work focuses on strengthening the cultural and economic ties between South Africans and Americans through educational, faith-based and social entrepreneurial initiatives.



**Judge Edwin Cameron**  
**Wednesday, 9:00 – 10:15 AM**  
**Topic: South Africa's**  
**Future-Prospects and Perils**

Judge Edwin Cameron has been a Justice of South Africa's highest court, the Constitutional Court, since 1 January 2009. Cameron was educated at Pretoria Boys' High School, Stellenbosch and Oxford, where he was a Rhodes Scholar and won top academic awards and prizes. During apartheid he was a human rights lawyer. President Mandela appointed him a judge in 1994. Cameron was an outspoken critic of then President Thabo Mbeki's AIDS-denialist policies, and in 2005 wrote a prize-winning memoir, *Witness to AIDS*, about his own experience of living with AIDS. *Witness to AIDS* was co-winner of the prestigious *Sunday Times* Alan Paton award. Cameron chaired the governing council of the University of the Witwatersrand from 1998

to 2008, and remains involved in charitable and public causes.

He has received numerous honours for his legal and human rights work, including a special award by the Bar of England and Wales in 2002 for his 'contribution to international jurisprudence and the protection of human rights'. He is an honorary fellow of the Society for Advanced Legal Studies, London, and of Keble College, Oxford (2003), as well as an honorary bencher of the Middle Temple, London (2008). He holds honorary doctorates in law from King's College London (2008), the University of the Witwatersrand, Johannesburg (2009), Oxford University (2011) and the University of St Andrews (2012).



**Suzie Nkambule**  
**Wednesday, 3:45 – 5:15 PM**  
**Topic: Lessons from Mandela**  
**– Africa's Economic**  
**Transformation and the**  
**Need for Regional Cohesion**

Suzie Nkambule, 27, an Allan Gray Fellow and a Civil Engineer by profession currently with Aveng Construction and Engineering as a Risk and Strategy Manager. She is the former President of the Association of Allan Gray Fellows and an active member of various charitable organisations focused on Education, skills development and mentoring support to disadvantaged schools and communities. Her professional interest is in the improvement of infrastructure efficacy in sub-Saharan Africa and finding innovative ways to fund the growing deficit and accelerate the

delivery of urgent trade enabling infrastructure projects.

She grew up in Matsulu, Mpumalanga and is a Wits Faculty of Engineering and Wits Business School Alumni.



**Dr Wilhelm Verwoerd**  
**Thursday, 9:00 – 10:15 AM**  
**Topic: Reconciliation Lessons from Mandela**

Dr Wilhelm Verwoerd was born in South Africa in 1964. He grew up during the heyday of the system of apartheid, within a white, Afrikaner family and with former Prime Minister Hendrik Verwoerd as grandfather. It took Wilhelm more than 20 years to face the systematic dehumanisation of apartheid, leading him to join the African National Congress in the early 1990s and to work as a researcher within the Truth and Reconciliation Commission. During the 1990s Wilhelm was also a lecturer in Political Philosophy and Applied Ethics at the University of Stellenbosch. Wilhelm's personal and professional journey of reconciliation continued on the island of Ireland, where he worked as a coordinator and facilitator of the Glencree Survivors and Former Combatants

program. During this period Wilhelm worked closely with Alistair Little to help develop the Journey through Conflict process. At the end of 2012 Wilhelm moved back to South Africa to help develop the work of Beyond Walls in that challenging context.

Wilhelm is the author of *My Winds of Change*, and co-edited *Looking Back, Reaching Forward: Reflections on the South African Truth and Reconciliation Commission*. In 2008 his PhD was published, *Equity, Mercy, Forgiveness: Interpreting Amnesty Within the South African Truth and Reconciliation Commission*. Wilhelm is also the author and co-author of a number of articles on topics such as reconciliation, forgiveness and apology. He has an MA (Politics, Philosophy, Economics) degree from the University of Oxford and a PhD in Applied Ethics from the University of Johannesburg.



**Rory Steyn**  
**Friday, 11:00 AM – 12 NOON**  
**Topic: Witness to Greatness**

Rory Steyn has had a unique career, to say the least. After rising through the ranks of the South African police force, Rory ended up as Chief of Security and personal bodyguard of Nelson Mandela. What Rory learnt from the man, once seen as a terrorist by South African authorities, changed his life forever. "I was a cop for 18 years and in those days, we were trained in the ideology that the freedom liberation movements were considered the enemy. The problem with police is that they are the ones that enforce the laws and if the laws are unjust ones, such as those that were on the statute books under apartheid, then those are the ones that you enforced, so we considered them to be terrorists." How did a policeman who believed Nelson Mandela is a terrorist, end up leading Nelson Mandela's personal

security? "It really only happened in 1994 when Mandela became President ... It was only when I began to engage with the President and watch him, bearing in mind I was very privileged to be in the position that I was, it only took a matter of months for me to see that it wasn't a facade, that he was genuinely committed to reconciling black and white South Africans and to build a nation ... That was his main agenda – nation building – and of course he'd had 27 years in prison to sit and contemplate what he was going to do ... [Mandela] came out with a very precise, very well thought out agenda of stretching out the hand of reconciliation and not doing what anybody else, me included, would have done and get your own back on those who imprisoned you." In 2001, Rory Steyn released his memoir, *One Step Behind Mandela*. (Bio by Nick Gerber, Australian Broadcasting Company.)

# Tuesday Daily Schedule

12:30 – 2:30 PM

Registration

12:30 – 2:30 PM

Registration Open  
Mallett Centre

Registration at the Mallett Centre will be open between 12:30 and 2:30 PM. Buses will begin leaving the conference hotels at 9:00 AM for the 15 minute trip to the Bishops and to allow time for those wishing to visit partner schools. (Details about visiting partner schools are on page 7.) The last bus will leave the hotels at 2:00 PM. On arrival, delegates will be directed to the Registration Desk in the Mallett Centre to pick up their conference badges and delegate bags.

**Welcome Activities:** After registration, delegates are welcome to join tours of the Bishops campus, enjoy a light lunch and view the IBSC Action Research Poster Gallery located in the Mallett Centre.

1:15 – 2:30 PM

Gourmet 'Boerie' Rolls  
Frank Reid and Mallett Centres

3:00 – 5:00 PM

Opening Plenary Session and Keynote Speakers:  
Archbishop Emeritus Desmond Tutu and Professor Khalil Osiris  
Memorial Chapel

Biographies for Archbishop Emeritus Desmond Tutu and Professor Khalil Osiris can be found on page 11.

5:00 – 6:30 PM

Opening Reception: Sampling of Constantia Valley Wines and Networking  
with Colleagues.  
Mallett Centre

At the conclusion of the opening session, delegates are invited to sample the wines and beers of the Cape while enjoying canapés and connecting with new and old colleagues in the Mallett Centre.

6:00 – 8:00 PM

Supper on campus  
Bishops – Various Venues

Dinner will be served in various dining halls around campus. Buses will transport delegates back to the hotels beginning at 7:00 PM, with the last buses leaving at 9:00 PM.



# Wednesday Daily Schedule

**Arrival and Breakfast:** Full breakfast will be served at the hotels from 6:30 AM.

Buses will depart from the conference hotels beginning at 7:30 AM. The last bus will leave the conference hotels at 8:15 AM.

9:00 – 10:15 AM

Plenary Session featuring Keynote Speaker: Judge Edwin Cameron  
Memorial Chapel  
Biography for Judge Edwin Cameron can be found on page 12.

10:15 – 10:45 AM

Tea  
Mallett Centre and Theatre Foyer

10:45 – 11:45 AM

Indaba 1: Celebrating the Present

12 NOON – 1:00 PM

Indaba 2: Learning from the Past/Celebrating the Present

1:00 – 1:45 PM

Lunch  
Various venues on campus  
  
New IBSC Members Reception  
This reception is for new IBSC member delegates as well as delegates who are from schools/organisations that are non-IBSC members.  
Location: Frank Reid Pavilion

2:00 – 3:00 PM

Indaba 3: Celebrating the Present: Action Research *Boys as Makers* Presentations

3:00 – 3:45 PM

Tea  
Mallett Centre and Theatre Foyer

3:45 – 5:15 PM

Plenary Session featuring IBSC Annual Business Meeting and  
Keynote Speaker Suzie Nkambule  
Memorial Chapel  
Biography for Ms Suzie Nkambule can be found on page 12.

*As part of this afternoon's plenary session, IBSC's Annual Business Meeting will take place. This is a short but important meeting, and we encourage all delegates to attend. The agenda includes IBSC reports and the election of new IBSC trustees.*

5:30 PM

Home Dinner with Cape Town Educators or free time  
Should you have registered to enjoy dinner in the home of one of the Cape Town teachers, once the conference has concluded for the day, you will be transported by your host for the evening to their home. The teacher will contact a taxi company once dinner has concluded to take you back to the hotel. If you have not selected a home dinner with a Cape Town teacher, buses will be available to transport you back to your hotel after the conference. There are numerous restaurants at the Waterfront for you to enjoy at your leisure.

# Indaba 1: Celebrating the Present | 10:45 -11:45AM

## Speaker Profiles



### Dr Peter Crawley

**Room: Heatlie Pavillion**

**Topic: Designing Learning Spaces**

Peter Crawley is a passionate educator. Throughout his career, he has held many different positions – both in the classroom and in leadership positions at various schools. In 2006, he was appointed Head of School at St Hilda's School, Gold Coast, where he has had numerous accomplishments. A few highlights during his tenure include: enhancing classroom technology, implementing one of Australia's largest international exchange programs, major development projects, establishing St Hilda's Learning Institute, launching St Hilda's STEM Institute, and

overseeing the futuristic design and construction of a \$9 million Senior School Precinct that sets a new benchmark in education infrastructure and technology. He has addressed conferences – nationally and internationally – on maximising learning technology in the classroom and on girls' education.



### Mr Eugene Daniels

**Room: Hyslop Hall**

**Topic: Madiba Did Things Very Differently, but We Do More of the Same**

The historic 1976 Student Uprising in Soweto impelled Eugene Daniels to become an active citizen in South Africa's early struggles against apartheid. Though harassed, victimised, beaten, and detained during the 1980's, Daniels' passion to contribute only grew. Daniels' experience spans 30 years in educational and community sectors and reveals his commitment to serving and providing education to disadvantaged youth. In 2012, Eugene resigned from his position

as the Director of Metropole South Education District to join the Citizens Movement. There he championed a *Cradle to Career* approach in education, and worked toward galvanising millions of fellow South Africans to become active citizens. Eugene is currently employed by Deloitte, where he is active in a large School Turn-around intervention in Limpopo, led by the National Education Collaboration Trust (NECT).



## **Mrs Mary Ann Dove**

**Room: Memorial Chapel**

**Topic: Modern Boys' Schools:  
Educational Institutions or  
Sporting Academies?**

Mary Ann is a leading authority on the role of parents and coaches in developing sporting potential, and has worked with and managed athletes from developmental to Olympic level. Since founding Positive Sport Parent in 2011, Mary Ann has been a regular speaker, writer, and consultant on the subject. She is currently studying towards her PhD at the University of Cape Town where she is focusing on "The role of psycho-social and cultural factors in the progression of talented young sportsmen from junior to elite

level." She has worked with many of South Africa's leading schools and sports federations. She is still a very active, but less competitive sportswoman, involved in pursuits that include running, tennis, cycling, and in 2009 successfully summited Mt Kilimanjaro. And in her spare time..... she is mother to her 21 and 19 year old son and daughter.



## **Dr. Will Fowlds**

**Room: Memorial Theatre**

**Topic: Survival in a Time of Crisis**

Dr Will Fowlds is a wild life vet in South Africa, a passion and a calling from his childhood days spent in the wild African bush of the Eastern Cape. One of the priveledges in Will's professional life is to work with rhino to get to know them as individuals. Will travels sharing the brutal reality of poaching as well as efforts to bring back rhino from the brink of death with his pioneering veterinary care. He has partnered with Investec Rhino Lifeline and Medivet UK to increase his work in the areas of rescue, education and prevention. He is supported by the Wilderness Foundation and collaborates on rhino related projects through them. He spends

part of his time facilitating courses which connect students from around the world with the diversity of African wildlife. These Vets go Wild courses air around the world as the Safari Vet School series, via ITV and Animal Planet.

# Indaba 2 - Learning from the Past | Celebrating the Present

## 12 NOON – 1:00PM

*Join delegates for these fast-paced workshops. Throughout this hour, you will hear three 10 minute presentations, with questions and answers to follow. The workshops are grouped with similar themes/topics, and will follow one right after another. When all three have finished speaking, there will be opportunity for a facilitated Q and A session with the presenters.*

### Indaba 2-1 Presentations



**Topic:** Collaboration Across Networks

**Presentation Time:** 10 minutes each

**Room:** J2

#### Connecting Classrooms, Connecting Minds

Today's students must have a deep understanding of other countries and cultures. Our work is to help students realise their rights and responsibilities as global citizens, and nurture in them the skills needed to work in a global economy to build a better tomorrow. It is equally crucial for teachers to gain understanding of the education systems of other countries, and become better endowed to help their students connect with global issues and identify with the rest of the world. Learn how our school created a space for our big wide world in the consciousness and imagination of our students.

**Presenter:** Kathika Dasgupta, Assistant Teacher, M. C. Kejriwal Vidyapeeth (India)  
[Upper/Senior School (Ages 15-19)]

#### International Research, Global Capacities, Student Outcomes – a Story of Collaboration and Consequence

Join us to examine how schools cultivate global capacities in students. Envision how a framework can lead to common language and a shared vision to deepen global capacities – e.g. empathy, citizenship, global problem-solving, and multiple perspectives – in teaching and learning. This presentation will provide opportunities to gauge the potential for adaptation and implementation of the Global Capacities Framework as a universal institutional tool for reflection, planning, and improvement in schools' efforts to develop essential capacities for learning and living in our contemporary world.

**Presenter:** Garth Wynne, Headmaster, Christ Church Grammar School (Australia); [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

#### Parent Power: Partnering with Parents K-12 to Support Upper School Exchange Students

Exchange students provide our students with valuable opportunities to become comfortable working with peers from different backgrounds. But when time is short and teachers are busy, how can we help provide exchange students and host families with the support they need? Come hear about one school's answer. St Christopher's has recently started a partnership with parents to help welcome international students, support host families, and raise the profile of the exchange program.

**Presenter:** Frances Turner, Director of Global Engagement, St Christopher's School (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 2-2 Presentations



**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 10 minutes each

**Room:** N10

### **IBSC Librarian Network: Leading and Learning Together**

Join the new IBSC Librarian Network as we establish a specialised unit of educators with Libraries as a space and Library Professionals as key catalysts for change in our schools. With the goal of arming our boys with efficient and effective strategies for wading through limitless volumes of information, a Librarian Network can only enhance the offerings of our schools. We can support many areas of curriculum by collaborating with colleagues as we help our boys become 'critical consumers of information'. Together, we can learn from and support each other across a global platform.

**Presenter:** Trish Cislak, Head of Libraries and Research, Crescent School (Canada)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### **Libguides and 21st Century Learning: Our School Library Without Walls**

St Laurence's College has recently begun developing LibGuides to meet the 21st century learning needs of its students. LibGuides is a web-based platform used by thousands of libraries worldwide to deliver, share, and present information through an engaging and interactive interface. By building subject-and topic-specific LibGuides, students can access online resources relevant to the subjects they are studying. Learn more about providing students with interactive digital content that is collaboratively planned and developed by teacher librarians and school educators.

**Presenter:** Cheryl Toohey, Head of Library Services, St Laurence's College (Australia)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### **School Library to Learning Commons – a Transformational Journey**

This presentation will explore the transformational journey of our school library where the Technology Support Team supports makerspace activities of coding, augmented reality, Kerbal Space Program, and Minecraft coexisting alongside Lego Masters, Chess, Book Club, and peer learning. Not a high-budget renovation, but a renewal focused on behavioural and learning outcomes, and access to quality resources. The traditional model of school library based on information scarcity has evolved into flexible learning spaces that enhance social interaction and cross-disciplinary learning.

**Presenter:** Camilla Elliott, Head of Library/eLearning Coordinator, Mazenod College, Mulgrave (Australia)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 2-3 Presentations



**Topic:** Communications and Learning Spaces/Learning Environment

**Presentation Time:** 10 minutes each

**Room:** K8

### Applying the Myers-Briggs Type Indicator (MBTI) in the English Classroom

The Southport School has recently begun an innovative program using the Myers-Briggs Type Indicator (MBTI) to profile the personalities of Year 10 students, so that teachers can more effectively cater their pedagogical and relational approaches to the needs of individuals. This presentation will reflect upon the development of this initiative, and discuss its applications within the classroom. Participants will gain an insight into how personality profiling can be used to challenge established ways of thinking and acting in order to encourage reflective processes and to develop a growth mindset among students.

**Presenter:** Samuel Lobascher, Assistant Head of English, The Southport School (Australia) [Upper/Senior School (Ages 15-19)]

### Public Speaking – a Vehicle for Personal Growth

According to The Wall Street Journal, public speaking is the number one fear in North America (and probably around the world). The focus of this talk will be anecdotal, using examples of boys who have blossomed from self-conscious individuals into confident, strong, and opinionated people who are able to think on their feet, and face intellectual opposition fearlessly.

**Presenter:** John Holtman, English Teacher, Bishops (South Africa) [Upper/Senior School (Ages 15-19)]

### Sweaty Palms and Cracking Voices: the Power of Public Speaking

Using video, samples of student work, and a how-to guide, this presentation will showcase the way in which one school has helped its students develop communication skills that last a lifetime. Whether reciting a poem of their choice, delivering a cohesive argument, or sharing a personal narrative, boys from Pre-K through Grade Nine work closely with their teachers to select their topic, master the writing process, practice their delivery, and convey their ideas to an auditorium of over three hundred people.

**Presenters:** Margot Pearce, Head of Middle School and English Teacher, Fairfield Country Day School (USA); Jesse Crouch, Associate Director of Admissions and English Teacher, Fairfield Country Day School (USA) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

## Indaba 2-4 Presentations



**Topic:** Digital Literacy

**Presentation Time:** 30 minutes

**Room:** N1

### App Speed Dating: The Use of the iPad in a Language Class

This presentation will explore and illustrate the iPad as a tool to engage boys with authentic and motivating activities. Learn more about App Speed Dating, a forum in which students have opportunities to show teachers and peers how to use different apps. Then, live this experience through a video in which students demonstrate six different apps that can be used in classrooms of any grade level to provide effective learning experiences. Finally, different app-based projects will be shared that promote the development of oral and written communication skills, as well as critical thinking.

**Presenter:** Sonya Jean, Grade 3 French Teacher, Selwyn House School (Canada)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

## Indaba 2-5 Presentations



**Topic:** Emotional

Development and Intelligence  
**Presentation Time:** 10 minutes each

**Room:** Hyslop Hall

### Boys of Divorce: a Lower School Counsellor's Perspective

Even the most amicable divorce has profound effects on a child's emotional world. As the school counsellor, how do I support students during this difficult time? The challenge is encouraging naturally insular boys to recognise the value of sharing their feelings and experiences with each other. In this session, Laura Jordan will share her experiences of working with lower school boys who have endured the many phases of divorce. She will also share techniques, materials, and activities that have proved useful, with the goal of generating discussion and raising important questions.

**Presenter:** Laura Jordan, Lower School Counsellor, Gilman School (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

## Coffee Talk Parenting: Parent Education Group

Coffee Talk Parenting is a parent education program at Rondebosch Boys' Preparatory School in Cape Town. Coffee Talk Parenting provides a supportive, relaxed space for parents to learn something new, share parenting experiences, grow their understanding of what may underlie their child's behaviour and feelings, and develop insight into their own parenting ways. This presentation will discuss our program, and the importance of parent education as a means to create more effective parents who are better able to meet the developmental and emotional needs of their children.

**Presenter:** Tracey Wood, Clinical Social Worker, Rondebosch Boys' Preparatory School (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Lessons From the Clinic

Every year one or two of our boys gets admitted to an Adolescent Clinic. Typically the reason for admission might be depression, concerns around possible suicidal behaviour, or substance abuse. As the clinic says, "Our goal is to help troubled adolescents and young adults find themselves again. Invariably, this results in them finding their families again, too". As school counsellors and psychologists, we are called to recommend admission, or support such admission for troubled teens. Come discover what we can learn from these boys' experiences in the clinic that may inform our counselling of troubled boys.

**Presenter:** Pete Farlam, Clinical Psychologist, Bishops (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 2-6 Presentations



**Topic:** Entrepreneurship and Intelligence

**Presentation Time:** 10 minutes each

**Room:** N4

### Linking Industry to Education and Education to Industry

Hear how one school hosted presentations where interested adults, who work in the design industry, met and discussed design ideas with our boys. The boys then worked on real design projects, and learned skills that can be transferred directly to the workplace. This relationship between mentors and boys has led to skill transference, bursaries for tertiary study, and employment opportunities. New authentic learning experiences – reinforcing the concepts studied in maths, physical science, and engineering and technology, and exposing them to the bigger world – continue to present themselves.

**Presenter:** Ben Bosch, Housemaster and Head of Engineering Graphic and Design, Maritzburg College (South Africa)  
[Upper/Senior School (Ages 15-19)]

### Urban Window Farms – Real Life Application for Growing Your Own Food

Urban window farms are gaining credence as a viable way of growing food. Hear how our Grade 9 students learn about urban window farms and the factors that affect plant growth through hands-on practical work. They are involved in designing and installing their window farms, and making decisions regarding how to water the farms and what to plant. The observations they make, daily issues of maintenance, practical work, and personal reflections are written up in a blog for their peers and teachers to read and comment on. This makes their study of food security all the more meaningful.

**Presenter:** Jacqueline Withers, Biology Teacher, Diocesan College (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

### The Value of Making the Theory Practical Using Virtual Money and the JSE Challenge

The Economics program at our school has gained so much from our involvement in the JSE (Johannesburg Stock Exchange) Challenge. It has encouraged boys to use studied theories in a practical way by investing R1 million of virtual money. Skills learnt are numerous, and range from social attributes as they work in groups, to financial lessons as they trade, to the impact of politics and society on the economy. It has been a wonderful journey of meaningful learning, and has promoted the subject within the school.

**Presenter:** Jean van Heeswijk, Teacher, Maritzburg College (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 2-7 Presentations



**Topic:** Global Citizenship

**Room:** J8

### **Student Engagement in Two Overseas Immersion Programs**

Join this presentation to hear about two immersion programs. First, hear about the success of an eight day program, held annually, in which students learn about the various facets of Islam, in an attempt to combat cross-cultural discrimination that exists in Australia. The second part of this session will reflect on another cultural immersion present within St Laurence's College. The Building Across Borders immersion program is a two week experience that gives students the opportunity to assist and connect with the poor and marginalised in Vietnam.

**Presenters:** Leah Maxwell, Teacher, St Laurence's College (Australia); Matthew Levander, Head of Senior School Studies, St Laurence's College (Australia)  
[Upper/Senior School (Ages 15-19)]

**Presentation Time:** 20 minutes

### **'Vision and Action Can Change the World' – St Laurence's College Palm Island Indigenous Immersion**

Join this presentation to learn about a Design and Technology based immersion where students from practical based subjects, travel to Palm Island to make projects with the local indigenous school children. They experience island culture with fishing, snorkeling and traditional hunting, along with a traditional island feast. Students forge lifelong bonds, and the experience itself changes their outlook on life. Our boys usually begin their journey feeling apprehensive, but leave with a sense of hope. The question now is, 'How can you combine vision with action to change the world?'

**Presenters:** Liam Herbert, Head of Faculty - Technologies, St Laurence's College (Australia); Etaoin Donovan, Director of Service Learning, St Laurence's College (Australia)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]  
**Presentation Time:** 10 minutes

## Indaba 2-8 Presentations



**Topic:** Leadership/  
Emotional Development and  
Intelligence

**Presentation Time:** 10  
minutes each

**Room:** J7

### English is Enough – How Fusing Language Learning with Popular Science Can Stop Boys Believing This

The practical solution to believing the 'English language is enough' has been to fuse hands-on popular science with language learning. Practical (and often competitive) science projects require no in-depth scientific knowledge, but can motivate reluctant learners and bring on the simple oral skills that give boys the framework to build a working language toolkit. This 10 minute session will showcase teams competing in an engineering challenge that requires simple and useful language to carry out. Admire their competence and enjoy their triumphs as you learn more.

**Presenter:** Nick Mair, Director  
of Languages, Dulwich College  
(United Kingdom)  
[Middle School (Ages 12-15), Upper/  
Senior School (Ages 15-19)]

### From Boys to Young Men ...

The MGS Father/Son Camp has been created to promote and develop Father/Son relationships, and to support and celebrate our boys becoming young men. The boys and their fathers are exposed to a series of safe yet demanding challenges to push them physically, mentally, and emotionally. The Camp is a guided journey towards a deeper understanding of what it means to live a balanced adult male life in today's world. Gain an understanding of the activities and outcomes from the camp, as well as an insight into the logistics and planning needed to develop this activity for your own school.

**Presenter:** Matthew Houniet, Head  
of Personal Development and Co-  
ordinator of Leadership and Service  
Learning, Melbourne Grammar  
School (Australia)  
[Middle School (Ages 12-15)]

### Reversing the Trend – How We Got Boys Back in to Studying Geography in the Senior School

Why are boys electing not to study Geography? Join this presentation to hear the story of how Geography at St Laurence's College has recently been transformed from a subject struggling to gather enough enrolments for a place in the timetable, to a thriving and growing course of study that has achieved success on several levels.

**Presenter:** Nataleen Kilburn, St  
Laurence's College (Australia)  
[Middle School (Ages 12-15), Upper/  
Senior School (Ages 15-19)]

## Indaba 2-9 Presentations



**Topic:** Leadership

**Room:** N9

### **The Center for the Study of Boys: Year One**

The Center for the Study of Boys was established by St Christopher's School in 2014, reflecting the school's commitment to being a global leader in educating boys. The Center is dedicated to promoting best practices in engaging and teaching boys through research, professional development, and programming. It serves the St Christopher's community, and is also a resource – both locally and globally – for those interested in understanding and working effectively with boys. Learn about the successes and challenges of Year One, and the goals for the Center as we head into Year Two.

**Presenters:** Kimberly Hudson, Director of the Center for the Study of Boys, St Christopher's School (USA); Charley Stillwell, Headmaster, St Christopher's School (USA) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Presentation Time:** 10 minutes

### **Lessons from Each Other**

Relationships hold the key to leadership development, staff development, and spiritual development. When teachers collaborate with pupils and each other, untapped potential can be accessed, and the journey of teaching and learning can take us to new places. This presentation – rooted in self-reflective practice – describes how to develop authentic mentors, and highlights a program that facilitates the sharing of good practice between members of staff, and showcases a snapshot of the authentic, healthy relationships between staff and boys.

**Presenters:** Craig Cuyler, House Master of Merriman House, St Andrew's College, Grahamstown (South Africa); Simon Holderness, House Master of Mullins House, St Andrew's College, Grahamstown (South Africa); Gary Griffith-Smith, School Chaplain, St Andrew's College, Grahamstown (South Africa) [Upper/Senior School (Ages 15-19)]

**Presentation Time:** 20 minutes

## Indaba 2-10 Presentations



**Topic:** Leadership

**Room:** N11

### Inspirational Leadership Model

The Inspirational Leadership model combines Nelson Mandela's and John Adair's insights into leadership into four spheres (the leader, the task, the team and the individual), and looks at how we can turn each into specific programs for the training and assessment of leadership skills in both schoolboys and staff. Ideally this session will include an opportunity for those present to compare the model to their current best practise, and consider how they could use the model practically in their schools (as opposed to a purely theoretical model of no practical significance).

**Presenter:** James Frazer, Deputy Headmaster, Rondebosch Boys High School (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Presentation Time:** 10 minutes

### Student Leadership Model Within a Preparatory School

As we prepare our young men for successful contributions in a changing world, there appears an ever-increasing need for quality leadership at all levels. Lessons from the great Nelson Mandela have been heard and addressed throughout the world, and prompt us to provide opportunity from an early age to promote selfless leadership with age-appropriate responsibility. In this presentation, Gavin will present the past, present, and future of Student Leadership within a Preparatory or Primary School environment. Lessons from the past aid us in improvements for the future.

**Presenter:** Gavin Darwin, Deputy Head of Preparatory School  
- Administration and Student Services, Anglican Church Grammar School (Australia)  
[Lower/Primary School (Ages 5-12)]  
**Presentation Time:** 20 minutes

## Indaba 2-11 Presentations



**Topic:** Leadership

**Presentation Time:** 10 minutes  
each

**Room:** Heatlie

### Developing Pupils as Leaders

What if we could give each of our pupils the ability to lead their own learning through a practical approach that helps them to develop their confidence as learners and leaders of learning? Adopting a system where learning is not dictated by grades or levels but by fostering curiosity, building confidence, and self-esteem and motivating pupils to improve and succeed even beyond what they thought possible. Learning should be about transforming our pupils into something of value in modern society and creating an understanding that "in the giving" is what makes a person complete.

**Presenters:** Lorraine Soares, Academic Director Upper School, St James Senior Boys (United Kingdom); Ben Wassell, Head of PE, St James Senior Boys (United Kingdom)  
[Upper/Senior School (Ages 15-19)]

### Fostering Servant Leadership in a Boys' School

One of the key trends in industry and political leadership is the concept of servant leadership as exemplified by President Mandela. In the context of a high fee paying independent Uniting Church school, we feel that we have an obligation to foster an understanding in students of the necessity and value of service to their community. An objective of the school is to develop servant leadership concepts and skills in every student so that each can have a positive impact upon society as adults. Join us to discuss and be inspired by different approaches to the concept of servant leadership in schools.

**Presenters:** Alexander Pyne, Head of House, Newington College (Australia); Jonathan Mountain, Head of House, Newington College (Australia)  
[Upper/Senior School (Ages 15-19)]

### Self-Management Reloaded: Putting Boys in the Driving Seats of Their Lives

Effective self-management helps boys enjoy improved academic success and a deepened sense of well-being, and helps them develop a purposeful identity. Come and learn how to help boys realise their potential as they re-evaluate their habits, tackle issues of self-control, and embrace the liberating concept that 'they are what they repeatedly do'. This course helps boys who feel defined by their disorganisation develop positive self-regard for themselves and a better understanding of what triggers their behaviour.

**Presenter:** Josh Norman, Head of Years 10 and 11/Teach of English, City of London School (United Kingdom)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 2-12 Presentations



**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 10 minutes each

**Room:** J5

### Gamification and Blended Learning in the Science Classroom

By using the techniques common in games (gamification) and the advantages of blended learning (combining social media and web-based learning material with conventional classroom teaching), teachers are able to reach more students in a more meaningful way. Join this presentation to focus on the core tools needed to achieve this connection, the principles of gamification and its specific application in the Grade 8 and 9 physical sciences classroom, and the advantages and common pitfalls in embarking on the journey of blended learning.

**Presenter:** Rudrich Claassen, Teacher, Rondebosch Boys' High School (South Africa)  
[Upper/Senior School (Ages 15-19)]

### Glued to Their Screens

When last did you dress like Damon? Does Barney's Playbook help you Suit Up? Would you survive off the Ark or the wrath of the Iron Throne? Have you and your friends ever spent all night lanning like Sheldon and Leonard? Perhaps these questions have left you dumbfounded, yet they reflect current pop culture that is being watched by our students. The ideas, attitudes, games, and beliefs of these programs are having an impact on their own behaviour and worldview, particularly in the boarding environment. Join us to explore some common pop culture phenomena, and gain insight into and debate the ideologies and current prevailing worldview of our youth.

**Presenter:** Jonathan Smith, English Teacher, Michaelhouse School (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Serious Play in the Religious Education Curriculum

St Laurence's College in South Brisbane, Australia has recently contributed to a three year research project in collaboration with Griffith University, Queensland University of Technology, Deakin University, and the National Institute of Education, Singapore. This project was entitled Serious Play: Using digital games in school to promote literacy and learning in the 21st century. This session will briefly discuss how this project was implemented into the religious education curriculum for 14 year old boys and the benefits of gaming in education.

**Presenter:** Brian Toohey, Classroom Teacher, St Laurence's College (Australia)  
[Middle School (Ages 12-15)]

## Indaba 2-13 Presentations



**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 10 minutes each

**Room:** B3

### Good Schools Should Share

We all want our schools to be good, if not great. We want our students to have the best that is offered. Open Educational Resources (OERs) are key. The world's knowledge should be shared, and we should work collaboratively in global communities to achieve the best for our schools and the boys that we teach. This presentation will highlight many of the successes of OERs as a global movement in education, and show that schools benefit by developing and sharing material of the highest quality at the lowest cost in our classrooms. Learn how we can all contribute, learn, stay up-to-date, be part of a community, and provide students with opportunities.

**Presenter:** Colleen Henning, Head of Science Department, St John's College (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Learners and Diversity: Building Bridges of Understanding

Hear about a learning paradigm emphasising harmony and promoting empathy between people. These skills can be developed by acknowledging cultural, social, and intellectual differences in schools. This presentation will focus on the strategic and operational implementation of a globalised teaching and coaching philosophy born out of experiences from boys' schools in South Africa, New Zealand, and Australia. Hear about a 'teaching matrix' that can be applied in any educational setting. Central to our mission is the 'Making of Men' whereby all learning is founded on four guiding tenets: Scholastic Attainment, Community Service, Spiritual Awareness, and Personal Growth.

**Presenter:** Tremayne Cornish, Anglican Church Grammar School (Australia)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Moving up by Slowing down – Creating a New Vision of Success in Schools

In many of our schools there are strong expectations placed on performance and achievement; these in turn seem to create a fast paced lifestyle. How corrosive is this success-driven focus, and is it really in the best interest of education and the students themselves? Join this session to examine the benefits of slowing down, specifically in an educational setting. By looking at physical health, mental wellbeing, and academic performance, this session will encourage participants to re-evaluate how we define successful students, and examine how this might change the way we do school.

**Presenter:** Tim Jarvis, Senior Master - Pastoral Care, Michaelhouse (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Indaba 2-14 Presentations****Topic:** Global Citizenship/  
Leadership**Room:** K10**Earthquakes and Their Aftermath –  
Coping with Adversity**

Schools in Christchurch, New Zealand were severely affected by the earthquakes of September 2010, February 2011, and June 2011. This presentation will describe how schools in the area dealt with the crises at the time and their aftermath. Four years after the worst of the shakes, schools are still in a planning and re-building phase. The impact of the disaster on students is not yet fully understood, but there are indications of emotional and academic toll. Glean useful insights into how to deal with crises, and how to plan for the worst possible scenario.

**Presenter:** Rob Donaldson, Deputy Headmaster, Christ's College (New Zealand)  
[Middle School (Ages 12-15), Upper/  
Senior School (Ages 15-19)]

**Presentation Time:** 20 minutes**Google Sites and Apps**

Use free Google Apps to create a class website which facilitates and simplifies the following: communication with classes for homework, tests and assignment deadlines; distributing resources; lesson activities for students missing lessons (including board work); taking in/submitting tasks and media in electronic format; facilitating class chat forums; pupil feedback; sharing and organising/accessing useful web resources; and lesson planning. All of this – quickly and easily. (Yes really!)

**Presenter:** Keith Warne, Physical Science HoD, Western Cape (South Africa)  
[Middle School (Ages 12-15), Upper/  
Senior School (Ages 15-19)]

**Presentation Time:** 10 minutes**Indaba 2-15 Presentations****Topic:** Digital Literacy  
**Room:** N8**Unleashing the Power of Online  
Forms with Google**

An Online Form (Google Forms) is a useful tool that can be used to gather data from students with little effort. Whilst online quizzes and surveys are handy, online adaptive forms can also be used to create powerful, self-grading assessment tools for learning. Learn how these are designed and used to inform teaching and give timely feedback to students. Best of all, the service is free and in the cloud! This is a "hands on" session, so bring devices suitable for viewing and creating Online Forms. Attendees should have a Google account and have some familiarity with Google Drive.

**Presenter:** Matthew Lander, Educator and eLearning mentor, Trinity Grammar School (Australia)  
[Lower/Primary School (Ages 5-12),  
Middle School (Ages 12-15)]

**Presentation Time:** 10 minutes**What's Next? And How Can My  
School Keep Up?**

We will share best practices across the independent school market in web engagement, and will explore strategies including responsive design, mobile trends, HD (what is HD) experiences, leveraging data, as well as choosing which social network(s) are the best to invest your time and energy in. Learn how you can reap the rewards of the latest trends in technology for the most productive digital engagement with alumni, parents, prospective families and other constituencies.

**Presenter:** Max Eisl Regional Sales Manager, Finalsite, Educational Software and Services (USA)  
[Lower/Primary School (Ages 5-12),  
Middle School (Ages 12-15), Upper/  
Senior School (Ages 15-19)]

**Presentation Time:** 20 minutes

## Indaba 2-16 Presentations



**Topic:** Global Citizens

Presentation Time: 10 minutes each

**Room:** B4

### Global Citizenship in the Foreign Language Classroom: A Joint Spanish and Social Studies Project

Learn more about language professionals stretching the walls of their classroom. Using Collegiate's course Las Noticias (The News) as an example, see how to promote language skills and global citizenship among boys. Students regularly read the news in the target language, and watch foreign movies that explore social issues. Routinely, students must record their private thoughts in e-journals, establishing a real time correspondence with their teacher. However, interviewing native speaking staff is the highlight, as the boys enjoy practising Spanish and engaging with the school community.

**Presenters:** Susana Epstein, Spanish Teacher and Head of the Foreign Languages Department, Collegiate (USA) [Upper/Senior School (Ages 15-19)]

### Helping Boys Find Balance in Their Lives

Balance in a changing society is a key issue for boys today. How do we as educators assist them in this regard? The balance between academics, sport, and culture is obvious. It is also critical for boys to find balance in terms of developing their EQ, being aware of social issues, having a balanced understanding of women, and developing an awareness and balance in terms of their role as males in the new world in which they live.

**Presenters:** Marion Bradley, House Director, Bishops (South Africa); Bev Kemball, HOD of the Life Orientation, Bishops (South Africa) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Why Talk about Gender?

Learn how a dynamic assembly for boys was used to foster a discussion on gender. After watching a short film showing testimonials featuring community members answering 'Why talk about gender?' and 'When have notions of gender affected you?', students were invited to examine various forms of media (from print advertisements to video games) and asked questions about how each portrayed masculinity and femininity. We found that with a deliberate and thoughtful plan, we were able to broach a previously taboo topic with our students in a way that allowed them to participate safely and respectfully.

**Presenters:** Janetta Lien, Director of Admission for Middle and Upper School, The Browning School (USA); Betty Noel, Science Faculty and Chair of the Diversity Committee, The Browning School (USA) [Upper/Senior School (Ages 15-19)]

## Indaba 2-17 Presentations



**Topic:** Leadership

Presentation Time: 30 minutes

**Room:** N3

### Everything Old Is New Again: Heritage and Identity as Modes of School Strategic Leadership

This interactive presentation will focus on three key areas of developing strategic positioning using the resources of heritage and institutional identity:

1. the importance of iconic traditions in developing culture leadership within historic schools;
2. exploring the attractiveness of religious traditions to often secular clientele; and
3. integration of strategy and family tradition.

Delegates will be invited to develop specific 'take home value', while also exploring the ways in which historic schools have interacted globally in the past, and can continue to cooperate into the future.

**Presenter:** Ian Lambert, Principal, The Scots College, (Australia) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]



# Indaba 3 - Celebrating the Present: Action Research

**Boys as Makers | 2:00 – 3:00PM**

*The contemporary Maker Movement puts a label on something that humans have always done and will always do; make things to solve problems that are personally meaningful. However, what distinguishes the contemporary Maker Movement from previous notions of making is the potential use of technology that allows traditional making to be extended and reshaped, and new forms of making to be pursued. Technology also enables what has often been considered a private pursuit to become a shared one. Along with its potential to foster creativity, critical thinking, problem-solving, and decision-making, the practical hands-on and technology focus of Making render it a natural fit with the learning styles of many boys. It is for these reasons that Boys as Makers was designated the research topic for the IBSC Action Research Program in 2014-2015. In this conference strand, thirty-nine action research projects offer examples of Maker Learning across a wide range of topics, grade levels and subjects. As well as enhancing the researchers' own practice, the research findings will make a significant contribution to research into Maker Learning and add to the knowledge base of pedagogy in boys' schools.*

## Indaba 3-1 Presentations

**Presentation Time:** 15 minutes each

**Room:** Hyslop Hall

### Creating a Storybook on the Hopscotch iPad App to Develop Creative Thinking in Grade 4 Boys

**Presenter:** Sarah Stone, Primary Teacher, Christ Church Grammar School (Australia)

### Incorporating Storytelling into Kindergarten Maker Days to Develop Empathy

**Presenter:** Kate Turner, Senior Classroom Teacher, The Hutchins School (Australia)

### Participating in a Series of Group Maker Projects to Develop Empathy in Grade 1 Boys

**Presenter:** Betsy Tyson, First Grade Teacher, St Christopher's School (USA)

## Indaba 3-2 Presentations

**Presentation Time:** 15 minutes each

**Room:** N9

### Participating in Group Maker Projects to Create a Sense of Belonging in High School Boys

**Presenters:** Carey Pohanka, Upper School Academic Instructional Technologist, and J.D. Jump, Multimedia and Technology Specialist, St Christopher's School (USA)

### Making Wearable Electronics to Inspire Self-Expression in Grade 5 and 6 Boys

**Presenter:** James Santosa, Science Teacher, Cathedral School for Boys (USA)

### Creating and Composing a School Anthem to Create a Sense of Belonging in High School Boys

**Presenter:** Dan Pieraccini, Teacher, Delbarton School (USA)

## Indaba 3-3 Presentations

**Presentation Time:** 15 minutes each

**Room:** N8

### Making Movies in English to Empower Grade 7 Boys

**Presenter:** Bill Bedard, IT Instructor, Selwyn House School (Canada)

### Making Castles in Minecraft to Enhance Grade 7 Boys' Engagement with and Understanding of Historical Concepts

**Presenter:** Greg Longney, Head of History, Barker College (Australia)

### Learn to Make - Make to Learn - Making's Role in Student Engineering

**Presenter:** Marc Crompton, Head of Library, St George's School (Canada)

## Indaba 3-4 Presentations

**Presentation Time:** 15 minutes each

**Room:** Heatlie

### Designing Games to Improve Grade 9 Boys' Comprehension of Shakespeare

**Presenter:** Geoff Stanbury, Humanities Teacher, St Mark's School of Texas (USA)

### Making to Enhance Grade 8 Boys' Responses to Literary Texts

**Presenters:** Jill Margerison, English Teacher, and Andrew Stark, Head of Libraries and Information Services / Associate Dean – Staff Professional Learning, The Southport School (Australia)

### Making to Enhance Grade 9 Boys' Engagement with Literature

**Presenters:** Robbie Quinn, Assistant Librarian and Debate Teacher, and Elijah Reynolds, Technology Integration Specialist / Director of Social Media / English Teacher, Montgomery Bell Academy (USA)

**Indaba 3-5 Presentations****Presentation Time:** 15 minutes each**Room:** J5**Making to Improve Grade 9 Boys' Motivation in Design and Technology****Presenters:** Steven Riddell, Design and Technology Teacher, and Stephen McLean, Design and Technology Teacher, Scotch College (Australia)**Making to Improve Grade 8 Boys' Perseverance in Design and Technology****Presenter:** Annabel Barber, Design and Technology Teacher, Poole Grammar School (United Kingdom)**Using a Deliberate Focus on Reflection During a Maker Project to Deepen the Learning of Grade 9 Boys in Technology****Presenters:** Martha Miller, IT Integrator, and Carson McGregor, IT Integrator, Crescent School (Canada)**Indaba 3-6 Presentations****Presentation Time:** 15 minutes each**Room:** J8**Making Wind Turbines in Specialized Skill-Set Groups to Develop Autonomy in Grade 9 Boys****Presenter:** Jonathan Rose, Master Assisting Technology and Applied Studies, Sydney Church of England Grammar School (Australia)**Deliberately Focusing on the Design Process in Design and Technology to Deepen Learning in a Maker Project for Grade 6 Boys****Presenter:** Jonathan Gunning, Head of Design and Technology, St John's Preparatory School (South Africa)**Making Prototypes to Encourage Creativity and Support CAD Learning in Grade 8 Boys****Presenter:** James Moloney, Head of Faculty, Middle School Design and Technology, Anglican Church Grammar School (Australia)**Indaba 3-7 Presentations****Presentation Time:** 15 minutes each**Room:** N1**Incorporating Peer Feedback Strategies into Making to Enhance Complexity in Grade 10 Boys' Robotics Projects****Presenter:** Robert Bell, Assistant Head of Science, St Kevin's College (Australia)**Using Student-Directed Instruction in the Building of 3D Vehicles to Enhance Year 11 Boys' Comprehension of the Design Process****Presenter:** Terence Prezents, Computer Science and Engineering Teacher, St Andrew's College (Canada)**Participating in a Robotics Competition to Build Perseverance in Boys****Presenter:** Sarah Cormio, Science Teacher, Barker College (Australia)**Indaba 3-8 Presentations****Presentation Time:** 15 minutes each**Room:** N11**Incorporating Maker Days into a Project-Based Learning Program to Enhance Engagement in Grade 8 Boys****Presenter:** Frank Snyder, Academic Dean of STEM Development, San Miguel Academy of Newburgh (USA)**Making 3D Structures to Develop Intellectual Risk-Taking in Grade 9 Boys****Presenter:** David Rennie, Head of Faculty Technology, Lindisfarne College (New Zealand)**Providing Tinkering Workshops to Enhance Grade 9 Boys' Curiosity****Presenter:** Martin Chambers, Head of House / ICT Teacher, The Hutchins School (Australia)**Indaba 3-9 Presentations****Presentation Time:** 15 minutes each**Room:** J4**Making Videos and 3D Graphic Models to Build Problem-Solving and Risk-Taking Skills in Honours Geometry (Mathematics) for Grade 9 Boys****Presenter:** Marjorie Morrison, Teacher and Associate Director of Visiting Scholar Programs, St Mark's School (USA)**Making an Interdisciplinary Self-Imagined Product in Computer Science and Engineering to Encourage Perseverance in Grade 10 Boys****Presenters:** Patrick Loudon, Design and Technology and Engineering Studies Teacher, and Matthew Kameron, Assistant Director of Studies, Christ Church Grammar School (Australia)**Using Blogging as a Reflective Tool in the Making Process to Enhance Self-Management in Grade 11 Boys****Presenter:** Christopher Fox, Art Department Chair / Art Instructor, The Haverford School (USA)

### **Indaba 3-10 Presentations**

**Presentation Time:** 15 minutes each

**Room:** N2

#### **Robopocalypse: Making in the Drama Classroom to Enhance Grade 7 Boys' Engagement**

**Presenter:** Tanya Neilsen, Head of Drama, Brisbane Grammar School (Australia)

#### **Making Performance Art to Enhance Grade 11 Boys' Understanding in Art History**

**Presenter:** Vaughan Clark, Teacher, Eton College (United Kingdom)

#### **Creating Art to Enhance Grade 10 and 11 Boys' Understanding of the Role of Science and Humanities in Developing a More Critical View of Reality**

**Presenters:** Hugh Jones, Head of Science, Angelina Giannarou, Religious Studies Teacher, and Alison Gill, Art Teacher, City of London School (United Kingdom)

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### **Indaba 3-11 Presentations**

**Presentation Time:** 15 minutes each

**Room:** N10

#### **Creating Games in "Scratch" to Enhance Grade 6 Boys' Engagement with Geometrical Principles**

**Presenter:** Daniel McLachlan, IT: Head of Subject and Maths Teacher, The Ridge School (South Africa)

#### **Making in Woodwork to Enhance Boys' Understanding of Mathematical Principles**

**Presenter:** Stephen Ross, Senior School Math Teacher, St George's School (Canada)

#### **Making 3D Shapes to Enhance Problem-Solving Skills in Mathematics for Year 8 Boys**

**Presenter:** Magalan Pather, Director of Learning Enhancement, St Alban's College (South Africa)

### **Indaba 3-12 Presentations**

**Presentation Time:** 15 minutes each

**Room:** B3

#### **Building Rockets and Developing Rocket Fuel to Encourage Scientific Risk-Taking in Grade 7 Boys**

**Presenter:** Nicholas Diana, Head of Department - Natural Science, The Ridge School (South Africa)

#### **Making to Build Grade 9 Boys' Creative Confidence and Problem-Finding Skills in Technology**

**Presenter:** Brad Droke, K-6 Technology Specialist, The Browning School (USA)

#### **Making to Build Grade 9 Boys' Creative Confidence and the Ability to Find Creative Solutions in Maths/Science Investigations**

**Presenter:** Nathaniel Piper, Teacher/Academic Technology Coordinator/Technical Director of the Smith Theater, The Roxbury Latin School (USA)

### **Indaba 3-13 Presentations**

**Presentation Time:** 15 minutes each

**Room:** J2

#### **Creating iPad Tutorials in Mathematics to Enhance Grade 9 Boys' Understanding of Geometry**

**Presenter:** James Maistry, Director of Digital Learning, Maritzburg College (South Africa)

#### **Making Automated Self-Sustaining Gardens to Enhance Grade 10 to 12 Boys' Awareness and Understanding of Sustainability**

**Presenter:** Todd Igelman, Science Instructor / Director of Instructional Technology, St Augustine High School (USA)

#### **Making Models of Early Canadian Settlements to Enhance Relationships between Grade 6 and Grade 11 Boys**

**Presenters:** Elisabeth Jean, Teacher, and Gabriel Maynard, French Elementary School Teacher, Selwyn House School (Canada)



# Thursday Daily Schedule

*Arrival and Breakfast: Full breakfast will be served at the hotels from 6:30 AM. Buses will depart from the conference hotels beginning at 7:30 AM. The last bus will leave the conference hotels at 8:15 AM.*

9:00 – 10:15 AM

Morning Plenary Session and Keynote Speaker featuring Dr Wilhelm Verwoerd  
Memorial Chapel  
Biography for Dr Wilhelm Verwoerd can be found on page 13

10:15 – 10:45 AM

Tea  
Mallett Centre and Theatre Foyer

11:00 AM – 12:30 PM

Indaba 4: Creating the Future

12:30 – 1:45 PM

Lunch  
Various Locations on Campus  
  
South African Heads Business Lunch  
Room: Frank Reid Pavilion

2:00 – 3:00 PM

Indaba 5: Learning from the Past/Celebrating the Present

3:15 – 5:15 PM

Celebratory Wine Tasting  
10 Constantia Wine Farms  
Meet the buses in front of Memorial Chapel

At 3:15 PM delegates will board buses bound for the beautiful wine lands for a celebratory wine tasting. The buses shall then travel to the Waterfront, via the scenic Atlantic coastline, for dinner. Due to the hotels being located in and around the Waterfront area, you may walk back to your hotel after dinner. Alternatively, you may contact one of the taxi companies on page 6.

5:30 – 6:00 PM

Scenic drive from Constantia, via Atlantic Coast, to Waterfront

6:30 PM

Dinner at the Waterfront  
  
Join fellow delegates at one of Cape Town's great restaurants – Greek Fisherman, Meloncino's, and City Grill.

## Indaba 4 - Creating the Future | 11:00AM – 12:30PM

*Ready for a deep dive into topics educators of boys are facing? Join this 90 minute workshop with presenters who bring high degree of expertise and experience to topics that support evidence-based practice and programs, and that contribute to our understanding of teaching boys, and to our common work in our journey with boys.*

### Indaba 4-1 Presentation



**Topic:** Collaboration across Networks

**Presentation Time:** 90 minutes

**Room:** N3

#### The Alternate Reality Classroom: Immersive Games to Engage Boys

Alternate reality games (ARGs) are cutting-edge learning systems that extend gameplay beyond the screen into the real world. ARGs combine digital and analogue elements to create embodied anytime, anywhere experiences. Learn how to employ a combination of video game mechanics, social media, elaborate puzzles, interactive tools, and locative activities to immerse students in course material.

Drawing on their experience as veteran pervasive game designers, the presenters collaborated to create Blind Protocol. As students played the mock cyber warfare competition, they became more responsible digital citizens, and applied critical thinking to learn about online security, privacy, and surveillance. Join us to hear how any teacher in any subject can use ARGs to create an unforgettable learning experience.

**Presenters:** John Fallon, English teacher, Fairfield Country Day School (USA); Paul Darvasi, English/Media Studies teacher, Royal St. George's College (Canada) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Indaba 4-2 Presentation



**Topic:** Emotional Development and Intelligence

**Presentation Time:** 90 minutes

**Room:** N8

#### Blurred Lines – Sexuality and the Male Teenager

Sexuality is a deeply personal and controversial issue. Evidence supports the notion that boys find it difficult to express themselves. Nowhere is this more evident than when it comes to their sexuality. For boys, it may feel that there is more to lose than gain by risking openness in this area. For staff, given the challenge of identifying with one's own sexuality, it may feel more comfortable to avoid the topic altogether. Join a conversation around male sexuality that will include sexual orientation, and the attitudes and behaviour of boys. We will examine the ideals of equality and patriarchy, debate the concepts of beauty, and discuss the question, 'What is the role of the school in providing guidance around this crucial aspect of masculinity?'

**Presenters:** Tim Jarvis, Senior Master - Pastoral Care, Michaelhouse (South Africa); Jonathan Smith, English Teacher, Michaelhouse (South Africa) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Indaba 4-3 Presentation



**Topic:** Leadership

**Presentation Time:** 90 minutes

**Room:** N9

#### Boys' Schools: Our Current Trajectory and Why We Matter

Join school heads and other school leaders to review developments in boys' schooling internationally since the founding of the Coalition over 20 years ago. In addition to strong findings as to how boys in boys' schools thrive in comparison to boys in other scholastic settings, the presentation will address promising directions in recent research into boys' development and learning. The presentation is also intended to generate discussion and shared experiences of those attending, with a special emphasis on the benefits participating schools have gained by national and international sharing of best practices.

**Presenter:** Richard Hawley, co-founding president of the IBSC, author (USA) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

#### Indaba 4-4 Presentation



**Topic:** Leadership

**Presentation Time:** 90 minutes

**Room:** B3

##### **Building Better Schools for Boys: Ensuring Relational Success**

Two studies sponsored by the IBSC revealed that relationships are at the heart of how boys learn. In their comments, boys described features of teaching and coaching relationships that worked for them, as well as those that did not. Building upon these insights to ensure more dependable relational success, several schools have commenced a more intentional approach to their relational curricula. What they are learning is the subject of this talk.

**Presenters:** Michael Reichert, Executive Director, Center for the Study of Boys' and Girls' Lives, University of Pennsylvania (USA); Kimberly Hudson, Director of the Centre for the Study of Boys, Saint Christopher's School (USA); Michael Fellin, Headmaster, Crescent School (Canada); Charles Stillwell, Headmaster, Saint Christopher's School (USA); Tom Batty, Headmaster, Scotch College (Australia)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

#### Indaba 4-5 Presentation



**Topic:** Leadership

**Presentation Time:** 90 minutes

**Room:** K10

##### **Creating New Legacies of Learning and Leadership**

In partnership with the IBSC and with the Island School (Bahamas), Mr. Banks and Mr. Zervas plan to launch a global leadership summit for boys who have had to overcome elements of cultural isolation, poverty, social marginalisation, and other familial challenges, and who now stand at the threshold of leadership. By bringing together boys from around the world, the project hopes to create a self-sustaining cohort of young leaders who will return to their own communities stronger, more resolute, and with the added skills and focus needed to affect positive change. Join this workshop to share ideas on how best to shape the boys' efforts, to create a model that will be easily replicated, and to contribute to a groundbreaking effort for boys who remain at great risk.

**Presenters:** Brad Zervas, Founder/Director, The Ascension Project (USA); David Banks, President/CEO, Eagle Academy Foundation (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

#### Indaba 4-6 Presentation



**Topic:** Digital Literacy

**Presentation Time:** 90 minutes

**Room:** N11

##### **Developing an Innovative Mindset – the Power of a Strong, Staff Driven Professional Development (PD) Program**

Modern trends tout technology as the saviour of education. That is a myth. Technology is merely a powerful tool. Used correctly, technology can make a significant impact on our learning landscape. However, in the wrong hands (or ill-equipped ones), technology can spell disaster. Developing an innovative mindset in teachers is the key to successful technological integration. Join us to gain insight into one school's quest to re-energise their teachers and grow an innovative mindset through a rich and regular staff-driven professional development program. Learn more about the strategies and philosophy behind an Innovative Mindset, and practical ideas for dynamic and exciting staff PD opportunities.

**Presenter:** Bruce Collins, Staff Professional Development/Housemaster/English Teacher, St Alban's College (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Indaba 4-7 Presentation**

**Topic:** Emotional Development and Intelligence  
**Presentation Time:** 90 minutes  
**Room:** N5

**Enabling Conversations, Policy and ICT Platforms for Effective and Transformative Pastoral Care**

School environment plays a major role in the social and emotional competence and wellbeing of learners. As a consequence, increasing efforts are being made to assess how curriculum, pastoral policy, and practice can best contribute to students' social, emotional, physical, and moral well-being. Explore the pastoral care dynamic that underlies these concerns, and how we best enhance it. Three areas of enquiry will shape the conversation:

1. frameworks that enable teachers to have effective and transformative coaching conversations with learners;
2. essential aspects of pastoral care policy that both validate and hold teachers accountable for contributing to learners' social, emotional, physical, and moral well-being; and
3. an example of an ICT platform to engage meaningfully with learners.

**Presenter:** Jaques Pretorius, School Chaplain, St John's College (South Africa)

[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Indaba 4-8 Presentation**

**Topic:** Learning Spaces / Learning Environments  
**Presentation Time:** 90 minutes  
**Room:** J2

**Getting it Right: Professional Learning in Schools**

Research affirms that the single-most important factor in student achievement is the quality of teaching. Further, teaching can be improved by continuous, school-based, collaborative professional learning. Join this workshop to:

1. distil the most important global research and scholarship on professional learning, beginning with the OECD's TALIS report (2013);
2. hear key observations – gleaned from CIRCLE's consulting practice – about the obstacles schools must overcome to achieve progress; and
3. explore together the design features for a great professional learning program, with the goal of providing school leaders with a vision and guide for fundamental change.

During this interactive discovery, delegates will be invited to evaluate the state of their own professional learning programs in boys' schools.

**Presenter:** Philip SA Cummins, Managing Director, CIRCLE - The Centre for Innovation, Research, Creativity and Leadership in Education (Australia)  
 [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Indaba 4-9 Presentation**

**Topic:** Emotional Development and Intelligence  
**Presentation Time:** 90 minutes  
**Room:** B4

**Identity, Empathy, Action, and Power: Towards an Inclusive Citizenship**

Educators have the opportunity to expand students' knowledge about and empathy for their fellow humans. But historical knowledge alone is insufficient; empathy demands that we stretch our sense of self, re-calibrating it to learn about and embrace 'the other.' Assignments, activities, and assessments that encourage exploration and reflection help boys expand their conception of 'we' to include people they might otherwise have considered 'them.' Join us to learn how academic courses can empower boys to:

1. identify, recognise, and articulate their feelings around issues of justice/injustice;
2. seek out and value the experience of marginalised groups; and
3. integrate these insights towards building, and acting upon, an inclusive understanding of community.

**Presenters:** Juliette Zener, History Instructor and Chair, History Department Belmont Hill School (USA); Nnaemeka Ekwelum, History and English Instructor, Belmont Hill School (USA)  
 [Upper/Senior School (Ages 15-19)]

### Indaba 4-10 Presentation



**Topic:** Leadership

**Presentation Time:** 90 minutes

**Room:** N4

#### **Leadership the Madiba Way:**

##### **Learning from the Legacy**

Join this workshop to hear more about “Celebrating the Future” through an investigation, a discussion, and interactive interpretation of the leadership traits of Nelson Mandela. The workshop commences by, “Remembering the Past”, with a presentation and reflection of Nelson Mandela’s school days. The factors that shaped this great man are considered and supported with visuals and commentary of the school he attended. You will have the opportunity to reflect on your leadership style and to learn from one of the world’s most influential leaders, Nelson Mandela.

**Presenter:** Graeme Edwards, Preparatory School Headmaster, St David’s Marist Inanda (South Africa) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Indaba 4-11 Presentation



**Topic:** Emotional

Development and Intelligence

**Presentation Time:** 90 minutes

**Room:** N2

#### **Making Mandela’s Dream a Reality Through Boys’ Schools**

Explore ways of developing racial, religious, gender, political, and socio-economic harmony by implementing a “Whole School Approach”. This implementation involves setting up systems and projects to instil critical values and attitudes that demonstrate respect and reverence for all, and for the world in which we live. We need to continue to work toward making Nelson Mandela’s dream of developing “a democratic and free society in which all persons live together in harmony and with equal opportunities” a reality through our schools.

**Presenter:** Simon Weaver, Headmaster, Cordwalles Prep School (South Africa) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Indaba 4-12 Presentation



**Topic:** Emotional

Development and Intelligence

**Presentation Time:** 90 minutes

**Room:** J4

#### **Morals Through Media**

Learn more about teaching programs that have used media in the form of visual and written texts to challenge boys to think about social and environmental issues concerning our world. Based on Mandela’s ‘Lessons on Life, Love and Courage’, texts have been used as stimuli to develop empathic, creative, critical, and moral young thinkers aged 8 to 12 years. Incorporating Harvard’s Visible Thinking Strategies and tablet technology, practical teaching strategies will be demonstrated, and participants will be provided with resources for guiding boys to develop healthy relationships and life skills which foster a concern for others.

**Presenter:** Margo Pickworth, Teacher and Librarian, Shore Preparatory School (Australia) [Lower/Primary School (Ages 5-12)]

**Indaba 4-13 Presentation****Topic:** Leadership**Presentation Time:** 90 minutes**Room:** J5**Politics and Pedagogy: How the Most Recent Research and Reports Affect Boys' Education**

Boys' schools exist to give boys a solid education in an environment that fosters the development of positive masculinity and confident scholarship. In the past decade, a few experts in the areas of education and neuroscience have spoken about their beliefs that single-sex schools create sexism and limit children's academic success. How do boys' schools respond to these critics? This session will present the latest research from numerous areas to help provide solid evidence for the advantages of single-sex education for boys. The session will start by presenting the critics, their concerns, and the evidence that they cite to support their beliefs. The inconsistencies in their arguments will be revealed and supported by research from around the globe. Attendees will be encouraged to share their schools' successes in dealing with this issue.

**Presenter:** Abigail James, Adjunct Professor, Germanna Community College (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Indaba 4-14 Presentation****Topic:** Global Citizenship**Presentation Time:** 90 minutes**Room:** K8**Race and Cricket in South Africa**

Despite the undeniable talent of numerous black athletes in the South African boys' schools system, their situation both on and off the field, and in the school environment is sometimes proven difficult. Contrary to the Victorian views of manners, fair play, morality and ethics, the rituals and the traditions in the game of cricket in South African schools has been the extension of classism, racial exclusion, inequality, and privilege based on race and elitism. Join this presentation to explore this topic and learn more.

**Presenters:** Lewis Thato Manthata, Housemaster and History Department St Johns College, PhD candidate Wits University (South Africa)

**Indaba 4-15 Presentation****Topic:** Leadership**Presentation Time:** 90 minutes**Room:** N10**Success Against the Odds – Global Lessons Learned from School Leadership**

Using Mandela's approach as a basis for effective school leadership, this presentation looks at school leadership in a global context drawing from examples in the UK, Canada, the USA, Ghana, and South Africa. This interactive workshop will examine the reasons why schools fail, and the three stages which turn schools around. We will also explore what exceptional leaders do to create a shared sense of direction for their school, foster teacher capacity, improve their schools' instructional programs, and continue traditions of excellence whilst consistently looking forward. Participants can expect to come away with leadership tools that will help enable a successful, collaborative school environment for pupils, teachers, and parents, and create an action plan for their schools.

**Presenters:** Alexei du Bois, doctoral student and education researcher, University of Oxford (United Kingdom); John Lobban, Director of Membership and Operations, Independent Schools Association of Southern Africa (ISASA) (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 4-16 Presentation



**Topic:** Leadership

**Presentation Time:** 90 minutes

**Room:** J8

### What's Next for Schools? And How Can I Keep Up?

Trends in edtech, school marketing and communications are constantly changing – is your school keeping up? Finalsité's Max Eisl will explore web strategies that schools around the globe have implemented, including responsive design, Learning Management Systems (LMS), Real-Time Data Integration, private social networking, and more, including examples from Finalsité's experience working with more than 1,500 schools worldwide – all with an eye towards the unique needs of boys' schools. He will also discuss what's new and what's next for social media, search analytics, and mobile trends, and show you how you can reap the rewards of the latest trends in technology for the most productive digital engagement with alumni, parents, prospective families, and other constituencies. These strategies and big picture ideas will help energise and transform the vision for your school's future and teach you how you can stay current with the latest trends in technology.

**Presenter:** Max Eisl Regional Sales Manager, Finalsité, Educational Software and Services (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 4-17 Presentation



**Topic:** Leadership

**Presentation Time:** 90 minutes

**Room:** K9

### The Why: Our Case for Why Boys Should Lead Their World Through Service

Historically, our school's efforts toward character education focused on a handful of virtues to be emulated, while eliminating harmful behaviours and attitudes such as bullying and racism. Currently, we realise that our historic efforts are not adequately preparing our boys to provide for the growing needs of their world, nor the complexities of their future lives. Going forward, we want our school culture permeated by the sense that leadership is a habit of purposeful, coordinated service that is essential to each boy's future life. Participants should leave with great confidence in their ability to speak with understanding and passion to students, faculty, parents, and alumni about why service-leadership education is essential and vital for each boy and our world.

**Presenters:** Martin Stegemoeller, Brachman Master Teaching Chair and Curriculum Coordinator of Ethical Leadership Program, The St. Mark's School of Texas (USA); Kezia Warner, Assistant Director of Community Service and Development Coordinator, The St. Mark's School of Texas (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]



# Indaba 5 - Learning from the Past | Celebrating the Present

2:00 – 3:00PM

*Join delegates for these fast-paced workshops. Throughout this hour, you will hear three 10-minute presentations, with questions and answers to follow. The workshops are grouped with similar themes/topics, and will follow one right after another. When all three have finished speaking, there will be a facilitated Questions and Answers session with the presenters.*

## Indaba 5-1 Presentations



**Topic:** Communication

**Room:** N9

### Assessing Boys for Learning

Many scholars have argued that we need to move beyond the consideration of 'what' we are assessing, and pay very close attention to the 'way' in which we are assessing. In considering this approach, the presenter, Dr Bryan Wood, has collected an enormous amount of data about the learning processes of his own students. He has then correlated this data against external, summative assessment tasks to determine the extent to which different types of activities assist in improving overall educational outcomes for senior students.

**Presenter:** Bryan Wood, Head of Faculty - Commerce, Trinity Grammar School (Australia) [Upper/Senior School (Ages 15-19)]

**Presentation Time:** 20 minutes

### Using a Writer's Notebook to Create a Culture of Writing

Creating and fostering a love of writing, alongside a strong reading culture, has been a major goal at our school. Come and explore how the Writer's Notebook helped us to identify the what, why, and how boys are writing, along with incorporating the best ways to model and support the writing process. The Writer's Notebooks are designed to encourage our boys to gather their thoughts, to list ideas, to research topics, and to experiment with words, sentences, and phrases. Hear about how to create an environment that looks for and celebrates the skills and love of writing.

**Presenter:** Brian Sampson, Director of Studies Junior School, Scotch College (Australia) [Lower/Primary School (Ages 5-12)]

**Presentation Time:** 10 minutes

## Indaba 5-2 Presentations



**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 10

minutes each

**Room:** J8

### Ha Ha, Hee Hee, a Grin and a Groan

Madiba used an easy humour to manage people young and old from all walks of life. The use of humour is an essential skill for any teacher of boys. It is highly rated by boys and, if used wisely, makes their experience of the teaching space safer. What works and what does not in terms of humour is hard to nail down, because it is dependent, to an extent, upon the character of the teacher and the age of the students being taught. However, there are some pointers and pitfalls which can be shared. This talk will focus mainly on the use of humour in teaching older boys aged 14 to 18.

**Presenter:** Peter Westwood, Deputy Headmaster Pastoral, Bishops (South Africa) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## The Learning Journey - A Curriculum Innovation

Hilton College has implemented a Grade 8 curriculum innovation called "The Learning Journey" with the aim of creating the time and space to learn in ways that are not bound by the normal restrictions of timetable and syllabus. This cross-curricular collaboration is based on the idea that it is better to do less, but do it in a way that promotes deeper learning and thinking. It is also based on the idea that our school's beautiful natural environment is an excellent classroom, and that it is crucial for boys to be taught how to use technology in ways that promote depth and insight.

**Presenters:** Peter de Lisle, Curriculum Support, Hilton College (South Africa); John Roff, Environmental Education, Hilton College (South Africa) [Middle School (Ages 12-15)]

## Theme Teaching: The Path of Creation

Theme-based teaching provides students with hands-on learning experiences across the curriculum. One of the thematic units at University School in second grade, Creations, can be brought to life through various forms of expression. Typically, children develop a comfort level from experiences in dance, music, or art classes; this comfort level supports their self-creativity. Moving boys beyond their comfort level and exposing them to various ways of expression, helps enhance self-confidence and communication skills, and allows them to have a greater awareness of the world around them.

**Presenter:** Cortney Dargaj, Lower School Teacher, University School (USA) [Lower/Primary School (Ages 5-12)]

## Indaba 5-3 Presentations



**Topic:** Emotional Development  
**Presentation Time:** 10 minutes each  
**Room:** J2

### Badges of Identity

Multimodal instruction is a common strategy for reaching diverse learners with diverse information processing styles. But did you know that multimodal instruction can also facilitate the development of emotional intelligence? In this presentation, walk through an activity titled 'badges of identity' implemented at Grade 6. The activity uses multimodal processes to develop both content-area knowledge and emotional intelligence. Although the activity was designed for a music classroom, implications exist for any subject area.

**Presenter:** Katherine Willow-Peterson, Grade 5 to 8 Music Teacher, University School (USA) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

### Bonding in the Eighth Grade

Our presentation focuses on two valuable experiences for Grade 8 students: the annual Shakespeare play, a school tradition that dates back to 1910, and the trip abroad. These two important experiences shape the boys' year. These events develop in each student a strong sense of camaraderie, and they help the boys grow emotionally and intellectually.

**Presenter:** John Hager, Spanish and Drama Teacher, St. Bernard's (USA) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### What You Can Read in the Handwriting of Boys

Handwriting can reflect personality as well as character traits. The basics of this fascinating subject will be explained. Participants will be exposed to certain aspects of handwriting analysis, the knowledge of which could be helpful in understanding personalities of learners.

**Presenter:** Trudy Hoefnagels, Afrikaans Head of Department, Bishops (South Africa) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 5-4 Presentations



**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 10 minutes each

**Room:** B4

### The Extreme Explorer's Program

At St John's Prep we run a program where boys have the chance to be recognised for completing challenges that are not necessarily part of the normal school day. We encourage the boys to experience the outdoors, be challenged physically and mentally, and develop personal confidence in completing the various challenges. These challenges and recognitions may then form the basis for future hobbies and pursuits for the boys.

**Presenter:** Jonathan Gunning, Head of Design and Technology, St John's Preparatory School (South Africa) [Lower/Primary School (Ages 5-12)]

## Growing Tension Between Town-Based Club Teams and School-Sponsored Athletic Teams

The proliferation of club or 'outside' athletic teams is eroding the foundation of athletic programs in many of our schools. More boys are making significant commitments to town-based athletic teams with schedules and expectations that often conflict with those of the school. Do we require boys to choose between the two, and what are the ramifications? Can schools and clubs collaborate to support the physical and emotional growth of boys? This workshop will present some strategies, and is intended for participants to share approaches they use at their schools to cope with this issue.

**Presenters:** John Munro, Headmaster, Fairfield Country Day School (USA); Brad Fallon, Director of Athletics, Fairfield Country Day School (USA) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Using Boys' Love of Sport and Fitness as an Introduction to a Theme in Life Sciences

The South African Life Science syllabus includes a study of the cardiovascular and musculature systems. In order to introduce this section and encourage boys to keep fit all the time rather than for a particular sport, our boys visited a university-linked Sports Science Centre in March 2015. Various fitness tests were performed as part of the field trip. Boys have been challenged to maintain fitness throughout the year with a view to keeping fit for the sixteen day outdoor experience, the Epic, in November.

**Presenter:** Olga Peel, Head of Life Sciences Department, Bishops (South Africa) [Upper/Senior School (Ages 15-19)]

## Indaba 5-5 Presentations



**Topic:** Emotional Development

**Presentation Time:** 10 minutes each

**Room:** N10

### Doing Dweck

Professor Carol Dweck's research and writing – about the impact of understanding and believing that our abilities can be developed – enables teachers and students to reflect constructively on past performance, and engage wholeheartedly in the present with optimism for the future. However, integrating her ideas into the tangible reality of powerful and pre-existing school cultures takes time, thought, and tenacity. This workshop aims to explore how we can embed routines and create an integrated school-wide culture that is deeply rooted, and not just paying lip service, to a Growth Mindset.

**Presenter:** Lizzy Nesbitt, Head of Latin, St John's College, Johannesburg (South Africa) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Outreach and the Resultant Opportunities to Care for Others Develops the Emotional Intelligence of Learners and Educators

The demand for schools and other organisations to be involved in outreach programs has increased in the last number of years. Outreach doesn't only help learners grasp the meaning of gratitude and humility, it also shapes learners' view about world issues. Emotional intelligence is about making wise and good decisions by weighing the pros and cons of every choice. Developing learners' emotional intelligence through outreach helps every school to create learners who understand what it means to be global citizens.

**Presenter:** Gerda-Marie Swanepoel, Mathematics and AP Math Teacher, St Alban's College (South Africa) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Why Empathy Matters – Fostering Empathy in the Primary Classroom

Empathy matters! Empathy starts with putting yourself in someone else's shoes – a key step in understanding perspectives that differ from one's own. Empathy is key to embracing differences, building relationships, and communicating more effectively. Empathy also drives thoughtful problem solving, and enables children to create meaningful solutions to real world problems. And, like a muscle, empathy gets stronger with practice and can be developed by any child. Come learn how to help foster empathy in the classroom using specific strategies and activities.

**Presenter:** Betsy Tyson, First Grade Teacher, St. Christopher's School (USA) [Lower/Primary School (Ages 5-12)]

## Indaba 5-6 Presentations



**Topic:** Global Citizens

**Presentation Time:** 10

minutes each

**Room:** N8

### Developing Renaissance Men into Global Citizens

At Trinity Grammar, all boys are encouraged to strive to be 'Renaissance Men', young men who have broad intellectual interests, and are accomplished in the areas of the arts, sports and sciences. While this traditional focus will continue to shape who they are, exposure to living in a globalised world builds their confidence through experiences in different cultural and social contexts. Explore experiences and benefits gained from a range of programs (beyond student exchanges) that provide opportunities for students to become global citizens.

**Presenter:** Susan Hill, Deputy Head of Year 12, Assistant Manager of Studies, Trinity Grammar School (Australia) [Upper/Senior School (Ages 15-19)]

### 'Ubuntu' and Masculinity: Becoming Men in Community

'Ubuntu' means 'humanity', but is more fully explained via the Xhosa proverb 'ubuntu ungamntu ngabanye abantu' which translates roughly to 'a person is a person because of other persons'. 'Ubuntu' is thus an expression of the centrality of community in African life, and emphasises a relational view of the human being. 'Ubuntu' challenges the individualism which often characterises Western societies and is reflected in Descartes' dictum, 'I think therefore I am'. This session will explore how the values of Madiba might impact education and pastoral practice, and how an 'Ubuntu' philosophy of education - focused on interdependence, consensus and compassion - might enable students to develop a more holistic and integrated approach to masculinity.

**Presenter:** Paul Hess, Chaplain and Teacher of Divinity, Eton College (United Kingdom) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 5-6 Presentations

continued ...

### **Walking in the Footsteps of the Maya-an Experience of Mission... and Mission-in-Reverse**

In 2011, our school partnered with the Mission San Lucas Toliman in the Guatemalan Highlands to create a month-long, boy-friendly adventure focused more on learning than on helping, more on 'being with' than 'doing for'. Emphasis is on teaching solidarity through active accompaniment, with a goal of affecting sustainable change in visitors that will influence their developing view of how their world(s) are interconnected. Learn practical tools and new insights into creating rich, life-changing immersion experiences for students at an accessible cost.

**Presenter:** Kirk Davis, Director of Christian Service, St. Augustine High School (USA)  
[Upper/Senior School (Ages 15-19)]

## Indaba 5-7 Presentations



**Topic:** Emotional Development and Intelligence  
**Presentation Time:** 10 minutes each  
**Room:** Heatlie

### **Of Men and Masculinity: It Is Time to Redefine**

Explore the question 'what is this thing called masculinity?' and, beyond the challenges to male identity, review the damaging impact of gender stereotypes and how we respond to them. This talk asserts powerful ways in which we might redefine masculinity, urging schools to grant boys the freedom to define their own (male) identity. With research from boys at the City of London School, the talk concludes with views on what constitutes 'the good man'; it finds value in 'the androgynous mind'; and reveals just how significant (or not) a gendered identity is to them.

**Presenter:** Josh Norman, Head of Years 10 and 11, Teacher of English, City of London School (United Kingdom)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### **Questionable? Measurable? Ethics**

Do you, like us, worry that with such intelligent students, even our most morally conscious students can rationalise unethical behaviour? In our session, we will share with teachers and administrators a framework for multi-divisional evaluation of moral standards. Our approach is intentionally straightforward. By requiring that our boys answer core questions across the humanities at developmentally important stages, we are able to gauge the breadth of behavioural possibilities in a laboratory context.

**Presenters:** Byron Lawson Jr, Assistant to the Headmaster and History Chair, St. Mark's School of Texas (USA); Amy Reck, Assistant Director of Leadership and Ethics Program, St. Mark's School of Texas (USA)

[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### **Teaching Ethics – A Framework and Program**

Family time – even family meals – are under siege due to many factors such as speed of life and isolating technology. Where moral development was once parental domain, educators now have to take over. But how do we teach ethics to students of varying religions, cultures, and backgrounds? As has been frequently proven, our ethics are subject to the vagaries of situations, emotions, obedience, and even political persuasion. When we also consider the turmoil of the immature teenage brain, it is clear that ethical education is not only necessary, but must be reasoned, non-prescriptive, and practical.

**Presenter:** Susan Stos, Founder, APPLY Ethics (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 5-8 Presentations



**Topic:** Leadership

**Presentation Time:** 10 minutes each

**Room:** N4

### Schools and Students Connecting as Never Before

The Online School for Boys helps schools and students to connect and collaborate in ways unimaginable just a few years ago. Schools have the ability to connect faculty members and administrators around a shared commitment to boys' education and to emerging ideas on teaching and learning. And, students have access to courses and programs beyond what is available on their own campus, and ideas of peers from around the globe.

**Presenter:** Lorri Palko, Chief Financial Officer, Online School for Boys (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Leading the Way: Fostering an Inclusive Community

Learn about a leadership program in which Upper School boys partner with Lower School classrooms to teach lessons about what it means to be inclusive and to make everyone feel welcome in our community. Through this process, Upper School students serve as role models for Lower School boys to foster positive relationships and deliver messages that the 'little guys' hold on to because they come from 'big guys.' The goal is for the Upper School boys to examine their own beliefs and actions around inclusivity, and to gain confidence and experience serving as a teacher-mentor. This year's program included involvement from young alumni, and the session will highlight the benefits of adding yet another layer of mentorship.

**Presenter:** Kim Hudson, Director of the Center for the Study of Boys, St. Christopher's School (USA)  
[Lower/Primary School (Ages 5-12), Upper/Senior School (Ages 15-19)]

### Learning to Lead

The importance of quality role modelling has never been more important in teaching leadership skills to staff and students. The values of health and wellbeing, timeliness, uniform adherence, and manners are still critical to academic success for students. What are some of the requirements for teachers working at traditional boys' schools in 2015 and beyond? We will review challenges facing schools in South Africa, New Zealand, and Australia, and explore the key leadership skills excellent teachers are using at some of the most established all-boys, day and boarding schools in the world.

**Presenter:** James Thorpe, Housemaster – Melbourne, The Southport School (Australia)  
[Upper/Senior School (Ages 15-19)]

## Indaba 5-9 Presentations



**Topic:** Leadership

**Presentation Time:** 30 minutes

**Room:** N2

### Cultural Leadership in the Globally-Engaged School

Large schools have traditionally dealt with leadership by appointing 'leaders' (typically with the Principal as prime 'leader'). As societies have globalised however, their constituencies and sources from which they can attract skilled teachers and administrators have diversified. This has meant that school leaders encounter, and also have to deal with, a much wider range of values, skills, and knowledge in their organisations. Learn about an approach to culture-change as the stepping off-point for discussing the challenges to leadership in globally engaged schools.

**Presenter:** Dr Ian Lambert, Principal, The Scots College, Sydney (Australia);  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 5-10 Presentations



**Topic:** Leadership

**Presentation Time:** 10 minutes each

**Room:** B3

### Exploring Teacher Self-Reflection Using Video

Providing feedback is the most effective tool in improving student outcomes. It's time we provide teachers with the same level of feedback on their practice. Hear about a long term project to improve teacher quality using video analysis and teacher self-reflection. The project employs a video feedback model developed by Bill Gates to allow teachers to review lessons with objective goals for improving practice. The model encourages teachers to be self-critical and identify areas of development and improvement in their practice. Please be prepared to learn and share.

**Presenter:** Matthew Lander, Teacher and eLearning Mentor, Trinity Grammar School (Australia); [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Looking Back for the Future: Using Appraisal and Self-Evaluation to Guide Future Development

Appraisal and self-evaluation are key aspects of any teacher's and school's development. From classroom teacher to senior management, our desire is to improve and to deliver the best possible outcomes for our students. This presentation aims to look at how appraisal and self-evaluation can be a positive tool for both the teacher and the pupil, and not just a test to overcome. The session aims to stimulate discussion on the various ways that we can approach the process to maximise its usefulness, and to meet each school's varying needs.

**Presenter:** Keith Metcalfe, Surmaster (Assistant Deputy Head), Harrow School (United Kingdom) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### 'Windmills and Willow Trees' – Role-Models, Mentor-Leaders and Tutors

Probably the key to who we are as schools: Mentor-leadership, tutoring, and role-modelling to our colleagues and our boys. Pre-recorded interviews with various school leaders, Housemasters, mentor-leaders and tutors will ignite our collaborative discussion on this critical and most rewarding part of education.

**Presenter:** Keith Fairweather, Director of Marketing, Hilton College (South Africa) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 5-11 Presentations



**Topic:** Learning Spaces and Learning Environments

**Presentation Time:** 30 minutes

**Room:** N1

### Merging Realities: Blended Learning in the Physical and Virtual Worlds

Blended learning offers diversity and depth in delivery, whilst encouraging collaboration and conversation, and supporting the development of community and identity. Designing and delivering a blended learning environment also offers greater flexibility, avenues for innovation, and chances at autonomy for students and teachers alike. To demonstrate how we are recognising the value of merging physical and virtual worlds in our school, this workshop invites participants to brainstorm, team-design, and build a hypothetical, multi-dimensional blended learning space.

**Presenters:** Andrew Stark, Associate Dean of Learning and Teaching; Head of Libraries and Information Services, The Southport School (Australia); Jill Margerison, Associate Dean of Learning and Teaching eLearning, The Southport School (Australia) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 5-12 Presentations



**Topic:** Problem Solving and Critical Thinking

**Presentation Time:** 10 minutes each

**Room:** Hyslop Hall

### Adopting a Growth Mindset

Mindset is a simple idea discovered by world-renowned Stanford University Psychologist Carol Dweck in decades of research on achievement and success. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. This presentation will look at what teachers can do to help their students adopt a growth mindset.

**Presenter:** Dawn Siso, Head of Natural Sciences, South African College High School (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Harrow's Elective Program – Teaching 'Off Piste'

Learn about an innovative elective program, where alongside their regular exam classes, boys have to take one other course each term. These courses are proposed by teachers and there is only one rule – they must not follow an exam syllabus, but instead stretch and extend boys in other areas of learning. The outcome has been exciting and energising for all involved. Teachers are teaching what they love with great freedom, passion, flair, and enthusiasm. Boys are learning to enjoy learning as an end in itself, and this academic enthusiasm transfers over to their exam classes.

**Presenter:** Jesse Elzinga, Director of Studies, Harrow School (United Kingdom)  
[Upper/Senior School (Ages 15-19)]

### The 'Off-Switch' and How to Get Boys Thinking Again

Independent thought and problem solving can occur only when boys' minds are focused on the task in front of them. However, they have an incredible knack of flicking the mental switch to 'off'. This talk discusses two very simple techniques to get that switch back to the 'on' position. As long as the learning framework is in place, I propose that having fewer questions from the students actually leads to greater understanding.

**Presenter:** Ben Thompson, Director of Academics, Wynberg Boys' High School (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Indaba 5-13 Presentations



**Topic:** Digital Literacy/Global Citizenship

**Presentation Time:** 10 minutes each

**Room:** K10

### Making Movies of Madiba's Legacy

The focus of the presentation will be to report on a cross curriculum project run for Grade 8 learners. Groups were required to use Project Based Learning (PBL) methods to prepare a documentary movie on their iPads on the topic "20 years of Democracy". New skills were developed in educators and learners alike. This presentation will provide a summary of the skills developed in the use of PBL, feedback on the highs and lows as reported by learners and teachers involved, and plans for development of further projects.

**Presenter:** Glenda Dell, Science Department, St. David's Marist Inanda (South Africa)  
[Middle School (Ages 12-15)]

## Indaba 5-13 Presentations

continued ...

### Developing and Sustaining a Successful Service Program on the Local and Global Stage

Churchie is a well-respected Australian independent school for day boys and boarders. In this session, we will explore how Churchie conducts its comprehensive Service program that successfully engages over ninety percent of the Senior School population. Topics will include Transactional v Transformational Service; Service Learning; and structures necessary for a program to work efficiently. At the conclusion, delegates will reflect on and discuss their own Community Service and Service Learning programs.

**Presenters:** John Collins, Director of Service, Anglican Church Grammar School (Churchie) (Australia); Rod Olsen, Head of Senior School, Anglican Church Grammar School (Churchie) (Australia)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### Transformation Service in an International Setting

This presentation will explore the relationship with an individual school in Samoa in order to establish and nurture an ongoing link with key personnel, and provide a consistent experience for students. Risk factors, student selection, group size, billeting arrangements, and specific service activities are also considered during this presentation. Participants will gain knowledge and understanding of the advantages of service opportunities in the South Pacific, and be given the building blocks to develop a unique program in their own region.

**Presenters:** Rod Olsen, Head of Senior School, Anglican Church Grammar School (Australia); John Collins, Director of Service, Anglican Church Grammar School (Australia)  
[Upper/Senior School (Ages 15-19)]

## Indaba 5-14 Presentations



**Topic:** Problem Solving

**Presentation Time:** 10 minutes each

**Room:** K8

### 21st Century Core Competencies: Identifying and Measuring Purpose, Mission and Value

Driven by the overarching question, 'what skills and characteristics do our graduates need to be successful academically and personally?', faculty members at one school came together to self-assess, define programmatic goals, and benchmark student learning. Through the process, ten 'core competencies' were identified. Hear about these ten competencies, and how the process of identifying the competencies, incorporating them throughout our curriculum, assessing them, and broadcasting their importance to our entire school community have helped us to be a more intentional, mission-driven school.

**Presenters:** Bill Mulcahy, Head of Lower School, Fairfield Country Day School (USA); Duncan Briggs, Middle and Upper School Latin Teacher, Fairfield Country Day School (USA)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

### 47 Years a Science Teacher: Lessons Learned

What can the teaching and learning of science offer pupils beyond mere content? What is important in the presentation of this subject? Is science only for the academic elite? Come learn how this academic subject can be used as a tool for growth.

**Presenter:** Peter Broster, Teacher, Bishops School (South Africa)  
[Upper/Senior School (Ages 15-19)]

## Mathematics: Thinking Stops at the Answer

Too many people put emphasis on the answer, yielding the result of memorising formulas and tricks, instead of ensuring concepts are understood. Each new concept in Mathematics relies on the understanding of the previous one. It is important to teach boys to think critically, and to understand the reason behind choosing a method. Hear how critical thinking and problem solving can be taught using mathematical concepts. In teaching our boys these skills, they are enabled to approach multiple facets of education with a new way of viewing challenges, and to formulate dynamic solutions.

**Presenter:** Catherine Johnson, Teacher and Head of Grade 5, Rondebosch Boys' Preparatory School (South Africa)  
[Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

## Indaba 5-15 Presentations



**Topic:** Leadership

**Presentation Time:** 10 minutes each

**Room:** J4

### Gumboot Dance for Boys: Past, Present and Future

The inherent ability to communicate in the absence of verbal dialogue is celebrated in every rendition of the dance. Gumboot Dance reflects everyday life in microcosm. Its current popularity as an art form acknowledges the lifestyles of contemporary South Africans. It is entrenched in a folkloric genre which ensures that it is perpetuated from generation to generation. Cooperation, resilience, and respect for each team member, inspires dancers to lead others in successful and meaningful social expression.

**Presenter:** Annette Briscoe, Director of Performing Arts, Durban Preparatory High School (South Africa) [Lower/Primary School (Ages 5-12), Middle School (Ages 12-15)]

### Opportunities for Holistic Growth through International Tour Experiences

St. Laurence's College has initiated and embarked on a number of international tours to further the learning and growth opportunities for our students. From European sporting tours, to academic and cultural pilgrimages to the Western Front and Gallipoli, our boys have been exposed to learning and leadership opportunities that extend far beyond the classroom.

**Presenters:** Terry Thompson, Head of Year 11, St Laurence's College (Australia); Matthew Warr, Head of Year 7, St. Laurence's College (Australia); Eddie Wallace, Head of Sport, St. Laurence's College (Australia) [Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Ten Ideas for Teaching a Second Language to Boys

Learning to speak a second or third language has cognitive, social, cultural, and linguistic advantages. In this session we will look at a few creative ideas that teachers can apply to make learning a second language more enjoyable and interesting.

**Presenter:** Wessel Theron, Afrikaans Teacher, Bishops Diocesan College (South Africa) [Upper/Senior School (Ages 15-19)]

## Indaba 5-16 Presentations



**Topic:** Leadership  
**Room:** J7

### The Development of Virtue and Leadership through Christian Formation

Our two schools build virtue and leadership through practices that are consciously Christian. In looking to the historic and traditional ethos base of our schools, we orient young people to the future. In this presentation we will present our practices of worship, service, curriculum, and our voluntary groups, and share how these practices develop the leadership understandings and moral character of our boys. Participants will gain a familiarity with the work of two schools which have chosen to frame their ethos in this way, and be introduced to some inspirational thinkers in this area.

**Presenters:** Timothy Wright, Headmaster, Shore School (Australia); Fred Jordan, Chairman of History, Woodbury Forest School (USA)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

**Presentation Time:** 20 minutes

### Lessons from the Hardiness of Schools for English-Speaking Pupils and Their Future

Schooling for English-speaking pupils in many parts of the world is based upon three pillars – muscular Christianity, imperialism, and colonialism. These pillars are no longer consciously in the minds of leaders in education (and possibly never have been), but their influence remains. What are the essential practices and qualities that made this schooling philosophy so ubiquitous? How is its ethos being maintained as change becomes increasingly necessary? What does the near future hold for such schools around the world?

**Presenter:** Mark Henning, Pensioner, Author, Historian, Trustee, Independent (South Africa)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]  
**Presentation Time:** 10 minutes

## Indaba 5-17 Presentations



**Topic:** Learning Spaces / Learning Environments  
**Presentation Time:** 30 Minutes  
**Room:** N3

### Learning through Experiences

No experience is truly learned without reflection. During this session, you'll explore the brain science behind transforming experiences into knowledge, and dive into practical strategies that teachers can implement to foster meaningful learning through experiences. As students soak up the world around them, they are able to place their experiences into an existing schema or create new, more rich and robust, schema. Great educators help students craft the latter, empowering their students with the tools necessary to tackle the critical issues of their time.

**Presenter:** Brent Watkins, Vice President of Program Operations, Rustic Pathways Associate Faculty, Johns Hopkins University Graduate School of Education (USA)  
[Middle School (Ages 12-15), Upper/Senior School (Ages 15-19)]

## Friday Daily Schedule

*Arrival and Breakfast: Full breakfast will be served at the hotels from 6:30 AM. Buses will depart from the conference hotels beginning at 7:30 AM. The last bus will leave the conference hotels at 8:15 AM.*

9:00 – 10:00 AM

Indaba 6: Taking It Forward and Creating the Future

10:00 – 10:45 AM

Tea  
Mallett Centre

11:00 AM – 12:30 PM

Closing Plenary Ceremony and Keynote Speaker: Mr. Rory Steyn  
Memorial Chapel  
Biography for Mr. Rory Steyn can be found on page 13.

12:30 PM

Buses leave for Hotels and Airport from in front of Memorial Chapel

## Indaba 6: Taking it Forward and Creating the Future | 9:00-10:00AM

### Speaker Profiles



#### Dr Jason Bantjes

**Room: Memorial Chapel**

**Topic: Diversity, Difference and Disability: A Challenge for Boys' Schools?**

Jason is a counselling psychologist with a masters degree in Counselling Psychology and a masters degree in Research Psychology. Jason started his career as a teacher and taught at Maritzburg College and Michaelhouse. He was also the consultant psychologist at Bishops before joining the Psychology

Department at Stellenbosch University. Jason is currently the Course Director for the Masters Degree programme in Clinical Psychology and Community Counselling at Stellenbosch University and Director of the Welgevallen Community Psychology Clinic. His research interests include gender, sport, and disability. Jason currently holds a prestigious research career award from the Medical Research Council that is allowing him to focus his research on suicide and deliberate-self harm.



### **Mr Paul Mayers**

**Room: Heatlie Pavillion**  
**Topic: ICT Integration – Consultation, Collaboration and Coaching**

Paul is the ICT Director at St Stithians College, Johannesburg, where he is responsible for vision, strategy, and implementation of ICT across 5 schools on one campus from Grade R to Grade 12. He manages the Mobile eLearning and Teaching programmes, working closely

with EdTech Coaches in each of the schools to change the culture of learning and teaching by using innovative approaches to age appropriate technology integration.



### **Dr Ian McCallum**

**Room: Memorial Theatre**  
**Topic: UBUNTU and the Redefining of Human Identity – An Ecological Imperative**

Ian McCallum is a psychiatrist, analytical psychologist, specialist wilderness guide, director of the Wilderness Foundation, and a trustee of the Cape Leopard Trust. A former rugby Springbok, he is the author of multiple publications including: *Wild Gifts*, *Untamed*, and *Ecological Intelligence – Rediscovering Ourselves in Nature*

(winner of the Wild Literary Award at the World Wilderness Congress in Mexico 2009). An adjunct professor at the Nelson Mandela Metropolitan University, his academic interests focus on evolutionary biology, conservation psychology, and environmental ethics. In 2012, together with friend and journalist Ian Michler, he completed a five month, 5000 km journey through six southern African countries walking, kayaking, and cycling to highlight the importance of trans-frontier/corridor conservation.



### **Mr Rob Moolman**

**Room: Hyslop Hall**  
**Topic: Leading and Driving GLBTI Inclusion and Recognition at Schools**

Rob is currently pursuing a PhD at the University of Melbourne, and an education consultant to the Victorian Equal Opportunities and Human Rights Commission on their 'Fair go, sport!' program, which aims to make schools safer and more inclusive for same sex attracted and gender diverse students, primarily through sport. His field of interest and study centre

around leadership, change, and GLBTI inclusion at schools. He was an Economics and Accounting teacher for thirteen years in South Africa, before moving to Australia in 2010. His experiences as a teacher, head of department, and assistant house director, have greatly influenced his passion for social justice and change. Robert's work in his PhD has extended his understanding of the challenges and opportunities that staff and students face in current education environments.

## Exhibitors

The Mallett Centre at Bishops will be the main hub at the conference, a place to register and network and the site of the Exhibitors stands. You will be able to visit Exhibitors stands from Tuesday 7 July to Friday 10 July. Join us for a 'boerie roll'(its food!) on Tuesday 7 and have time to look around and chat to the exhibitors. Exhibitors are also on duty at every teatime and lunchtime during the conference.



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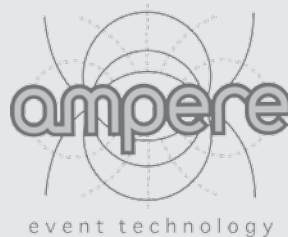
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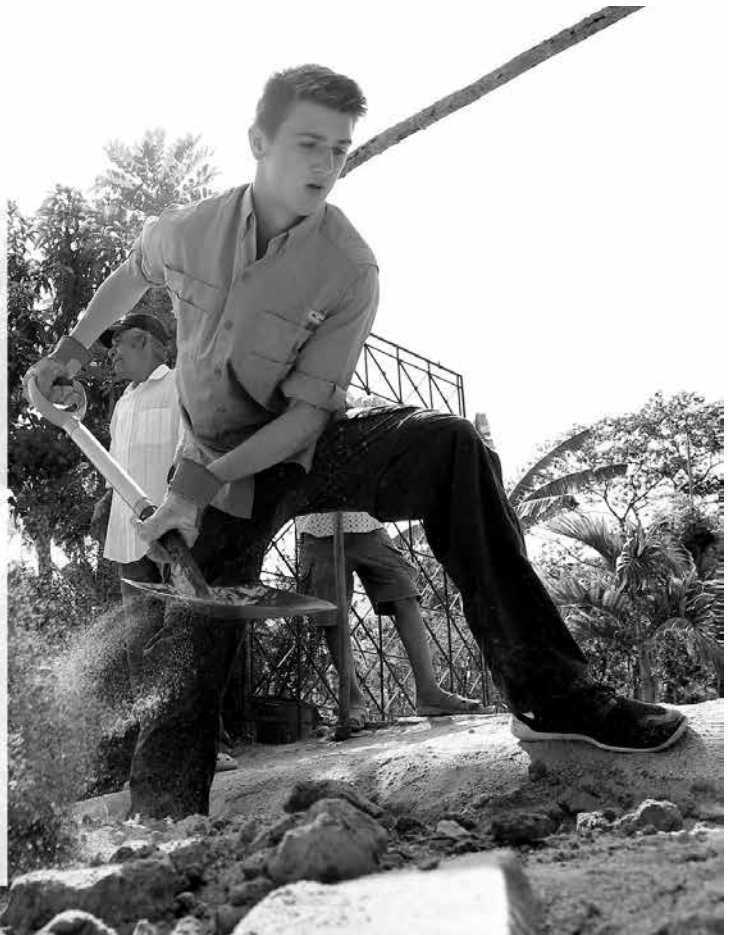
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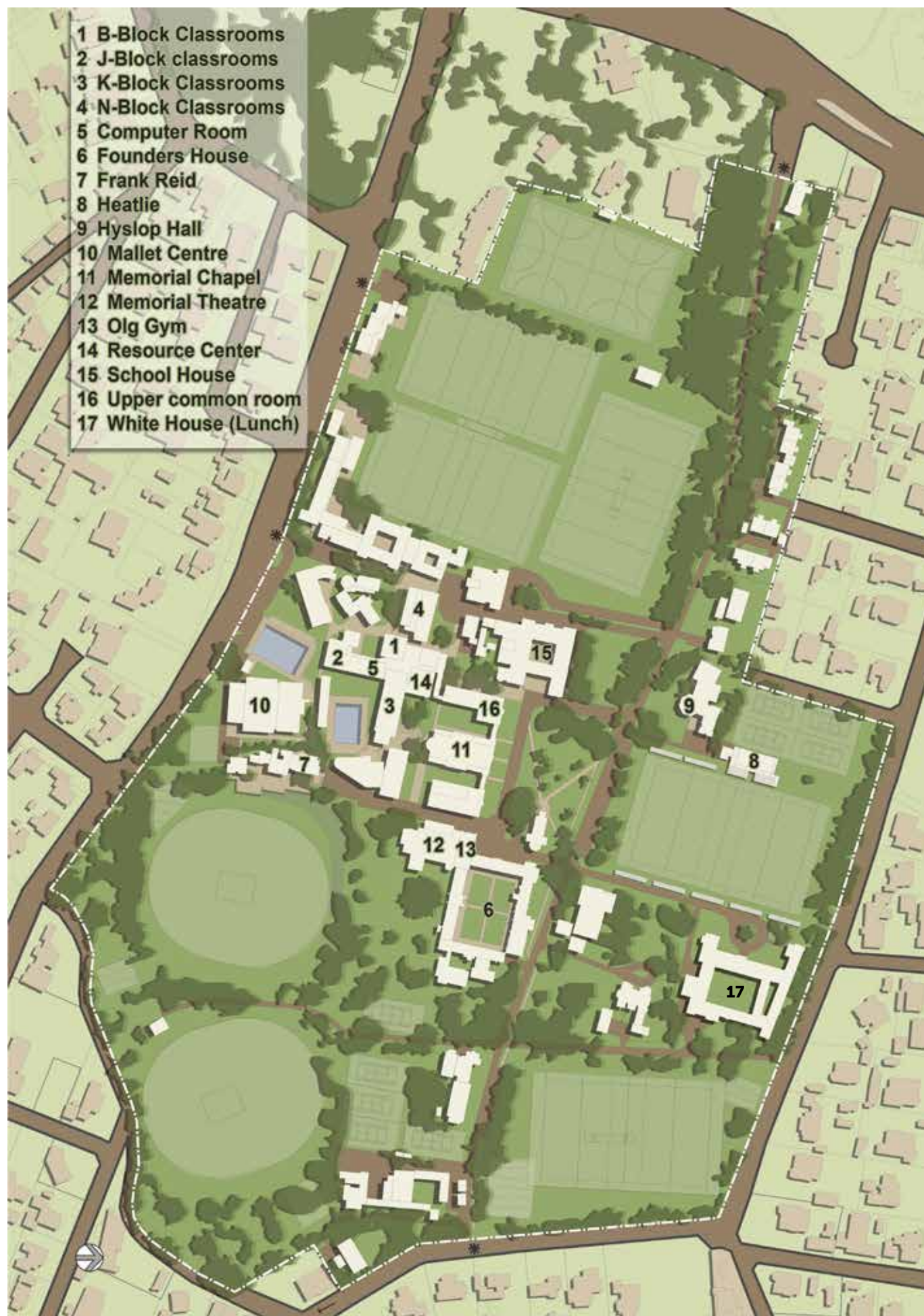
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2016 IBSC Annual Conference

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