

Hosted by **RUAMRUDEE INTERNATIONAL SCHOOL**

- 9:00 – 9:30 Registration & Coffee**
- 9:30 – 10:15 Keynote Address**  
**Dr. Mark Hensman, Headmaster, Harrow International School**
- 10:15 – 10:35 Break & Browse Educational Vendor Displays**
- 10:35 – 11:35 MORNING WORKSHOP & IDEA EXCHANGES:**

<p><b>ALLAN TAYLOR, WAYNE BOWRING, JEFF GEPNER, DAN SHARP (ASB)</b></p>	<p>Mr. Allan Taylor, a NZ National, gained a B.A.Soc Sci from Massey University, NZ, taught, and administered in NZ to Vice Principal level. He moved to Thailand in 1993 as a computer teacher and became HOD at NIST. He moved into administration as a principal for 5 years before moving back to teaching computers and technology in Myanmar and Bangkok. Currently HOD Computer and Technology at American School of Bangkok, Bangna.</p> <p>Mr. Wayne Bowring is currently High School Computer science &amp; Technology Facilitator. Teaching experience includes U.S., U.K and IB Programs delivering K-12 and College Levels courses. He has is an Advisor Member of W.A.T.T. and a member of ITEA.</p> <p>Mr. Jeff Gepner is currently teaching Middle School / AP High School and is Chair of a WASC Focus Group.</p> <p>Mr. Dan Sharp is currently the Head of Science Department, Summer School Program Administrator and teacher of AP Biology. He has been teaching for 8 years mostly with U.S. Curriculums.</p>
<p>Assess for Success: Diversity in Assessment</p>	<p>Evaluating Curriculum Authentic Performance Tasks. The process of creation and ways results will be applied with a holistic examination of some assessment tools used by students</p> <ul style="list-style-type: none"> <li>• Cross-curricular/grade levels.</li> <li>• Underlying ESLR's with student examples.</li> <li>• Identify Multiple Assessment Tools for Project Based Learning.</li> <li>• Determine Assessment Complexities</li> <li>• Assessing Assessment</li> <li>• Free Resource Pack</li> </ul>
<p>High School</p>	<p>20 Participants</p>

<p><b>NATALIE GIACONE (TCIS)</b></p>	<p>Natalie Giacone's previous teaching experience includes: 10th and 11th grade English, 10th grade Reading and Writing Intervention, and 9th grade Film as Literature in Inglewood, Los Angeles California, USA.</p> <p>She holds a bachelors degree in English Education with a Creative Writing Emphasis and a Single Subject Credential in English. Additionally, she has had three poems published in literary journals and received the Isabelle McCaffrey Horn Memorial Scholarship for a novel chapter, titled "The Scrub."</p> <p>She currently works at the Thai Chinese International School, teaching EIP 3 (English Intensive Program), and Language and Composition 1 and 2.</p>
<p>The 12-Step Grammar Teaching Program</p>	<p>The 12-Step Grammar Teaching workshop is for teachers who struggle with the pedagogy of grammar. Where do we find time to teach it? How much terminology do we need to use? How do we get students to make a connection between grammar and their own writing? Arising out of the research that grammar instruction needs direct application to writing, this methodology attempts to answer these questions. Sequenced sentence-centered mini lessons beginning with the parts of speech will establish sentence fluency, subject verb agreement, and style. Twelve small steps elevate students from the fragment and comma splice to effective use of the semi-colon. Once students develop grammar confidence through a deeper understanding of the sentence as a syntactical unit, they are on their way to eventually developing their own style.</p>
<p>English &amp; ESL Teachers,</p>	<p>35 Participants</p>

although all disciplines are welcome	
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<b>DAVID WEES</b> (RIS)	<p>David Wees was born in beautiful British Columbia, Canada. He holds an undergraduate degree in mathematics and another undergraduate degree in education. He is currently working on a graduate degree in Instructional Technology.</p> <p>After completing his education at UBC, he moved to Brooklyn to help inner city students develop an appetite for mathematics. In NYC he received two "Teacher of the Year" awards from his school, and learned how to engage and motivate challenging youth.</p> <p>He met his wife and they moved to London together to work at a prestigious international school, where David honed his teaching skills. At Southbank International School, David initiated peer tutoring and ran the high school after school mathematics enrichment program.</p> <p>He is the vice-president and co-founder of Open Educator, a not-for-profit society whose mission is to encourage teachers to develop curriculum collaboratively in and open forum.</p>
Using Geogebra Geometry Software in the Classroom	<p>Learn how to use the free Geogebra Program to:</p> <ul style="list-style-type: none"> <li>• construct diagrams for tests</li> <li>• teach geometry</li> <li>• create web ready interactive applets</li> </ul> <p>Go to <a href="http://www.geogebra.org">www.geogebra.org</a> and download and install a copy of the software in preparation for this event, and bring your laptop. Some CDs will be available for onsite distribution (if you need this, please arrive 15 minutes early to the event).</p>
MS-HS/ Year 7-13 Mathematics teachers	20 Participants

<b>PETER GILES</b> (RIS)	<p>This project was born from the need to present a stimulating unit of work that required quality color resources and interactive activities. Producing a unit of work on religion and art through Information and computer technology also delivered quality ICT training embedded in focused academic yet emotive values study. The software was designed using Macromedia and production of resources like this can also be a learning exercise shared with students. A class of students can use this software on networked computers or it can be accessed by individuals to explore the relationship between religion and art (or religion and science or religion and the media, say). Assessment and assignments can be built in.</p>
Asking Questions of Art: Lessons on religion and art in the form of interactive network software using Socratic method	<p>The Intranet lessons will be demonstrated using a digital projector.</p> <p>a) A section will be explored showing the Socratic approach that gives the resource its name, 'Asking questions of Art'.</p> <p>b) Several teachers will be invited to try out the hyperlinks providing responses...</p> <p style="padding-left: 40px;">...firstly in a way that is appropriate to a grade 9 student</p> <p style="padding-left: 40px;">...secondly in a way that is appropriate to a grade twelve scholar</p> <p style="padding-left: 40px;">...lastly according to their own intellectual capacity</p> <p>c) Teachers then advised that this project fulfilled the criteria of a particular educational need.</p> <p style="padding-left: 40px;">...Invited to talk to another colleague to suggest ways in which it can be adapted to their locational and educational context.</p> <p>d) Teachers given a CD to take away featuring one section of the resource. This will allow them to access the HTML language, review the creative potential and brief information and computer technology specialists (ICT) who can assist in design and construction of the software.</p>
HS/Year 10-13 Teachers: Adaptable for use with any high school student	30 Participants

<b>DENNIS CABRERA</b> (RIS)	<p>Dennis Cabrera has been working in schools for nine years. He has taught in the US and is now teaching at Ruamrudee International School, where he is the head of the Values Department. This year, Dennis is teaching an elective called Global Issues which covers topics ranging from poverty and development to international conflict.</p>
Teaching Global Issues: Ideas & Resources	<p>We will be looking at the teaching of environmental issues, poverty and development, international conflict, human rights, the United Nations and the Millennium Development Goals. The workshop will include resources for the teaching of global issues as well as a</p>

	discussion of how to get students more engaged with the world around them.
Social Studies & Science teachers	25

<b>CAROLINE LITTLE AND SONYA WILD (NIST)</b>	<p>Caroline Little studied Art and Fashion Design at Central St Martin's College of Art in London and then worked in the Fashion Industry at designer and at high street level. Following this she taught English as a Second Language in London to adults from around the world. She followed PGCE in Design Technology for two years, which encompassed resistant materials, electronics, food, textiles and graphics. She taught Design Technology and Art in a large secondary school in the UK for 5 years. In 2002 she began teaching Elementary and Secondary art at NIST. In 2005, she returned to UK to practice her own artwork and to work in the Fashion business. This year she is back at NIST as Visual Arts coordinator.</p> <p>Sonya Wild is a New Zealand-trained elementary teacher who has worked in grades 1 to 6 in schools in NZ, Lao PDR, North Carolina, Germany and now Thailand. In addition to being a classroom teacher in NZ, she was a tutor at the Auckland City Art School and initiated her own after school and holiday art school in Auckland. She is the Elementary Visual Arts Coordinator at NIST, teaching art to approximately 400 children in years 2,3 and 4.</p>
Focus on 7...	<p>Focusing on 7...</p> <p>If 7 is your lucky number then this is the presentation for you!</p> <p>Whilst focusing on '7' we will cover the following 7 key aspects of an art curriculum:</p> <ul style="list-style-type: none"> <li>Elements of Art</li> <li>Principles of Design</li> <li>Creative Processes</li> <li>Themes</li> <li>Assessments</li> <li>Inspirations</li> <li>Successful Lessons</li> </ul> <p>The aim is for participants to leave with ideas and inspiration to enhance their teaching and learning across school, ages and curriculums.</p>
Art Teachers – Elem & Sec Mainly EL & lower sec	20

<b>DONNA EASTLAKE AND DR. KATHY REVELLE (RIS)</b>	<p>Donna has been a classroom teacher of 5 year olds to 14 year olds, including specialising in Special Education. New Zealand has a system of Learning and Behaviour Resource Teachers (RTLb) and for 10 years Donna worked with individual students, groups, classes and teachers as well as school systems. This was a very consultative and collaborative career. Completing her Masters of Education encouraged Donna to explore new avenues. The International school system called. This is Donna's 3rd year at Ruamrudee International where she has supported and taught students from Grade 9 to Grade 12.</p> <p>One of her loves in Thailand is service to the community. She is an Advisor with the school Interact /Rotary club has been to tribal villages supporting sustainable projects as well as teaching prisoners English. She has also been involved many times with the orphans, street children, blind and elderly at Pattaya.</p> <p>Dr. Kathleen Revelle has been Middle School/High School Librarian at Ruamrudee International School in Bangkok for three years. Previously she was teacher/librarian at an inner-city magnet arts academy in the US, and taught English at an evening high school. She has worked in a wide variety of library settings, including k -12, college, public, and an industrial research and development library. Her doctoral work, completed at the University of Buffalo, focused on Sociology of Education and International Comparative Education.</p>
Using Learning Centers to Differentiate for Mixed-Ability High School Classes: Demonstration of a Unit Employing Collaboration, Differentiation and Backwards Design	<p>This unit on The Cold War Period was used with two heterogeneously-grouped classes of Grade 9 Modern World History students. Most students had English as their second language; three were high achievers for whom enrichment was desired; eight had identified special learning needs. Collaborating on the unit design and implementation were one teacher-trainee, one experienced Social Studies teacher, one special needs teacher (assigned to the classroom), and one teacher/librarian. A backwards design template was used for initial unit planning, and the revised Bloom's Taxonomy informed the planning process. In the classroom, pre-teaching of the subject material was followed by initial assessment, providing baseline data concerning student understandings. Individual students then were assigned specific tasks (or a range of task choices) within each of the four Cold War Learning Centers: The Writing Center, The Reading Center, The Oral and Listening Center, and The Being</p>

	<p>Creative Center. All learning Center activities were housed and carried out in the Library Media Center. Correlated to the Learning Centers, a large display of Cold War Visual Images was displayed prominently in the library, drawing the attention and comments of all who visited during that time.</p> <p>For the presentation, the four Learning Centers and the image display will be re-created in their original placements, and both planning documents and student materials will be available as handouts.</p>
MS-HS/ Year 7-13 academic teachers, Special Education teacher, Librarians	30 Participants

<b>ASHELY BONDURANT (TCIS)</b>	<p>Ashely has been the head of ESL at Thai-Chinese International School for two years. He is also a Grade 4 ESL teacher. Prior to Thailand, Ashely taught in China and America.</p> <p>Ashely earned his undergraduate degree from University of North Carolina - Chapel Hill and his Masters in Education from Framingham State College.</p>
Making Shadow Puppets	<p>Shadow Puppets are part of a story telling tradition that goes back nearly two millennia and has spread across Asia, the Middle East and into Europe. In this workshop, educators will learn to make simple shadow puppets that their students can create with supplies found at any school. I found that it is a great way to get students excited about writing and speaking. It allows students to build confidence by performing while being out of sight. It also provides educators with the opportunity to use the cultural diversity of their classrooms.</p>
Grade 3 and up/Year 4+	30 Participants

<b>ALOHA LAVINA (RIS)</b>	<p>Aloha Lavina, M.Ed., teaches Language Arts and Social Studies at RIS. Most of her research and practice in the classroom stems from personal and professional goals to inspire excellence. An accomplished golfer and award-winning photographer, Aloha brings her passion for learning into her classroom, and strives to inspire the creating of good ideas and acquiring the tools to realize them.</p> <p>Self Assessment teaches teachers and students to engage in quality--what it is and what it looks like in the context and content of curriculum. Just as teachers can learn better practices through self-assessment, so can students learn how best to learn when they see themselves as consumers and producers of quality.</p> <p>This workshop introduces teachers to self-assessment for students and teachers, protocols for examining quality in the classroom, and how technology resources can be used to build a framework for personal growth for both teachers and students.</p>
Self Assessment to Improve Teaching and Learning	
MS-HS/Year 7-13 Teachers	16 Participants

<b>MIA LIVINGSTON (NIST)</b>	<p>Mia Livingston is an American who has been teaching for 17 years. She attained her Masters of Education from the University of Florida. After teaching Year 6 in Florida for seven years, she moved into International Teaching. She has spent the last ten years in England and Thailand. She is a Regional Trainer for the Asian Pacific IB and has been involved in the IB since its early years.</p> <p>She has been at NIST for six years now. Her experience includes teaching Year 2,3 and 6 over that time. She is also active in the Elementary school choirs, which have involved all levels from Year 2 to 6 over her time at NIST.</p> <p>In her personal time, Mia sings in a local Irish band. Singing has been her hobby for over ten years now, hence her love of sharing music with her students as well.</p>
Creating the Brain Compatible Classroom Environment: Welcome and Safe	<p>This workshop is designed to give an outline of the elements that help create a classroom environment where students feel safe, welcome and eager to learn. This will involve elements such as</p> <ul style="list-style-type: none"> <li>• creating a sense of safety and warmth among students</li> <li>• best use of the physical space</li> <li>• use and effect of light and sound</li> <li>• organizational techniques for efficiency</li> <li>• general but consistent behavior standards</li> </ul> <p>This workshop is based on current brain research which has been identified to help create strategies for the most conducive learning environment.</p> <p>It is not intended to delve into the research, but into the practical application of these studies</p>

	into the classroom. Resources will be cited for further personal investigation into the science behind the application.
Elementary Homerooms, but ideal to all levels	30 Participants

<b>ROSANNA CHANG, PRITHULA PAUL, SZE KI HO  (RIS)</b>	<p>This group of dedicated and energetic kindergarten teachers have a combined teaching experience of over 40 years in the early years program. They have attended and presented many workshops connected to the early childhood program.</p> <p>Literacy is one of the main focuses in kindergarten, and this group of teachers has adopted book making as one way of promoting literacy.</p> <p>Through book making they have been able to provide an opportunity to nurture young children's creativity and literacy.</p>
Making Literacy Books Kids Love	<p>In this creative book making presentation, we will provide ways to make DVD books, person books, shirt books, and pop-up books, as well as others.</p> <p>The participants will learn how to make at least 10 different kinds of books with many variations. They will take back ideas and materials that can be used the next day in the classroom.</p> <p>We promote literacy by motivating our students through book making activities, which gives them an opportunity to share their accomplishments with peers and families.</p>
Pre -K to Grade 2	15 Participants

<b>MICHAEL THOMAS  (REGENT'S)</b>	Educated at the Universities of Wales and Essex before training for the stage at the Webber Douglas Academy in London. Following work as an actor in the UK, he has since been teaching English and Drama in Norway, Portugal, and the Middle East and is currently Head of Drama at The Regent's School, Pattaya.
Ensemble Theatre Across The Curriculum	The workshop will define the meaning of ensemble theatre and examine ways of using ensemble strategies as a practical tool in the classroom across a range of subjects. There will also be information about the work of the International Schools' Theatre Association. The presentation will encourage active participation, so please expect to move!
Secondary	25 Participants

<b>DIANA BLAZER AND HEATHER KINGHAM  (RIS)</b>	<p>Diana Blazer taught ESL students in the US for six years as a middle school teacher, before moving to Thailand and joining RIS. She is currently teaching 5<sup>th</sup> grade and has greatly enjoyed getting to know her students and colleagues! Diane has an Ed.M from Harvard University, with a focus on curriculum, instruction, and teacher leadership.</p> <p>Heather Kingham has taught ESL in self contained classes and she now has ESL students in her Gr. 5 mainstream class. She has worked in RIS for 17 years and has always supported the ESL program. Heather has a Masters in Education from Michigan State University.</p> <p>We both work closely with ESL students in the mainstream and we would like to share some of the activities and strategies we have created that help fill the gaps of our ESL students. These activities are light, fun and non-threatening and they help immensely in easing our second-language learners into the mainstream curriculum. This is more like a sharing section and we would be most appreciative if others could share the lighter activities you use to ease your ESL students into the regular program.</p>
Simple and Effective Ways to Fill the Gaps of ESL Students in the Mainstream (Idea Exchange)	
ES/ESL teachers	25 Participants

<b>MIKE BOOTON  (RIST)</b>	<p>Bachelor of Education (Sheffield UK).</p> <p>Master of Arts in Educational Management (Bath, UK).</p> <p>After 18 years as a teacher and administrator in the UK, Mike settled in Thailand in 1989, beginning as a teacher of English and Social Studies, then Middle School Curriculum Coordinator at Ruamrudee (RIS).</p> <p>Two years ago he moved across the campus to Redeemer (RIST) as Assistant Principal, which includes coordinating curriculum and professional development, as well as being WASC Coordinator in this, our accreditation year.</p> <p>Workshop presentations have included: Curriculum Development, Professional Development Planning, Cross-Cultural Communication, Special Needs, Bullying Prevention, and American Red Cross First Aid-CPR -AED.</p>
Cultural Panel – A Process for Promoting	This workshop provides an opportunity for participants to view a 45-minute edited video of a "Cultural Panel", where international school teachers from five Asian cultures - Thailand,

Cross-Cultural Understanding	Japan, Korea, Taiwan and India - answer questions about their own cultures. The panel, filmed in March 2007, focused on Asian students' and parents' perceptions of international education and Western expatriate teachers. It highlights some of the important differences between Asian and Western educational expectations and experiences in an attempt to improve cross-cultural understanding. After the video there will be an opportunity to discuss some of the issues raised and the value of staging a Cultural Panel.
Teachers (all grades), Counselors, Administrators	No Limit

<b>BRIAN GANDY (RIS)</b>	Brian Gandy earned his Bachelor of Physical Education at McMaster University, formerly Toronto Teachers College, in Canada in 1973. The next year he was introduced to the joys of sideline basketball, his favorite PE activity with kids. Brian has been teaching PE grade 1-3 at RIS for three years.
Differentiation in Soccer and Basketball	Physical Education programs should include modified games and activities that promote participation and success among students of different skill levels. By using differentiation in lessons that include games such as sideline basketball and zone soccer, teachers will be able to readily observe heightened interest and participation in physical activity.  This workshop will focus on the popular sports of soccer and basketball and demonstrate how modified games work to improve skill levels in all students, and more importantly, inject a large dose of fun into PE classes.
PE teachers at all level	30 Participants

<b>BARBARA BILGRE (RIS)</b>	Barbara was a marine biologist for 12 years before becoming a teacher. She was introduced to the practical uses of GIS and GPS in her field work. When she became a science teacher, she was trained in using these same technologies in her classes. She became a teacher-trainer in GIS and GPS, certified by the Virginia OVER space program in the U.S. She has used her experiences to run a GIS/GPS workshop for the Earthwatch Educator Track Conference in November 2004 and at the first IBNA Group IV Technology in the Classroom Workshop in July 2005. She currently employs GPS and GIS techniques in her Environmental Science classes.
Using GIS and GPS in the Classroom	Participants will be introduced to the technologies of GIS and GPS and shown how these can be applied in the classroom. They will be introduced to free-access software on the internet, ready-made lesson plans with rubrics, and teacher/student guides on using GIS. Participants will be provided with materials so that they can initiate these technologies almost immediately in their classes. They will also get the opportunity to experiment with a GIS lesson.
Science and Geography teachers	15 Participants

<b>JOSEPH JASINA (ASB)</b>	Joseph trained to be a playwright during his university days and he is looking to incorporate dramatic writing in both Drama/Theatre and Language Arts classes. He has produced, written and directed plays at the university and high school level.
Dramatic Writing  Drama & LA Teachers	This workshop features exercises in monologue, dialogue and collaborative play writing. These exercises were developed by contemporary writers and actors and all focus on the cooperative nature of theatre. Also includes musical writing activities with free songs.  25 Participants

<b>PYONG-MUN YUN (ISE)</b>	Pyong-Mun was born in Vietnam to Korean and Vietnamese parents. Shortly after his birth, Pyong-Mun and his family fled from Vietnam to New Zealand as refugees. He was brought up in a lower socio-economic area of New Zealand and struggled as an ethnic minority child in a multicultural society with an education system that catered to white, middle class students. Pyong-Mun had a very traditional and strict Korean father who opposed outside influences from New Zealand. This meant culture clash was frequent. Two of his brothers dropped out of school at age 14, and one of his brothers became a member of the "Black Power", one of New Zealand's most notorious gangs. Pyong-Mun found solace in music, the church, good friends, and sports. Through these interests he was able to overcome the pressures pulling him away from school, and complete his education. At the same time, he became the Oceania Natural Bodybuilding Champion. Through effectively implementing healthy routines he was able to place 2 <sup>nd</sup> overall in Japan in bodybuilding while working there fulltime as an international school PE teacher. Pyong-Mun is currently the ES music specialist at ISE.
Look Good, Feel Good, Teach Excellence	It has been said that, "the most important thing in your life is your health." It makes sense! Without health, one cannot enjoy family, friends, flash cars, money, or virtually anything. Some people would rather die than be a burden to their family due to ill health.

	<p>In this day and age of fast food, computer games, internet, and supersize, obese children are a common sight. There is no other time in history as now where there are so many overweight people. Obesity is a physical and mental health issue. As teachers, we need to lead by example all that we want our students to learn and achieve. It should not just be the PE teacher who is healthy and in shape. All teachers should be role-models of healthy lifestyle, behavior, discipline, and making good choices.</p> <p>"Look Good, Feel Good, Teach Excellence" addresses why all conscientious teachers have a professional duty to pursue a healthy lifestyle, the benefits of doing so, and offers examples on how to go about starting up a plan and effectively maintaining it in order to achieve lifelong health and wellbeing.</p>
All teachers	No Limit

<b>NICOLE IBERRI (TCIS)</b>	<p>Nicole Iberri is currently teaching Grade 5, has previously taught Grade 4, and was trained in guided reading and differentiated instruction while teaching in Arcadia, California. She has a BA in Elementary Education and an MA in Education. Nicole has worked on multiple curriculum committees and presented at the Los Angeles Social Studies Convocational for the Los Angeles Office of Education. She is also a professional dancer and dance instructor.</p>
Guided Reading and Differentiated Instruction	<p>In this Grade 4-5 workshop you will learn a Guided Reading technique to use with learners of all levels. You will also learn how to keep all students engaged while you are conducting small group guided reading, a difficult task with a large class. Using the Fab Four technique (Predict, Clarify, Summarize, Question) your students will learn what successful readers do when working with texts. With minimal prep time, you can take this strategy home and implement it immediately with small group guided reading and carry it over to literature circles and read aloud novels. You will get ideas on how to keep the rest of the class actively engaged with extension menus, rather than bombarded with busy work. A successful Guided Reading program is reciprocal, gives choice, and allows students to come to their own conclusions during their guided reading time with you, as well as the time they are left to work independently.</p> <p>You will also learn how to easily differentiate your classroom in all subjects with pre-tests and extension menus so that all students are engaged. While using the key points of differentiated instruction, you can start differentiating effectively the day you get back to your classroom.</p>
Grade 4-5/ Year 5-6 Teachers	No Limit

<b>JULIE FINIGAN (CONCORDIAN)</b>	<p>Julie Finigan has been teaching for over eleven years in Thailand, US and Italy, where she was also department head. She has taught AP, IB Diploma, and PYP classes. Julie has a Masters from Johns Hopkins University (USA) and is busy raising her two sons in a multilingual environment.</p> <p>Shifting from high school to primary, she realized the need for different energy management for younger children and has been studying it ever since.</p>
Energy to Spare? Constructive Activities to Help Channel Excess Energy	This workshop will talk about how creative learning activities in reading and math that require movement can help students, especially in early primary, learn more effectively. By doing these kinesthetic learning activities, the students can concentrate more and are less fidgety. The focus is on learning not on keeping still.
Primary	20 Participants

<b>RACHEL KIRCHNER AND LEAH BROWNELL (RIST/RIS)</b>	<p>Rachel Kirchner has been an elementary school teacher for 5 years. She received her MA TESL from the University of San Francisco and taught in California for 3 years before coming to Thailand. She currently teaches math and science to 4<sup>th</sup> and 5<sup>th</sup> grade beginner through intermediate ELLs at RIST.</p> <p>Leah Brownell is a middle school teacher that has been teaching Math for 7 years. She has taught in Canada, the United States (Georgia) and is currently in her 3rd year at Ruamrudee International School.</p>
Math Aerobics	Want to make math challenging and fun for your students? Teachers in this workshop will receive ideas for improving students' math skills through stimulating 10-minute math activities. Through hands on examples, we will lead you through exercises that will review and reinforce essential math skills and energize your students about math!
Grade 3-8, Year 3-6	25 Participants

<b>ANNIE MILLARD (NIST)</b>	<p>Annie has taught drama in the secondary system in NZ for 8 years and is currently in her second year of teaching Theatre Arts at NIST. She has also tutored in theatre at tertiary level. She has written a published drama guide and she writes, directs and acts. She is passionate</p>
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	about all aspects of theatre
Playmaking – Teaching Students to Interpret Research and Present Their Findings Dramatically	<p>This workshop is aimed at teachers who use research presentation as a basis for the demonstration of student knowledge. It can be used by teachers across most disciplines. It can be used with increasing levels of sophistication from years 7 – 13.</p> <p>The presentation of research needs to stretch the student in the investigation, the analysis and the presenting of the findings. Playmaking provides the challenge and at the same time allows the students to explore different ways of engaging their audience. It is fun for both the dramatic and non dramatic student and increases their understanding of the topic.</p> <p>In the workshop, I will take participants through an interactive process that will demonstrate the steps in research based playmaking and demonstrate how the product evolves. It will be fun and it will be safe for those less comfortable with dramatic activities. PowerPoints are so yesterday. Playmaking is the new black.</p>
Multi disciplinary - Secondary	40 Participants

<b>CHRISTOPHER MURPHY (ISE)</b>	Chris Murphy is an international teacher from New York City, USA and taught English as a Second Language in a Brooklyn public intermediate school for eight years. His qualifications include a bachelor's in History, a master's in ESL and a second master's in Educational Administration. He taught English and History at Yew Chung International School Shanghai for six year and has organized and moderated numerous school debates. Chris is an Advanced Communicator Silver with Toastmasters International, a world wide public speaking club. Currently, Chris is teaching IB History and English at International School Eastern Seaboard in Thailand as well as arguing in his spare time!
Secondary School Debating	Debating a great way to build knowledge whilst developing thinking skills and communication abilities. Poise and self confidence grow through public debate experiences as well. Debating is motivational, challenging, and invigorates the life of the mind! This workshop will cover the nuts and bolts as well as the fine points of secondary school debating. I will provide method, matter and manner of debate, tried and true activities for practicing debating skills, and topics for debate. By the end of this workshop you will have the knowledge and skills to hold a debate in your class.
MS/HS Humanities teachers	24 Participants

<b>MATT SCHAFER (RIS)</b>	<p>Matt Schafer has been a teacher for many years at RIS and currently teaches science and health in the high school. Although he enjoys the science side of things, his passion is education for healthy living and his current, professional focus is the development of a more comprehensive health curriculum at RIS. He strongly believes in the benefits of collaboration for curriculum development, and the importance of effective and practical professional growth experiences for improvement of classroom teaching and learning.</p> <p>I will present how I have used Yahoo Groups as a way to communicate and share with colleagues throughout the region as well within my own department. Then time will be given for an ideas exchange about using Yahoo Groups in other ways or using similar tools for the same purpose to get a bigger picture for what is "out there".</p> <p>Learn how to set up a free, private Yahoo Group, and then see a demonstration of how the group can be used to communicate with individuals or groups, easily maintain an archive and share documents, photos and links. The remaining time will be dedicated to sharing ideas about different ways the group can be applied or other similar tools are available for the similar use purpose.</p>
Collegial Sharing Using Yahoo Groups (Idea Exchange)	
All teachers	No Limit

<b>PETER LLOYD (NIST)</b>	<p>Peter Lloyd [M. Ed (Research), Grad Dip (Computing), B. App Sc (Maths &amp; Computing, Dip Teach)] has had extensive experience in the integration and application of technology across all school sectors.</p> <p>As a Teacher, Education Consultant, Deputy Principal and Principal, Peter has had responsibility for assisting students and teachers in the effective uptake of integrated technologies to support student learning in a number of Australian schools.</p> <p>In his current role as Tablet Coordinator at N.I.S.T. he is continuing this process in new ways:</p> <p>(1) by exploring the pedagogical implications of technology use and student development across a large school site;</p> <p>(2) considering differentiated approaches towards the implementation of a technology program - in response to student capacity and identified school needs; and</p>
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	(3) Considering the role of tablet PCs in changing the teaching and learning dynamic through a one to one tablet program.
Changing Our Focus – Technology Across the School	<p>This proposed session is designed to provoke interest and debate about the appropriate use of technologies throughout a school, large or small.</p> <p>Too often, our technology programs are rigid, 'one size fits all' models of technology implementation that have difficulty responding to changing student and community needs.</p> <p>I will present learnings from my experience and opinions to propose models for differentiated approaches to technology application in a variety of settings.</p> <p>This will include an examination of why technology is important and where it is best served to assist learning.</p> <p>Consideration will be given to different platforms, software types, and hardware selections to propose an effective model and philosophical approach to the development of a school-based technology program.</p>
Teacher interested in technology embedded in classroom practice	20 Participants

<p><b>DEBBIE TAI, WEI-NING LIAO, JEN-JEN SHR, SONIA HSIE (TCIS)</b></p>	<p>We are a group of Chinese teachers teaching different levels at TCIS. Teaching Chinese as foreign tongue is our forte. We are from Taiwan and inherited the creative thinking and the energetic style.</p> <p>Debbie Tai: ESL, CFT ( Chinese foreign tongue) , elementary, middle school</p> <p>Wei-ning Liao: CFT, CMT (Chinese mother tongue), elementary</p> <p>Jen-jen Shr: CFT, CMT, elementary, middle school, senior high school</p> <p>Sonia Hsie: CFT, CMT, middle school, senior high school</p> <p>*All presenters above are currently in Teaching Chinese as Foreign Language masters program which is offered by National Taiwan Normal Univ.</p>
<p>Think Out of the Box -- Performance-based Assessment for Chinese</p> <p>Chinese Teachers (All grade level)</p>	<p>How do you make sure your students have learned Chinese?</p> <p>How do you confirm your students know how to apply Chinese?</p> <p>How do you check to see if your teaching is effective?</p> <p>Performance-based Assessment is the answer!</p> <p>We focus on forming the student's ability of communication: interpretive, interpersonal, and presentational and assess them in an integrated way.</p> <p>Think out of the box. Don't follow the old mold. Chinese assessment should be fun, exciting, and interesting!</p> <p>30 Participants</p>

<p><b>DR. PIYARAT KHANTHAP (KIS)</b></p>	<p>Dr. Piyarat Khanthap (Puk) is now working as an ICT and Specialist Coordinator and IB MYP Technology teacher at KIS International School, Bangkok. She has more than 10 years teaching experience and 6 years with Cambridge Information Technology. With her educational background in Curriculum and Instruction plus her keen interest in teaching thinking skills to K-12 students, she has become involved in various research projects and would like to share her experiences and findings with teachers in the conference.</p>
Thinking Skills, Learning and Technology	Much research evidence and findings in the past decades have supported the consensus that the best way to teach thinking skills is not as a separate subject but through infusing thinking skills into the teaching of content areas. It is also found from the research that technology has a vital role in supporting learning and higher order thinking. However, teaching with technology does not guarantee success in teaching and does not necessarily lead to transferable thinking skills. The success of the learning activity crucially depends on how it is framed and designed.
K-12 teachers	No Limit
<p><b>JUNE VAN DEN BOS (KIS)</b></p>	<p>June is currently the Primary Principal at KIS International School working with a diverse cultural mix of students, parents and staff; She has lived and worked in Bangkok for nine years. Prior to moving to Thailand she worked in Toronto, Canada and in London, England in a variety of educational and child care settings where the school populations reflected a diverse and multicultural environment.</p>

<p>Communicating with Parents: Identifying and Negotiating Cultural Difference for Effective Communication</p>	<p>Having just completed a Masters dissertation on Effective Communication Across Cultures this is a great opportunity for me to share my findings with you and offer some practical tips and ideas on improving communication with parents. The study examined the relationships between Western Teachers and Thai/Asian parents and the necessary cross-cultural skills necessary for successful partnerships.</p> <p>The workshop will look at what culture is, how we identify our own culture and those of others. We will look at cultural difference and discuss how communicating across cultures can be improved and further developed.</p> <p>The skills and discussion are not just useful for communicating with parents but also students in the classroom. The information may also provide you with some ideas for your personal adjustments to the host culture.</p>
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**11:35 – 12:35 LUNCH**

**12:35 – 14:05 JOB-ALIKE FORUMS:**

<b>MAGGIE HENDERSON</b>	RIS	HS English
<b>DAVID BYRUM</b>	RIS	HS Chemistry-Physics, Science
<b>BARBARA BILGRE</b>	RIS	HS Environmental Science/Marine Biology/Wildlife Sciences
<b>LIEKE BURGHOUT, ANDREW SILVIS, CHRISTO LEMMERS</b>	RIS	PE teachers at all level
<b>MICHELLE ANDERSON SALLY PICKLES</b>	RIS/Harrow	Art Teacher Forum
<b>WENDY WATSON</b>	RIS	Special Needs
<b>NARINCHAI HAPHURIWAT</b>	RIS	Thai Language & Culture
<b>SILVIA BUBOUE FRANCOIS LE COT</b>	RIS Swiss/ Regent's	Foreign Languages
<b>KELLY POTISIT SALLY SABBAGHA</b>	ISE	Elementary ESL
<b>CAROL FIFIELD</b>	ISE	Librarians
<b>MARGARET GRAINGER</b>	ISE	KG Teachers, Early Childhood
<b>ASHELY BONDURANT</b>	TCIS	ESL
<b>DAVID TOWE</b>	NIST	IB Diploma Language A1
<b>PATRICIA LITTLEWOOD</b>	NIST	Elementary Literacy Support
<b>MICHAEL THOMAS</b>	Regent's	Secondary Drama
<b>LUCY SHORE</b>	Harrow	Teacher Assistants
<b>GAYATHRI RAO, AURORA P</b>	RIS	Teacher Leadership, Mentoring
<b>LALIMA JENCKES JIM GERHARD</b>	TCIS/RIS	Administrators - Principals, Assistant Principals, Directors
<b>JULIE CHANKOW</b>	TCIS	MS (Year 7-9) Language Arts
<b>TABITHA DAVIES, NICKI BOURGEOIS</b>	TCIS/NIST	Elementary Language Arts
<b>HEATHER COLB KAT HUDSON</b>	TCIS/ASB	Elementary Science
<b>TERESA VANDERLUNE</b>	RIST	Middle School Science
<b>MICHAEL CHARLES</b>	ASB	High School Social Sciences
<b>MICHAEL WILSON</b>	RIS	TOK Teachers
<b>JULIE MCGLYNN</b>	Regent's	Primary Grades
<b>PETER LLOYD</b>	NIST	Secondary Technology

<b>BRIAN YEOMANS</b>	NIST	Elementary Technology
<b>ROB CONLEY</b>	RIS	School Psychologists
<b>STEVE JACOBUSSE</b>	RIS	College Counselors
<b>CYNTHIA WISSMAN</b>	NIST	Vice Principal of Student Welfare yrs 7-11 , middle level Counselors
<b>PASCALE THOMAS</b>	RIS	Elementary Counselors
<b>JULIE MCGLYNN</b>	Regent's	EY and KS1 Literacy

**14:05 – 14:30 BREAK & BROWSE VENDOR DISPLAYS**

**14:30 – 15:30 AFTERNOON WORKSHOPS & IDEA EXCHANGES:**

<b>LYNSEY COLLIS (HARROW)</b>	Lynsey is a Primary teacher with 12 years experience who has worked in the UK, Africa and Thailand. She has held a number of different curriculum coordinator roles and is presently the Primary Drama Coordinator at Harrow International School. Her passion is Drama and she has written, produced and directed shows for all the schools she has worked in, as well as supports and encourages colleagues to include Drama wherever possible in the various subject areas. Outside of school, Lynsey has been a long standing member of the Bangkok Community Theatre where she has acted, directed and produced during her time in Bangkok.
20 Ideas for using Drama in the Primary Classroom	Using drama in the classroom is for those teachers who value the roles of speaking, listening, collaboration, creativity and confidence building. This session will include a wide range of drama techniques which can be used across the curriculum to support and reinforce teaching in an interactive and fun way.
All	25 Participants

<b>MELISSA BRENNAN (RIS)</b>	Mellisa is a British teacher working here in Bangkok. This is her first international teaching position and she has had to drastically change her teaching methods to meet the needs of her students and the increasing use of technology in the classroom. She taught A Level psychology for seven years in various schools and colleges in the UK and this is her second year working at RIS.
Using Blogs as an Instructional Tool	Have you ever wondered what your colleagues were talking about when they were referring to 'blogging'? Would you like to know how you can use this technology in the classroom? If so this presentation is for you.  I am not an 'expert' in IT and only started using blogs last year. I am still on a steep learning curve but would like to share ideas with other teachers and demonstrate how I have been able to integrate this technology into my classroom, having extremely limited technology skills!
HS/Year 10-13 Teachers (specifically psychology)	No Limit

<b>JONATHAN CODDINGTON, LINDA FAULKNER (ASB)</b>	Jonathan Coddington's teaching career began five years ago in a Burmese refugee camp situated just inside the Thai border, where he taught English and computer to students training to become teachers. Having fulfilled his obligations (training a replacement English teacher and developing a new curriculum), he moved to Bangkok for a year, where he taught ESL to elementary students before returning to the US to get his Masters in Education at the University of Florida. While completing his degree, he worked at an "at risk" school, teaching 5 <sup>th</sup> grade language arts, math, and social studies for one year before returning to Bangkok. He is now in his second year as a 4 <sup>th</sup> grade teacher at the American School of Bangkok. He has attended training seminars in responsive classroom techniques, implementing the PYP (Level 1), and cooperative learning practices. Recently, he co- led a workshop on assessment techniques at a school in-service session.  Linda Faulkner has taught for 20 years in public school, private school, and international school settings. The majority of her experience has been in the public schools of Ontario, teaching grades 3 and 4 most recently. She has also taught SK-6. Her previous overseas experience was in Singapore at the Canadian International School. She has served as a Division coordinator for both Primary (gr. 1-3) and the Junior Division (gr. 4-6). Also, she has led a variety of inservice workshops for teachers, focusing on reading comprehension strategies, cooperative learning and assessment.
Assessment in Integrated Unit Planning	Designing integrated units from an assessment perspective involving selecting assessment tools that you feel would work for your assessment purposes. We will start with a discussion of how we use different diagnostic assessment tools and the purpose of each type of diagnostic assessment. We'll then move into formative assessment, examining the variety of assessment tools needed to promote assessment for learning. Our program will finish with a

	short talk on summative assessment and its connection to your unit's culminating project.
Grade 1 -5/Years 2-6	20 Participants

<b>DAVID SWANSON (TCIS)</b>	This is David's eighth year of teaching and he says that each year has been better than the last! The most recent seven years of his teaching experience have been overseas. He has always taught science, primarily to students in the middle school years, and he is currently serving as the science department leader at Thai-Chinese International School. Much of what he has learned about education he has learned the hard way through experience, but he also has a Bachelor's degree in Chemistry, a Master's degree in Theology and a Master's in Curriculum and Instruction. He has worked with children and youth since he was a youth himself, his first experience being that of a YMCA Summer Day Camp Counselor when he was yet in high school. David has a passion for hands-on, experiential education and believes that building a positive classroom environment as well as positive relationships with students is the best way to go about the business of education.
When is it time to throw out the textbooks, tear down the classroom or give up your job as an educator?	Times are changing fast. The iPhone was only on the shelf a day before talk of a second more powerful generation of iPhones arose.  But is the same rate of change happening in education?  Bill Gates has been calling for a change in our education system for several years, stating that schools are not preparing students for the jobs of the future.  I tend to think he might be right. We are still using the same basic format for education that was put into place hundreds of years ago.  We have taken steps towards implementing technology in the educational system, but are we doing enough and are we doing it fast enough?  Change is difficult to bring about. As teachers we are so occupied by our day to day activities that we don't have much time or energy to think about how we can change to keep up.  In this session I would like to welcome you to join me in an exploration of what teachers can do to prepare for the future of education - a future I see as having no textbooks, but websites; a future that may not have classrooms, but will have individualized learning from a distance; a future that may employ more animated internet guides than actual instructors...  Please bring your favorite website addresses and software titles to share, as well as your thoughts on how to build the ultimate educational system!
Teachers of Grades 7-12/Year 8-13 Science and other subjects	25 Participants

<b>MARIETTE BAKER - MCDERMID (RIS)</b>	Mariette has worked in K-12 schools for the last 25 years in Canada. The last nine years she has worked with teachers and technology in a team-teaching environment. This is her first year at RIS and she is currently the ES/MS Computer Coordinator. Her role includes teaching technology classes at the Grade 3-5 level.
Rappin' To Learn	This hands-on workshop will feature GarageBand and how to integrate it into any subject. First, have your students write a 'rap' using content that you have covered. Next, we will create a 'beat', record the 'rap' and share! This is an excellent culminating activity for any unit!
ES-MS/Year 1-9	20 Participants

<b>OLGA STEKLOVA, BARBARA KALIS (ISB)</b>	Olga Steklova, currently elementary school ESL department head, has a background in linguistics, ESL and elementary education, at ISB since 1995  Barbara Kalis, currently high school ESL department head, is an ESL and reading specialist with mainstream teaching experience, at ISB since 1985
Differentiating Support for Diverse Language Learners	ESL students learn best when immersed into mainstream classes where the language and content of the classroom are made accessible. This workshop will explore strategies that enable students with a wide range of language proficiencies in the same classroom to make progress towards grade level expectations. Participants are invited to engage in scaffolding activities and experience the challenges and benefits of learning with a diverse population.
K-12	20 Participants

<b>DAVID WEES (RIS)</b>	David Wees was born in beautiful British Columbia, Canada. He holds an undergraduate degree in mathematics and another undergraduate degree in education. He is currently working on a graduate degree in Instructional Technology.  After completing his education at UBC, he moved to Brooklyn to help inner city students
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	<p>develop an appetite for mathematics. In NYC he received two "Teacher of the Year" awards from his school, and learned how to engage and motivate challenging youth.</p> <p>He met his wife and they moved to London together to work at a prestigious international school, where David honed his teaching skills. At Southbank International School, David initiated peer tutoring and ran the high school after school mathematics enrichment program.</p> <p>He is the vice-president and co-founder of Open Educator, a not-for-profit society whose mission is to encourage teachers to develop curriculum collaboratively in and open forum.</p>
<p>Using an Online Collaborative Curriculum Resource</p> <p>All</p>	<p>Learn how to use the Open Source movement to increase the efficiency of your planning and the effectiveness of your lesson plans. Join a community of hundreds of teachers world-wide in collaboratively creating lesson plans and curriculum for your content area. Discuss the benefits of 'Creative Commons Attribution Required' licensing and what it can do for your career.</p> <p>Open Educator is a not-for-profit society which aims to bring teachers together in collaborative groups to improve the quality of curriculum. One of the drawbacks of the teaching profession is that every person who retires from teaching takes with them a wealth of knowledge and experience, most of which is lost forever. Our goal is to create a repository of their experience so that it is not lost to the profession forever.</p> <p>Currently used by teachers on 4 continents, Openplanner.org is our web portal and current online location of our resource community.</p> <p>Come to a session and learn how you too can become involved.</p> <p>20 Participants</p>

<p><b>KARYN WALTON (REGENT'S)</b></p>	<p>The Regent's School has recently implemented the VCOP and Big Writing philosophy as developed by Ros Wilson in the UK, in an effort to improve on writing standards in our primary school. Despite being a very new innovation our staff and children are highly excited by the opportunities this has provided. Currently Karyn's experience in this area is self-taught, using Ros Wilson's books as a guideline. She is also part of a working party for the TES (UK) developing resources to be used in the classroom. Her main experience is her belief in this system and a huge enthusiasm for this!</p>
<p>VCOP and Big Writing</p>	<p>A brief verbal introduction to explain the Big Writing and VCOP theory.</p> <p>A workshop based approach to implementing and using the strategy in the classroom.</p> <p>Handouts and resource links to be e-mailed at conclusion of workshop to all interested parties.</p> <p>A hope that as staff we can form a group here in Thailand to support and use these concepts in our International schools; could include online conferences.</p>
<p>KS1-2 teachers, Literacy Coordinators</p>	<p>20 Participants</p>

<p><b>RICHARD THORNLEY (RIS)</b></p>	<p>Richard is a Londoner who has used teaching to see the world, stopping off in New York, San Francisco, Beirut, Spain and Ankara before touching down in Bangkok. His first computer had 1Kb of RAM so he has been collecting IT based teaching ideas for quite a while now.</p>
<p>Laptops in the Classroom</p>	<p>Over 30 ideas on how to use laptops in your classroom, and how to get students to use theirs too. Ideas vary from the simple (for the beginner) to the complex for the more advanced user. A PC laptop with a DVD player will enable you to participate in the workshop interactively. (Presentation has some science bias).</p>
<p>MS-HS/Year 7-13 PC users</p>	<p>16 Participants</p>

<p><b>AMY KELLEY (HARROW)</b></p>	<p>Amy is Primary Learning Support Coordinator for Harrow International School. Following a tragic incident at HIS, a bullying policy was written and cultural exclusion discussed. She has spent the past three years researching bullying for her Masters Degree and is going to begin her PhD on the subject next year.</p>
<p>Bullying – What can be done about it?</p>	<p>After studying bullying for the past three years for my Masters Degree dissertation, I would like to share some of what I have learnt. My presentation will focus on:</p> <p>What is bullying?</p> <p>Writing and implementing a whole school bullying policy.</p> <p>No Blame Approach to bullying.</p> <p>What else can and should be done about tackling bullying?</p>

	Bullying exercises and resources.
All	30 Participants

<b>ALISSA KOTH (RIS)</b>	When Alissa began teaching six graders nine years ago at RIS, she had a classroom of students who had reading levels from 3 <sup>rd</sup> grade to 9+ and were at multiple levels in other content areas as well. She began to teach with a whole-class method, but realized that I was boring some students, frustrating others, and really only reaching a few students with the instruction I was giving. When I started to think about my students as individuals and differentiate my classroom, each student made more progress and I found that classroom management actually became easier because students were engaged with and motivated by their work.
Differentiation	Differentiation is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. Differentiation allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. In a differentiated classroom, variance occurs in the way in which students gain access to the content being taught. Teachers can differentiate content, process, and/or product for students. During this workshop, participants will <ul style="list-style-type: none"> <li>• Gain an overview of differentiated instruction;</li> <li>• Be able to implement several differentiation strategies; and</li> <li>• Identify things to consider when implementing differentiation at the classroom and school</li> </ul>
Classroom Teachers	25 Participants

<b>CHRISTIE POWELL (RIS)</b>	Christie has been in international education for 12 years primarily in the area of English/Language arts. Currently she is the Professional Development and Curriculum Coordinator at Ruamrudee International School. Her interest in promoting oral language as an important area for instruction has stemmed from several avenues: a most embarrassing personal incident involving speaking, her experience teaching speech communication at Washington State University wherein a great many of her students were seniors who had saved this requirement until the last possible moment out of fear of public speaking, and, finally, a realization of the importance of oral language development—and specific instruction/feedback in this area—to an individual's overall literacy.
Oral Language in the Classroom: Ideas for Sharing the Talk Time— IDEA EXCHANGE	During this workshop time, participants will be involved in sharing and participating in activities designed to teach, practice, and give feedback in informal, but structured areas of oral language.  The actual format of the idea exchange may depend on the needs/interests of the participants; however, the general areas for sharing will be as follows:  1) Sharing/participating in everyday types of strategies designed to promote student talk and interaction around content in the classroom: such as Paired Verbal Fluency, Stir the Classroom, Round the Room and Back Again, information gap tasks, etc.  2) Ideas for teaching/setting up/assessing discussion behaviors such as fishbowl discussions, jigsaw activities, expert/home groupings, talking chips/paraphrase passes, etc.  Additionally, a checklist for selecting communicative activities and two continuums for oral language development will also be shared.  Participants are urged to come to this exchange with a short description of at least one speaking/listening activity of their own to share.
Teachers at all levels interested in sharing idea about structured talking/listening idea	No Limit

<b>PAUL MARKS (ASB)</b>	Paul Marks has a Master Degree and two college Diplomas in TESOL (Teaching English to Speakers of Other Languages). He has ten years experience teaching language learners of all ages and backgrounds. Currently Paul is teaching English to language learners at The American School of Bangkok.
Delving into the mind of a language learner	The presentation is designed to bring about more awareness of some of the issues that English language learners have to deal with when entering an international school.  This presentation explores the impact of affective elements of language learning and also first language and past educational experiences  Delving into the minds of a language learner - explores possible barriers and hardships that

	language learners face when entering international education. The objective of this presentation is to bring about more awareness of some affective and educational issues that can greatly impact a child learning English as a Second language.
ESL Teachers/ Mainstream teachers with ESL students	No Limit

<b>PHILIP CUTLAN (RIS)</b>	Phil has taught Math and Science in Australia for 20 years, and in Thailand for 10 years. He has no formal training in electronics, but loves to build things, including boats, houses and electronic circuits. He has always been interested in robots and wanted to develop his skills and knowledge in electronics, so robotics was a natural progression. He taught basic electronics/robotics at Redeemer International school for two years, and here at Ruamrudee for several semesters. He is interested in forming a network of teachers in Bangkok who can share ideas, and organize local competitions and workshops to develop robotics / electronics amongst our students.
Introduction to Robotics	This workshop will include: A brief description of the robotics course at RIS and a look at the 'finished product' that students construct. Alternative approaches to 'getting into' robotics, especially for beginners. The PIC microprocessor as the 'brain' of our robots, and what it can do. Skills, equipment and materials and costs needed to run a robotics course. Resources available here in Bangkok, where to go to buy equipment, and online help. Establishing a pool of teachers who are interested in taking the first step into robotics at their school.
Upper MS-HS/Year 9-13 teachers	20 Participants

<b>ANNE-MARIE SCHADINGER (RIS)</b>	Anne-Marie Schadinger is the K-12 Speech/Language Pathologist at RIS. She is also a certified as a Reading Teacher and K-6 Classroom Teacher. She has worked for most of her career in the state of Vermont in the USA, and has lived and worked in Colombia, and Germany also. Still struggling to master conversational Spanish and German, and having nearly abandoned Thai, she feels much empathy for second language learners.
English Language Learners: Language Difference or Language Disorder?	The appropriate evaluation and instruction of students who are English Language Learners and may have potential language-learning difficulties is a concern often faced by International school educators. This workshop will provide information about normal second language acquisition processes, and the characteristics of bilingualism as a foundation for distinguishing between what is simply a language difference or and actual disability in ELL students. It is based on a workshop developed by Celeste Roseberry-Mckibben, PhD for the American Speech/Language Hearing Association.
ESL, Special Needs, Classroom teachers	30 Participants

<b>TABITHA DAVIS (TCIS)</b>	Tabitha Davis has taught in many Asian countries including Korea, Japan and Thailand. She is currently working as a first grade teacher at the Thai Chinese International School in Bangkok. Before starting the Daily 5 program, she felt like language arts had little purpose. Now she loves working with the students to improve their language skills. Like many international teachers, Tabitha's interests include traveling. She is also an avid biker - you can sometimes catch her riding down busy Sukhumvit.
Classroom Implementation and Uses of the Daily 5	The Daily 5 was developed by Gail Boushey and Joan Moser based around five key components to a language arts program including: Read to Self, Read to Someone, Word Work, Work on Writing and Listen to Reading. We will be exploring how this has been implemented in the classroom and additional resources used to carry out the program. Using first grade as a base, we will learn how the students are able to silently sustain reading and writing for more than 25 minutes! We will examine issues that many teachers are concerned about such as: "What happens to my centers? How can I find the time to implement this program?"

K-5/Year 1-4	30 Participants
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<b>BOB SLOYKA (RIS)</b>	Bob has 32 years in education, 12 as a primary, intermediate and secondary teacher and 20 as a building principal. He is experienced in all elements of school administration, including school plant, budget, scheduling, discipline, extra-curricular activities, student management, staff development, fiscal planning, supervision of instruction and instructional programs, special education life skills and behavioral instruction. He has worked on community mentoring, community civic projects, mentoring disadvantage students and their families, and supervision of probation and diversion programs. Over the last 18 years he has taught Love & Logic for Parents of children from birth to 6 years, and parents of elementary school children to age 18.
Three Educational Approaches	The workshop is three-fold:  1. By using the Quality Schools Model, Shared Vision and Leadership as a process, not a position, is introduced as one out of the 6 model components. All components are discussed in order to understand the characteristics of each and how they translate to a high achieving school.  2. Discipline with Love and Logic as a management strategy that empowers students to be self-directed and responsible for their behavior. Information on the necessity of change: how to make change work, and understanding the change process so we are best able to make informed decisions.  3. Lastly to look at the Toltec Guidelines that were the foundation of their culture based on the Four Agreements.
All	No Limit

<b>VANESSA ALLEN (TCIS)</b>	<p>Vanessa graduated in 1996 with a degree in Textile Design from the University of Kansas. Soon after she began teaching art to all age groups at the Lawrence Art Center in various art mediums. She returned to KU in 1999 to study Visual Art Education in the Graduate School under the Graduate Certification Program, during this time she was a Graduate Teaching Assistant in the VAE Department as well. As a GTA she taught a methods course for Primary School Education on how to teach art from 1999 to 2001.</p> <p>During her coursework in the VAE Department she became familiar with the DBAE model of teaching art, Disciplined Based Art Education. This philosophy of teaching art stressed higher-order thinking through the exploration of art history, art criticism, aesthetics, and studio production. The idea being that art has substantive content to be learned that goes beyond the notion of creating "pretty pictures" or an artworks that perhaps haven't had a lot of thought put into them, the why and how what the artist is doing.</p> <p>After graduating with her Graduate Certification in May of 2002, she was hired to teach art and design classes at Topeka High School, Topeka, KS. She had the privilege of teaching Jewelry/Adv. Jewelry Design, Textile/Adv. Textile Design, Studio Art, Drawing/Adv. Drawing, and Basic Design for five years before deciding to teach overseas in 2007. Presently she teaches various art classes at the high school level at the Thai-Chinese International School.</p> <p>Mona Lisa Through Time.</p> <p>In this workshop we will be exploring the aesthetic question of "Does an artist have the right to distort another famous work of art and in so doing call it their own creation?" For example, if one took the Mona Lisa and distorted it by pixilation could they then say this alteration is now a new artwork?</p> <p>This lesson is a two-part journal activity that will ask students to write a persuasive response for or against this big idea. It will then have students exposed to other artists who have distorted the Mona Lisa in creating their own work of art. From this Students will then be given the opportunity to create their own version of the Mona Lisa using color pencils or oil pastels.</p>
Incorporating Critical Thinking Activities into the Art Curriculum	
Arts teachers	30 Participants

<b>MICHAEL CHARLES (ASB)</b>	Most recently, Michael has taught at York University and the University of Toronto. Before that, he has been an education officer for the Government of Ontario, a history consultant for his board of Education, head of department and classroom teacher. He has also taught in United States, Canada and England.
Engaging Students Using Cooperative Learning	This workshop will cover the reasons why cooperative learning is so important in schools in Bangkok, where there are a lot of second language learners. We will reinforce the reasons to use cooperative learning, develop about five different strategies for using cooperative learning and give specific examples. The workshop should be interactive and fun.

Grade 1-12/Year 2-13	30
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<b>ANDREW GOODMAN (RIS)</b>	After ten years in the Canadian military as and army officer, Andy Goodman switched careers, teaching for four years in South Texas. Following this, he taught in Korea, then Kuwait and Thailand. The majority of his teaching has involved working with students with learning disabilities, emotional and/or language processing problems. He is currently studying for a Doctorate in Educational Leadership. When not teaching, he likes to read, run, hike and play with his two sons.
Motivation: The Spark that Lights the Fire of Knowledge	What can we learn from the business world, psychology, sports and success literature that can be used to get students excited about learning? In this engaging and informative workshop, you will be exposed to and have an opportunity to practice a series of constructive ideas to get students engaged and excited about your teaching. Tired of getting caught in situations where you may have a less than optimal answer to the challenges you face in class? Join us!
All teachers	30 Participants

<b>PATRICIA FRIEDMAN (NIST)</b>	Tricia has taught in the US, China, and Thailand. Tricia's teaching experience is in Drama, English, and Theatre Arts and she is a Former BTN and EARCOS presenter.  Tricia is enjoying her second year here in Bangkok.
Culture as a Catalyst for International Schools	So, what is "Culture as a Catalyst" all about? Basically it is a way of driving your curriculum with the essence of what makes most international schools so dynamic: culture. The proposed presentation will take attendees through a current model that has been used by a Year 8 class to link the Arts/PE/Humanities/Language all together (within just 5 weeks of Drama class). This model entitled: "Kaboogie," has lent itself to the exploration of Japanese culture and "Kabuki." Culture as a Catalyst does more than just appreciate one given culture. Rather it is about students looking through one culture to better understand their own, and make connections. Students become engaged in guiding questions like: "What is the function of culture in society?"  The presentation will then move forward to build a new model for teachers to take back to their own schools. The presentation needs attendees ready to roll up their sleeves and brainstorm, contribute, and evaluate better ways of using culture to be an adhesive substance in the curriculum. The objective of this workshop is for teachers to walk away with a tool to better meld the various cultural outlets of their classroom.
Teachers Year 7-11	30 Participants

<b>CORIN JAMES (REGENT'S)</b>	Corin has been teaching for 8 years - 3 in the UK at a good comprehensive school, followed by 2 in Bangkok before moving to The Regent's to take up a post as Head of English in the Secondary School. Due to promotion, he is no longer Head of English, but still teaches regularly. A recent creative writing course taught by Malorie Blackman has given him even more ideas for promoting children's writing.
13 Ways of Looking at Creative Writing	A revised version of last year's workshop of the same name, 13 Ways of Looking at Creative Writing is focused on taking students past the fear of the blank page and into creative writing. A couple of strategies will be demonstrated, and participants will take away a booklet of 13 ideas for use in the classroom. While these ideas have been developed in Secondary classrooms, they can be adapted for all ages.
Teachers of all ages	25 Participants

<b>MYKOLA NIKOLAS TREBESH (RIS)</b>	Nikolas Mykola Trebesh, M.Ed, is an educator who has taught in Thailand, Canada, United Arab Emirates and Ukraine. He is an inspiring speaker on leadership and character education, the cultivation of virtues and multicultural music. Nikolas teaches in an international school, directs a performing arts department and gives seminars and workshops. He conducted the Virtues Project workshops for teachers and parents in Canada, Thailand, Laos and Singapore. Nikolas is also a member of the British Columbia College of Teachers (Canada), Canadian Music Educator's Association (CMEA) and British Columbia Music Educator's Association (BCMEA)
The Virtues Project: Simple Ways to Create a Culture of Character in Our Schools	The Virtues Project is a positive, holistic program which has been used in many cultures and countries throughout the world to bring out the best in children and adults.  The Virtues Project Educator's Guide is designed to give educators tools and strategies to help them shape character by creating a positive, empowering culture or environment in which children are learning and growing. These strategies can be easily integrated into the curriculum, the disciplinary system and social atmosphere of any school or organization.  Participants of this workshop will practice 5 strategies of The Virtues Project that include speaking language of the virtues, recognizing teachable moments, setting clear boundaries,

	honoring the spirit, and offering the art of spiritual companionship. They will also receive ideas and worksheets for classroom and school-wide activities.
All Teachers	No Limit

<b>KEVIN THOMAS (RIS)</b>	Kevin teaches sixth grade Language Arts and Social Studies at RIS. This is his second year teaching internationally. He is from the United States and has been teaching for eight years. He has taught mostly in public schools and his students have come from diverse backgrounds, both culturally and economically. He has treated every year as a new and exciting chance to challenge his students and learn from them in return.
Controlled Debating Can Be Fun!	Philosophical Chairs is a teaching strategy that allows the students an opportunity to take a PRO, CON or NEUTRAL approach to a specific STATEMENT prompt. The teacher provides the statement prompt. This teaching strategy is an excellent way to force your students to think critically and to formulate their own opinions.  Socratic Seminar is a teaching strategy that allows about one half of your class to discuss freely specific content material. The other half of your class becomes active listeners to the group that is engaged in the discussion. Socratic Seminar is very effective when the discussion is linked to a specific piece of text.  I will go over both of these teaching strategies in a participatory format, which should provide teachers with excellent practices to take back to the classroom.
MS-HS/ Year 7-13 English and Social Studies Teachers	30

<b>LOIS JOHNSTONE (ASB)</b>	Lois has taught from early childhood through university in Canada, Australia, China, Korea, Japan and now Thailand. She has a B.A.F. in Developmental Drama and English and an M.A. in Admin and Special Ed. She believes in making the classroom a welcoming community for all children and is guiding them to be good global citizens.
Global Citizenship- Integrated Intermediate Unit	This integrated unit covers the Social Studies, Language Arts, Arts and Music. We will attempt to illustrate how to use multiple assessment tasks to evaluate how children have done including rubrics, checklists, interviews, portfolios and discussion.
Grade 4-7/Year 5-8	20

<b>JIM ANDERSON (RIS)</b>	Jim graduated from Iowa State University in Art and Design. He has taught art for 7 years in Texas, Iowa, Saudi Arabia, and Thailand.
Ceramic Coil Art	Having an extruder can be fun for students of all grades. Come and see first hand how wonderful making coil art can be. By using a scrapper, you can make ceramic pieces that do not look like they were made from coils. Have fun making your own work of art in this workshop.
Art teachers	No Limit

<b>LONI BERRY (RIST)</b>	Loni Berry has been involved in both the performing arts and in education for over 30 years. A graduate of Brown and Yale Universities, his theatre works have been produced at numerous American theatres. As an educator, Berry has taught at Williams College, Smith College, University of Washington, University of California San Diego and California State University San Marcos. He is also the founding director of Oakland School for the Arts, a college-prep and pre-professional arts school, grades 6-12, in Oakland, California.
Using Theatre as a Primary Teaching Tool	During this workshop, participants will explore the many ways theatre can serve as a foundation for effective teaching. Well-known plays will be used to demonstrate the wide range of possible applications. Participants will also investigate theatre as a collaborative approach to teaching.
All Grade Level/All disciplines	No Limit

<b>LIEKE BURGHOUT (RIS)</b>	Lieke Burghout is currently working as a PE teacher at Ruamrudee International School. This is her second year teaching in Bangkok. Prior to moving to Thailand she worked 6 years at the International School of Amsterdam where she taught all age levels. During this time she was the health coordinator of the upper school, responsible for the development and implementation of the health curriculum. It was during this period that she was introduced to the "Rock and Water" program. In December 2005, she was trained to become a certified "Rock and Water" trainer and was able to pilot the program at the International School of
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	Amsterdam. Parts of the program have successfully found their way to the Health and Fitness elective at Ruamrudee International School.
New and Innovative Youth Development Program "Rock and Water"	This hands-on workshop will introduce you to the "Rock and Water program." This award winning program approaches learning from a psycho-physical point of view, meaning that skills are first introduced by way of physical exercises, after which a connection is made to social and mental skills. The program leads from simple self-defense, exercised boundary and communication exercises to a strong notion of self-confidence. The program offers a framework of exercises and thought about boys and manhood to assist boys to become aware of purpose and motivation in their life.
MS-HS/ Year 7-13 (PE) teachers and counselors	No Limit

**15:30 – 16:30      Social**