



MENA Teacher Summit Sessions

Transformational Leadership

Dr. Kay Gallagher and Dr. Anna Dillon

All – Teacher and Administrators

Developing your School Improvement Planning through Action Research; Empowering leaders, teachers and learners

Action Research is a powerful tool for self-reflection and self-development for classroom practitioners. It provides a framework for teachers to engage in the self-study of their own teaching situation, with a view to improving their practice. This session aims to inform leaders about how to empower teachers with the introductory and intermediate knowledge they need to engage in research into their own professional practice and to implement the results in their teaching. As leaders, we can meaningfully assist teachers to implement self-identified interventions to meet School Improvement Planning goals and effect change in the classroom. This session will help you to identify strands of your School Improvement Planning goals to target as collaborative action research projects, in a way that will help you to gather meaningful data as we explore how to modify these as research questions and explore the action research cycle. Many teachers tend to see professional development as something that others do to them. Action Research puts the power into teachers' own hands, and recognizes teachers as those best suited to recognizing challenges and opportunities for growth in their own classrooms.

Presenters Dr. Kay Gallagher and Dr. Anna Dillon provide participants with an overview of the Action Research cycle, and discuss the typical tools used for data collection and analysis. Drawing on their combined experience of mentoring teachers through successful completion of classroom-based Action Research projects in the UAE, examples of successful projects are provided to motivate and inspire participants.

Rachel Smith

All – Teachers and Administrators

Augmented Reality to Transform Learning

In a world where more children play with smartphones than physical toys, how appropriate is it, that many students are feeling detached from their education, due to the way it is being taught? As teachers we need to be creative in order to keep students' minds engaged, and this workshop will enable participants to explore an innovative resource for capturing

the attention of students. Participants will have the opportunity to explore how students can use AR to develop creativity, critical thinking, collaboration and communication.

Dr. Joi Chester

K-12 Administrators

From compliance to quality: a leader's responsibility

How do effective leaders identify quality teaching and learning? At the end of this session, leaders will be able to produce examples of quality evidence that lead to increased student achievement. The use of quantitative and qualitative data of the 4 R's and 4 C's will guide leaders to define "quality" and "effective" behaviors and events to inspect what is expected in their schools.

Dr. Craig Gabler

K-12 Science Teachers and Administrators

NGSS Learning Lab

Take a deep dive into NGSS and turn learning into action during this highly collaborative lab! Working with Dr. Gabler and colleagues throughout interactive exercises and discussions, you'll explore and aim to solve a classroom or school wide challenge around NGSS implementation. Please bring a laptop or tablet.

Natasha Cox, Cassandra Dyson, Dr. Cheantal Adams, Dr. Raychellet Williamson

All Levels– Teachers and Administrators

Transformational Leadership: A Roadmap to R.E.A.L. Success

(RELATIONSHIPS, EQUIPPING, ATTITUDE, LEADERSHIP)

Equipping and Empowering School Leaders: *Building from the middle* - Natasha Cox

Strategies and tools for empowering your staff to engage and lead school initiatives as middle leaders. Participants will utilize a short case study to determine their school's strengths, gaps, strains and solutions with ready-made templates to complete and implement with relative ease.

ATTITUDE 101 - Cassandra Dyson

Attitude is an intangible asset that makes all the difference in the life of a leader, according to John Maxwell. Investigate and discover strategies that will allow your team to experience an attitude of positive determination.

The facilitator will guide you through an "Attitude Inventory" that will reveal how attitudes form, why they matter, and how they shape a leader's future. From these insights, learn



how to pinpoint problem thinking in yourself and others and how to promote a positive outlook on your team.

Establishing and Maintaining Positive School Culture - Crystal LaVoullé, Ph.D.

This segment of the session includes strategies for establishing highly effective relationships. The presenter will demonstrate ways to:

1. Establish a human connection through Fireside Chats,
2. Build on areas of mutual interest, and
3. Use multi-media outlets to create an ethos of collective responsibility.

Participants will consider ways to distribute leadership by empowering others, recognize, and reward teacher leadership. The strategies offered can be immediately implemented by school leadership teams to build competence and commitment.

Developing Team Possible - Loretta Sanders

Improving education and meeting the 2021 vision have become a priority to school leaders across the region. Having the full cooperation and talent of team members is one of the key factors in reaching goals. In this session, we will discuss how to inspire staff members to join leadership in supporting school strategic direction and identifying the key players that can help in promoting an ambitious vision that is shared by the whole school community.

Kevin Simpson

Teachers

10 Lessons: Teacher to Entrepreneur to Starter

How does one transition from a teacher to an entrepreneur? How can one work in education around the world? Reflecting on the last decade of living these questions, the presenter will share lessons learned and the most prominent ideas that have kept him on the journey and future changes to come.

Whole Child

Dr. Richard A. Villa

All – Educators and Administrators

Inclusive Education: Access & Success for All

Participants discover what has been learned to date about transforming education so that all students can be welcomed, valued, empowered, supported, and learning in mixed-ability classrooms. Participants become familiar with the characteristics of inclusionary schools and the legal, fiscal, research-based and philosophical rationales for inclusive schooling.

Additionally, they will learn about the redefined roles of school personnel in genuinely inclusive classrooms and schools.

Lydia J. Carlis, PhD

KG - 3rd - Teachers and Administrators

Charting the course: using the conversation compass approach to guide children to culturally relevant instructional conversations

Teachers and instructional leaders will learn how to use CLASS or Danielson teacher data and observational student data to create targeted daily opportunities for young children to meaningfully engage in instructional conversations. Using the CLASS (Toddler through Elementary) and Danielson rubric as a foundation, participants will learn how to increase peer and teacher-child talk using the Conversation Compass approach (Curenton, 2015). Workshop participants will get hands-on experience planning and role-playing instructional conversation opportunities within everyday experiences.

Sandra Carden – Ignite Talk

3-12 Teachers and Administrators

Curricular Connections to a School Garden

Teachers will learn about the benefits of a school garden program and will discover how to breathe life into standards-based lessons, promote ecological literacy; encourage healthy eating, and support students' social development by using school gardens.

Tom Shorrock

9-12 Teachers and Administrators

Developing resilience in young people for all aspects of life with the Duke of Edinburgh's International Award

Not all learning happens in the classroom. This session will explore non-formal education, how the Duke of Edinburgh International Award support young people and their experiences outside of the classroom, and ways to ensure that all aspects of the competency framework can be met.



Laura Henry

All – Teachers

Teachers' personal reflections and links to supporting children

Linking theory to professional practice. Focusing on the importance of the teaching reflecting on their personal and professional journey and how this has an impact on their day-to-day teaching practice.

Global Engagement

Laurence Myers

3-12 Teachers and Administrators

Systems Thinking & Sustainable Mindsets: A Global Citizen's Toolkit

In this time of rapid change, teachers and administrators are always talking about “engaging” students in innovation and “developing global citizens”. While its importance is obvious we are sometimes unable to make the appropriate connections between what we do in the classroom/office and the world at large. This workshop will introduce participants to the characteristics of a sustainable mindset and allow them to use tools that promote critical, sustainable thinking through a systems approach to analysis, deliberation and decision-making. Use the tools in your meetings or your classrooms to engage in authentic conversation and increased voice and choice. Engage your community in a systemic approach to the global citizen in all of us.

Margaret Wang

8-12, Interdisciplinary (Entrepreneurship can be integrated into Math, Science, Social Studies, English), Teachers

Social entrepreneurship in the classroom

Regardless of where our students come from, at the end of the day, their goal is to be happy in life. Extensive studies show that key factors that lead to happiness include autonomy, moderate wealth, and kindness. Currently, there are many resources for teachers to integrate entrepreneurship in the classroom as it allows the students to apply social studies, math, English, and sometimes science into real-life situations. However, there is a case to be made that we should be pushing the students to social entrepreneurship—entrepreneurs

who aim to create positive changes in society. But, social entrepreneurship is not “volunteer work” or “charity work” and does not have to be a mere hobby – it can be a very profitable career. In this workshop, Wang will adjust the common design of entrepreneurship units and lessons to show how teachers can design a general social entrepreneurship unit. She will give resources, graphic organizers, and suggest books that guide teachers to teach the students the very skills that make a great social entrepreneur – empathy. As this is only a general session, teachers will walk away with a basic template so that they can either insert some aspects into their individual units or plan interdisciplinary units with other teachers.

Dr. Hanada Taha

All – Teachers and Administrators

Will Arabic Language Teaching & Learning Remain the Weakest Link?

Arabic language teaching and learning has struggled in the past few decades to promote the language as a modern, effective and “cool” language to learn, results of which we are witnessing today in the less than favorable results on national and international tests, attitudes and motivation of students towards learning Arabic, and parents’ frustration with it all. This workshop will go over some success stories from UAE, Saudi Arabia & Morocco in Arabic language teaching and learning, and will give based on those stories hands-on ideas that could build better learning communities in schools struggling with Arabic language that show that Arabic language is a cool language to teach, learn and live.

Dr. Zeenath Reza Khan

All – Teachers and Administrators

Igniting Academic Integrity Holistically

The workshop session will provide an in-depth insight into the roles both teachers and parents play in encouraging or preventing academic dishonesty among students in and out of classrooms. The workshop is designed to engage the attendees in exercises to recognize breaches in academic integrity, why students may be engaged in a breach, how to detect, recognize and identify breaches, appropriate responses, tips and suggestions as to how teachers, counselors and staff can aid in instilling and supporting integrity in the students.



Mohammed Bamatraf – Ignite Talk

All – Educations and Administrator

Why Technology is good for learning the Arabic language

As technology continuously evolves, so do our lives around it. In recent years education has been impacted significantly, in terms of both the teaching and learning experience, and this can be felt all the way from preschool to university. The Internet has dramatically changed the way we access and circulate information, and internet-based research is the norm nowadays. Education technology is now an essential asset to connect the classroom to the rest of a student's life. A recent survey called The Future of Learning found that students are keen to learn inside and outside of the classroom, but they want to use a device like a phone, tablet or computer to do so. 75 percent of teachers believe that digital learning content will replace printed textbooks within the next 10 years. How can this information be used in learning the Arabic language?

Redefining Student Success

Jeremy Williams

All Levels – Teachers and Administrators

Values & competencies in international schools

In this session, Williams will discuss and highlight the importance of explicitly and intentionally teaching and assessing global competencies and school values (what Manor Hall calls expected school wide learning results). We will talk philosophically about why this approach is so important for students, why the UAE and international schools provide us a perfect opportunity and setting for this approach, and provide practical examples of how one can teach and assess values without giving up essential content.

Sara Naeem – Ignite Talk

All Teachers and Administrators

Is Differentiation Dumbing Down?

The talk aims to help people better understand differentiation and its applicability in classrooms. The session will help people in clearly differentiating between differentiation and dumbing down.

Aaron Shelby & Sasha Robins

K-12 Teachers and Administrators

Coaching - a framework for improving student achievement

Teaching is a collaborative act. Many teachers are able to thrive and prosper and therefore facilitate high impact learning experiences with their students because they have benefitted from collaboration. Whether you work in a school with an instructional coach or not, this session will empower you to facilitate collaboration with team members and/or coach that leaves both the teacher and students feeling accomplished and growing. Using partnership principles and a student centered framework for planning and assessing, Aaron and Sasha will model a proven collaborative approach. Participants will have the opportunity to practice and debrief the process, leaving with tools they can use to maximize the teaching and learning experience in their schools immediately.

Minette Finney, Kenneth Johnson, and Dr. Cory Bennett

3-12 Math Teachers and Administrators

Developing Reflective and Persistent Problem Solvers

Learning to be an effective problem solver requires critical thinking, reflection and persistence. By engaging in non-routine tasks and using journals where students have ample time to learn and develop mathematical behaviors, they became effective problem solvers. Come to learn how to create these authentic and easy to implement problem-solving experiences.

Dr. Richard A. Villa

All – Educators and Administrators

Differentiating Instruction

Topics include approaches to differentiating the content students learn, the process through which they learn it, and how they demonstrate what they have learned. A Retrofit and a Universal Design for Learning (UDL) approach to differentiation are learned and viewed via video footage of actual classrooms. Participants also will explore whole class, group, and individualized instructional strategies designed to meet the needs of a diverse student body.



Starr Sackstein

K-12 Teachers and Administrators

Empower Student Experts to provide peer feedback

How can one teacher possibly provide a full class of students, personalized feedback, every period of every day, especially since students far outnumber teachers? We have to see our students as resources who can help each other as much as we can help them. Participants will learn what good feedback looks like and how we can first model, then teach students to provide it. Learners will explore the structures that must be in place on all levels to know how to help students become experts in areas to provide feedback that other students can use to grow their own learning.

Jon Nordmeyer

K-12 Educators and Administrators

Transforming the Conversation Through Asset-Based Teaching: Discover What Your Learners Can Do

How can we transform the conversation from what multilingual learners can't do, to what they can do? Twenty-first century international schools need courage and commitment to develop the collaborative culture, practices and programs to truly serve all learners. An asset-based approach builds on what learners can do, and helps multilingual students to take ownership for their learning. Effective practices in international schools should scaffold learning based on students' language skills and background knowledge. This interactive workshop will engage educators in hands-on exploration of language use in academic contexts, and how the WIDA English language development framework builds on student assets. Participants will explore tools to help teachers construct meaningful learning experiences for multilingual learners in all content areas.

Dr. Craig Gabler

K-12 Science Teachers and Administrators

Supporting NGSS Crosscutting Concepts (CCC) in Instruction.

Engage in a series of "mini-investigations" as we explore together the CCC. Together we will discuss what CCC we experienced, share how to help students explicitly use them, and consider how to assess the CCC through student performances. Please bring a laptop or tablet.

Nisreen Amer

Mathematics Teachers

Manipulatives Power!

Are you looking to increase your students' active engagement? The session focuses on the use of Manipulatives that provide a way for students to enhance inquiry and learn concepts through developmentally appropriate hands-on experience. Participants will engage in a variety of math activities and stations using manipulatives to deliver instruction with best practices.

Rashenah Walker

8-12 Teachers and Administrators

Advancing Your Curriculum through Implementing a College Board AP Program

This workshop is for school administrators, curriculum coordinators, or counselors on how to design and implement a College Board Advanced Placement program within their school. Attendees will be provided detailed information on what Advanced Placement entails, course options, curriculum design, teacher development, and testing options. In addition, we will take a look at the new Pre-AP as an option for our school.

Heather Roy

4-12 Teachers and Administrators

Understanding Social Media in the UAE

In 2012 the UAE released Federal Decree-Law no. (5), also known as the Cybercrime laws. Many expats are unaware of these laws and the implications they have for social media use in the country. In this workshop, you will examine these laws and develop some strategies to support teachers and students to be both responsible and positive digital citizens in the UAE.

Rhonda Hearn – Ignite Talk

K-5 Teachers

Balanced literacy



Participants will have an overall understanding of the significance of a balanced literacy approach to teaching reading and writing to help student become proficient listeners, readers, writers, speakers and thinkers.

Octevia Torian

K-12 Teachers

Project Based Learning: Inquiry and Innovation and a Little More...

In this workshop, participants will discuss the Seven Essentials for Project Based Learning with a focus on Driving Questions & Inquiry and Innovation. Participants will be able incorporate low risk/highly effective strategies that promote student learning in their own classroom.

Sania Green-Reynolds

Elementary (Literacy Intervention) - English Language Arts/Reading for Teachers and Administrators

ELA Balanced Literacy Approach – Equipping every child with the requisite tools to excel in Reading

Many students in the UAE region are unable to read, write or communicate at grade level yet they are expected to master the American Common Core States Standards that were designed for native speakers of English. The majority of these students in the region need real time learning opportunities in literacy development that will provide them with essential tools to read, write, speak, listen, collaborate, think critically and monitor their own learning. After using the ELA Balanced Literacy Approach in her school as an intervention for Grade 4 students who were reading at KG and Grade 1 - 2 levels according to the MAP and Internal Assessment Results, Sania observed significant, in some cases, mind-blowing progress, attainment and an increase in social aptness. School leaders and other team members noticed this achievement and were very amazed too. A KHDA inspector visited her classroom and witnessed what she called, "Amazing learning happening as the students were engaged, collaborating and problem-solving."

This workshop will equip teachers with the knowledge and hands-on/practical learning experiences needed to group, plan tasks, learning experiences and assessments for students, design a ELA Balanced Literacy class agenda, choose resources for teaching and learning and engage the students in fun and totally meaningful learning so much so that they keep asking for more at the end of each lesson.

Amy O'Meara

2-8 Teachers

Word Problems...No Problem! – Close Reading in Math

Let's face it, word problems can be a problem for many students. They may know processes, but when reading and solving a word problem meaning can break down. This can be for a multitude of reasons. In this workshop, you will learn a wonderful strategy to help your students tame the word problem beast. I have developed, over the last three years, a method that will help your students find greater success. Participants walk away with a method you can adapt and implement in your own classroom. They will take a hands-on approach to learning how to engage students to break down word problems then use a specific graphic organizer with a process that guides students through.

Emily Winchip

All – Teachers

The voice of teachers in schools

While teachers are undeniably a key component of a successful school, their voices are often left out of the conversation about school policy and educational reform. This workshop will present research about how teachers' own narrative stories were used to create a scale of teachers' experiences. The scale demonstrates patterns of influences on teachers' work across types of schools, country contexts, gender and national origin of teachers. Some of the findings of the research are that teachers assume that their own negative experiences are individual and that their positive effects are not special. This leads teachers to self-doubt, feelings of shame and eventually burnout. Teachers in attendance will discuss their own experiences with how they have voice in decision-making at their school and reflect on the experiences they assumed were individual or shared. Teachers will take away a new view of the influences on their work, shared struggles with their colleagues, and feelings of empowerment and collegiality.

Katia Al-Kaisi – Ignite Talk

K-12 Teachers and Administrators

Teachers as Game Creators - Experiences from using Game a authoring platform for everyday teaching and learning

Gamification and use of games in the classroom is gaining momentum and is becoming a norm in many schools. There are numerous ready made educational games available and they do have an impact on the inartistic motivation and engagement of students, but we will look a step further into using a Finnish gamification platform to build context specific



games irrespective of curriculum or geography. A deep dive into a UAE experience will be discussed.

Starr Sackstein

K-12 Teachers and Administrators

Teach Students to Self-Assess and Reflect for deeper learning

The greatest tool we each have as learners is reflection and the deeper we do it, the greater our capacity for future learning. In this session, learn to explore student learning and teach them how to critically consider what students know and can do and what they still need help with. The session will explore the need for on-going reflection throughout the process, how to provide feedback and the variety of ways it can look. It will also address the standards and how to bring more transparent expectations into the classroom so that students understand the skills and know the academic vocabulary to discuss.

Ignite Talks

Sara Naeem - Is Differentiation Dumbing Down?

Rhonda Hearn - Balanced Literacy

Kevin Simpson - 10 Lessons: Teacher to Entrepreneur to Starter

Mohamed Bamatraf - Why Technology is good for learning the Arabic language

Arshad Ashraf - Metacognition: Learning to Learn

Sandra Carden - Curriculum Connections to a School Garden

Katia Al-Kaisi - Teachers as Game Builders and Creators

Panel

The Health and Well Being of Educators

This panel will focus on the overall health and wellbeing of educators. We will discuss what schools and leaders can do to promote health and wellness. Participants will walk away with tips for avoiding teacher burnouts, ways to manage stress and strategies to maintain a healthy work-life balance.

Ashley Green, UAE ASCD Emerging Leader and Universal American School

Ashley Green, Mindful Teacher and Well-Being Coordinator at JESS

Scott Farber, Chief Operating Officer at Pace Mental Health

Christine Kritzas, Counseling Psychologist at The Lighthouse

Dr. Firas Amawi, Dubai Health Care City – Consultant Family Physician