



## MENA Teacher Summit Sessions

### Transformational Leadership

*Dr. Tony Burks, LEAD Right*

K-12 Administrators

#### **Putting the Pieces Together: School Leadership for Excellence through Observation and Coaching**

In this interactive learning session, participants will learn the Eight Common Instructional Practices of high performing schools as espoused by Dr. Joseph F. Johnson, dean of the College of Education at San Diego State University. Participants will use highlights of Joelle Killion's article, "Coaching Heavy/Coaching Light," as a springboard for exploring the power and process of coaching and training teachers for excellence. Participants will learn a protocol to assess their school on 10 core areas. Additionally, participants will use an engaging, hands-on activity to experience and learn effective communication and best practices for improving coaching and communication processes. The hands-on activity will emphasize the research behind effective administrator/teacher communication and will highlight the connection between teacher capacity and effective leadership support. Participants will have online access to resources including these anchor texts: And How are the Children?, 10 Roles for Teacher Leaders, An Autobiography In Five Short Chapters.

*Loretta Sanders*

K-12 Teachers

#### **Teacher Leaders: More than Just the Grade Level Chairperson**

Are you a teacher that has considered leadership? Perhaps you are a Grade Level Leader who is looking for further challenges to extend your impact and build your repertoire. In this session, we will explore six major roles of teacher leaders and discuss ways to make sure you succeed in these roles. During this session teachers will:

- Learn about the variety of important roles a teacher-leader can play and why your input should be highly valued by the upper administration.
- Work collaboratively to define what each role looks like in action and the specific benefits these roles provide to the wider school.
- Individuals will have the opportunity to contemplate and identify how their skill set can most effectively be utilized.

Even if a teacher is currently in a leadership role, this session will provide them with fresh ideas on how to expand their own professional growth and build on their position even further. By the end of this session, teachers will have renewed energy and practical strategies that they can use to enhance their roles as teacher leaders.

*Assile Alamili*

K-12 Administrators

### **Transforming Arabic Department Leaders**

Improving the quality of teaching and learning in Arabic and Islamic studies has become one of the key priorities of the education reform in the region. From this context, the school senior leadership team works objectively with the Arabic department but mainly with the teachers to ensure a better level of quality and performance in teaching and learning. On the other hand, research findings indicate that the middle leaders have an impact on teachers' performance, job satisfaction, and the work environment.

This session will shed the light on the source of the challenges that Arabic leaders may face when working with a team to make changes. Through a reflective process, participants will build their self-awareness and will be able to identify areas of improvement and strengths.

*Mohamed Obaidat, Knowledge Group and Kagan Arabian Region*

K-12 Administrators and Teachers

### **Problems and Promises of Arabic and Islamic Education in the UAE**

Arabic and Islamic Education are cornerstones in the education system of the UAE. The two subjects along with Social Studies are vehicles to fostering an appreciation of national heritage and identity. Yet, despite the years of school support and inspection in the UAE, all private schools continue to struggle with these subjects in particular. An analysis of school inspection reports reveals that less than 1% of schools have achieved a rank of "outstanding" in these subjects – including those schools rated "outstanding" overall.

The presenter will summarise Knowledge Group's latest white paper, which captures the voices of school inspectors, principals, and senior education consultants who specialize in the field. The findings capture interviews along with analyzing school inspection results to identify key challenges and ways forward in improving curriculum, teaching, assessment, and overall learning and attainment.

*Janet Larsen Roberts, Knowledge Group and Kagan Arabian Region*

K-12 Administrators



## **Unleash the Power of Engagement in Your School through Kagan Cooperative Learning**

This administrator session is designed to introduce Senior & Middle Level leadership teams to Kagan Professional Development's research-based approach to boosting student achievement through active engagement. Kagan cooperative learning strategies have proven effective in countless classrooms, schools, and networks.

Have you created a common definition of "student engagement" in your school? Are all leaders and teachers looking at engagement through the same set of eyes? Do your teachers' instructional practices ensure ALL students are active with academic content? If you want teachers to narrow achievement gaps, they cannot engage a FEW students or SOME students; they must engage ALL.

Do you model active engagement in your faculty meetings? Participants will explore the research on student engagement, discover how to identify faulty engagement strategies, and learn six strategies to structure engagement so that every learner is active. Participants will receive hands-on tools for engagement that can be used in faculty meetings and classrooms tomorrow. During this interactive session, the presenter will demonstrate how engagement for ALL students, teachers, and school leaders can become a reality in your school.

*Dr. Sarah A. Boswell, Collective Learning*

K-12 Administrators

### **Peer Observations Lead to Learning Organizations**

Come discover what a learning organization is and its benefits. Uncover key components of peer observations that foster a culture of learning where teacher talent is enhanced. Learn how these components can initiate teachers to take ownership of their growth and development; making cultivating teacher talent a self-sustained process. See how your school's culture can become a place where the objective is learning and the outcomes are teacher quality and student achievement.

## **Curriculum Development, Assessment, and Grading**

*Andrew Miller, ASCD Author and Faculty Member, Instructional Coach at Shanghai American School, Faculty Member for the Buck Institute for Education and Edutopia Blogger*

K-12 Teachers

### **Creating PBL Projects for Learning and Engagement**

Project Based Learning is a powerful teaching method that can not only engage all learn but allow students to learn key content and skills needed to be successful in and beyond the classroom. In this interactive session, participants will learn the essential ingredients needed to make every PBL experience successful. Participants will select final products for the project, design a driving question, and select the appropriate level of voice and choice for the project. Participants will design a project idea and share their work with colleagues.

*Andrew Miller, ASCD Author and Faculty Member, Instructional Coach at Shanghai American School, Faculty Member for the Buck Institute for Education, and Edutopia Blogger*

K-12 Teachers

### **Rigorous and Meaningful Assessments in PBL**

One of the biggest challenges of Project Based Learning is ensure that students are learning throughout it. In this session, Andrew will support teachers in designing effective formative assessments and summative products. Participants will design assessments to check for understanding, as well as learn effective components of feedback and critique in the PBL assessment process. Participants will also learn how to create an Assessment Map for their PBL project.

*Shady Elkassas, Sharjah American International School*

5-12 Teachers

### **Robotics in Science Education**

In this session, the importance of teaching robotics in schools will be highlighted. Furthermore, participants will receive tips for new teachers willing to adopt this methodology in their classrooms. Finally, some former and current students will share their experiences with the audience and explain the great benefits they gained from their experience with robotics.

*Adam Hall, Universal American School and Million Solar Stars*

6-10 Teachers

### **Science, Solar Reading Lights, & Literacy**

This Science & Literacy workshop emphasizes the direct correlation between access to electricity and literacy rates while providing resources to make a difference through service learning.



Highlights include lessons that empower students to create narratives focused on energy and literacy, and provision of solar reading lights to learners in the developing world. The session features resources developed under a successful pilot project at Universal American School (Dubai) and Mkamenyi Primary School (Kenya) and is inspired by Million Solar Stars and Dr. Jane Goodall's Roots & Shoots. This engaging STEM session provides lesson plans aligned to NGSS standards and a successful model to give participants the inspiration to teach meaningful science literacy lessons.

*Dr. Craig Gabler, NGSS writer and KDSL Global Science Consultant*

K-12 Teacher Leaders and Administrators

### **Got Room to Grow? Linking implementation of the NGSS vision and standards to the UAE School Inspection Framework**

Join us for a discussion of the overlaps between the vision and standards of NGSS and the School Inspection Framework. We will develop a deeper understanding of both documents and collaboratively draft elements for inclusion in a plan for strengthening science education in your school.

*Dr. Craig Gabler, NGSS writer and KDSL Global Science Consultant*

K-12 Teachers

### **Preparing for Classroom-based NGSS Assessments**

During this session participants will engage with a Performance Expectation (PE) and then move to develop Formative Assessments targeted at the PE. A variety of strategies and resources will be shared.

*Scott Farber, A-List Education*

9-12 Teachers

### **College Ready without Teaching to the Test: Building an Integrated Classroom with SAT, ACT, and Common Core Standards**

We all hear about score improvements, data analysis, and course integration-- but what do you really need to integrate the SAT and ACT into the classroom?

For students who are aiming to get into the top-tier U.S. schools, it is not only critical to gain and retain the necessary knowledge and problem solving skills to score highly on the SAT/ACT but also to improve performance in their high school classes. How do you transform your school into a haven for building highly successful students, while integrating SAT/ACT content for international programs aligned to Common Core, and even IB curriculum?

This workshop will analyze actual case studies from schools around the world to explore how best to implement professional development, data analytics and aligned, interdisciplinary content for 9<sup>th</sup> through 12<sup>th</sup> grade educators across all subject areas. Attendees will walk away with practical knowledge and best practices for utilizing data, differentiating instruction and improving scores on the SAT/ACT.

*Tamsin Thomas, The College Board*

Administrators, Curriculum Coordinators, 10-12 Teachers

### **A New Era for Advanced Placement: Computer Science Principles and Innovative Problem Solving**

Developed in collaboration with the U.S. National Science Foundation, AP Computer Science Principles debuted last year as the largest AP course launch ever. It introduces students to the foundational concepts of computer science and challenges them to use creative problem solving and computational thinking to address real-world issues. AP CSP's innovative assessment model consists of the standard end-of-course AP Exam, but it also requires students to complete two through-course performance tasks, which are designed to give students broad latitude in selecting topics of interest and in applying technology to build real solutions to authentic problems in the world. The goal of the new AP CSP course is to make computer science more accessible and engaging to a new generation of students. In addition, students learn effective communication and collaboration skills, programming and the global impacts of computing, and how to apply computational processes to analyze large data sets. AP CSP helps shepherd in a new era of innovative learning in Advanced Placement.

*Tamsin Thomas, The College Board*

Administrators, Curriculum Coordinators, 6-12 Teachers

### **Leading Learning on the Pathway to College and Career Readiness**

Recent data on the efficacy of Khan Academy practice resources and a new partnership with the Chan Zuckerberg Initiative have underscored the power of the PSAT-related assessments in driving student mastery of college and career readiness skills. PSAT and PSAT 8/9 remain excellent opportunities to practice for the SAT, but they also provide a robust set of performance data and score reporting that inform instruction and link to personalized



learning modules. Students that take PSAT can explore online tools, diagnostic quizzes, how-to videos, interactive problems, full-length practice tests, and personalized practice recommendations. The PSAT-related assessments are benchmarked to grades eight through eleven, providing students and educators with grade-appropriate instruments to measure and monitor progress of the reading, writing and math skills that are most critical for postsecondary success.

## Teaching and Learning

*Cody Claver, member of the Danielson Group and General Manager for iCademy Middle East FZ-LLC*

K-12 Administrators and Teachers

The Introduction to the Framework for Teaching workshop is a session that begins to provide an understanding of the structure, architecture, and vocabulary of the Danielson Framework for Teaching. Participants develop awareness of the different levels of performance and how to use the rubrics to analyze teaching practice. Special emphasis is placed on component 3c: Engaging Students in Learning.

*Heather French, Scholastic*

KG-Grade 2 Teachers

### **An Introduction to Literacy Place and the Early Years**

This interactive workshop will be focusing on the research based literacy programme Literacy Place and the Early Years. It will be looking at the philosophy behind this balanced approach to Literacy and using the materials to give teachers 'hands on' experiences.

*Heather Roy, American School of Dubai and GEG UAE*

4-12 Teachers

### **Transform Teaching and Learning in Your Classroom with Google Apps for Education**

In this workshop participants will learn how Google Apps for Education supports teaching and learning through communication, collaboration and creativity. Participants will get a chance to investigate some key tips and tricks for using Google Apps for education in the classroom and learn about practical ways Google Tools have been used in American Curriculum schools in the UAE. Participants will be introduced to Google certifications,

training resources and support available to teachers in the UAE. Participants should make sure to have a Gmail account before attending the workshop.

*Heather Roy, American School of Dubai and GEG UAE*

4-12 Teachers

### **Fabulous Feedback with Google Forms**

Learn how to use Google Forms to provide timely formative and summative feedback for your students. In this workshop participants will learn how to use Google Forms to create quizzes, exit tickets and collect peer feedback. This workshop is geared towards teachers or administrators who have little to no experience with Google Forms. At the end of this session participants will walk away with a form they can use to collect data in their schools.

Participants should make sure to have a Gmail account before attending the workshop.

*Saki Milton and Pierre Atallah, Pearson*

1-8 Teachers

### **Inquiring Minds with Limited Time**

So, your time is limited. But, you want to have an inquiry-based classroom. Learn practical strategies of how to develop inquiry-based lessons aligned to NGSS with the actual limitations you experience as a classroom teacher. This session will focus on how digital resources can be used, as well as how to quickly access prior knowledge and build lesson vocabulary in order to spend more time on "doing science".

*Dr. Angela Peery, Researcher. Author. Consultant*

K-12 Teachers

### **Vocabulary Instruction in the Digital Age**

Dr. Peery will be sharing information from her new book, *Blended Vocabulary for K-12 Classrooms: Harnessing the Power of Digital Tools and Direct Instruction*. The Blended Vocabulary model consists of creating a schoolwide culture of word learning, providing direct and indirect instruction, and using digital tools to boost student achievement. In this session, learn about how to start and sustain a schoolwide effort focused on word learning. Examine a specific protocol for selecting vocabulary to teach and assess, review why strategies like frequent read-alouds are still critical, and engage with several digital tools that can be used in the classroom to make vocabulary learning more fun than ever.

*Dr. Angela Peery, Researcher. Author. Consultant*





K-12 Teachers

### **More of a Good Thing: Literacy Practices That Great Schools Maximize**

Excellent schools require their students to do a huge amount of reading, writing, and speaking. However, even in excellent schools, existing practices can be refined to achieve greater success. Additionally, new practices can be added to provide new energy for teachers and to more deeply engage students. This session will ask participants to reflect upon how well they are currently engaging readers, boosting vocabulary, requiring authentic and varied writing, and providing opportunities for students to speak formally. Recommendations of specific practices, like Socratic discussion and multigenre research, will be shared.

*Saki Milton and Pierre Atallah, Pearson*

5-8 Teachers

### **Connecting Math and Science through Inquiry**

Join Pearson in this hands-on session connecting an enVisionMath2.0 lesson with an Interactive Science lesson. Learn practical ways to bring math and science teachers together across grade levels or vertical teams develop interdisciplinary units. The desired outcome of this session is to make math and science more relevant so that students can naturally transfer knowledge and skills from the classroom and beyond.

*Saki Milton and Pierre Atallah, Pearson*

K-5 Teachers

### **Using Social Studies to Develop Reading and Writing Skills in the 21st Century Classroom**

In this workshop, you'll learn how to effectively integrate reading and writing into the social studies curriculum. Participants will discover best practices in aligning their literacy programs with the social studies content area. Participants will also learn how to engage students and develop reading and writing through the use of technology and other engaging content.

*Saki Milton and Pierre Atallah, Pearson*

6-8 Teachers

## **How to Take Existing Content to Create Expo2020 Themed Units**

In this session, teachers will be guided through the process of using math content to create Expo2020 themed lessons and classroom activities, with a summative performance task. Teachers will learn practical strategies, using sample content from enVisionmath2.0, of how to customise content to build towards end-of-unit goals and CCSS standards.

*Dan Pardy, Qatar Foundation Schools*

4-12

## **Using Technology to Support Feedback & Empower Students**

The workshop, guided by research of the timing of providing feedback, will involve participants creating their own digital tools to provide feedback for procedural tasks. The session will explore why feedback time is important, and how to leverage the technology to provide this feedback in a mode convenient for both teachers and students. To capitalise on this feedback, participants will also investigate the role goal-setting plays in the feedback cycle, and how this empowers students to take control of their own learning.

*Maci Nazzarini, Riffa Views International School Bahrain*

K-8 Teachers

## **Engaging and Motivating Learners Through Positive, Thoughtful Planning**

Through all grade levels and subjects, educators run into a similar problem: student motivation and engagement. How can we keep students who appear to be “unmotivated” engaged in lessons and interested in learning? Students need to understand and feel part of the learning process. This allows them to feel self-efficient and confident in their role as a learner in and out of the classroom. Students of all ages are capable of leading discussions, creating questions, developing strategies, and teaching others if their teachers give them the tools and freedom to do so. After attending this workshop, educators will leave with practical techniques they can use in their classrooms based on educational theory and best practices from Carol Dweck, Peter Brown, and Jane Nelson. Techniques and philosophies from Positive Discipline, Whole Brain Teaching, and current cognitive research will be shared and practiced during the workshop to give teachers tools to empower their students across all disciplines. As educators, part of our joy comes from convincing our students that learning is not only essential, but enjoyable. Making minor changes to classroom instruction can immediately change the attitudes of “problem” students and encourage students already motivated to reach a higher potential.



*Patti Drapeau, ASCD Author*



K-12 Teachers

### **Create! Imagine! Innovate! Integrating Creativity in Every Classroom**

One big misconception surrounding creativity in education is that it belongs only in the art and music classrooms. The integration of creativity into any lesson can create a dynamic atmosphere where students are inspired to make meaning and results in their enduring mastery of content. Therefore, creativity belongs in every classroom. In this session, we engage in a variety of creativity strategies that can be applied across content and across grade levels. Let's see just how many "grab and go" ideas we can explore in this fast paced, interactive session. Topics for this session include: discovering new creativity strategies, identifying which creativity strategy to use when, discovering why we use certain creativity strategies, and creating a system that provides structure to your creativity lessons.

*Patti Drapeau, ASCD Author*

K-12 Teachers

### **HELP! My Gifted and Highly Able Students are Underachieving**

It is frustrating for us to see students with strong capability and high potential turn in just okay work when they can do so much better or, worse yet, they don't turn in work at all. In this session, we will look at three areas in particular that affect the gifted student's performance. We will look at the role of executive function as it relates to the gifted learner and strategies to support students who are weak in this area. Executive function includes skills such as organization, planning, decision making, follow through, prioritizing and goal setting. Another problem for some gifted learners is that they are visual spatial learners. How does this impact the learner's performance when teachers teach using an auditory/sequential style? The presenter shares content specific strategies to reach visual spatial learners. We will conclude the session with a fast paced look at highly engaging strategies that will motivate even the most unmotivated students.

*Minette Finney-Lewis, American United School Kuwait*

K-12 Teachers

### **Mastering the Curriculum through Problem-Based Learning (PBL)!**

Mastery of Learning occurs when students are taught at the level of their proficiency and progress at the rate of their ability. Problem-Based Learning (PBL) is a student-centered learning strategy that draws upon real world problems to generate learning outcomes that reflect the knowledge, skills and behaviors to demonstrate mastery of the intended learning objective. In this session, we will focus on understanding how PBL promotes mastery learning, learn how to achieve mastery of learning by incorporating PBL instruction into their classroom, observe the process by working with others to solve problems and to create effective materials that facilitate PBL, be able to notice the link between effective PBL and Mastery Learning achievement, and leave with a plethora of resources to aid immediate classroom implementation.

*Jancey Clark, American International School Riyadh*

K-12 Teachers

### **Making Thinking Visible Routines**

In this interactive session, participants will learn the seven core making thinking visible routines and try them out, using both paper and digital tools. We will try several MTV routines, in a variety of subject areas, including math, science, humanities, and art. Participants will understand the value of these routines, and how they can support students in thinking at a deeper level, regardless of their age or the subject area. MTV routines create a culture of thinking within the classroom and school, which leads to deep understanding and lifelong learning. Examples will be shown of how these routines are effective for professional learning, too! After this workshop, participants will be ready to begin using MTV routines in their classroom, right away.

*Nisreen Amer, Qatar Academy*

5-9

### **Design and Use Manipulatives- One for Several and Several for One**

This session focuses on exploring the effectiveness of using manipulatives in the classroom. Participants will be actively engaged in designing manipulatives that can be taken away and reused and will exemplify some rich, hands-on tasks in relevant classroom activities.

*Jacqueline Burns, Abu Dhabi Education*

K-8 Teachers

### **Algebra for All: The pathway of K-8 mathematics leads to academic success in algebra**



In this teacher-as-learner session, we'll unlock the mystery to how simple computation abilities unleash algebraic readiness potential that students inherently have for making sense of algebra. Using lots of practice and modeling with hands-on math tools, attendees will work through the standards and make meaning of what algebraic readiness looks like along the K-8 math continuum. Come ready to connect with other teachers to add some ideas, strategies, and math tools to your professional toolkit!

*James J Bush Miller, Riffa Views International School Bahrain*

K-12 Teachers

### **Using Edpuzzle to Transform any video into an Interactive Lesson**

An interactive technology based session to teach educators how to use edpuzzle to transform any video into an interactive student video lesson. Beginning with a demonstration on the capabilities of edpuzzle and ending with teachers creating their own edpuzzle lesson to use during their next class.

*Elizabeth Mitchell, Zayed University*

K-6 Teachers

### **Elementary Engineers - students using stories to engage in the design process**

Participants will experience using stories to engage students in engineering design projects. A brief overview of the engineering design process will be presented then teachers will participate as students in a design process activity. Afterwards we will reflect on the successes and challenges each group faced and use these experiences as a foundation for discussing effective strategies to assist students as they engage in engineering activities.

*Kenneth Johnson, American United School Kuwait*

4-8 Teachers

### **Implementing Creativity in your Math Lessons: How to use creative strategies and techniques to help all students think deeply and improve achievement.**

Creative lessons instill excitement and interest, and as students become more engaged, they put forth more effort. The creation of a truly creative learning environment is deliberate. Teachers who want to see significant effects from their use of creative teaching strategies (enhance thinking and creative processing) must make teaching creatively intentional and explicit. The starting point in the creative learning experience is the

classroom and the classroom environment. The presenter will show and model how a creative learning classroom includes providing a safe environment, supporting unusual ideas, providing choice, utilizing creative strategies and techniques, encouraging multiple solutions, incorporating novelty, and providing constructive feedback. Students who learn in a creative environment, are exposed to creative activities and assignments, and observe their teacher modeling creative thinking to become more creative thinkers themselves.

*Rhonda Guitroz, American United School Kuwait*

6-12 Teachers

### **Poetry analysis made easy**

Using a four step approach, participants will experience a hands-on, mind-on method to analyze poems at the middle and high school level. Participants will leave with a strategy that can be implemented immediately based on what students already know, understand, and are able to do.

*Janet Larsen Roberts, Knowledge Group and Kagan Arabian Region*

K-12 Teachers

### **Unleash the Power of Engagement in Your Classroom through Kagan Cooperative Learning**

Vague definitions of “student engagement” create confusion and contribute to the achievement gap. Have you created a common definition of “student engagement” in your school? Do your instructional practices ensure ALL students are active with academic content? Participants will explore the research on student engagement, discover how to identify faulty engagement strategies, and learn six strategies to structure engagement so that every learner is active and achievement gaps are narrowed. Participants will receive hands-on tools for engagement that can be used in classrooms tomorrow. Discover a revolutionary way to teach that is transforming teaching and learning.

*Amy O’Meara, Riffa Views International School Bahrain*

3-8 Teachers

### **Close Reading in a Digital World**

In “Close Reading in a Digital World” teachers learn the basic overview of Close Reading strategies. They then learn how to use them in a digital format for students to engage deeply with digital text in the same way they do when reading materials printed on paper. Teachers will take a hands-on approach to learning how to engage students with the text in



meaningful ways in a digital space. Students will be able to break down a complex text, find key ideas, organize them, and defend them.

*Ashleigh Thompson, IDEA Early Learning Center*

KG-Grade 2 Teachers

### **Developing the Creative Voices of Children**

“If teachers engage as writers, taking part in the creative process of composing, they arguably will be in a stronger position to develop the creative voices of children.” (Cremin, 2006). This session will explore this opinion, reflecting experiences of practicing and teaching creative writing. The session will invite participants to discuss the theory that taking part in the creative process, strengthens teachers’ practice in the teaching of literacy and will give practical ideas for creative activities. Participants will be given the opportunity to explore their own creative voices and discuss how this strengthens the practice of teaching literacy.

*Carole Lahoud, Hachette Antoine Publishing House*

KG Teachers (This session will be in Arabic)

### **Play Based Learning in KGs for Arabic teachers**

In this session participants will learn how to introduce Arabic language through playing.

*Shaun Robison, CEO of BBD Education*

K-12 Administrators and Teachers

### **The Teaching Landscape of the UAE**

Participants will be given an overview of the teaching profession in the UAE. The session will look at demographic data, perception data, and crucially, the impact of professional learning from the teachers’ voices. The session will explore the idea of the entrepreneurial teacher and how the landscape in the UAE demands that teachers approach professional learning differently to other contexts, due to the evolving education landscape.

## Whole Child

*Ashley Green, JESS Jumeirah*

K-5 Teachers

### **Mindfulness in the Classroom**

Participants will be introduced to mindfulness and the benefits for their own lives. We will then discuss the benefits for children. Participants will be invited to take part in some short practices before we look at ways of introducing mindfulness into the classroom environment. We can collaborate to analyze wellbeing opportunities already in place at the schools before looking at new ways to develop these further.

*Rachel Lloyd and Kelly Seymour, Limitless Education*

K-2 Teachers

### **The Imaginative School/Awakening Imagination and Creativity in the Classroom**

In this session our discussion will center around the power of imagination and creativity in the classroom. We will focus on discovering an 'anything is possible' mindset, fun imagination journeys, and activities.

*Danielle Mincey White, Ph.D., Athletic Mindset Consulting*

K-12 Teachers

### **Physical Education and Sport: Coaching for Academic Excellence**

In this workshop, Dr. White will lead attendees through an interactive experience of utilizing physical education and sport to coach students for academic excellence.

*Callie Bush, Riffa Views International School Bahrain*

K-12 Teachers

### **Students as Classroom Hackers: Creating a Culture of Learning for All**

As educators, all of us have experienced "that one student." Maybe it's the student who disrupts the lesson, no matter how engaging or fun it is. Perhaps it's the student who daydreams during our most interesting lecture. It could be the student who feels entitled to a good grade without doing the work. We can view these behaviors as deficiencies or we can use student feedback to adjust the classroom culture. In this session, we will explore





how to develop a classroom culture where each student's skills and needs are recognized and where each is seen as a vital part of the learning environment.

*Darine El-Masri, President of Kidproof MENA*

K-12 Teachers and Administrators

### **Child abuse prevention: Predator's bag of tricks to lure a child**

A predator's motive is to gain access and control over a child. In order to succeed, he/she must first gain the child's trust. The predator will use a set of tricks that are designed to disguise his motives, and convince the child that he/she can be trusted.

Rarely is violence used to take a child. It isn't needed. Kids are easily tricked and quite often go willingly with their attackers, because predators spend their time learning what kids like, what interests them, and ways to lure them away. Kidproof teaches the most frequently used methods by predators for luring children. Our content is prepared by subject matter experts and law enforcement specialists, in order to make sure that educators receive the most up-to-date and innovative preventative safety education there is.