

TABS/NAIS Global Symposium Concurrent Sessions



Academic Track

21st Century Skills Needed In A Global Economy

Academics

Schools have left memorization and printed texts behind. Data is at our fingertips, screens replace printed pages, and new technologies have emerged. Change is the new constant. New skills and abilities are in demand. How can we ensure our domestic and international students are problem solvers, collaborators, self-directed learners and knowledge creators who communicate effectively with individuals from different cultures and backgrounds? Learn what experts are saying and discuss what new skills and abilities will be needed to survive and prosper in the new global economy.

Mark Siegel, Asst Headmaster, Delphian School, OR

Agents of Change – Education for Social Change and Environmental Innovation

Academics

Join this session to learn more about an academic course that provides students 21st century competencies: knowledge (entrepreneurship), skills (creativity, critical thinking, communication, and collaboration), character (curiosity, courage, resilience, compassion, and leadership), and meta-learning. This course combines Outward Bound's Experiential Learning methodology with the social entrepreneurship framework of Ashoka. The objective is to empower young people to design, launch, and manage their own ventures for social change and environmental innovation.

Leopoldo Llinas, Director of Environmental Stewardship, Palmer Trinity School, FL

Art in Society: Approaching Global Challenges through Art in Action

Academics

Find out more about one program focused on arts education as a powerful vehicle for change. Through masterclasses, speakers series, volunteerism, and a capstone project, students find ways to become more integrated into their community. They gain an understanding of how creativity and thoughtful consideration can inform, transform, and influence society. As artist citizens, students find the inspiration and confidence to meet the challenges of our complex global world. Discover how your school can implement a similar Art in Society program, both school-wide and in the classroom.

Marianne Kent-Stoll, Assistant Head of School & Eduardo Santiago, Art in Society Coordinator, Idyllwild Arts Academy, CA

Creating and Implementing a Dynamic Global Studies Program

Academics

Join this session to learn more about an award-winning multi-disciplinary humanities program focusing on World Cultures. Presenter will share how he created units devoted to contemporary China, India, Russia, and The Middle East. He will also explain how he and his colleagues developed the Topic of Explorations (T.O.E) for each of these units and share resources, lists of essential skills, examples of world literature, and ways in which lessons were constructed to introduce and further our understanding and empathy for the peoples of the world.

Robert Adanto, NAIS Teacher of the Future, Independent Educator, FL

Curricular Approaches to Multicultural Learning with International Students

Academics

How can foreign students in American schools expand cultural awareness and exchange through the curriculum? At The Bement School, a K-9 day and boarding school in Deerfield, MA, international students participate in our English Language Learning program in which they read histories of their native countries in English and discuss cultural norms and differences through “western” and “eastern” lenses. This workshop will explore the cultural curriculum at Bement and engage participants in a discussion of best practices in this area.

Christopher Wilson, Head of School & Frank Massey, Director of English Language Learning, The Bement School, MA

Developing Ethical Leadership in our School Communities

Academics

What is Ethical Leadership? How do you develop a culture of ethical leadership in your classroom and school community? How does it translate from the student experience to the faculty experience? Participants will be asked to reflect on how their ethical leadership impacts their work and programming both at home and abroad. They will also be asked to consider its role in fostering positive change in the communities in which they work and serve.

Beth Yavenditti, Director of Global Education Kate Parker-Burgard, Director of Character Education, St. Luke's School, CT

Educating for the Future: A Sustainable Development Curriculum

Academics

This session will present Indian Mountain School’s new Global Solutions curriculum. Working closely with the Sustainable Development Solutions Network and the UN, IMS has developed a program centered on the United Nations Sustainable Development Goals (SDGs), which outline pathways to greater social inclusion, better health and well-being for people around the world, and protection of the planet and its resources, all in a way that is sustainable and universal. The session will also include information about the related coalition of SDG Schools.

Tom Stewart, Asst Head of School & Flynn Corson, Upper School Head, Indian Mountain School, CT

Fostering Global Citizenship Through Project-Based Learning

Academics

In today’s ultra-connected and increasingly complex world, the need to foster global citizenship is more crucial than ever. This workshop examines a ninth grade PBL unit—inspired by a trip to India—in which students are asked to design real-world solutions to major issues in Dharavi, a slum in Mumbai. Attendees will learn about the project from ideation to completion and see impressive examples of student-generated solutions. They will also be encouraged to brainstorm PBL units for their own global curriculum in this interactive session.

James Morrissey, History Department Chair, The Fessenden School, MA

Immeasurable Perspective Gained Teaching in China

Academics

When international students arrive at our schools, we expect them to adapt to our culture, academically and personally. Do we really understand where they are coming from and appreciate their lifestyle and values? Based upon summer teaching experiences in China, we will share lessons learned planning and implementing week long curricular immersion programs focused on critical thinking, analytical reasoning, and discussion for Chinese students planning to study in US independent schools and with Chinese educational professionals trying to meet the demand for a US education.

*Julia Porrazzo, Director of the Educational Program, Fay School, MA
Michael Porrazzo, Academic Dean, Kimball Union Academy, NH
William Porter, English Teacher, St. Andrew's School, DE*

Infusing a Global Perspective Across Disciplines: A Curriculum Review in Progress

Academics

Conducting a curriculum review with an emphasis on ensuring a global perspective across the curriculum is an engaging process. The internal research and steps taken to include all community members, from students and teachers to board members, has been an eye-opening experience for one school, emphasizing our strengths and pinpointing weaknesses. This session will walk you through the two-year internal process, sharing ways to facilitate collaborative work and strengthen the collective voice of classroom teachers, with administration and faculty working in tandem throughout the process.

Kristine Von Ogde, Asst. Dean of Academic Affairs, Director of Curriculum, Lake Forest Academy, IL

Now is The Time: Increase Faculty Global Competency

Academics

Increasing the global competency of all faculty is essential to improving our students' global competency. Schools can begin this journey by integrating a series of activities into planned faculty meetings or gatherings. The idea that one's own culture and history is key to understanding one's relationship with others is an essential core value of the program. Participants will take part in a few of these activities and get an overview of the entire curriculum that was designed as a graduate-level capstone project.

Diana Gleeson, Asst. Headmaster for Academic Affairs, The Perkiomen School, PA

Reshaping Curriculum to Foster Global Competence

Academics

Every year, Holton-Arms increasingly integrates opportunities to develop global competence throughout the curriculum, lending greater context and relevance to content. Discover how we have created the space, time, and opportunities for teachers to more effectively cultivate students' understanding of diverse perspectives, knowledge of the world, communication skills, and ability to think critically and take action inside and outside of the classroom. We will provide concrete examples of interdisciplinary offerings across all divisions and share how we support teachers in these endeavors.

Melissa Brown, Director of Diversity and Global Education; Mary Dobroth, Director of Academic Technology & Rachel Herlein, Academic Dean, Holton-Arms, MD

Teaching Literary and Historical Analysis to International Students

Academics

In this session, we will discuss the development of an English Language/International Program for a body of students advanced beyond the early stages of English language learning. Through the use of choice reading libraries and practice with mentor texts, students from different academic cultures can be given the structures they need to succeed in high-school-level interdisciplinary writing genres. The session will promote discussion on the use of nonfiction in an international program, the fundamental difference between historical and literary analysis, and the academic approaches typical of students' home cultures.

Paul Abeln, English Department Chair & Julie Porrazzo, Director of the Educational Program, Fay School, MA

Admission Track

Be You, Beyond Your Border: How-To Build a Marketing Plan

Admission

A seasoned admissions director and a strategic marketing specialist will walk you through a process that helps identify your school's unique selling points and brings your school community into the international recruitment process. Extend the influence of the admissions staff to reveal your school's brand through authentic perspectives of your school experience. Walk away from this pragmatic session with an overall approach and take-aways (including templates and a sample marketing plan) you can use to begin developing an effective admissions marketing plan to target international students you want.

*Todd Ormiston, Head of School, Mount Snow Academy, VT
John Visgilio, Principal and Co-Founder, Overabove, CT*

Building an Orientation Program and Creating Connections Between International Students and the School Community

Admission

Join us as we discuss why having a separate orientation program for international students is a strength, what topics should be addressed during the orientation, and how schools can put a program together. The second part of this session will focus on how we can bring international students and other students together so that they have a chance to interact and find things in common.

*Jennifer O'Connor, Director, Office of Services for International Students and PDSO, Lawrence Academy, MA
Jennifer Smith, International Student Coordinator and PDSO, Phillips Exeter Academy, NH*

Building Effective Relationships with International Families

Admission

International parents play a key role in their student's success. However, building trust between schools and home culture parents can be challenging. School administrators must navigate these complicated relationships. This panel discussion will share practical tools and strategies for engaging international families, by offering productive problem solving techniques for healthier interactions with Asian, European and Latin American parents. Come prepared to share your own experiences when working with international families, and leave with useful tools to improve internal and external communication at your school.

*Rick Exton, Vice President of High School Preparation, Due West Education, Beijing
Vincent Hodge, Assistant Director of Admissions, Episcopal High School, VA
Metta Dael, Director of International Admission, Northfield Mount Hermon School, MA*

International Student Recruitment - US Commerce Department Services

Admission

This session will present an overview of the U.S. Department of Commerce services that assist U.S. boarding and secondary schools with their international student recruitment activities. Attendees will be provided with examples of this agency's numerous initiatives, upcoming virtual fairs and education missions overseas, and additional resources via its global network of offices throughout the U.S. as well as at U.S. Embassies and Consulates abroad. Case studies of boarding and secondary schools will also be shared as best practices for increasing international student enrollments.

Jeff Porter, Director, Portland Office, U.S. Department of Commerce, ME

International Student Recruitment Travel and Moving from Admissions to Student Services

Admission

Join us for a two-part session on international students. During the first part of the session, we will explore hints and tips for international travel, from packing to where to go and what to do. Learn how you can help increase your productivity and yield from things you can do, from armchair recruiting to what to do while in-country. The second half of the session will focus on how to help an international student successfully transition from the application and enrollment process to a thriving student on campus. We will discuss the various ways a school can minimize the obstacles and help build positive momentum, so that a student feels welcome and comfortable several weeks before and after arriving on campus.

Joshua Clark, Director of Admission and PDSO, Hawai'i Preparatory Academy, HI

SEVIS Session

Admission

An SEVP representative will discuss international student program hot topics, provide best practices for the management of international students and answer stakeholder questions as part of a session designed for designated school officials at K-12 schools.

Alexis Gioia, SEVP Miami Field Representative, SEVP, DC

The Changing Face of the International Market

Admission

As boarding schools have become oversubscribed by applications from China, they are becoming increasingly more selective, and many such candidates are not finding the same opportunities found a few years back. Recent NAIS studies confirm more international candidates, particularly from China, are turning to independent day schools and even public schools, yet few such schools are prepared for this opportunity. Often they lack resources to support home-stay programs or the experience with international students to ensure a comfortable transition into the school. Presenters will look at the trends and opportunities in the day school market for international students and offer insights and suggestions for building a successful international student program on your campus.

Leo Marshall, Senior Executive Advisor, Ivy Bridge Group, CA

Phil Martin, Vice President, Ivy Bridge Group, CA

Gerard Gonnella, Associate Director of Admissions; Director Int'l Student Programs, Wardlaw Hartridge School, NJ

The Trials and Tribulations of Three Road Warriors On & Off the Road

Admission

In this session, three unique boarding school road warriors take a closer look at the latest NAIS Principles of Good Practice report on international students while focusing on their schools' strategies for recruitment and enrollment. Having formed an on-going email forum to support one another when questions arise regarding international students, compare notes and plan our next recruitment trips abroad, we'll invite participants to join our conversation. We'll share group travel tips and examine how the NAIS report guides our day to day work with international constituencies.

Anna Crouch, Senior Associate Director of Admission and Financial Aid, Mercersburg Academy, PA

Alexandra Ince, Associate Director of Admission and Director of International Recruitment, The Gunnery, CT

Samantha Mallette, Associate Director of Admission, Westover School, CT

What Does Globalization Mean for Enrollment in Independent Schools?

Admission

Education has become a globalized commodity. As economic and technological advances expand access to quality education worldwide, independent schools in the U.S. and international schools abroad must recalibrate their enrollment approach to the global market. Using The Enrollment Management Association's special report, "Understanding the International Market: A Primer for Independent School Enrollment Leaders, Heads, and Boards", the presentation will focus on how the boom in international demand calls for new enrollment and marketing strategies.

Aimee Gruber, Senior Director of Outreach & Business Development, The Enrollment Management Association, BC

Advancement & Marketing Track

Creating a Culture of Philanthropy among International Parents and Alumni

Advancement & Marketing

International students are increasingly attending private day and boarding schools in the United States. Yet, many international families are unfamiliar with the strong culture of philanthropy in independent schools. By communicating effectively with this important constituency, schools will have an opportunity to engage international parents and alumni in key development efforts, helping them to understand the transformative impact of a philanthropic culture on their child's academic experience. In this session, you will learn: Best practices for engaging international parents and alumni in fundraising, how to raise funds across cultural barriers, and the role of international trips for the Head of School and the development office

Raymond Happy, Principal and Managing Director, CCS Fundraising, NY
Robert Weston, Associate Head of School for External Affairs, St. George's School, RI

Lost in Translation: Making Your Fundraising Case to Global Families

Advancement & Marketing

For many boarding schools, international students represent a significant proportion of the student body and add to the richness of the educational experience in many ways. But raising philanthropic dollars from international families is a challenge. Join a discussion on strategies and messages to encourage giving from these valued members of our community.

Daniel Seiden, Assistant Head of School for Advancement, Asheville School, NC
Eric Javier, Principal and Managing Director, CCS Fundraising, NY

The #FutureSchool - Evolution or Transformation?

Advancement & Marketing

The world has changed. The way we communicate, share, learn, collaborate, consume, has all changed. The technology we use IS going to evolve. Our behaviour IS going to change. It is a very normal human (mainly adult) trait to be scared of change. Our lives are 24/7, connected, and open up amazing opportunities every day. Let's celebrate this, and together shape the #FutureSchool. This presentation will look at how emerging trends in science, technology, and humanities could impact individuals, society, business and education. Myths will be busted, safeguarding put into context, and advice shared on how every parent & teacher can prepare themselves, as well as guide their children to lead future generations of digital natives effectively.

Simon Noakes, CEO/Founder, Interactive Schools, United Kingdom

College Counseling Track

The Impact of Internationalization: Supporting International Students in the College Admission Process

College Counseling

The number of international students attending US secondary schools is growing significantly, as many international families view American high schools as strategic pathways to admission into US colleges and universities. How has the international student population transformed the role of the school counselor? What are the professional challenges and opportunities counselors face advising these diverse pupils, especially as they navigate the college selection and admission process? Join two organizations to learn about research and resources to help you succeed.

Lindsay Mathers Addington, Assistant Director of International Initiatives, NACAC, VA

Tara Nicola, Research Associate, NACAC, VA

Joann Ng Hartmann, Senior Director, NAFSA: Association of International Educators, DC

Exchange & Travel Programs Track

A Model for Professionalizing Global Programs and Services

Exchange/Travel/Virtual Programs

To provide a more globalized education and diversify the student body, many secondary schools are expanding global travel programs and increasing international student recruitment. These efforts are taking place at a time of increased scrutiny of secondary schools by the U.S. Department of Homeland Security, and when there are increased health and security risks associated with travel. In this session, participants will learn about Northfield Mount Hermon's efforts to professionalize their global programming and international student services program to address these competing priorities and pressures.

Angela Yang-Handy, Dean of Global, Experiential & Community Engagement

Best Practices in Risk Management for High School Study Abroad

Exchange/Travel/Virtual Programs

The best academic and intercultural programs are founded on a solid risk management system, including emergency response. In this presentation, The Experiment in International Living will use case studies from our program's extensive history to examine best practices in Risk Management. The session will cover student medical screening, staff training, health and safety policies, emergency response systems, and communication practices. Participants will understand how key components of risk management systems work together to holistically support the student, staff, and parent experience with study abroad.

Kirstin French, Operations Manager, The Experiment in International Living, VT

Beyond Study Abroad: Designing Mission-Driven and Transformative Experiential Programs

Exchange/Travel/Virtual Programs

How might a school align its study abroad experiences with its mission, strategic initiatives, and curriculum? In this session, you will have an opportunity to learn about Westtown School's Global Leadership Initiative and how it led to a transformation of school-led programs abroad. This presenter will share insights and experience on program development and implementation. We will also discuss a framework for program design and execution.

Mónica Ruiz-Meléndez, Chair, World Languages Department. Coordinator, Global Leadership Certificate Program., & Oscar Sosa, Technology Integrationist, Westtown School, PA

Chinese Students at Independent Day Schools - Challenges and Solutions

Exchange/Travel/Virtual Programs

A growing number of Chinese students attend upper schools at independent schools. They bring diversity and non-American cultural perspectives to the classroom yet also challenges for teachers and administrators due to cultural differences. This session's two presenters recently visited five urban schools in China, observing and investigating the educational and social environment that Chinese students experience. Join them as they provide an overview of the Chinese learning environment and how it forms Chinese student academic and social behavior, as well as solutions for onboarding and providing academic and emotional support.

Loren Fauchier, Director of Global Education & Shelley Mikszan, Upper School Learning Specialist, Providence Day School, NC

Creating Global Connections Through Online and Traditional Learning

Exchange/Travel/Virtual Programs

Learn how one school created campuses and partnerships throughout the US and also in Australia, China, Japan, and Spain that allows students to take classes and network with others from around the globe. Discover how your school can adopt a similar framework that will increase student retention, increase academic offerings, and increase marketing and admission.

*Shane Foster, Head of School, The Barstow School, MO
Bram Van Kempen, Director of Business Development, KnowledgeLink, MA*

Digital Storytelling Adventures: Create Global Citizens

Exchange/Travel/Virtual Programs

Learn a practical method developed by an Emmy award-winning producer, video and history teachers to lead students on Digital Storytelling Adventures abroad. An interdisciplinary approach fuses historical study, topic research and camera skills, teaching students to engage in experiential, inquiry-based learning and produce their own award-winning media projects highlighting issues of social justice worldwide. Students interview living historians and visit iconic international sites. Empowered with skills of global citizens, students return home to innovate for good: as social entrepreneurs, generating awareness campaigns and non-profit fundraising.

*Cheri Gaulke, Head, Upper School Visual Arts Department, Harvard-Westlake School, CA
Alethea Paradis, Director and Founder, History Teacher, Peace Works Travel, CA*

Global Education ePortfolio

Exchange/Travel/Virtual Programs

Vermont Academy Global Programs sends groups of 15 students abroad for trimester-long experiential learning opportunities. This year we are introducing an ePortfolio requirement which allows students to summarize and document their mastery of global education outcomes. Join this session to explore this educational experience.

Russell Mayhew, Academic Coordinator for Global Programs & Ricardo Carreno, Director, Global Programs, Vermont Academy, VT

Integration of Global Competency in the Curriculum with a University Partner

Exchange/Travel/Virtual Programs

At The Collegiate School Global Engagement is part our mission and definition of academic excellence. Collegiate empowers students to become global citizens through true engagement with their world. In this light, service is seen as a tool for students to learn the course curriculum. We see the five stages of service learning as: Investigation, Preparation, Action, Reflection, and Demonstration. Within this global-service context, we sought to create a meaningful and valuable partnership with Duke University to design, enhance and execute a travel program to Belize emphasizing public health.

*Shayna Cooke, Ed.D, Collegiate School, Upper School Science Faculty, VA
Robert Malkin, PhD, Professor of the Practice of Biomedical Engineering and Global Health, Duke University, NC*

Learning to Listen: Engaging in Deep Discourse about our Global World

Exchange/Travel/Virtual Programs

Explore a service-learning process that fosters conversations within our schools, classrooms, and with community partners around global citizenship. This model understands that schools need to rekindle the connection between education and citizenry, ethics and empathy. Our interactive presentation demonstrates how to add a global dimension to service-learning, at home and abroad, by enabling deep discourse about race, class and power through a global lens. We recognize that you cannot talk about our interconnectedness and our social responsibility without first looking at our personal experiences.

*Christen Clougherty, Executive Director, Nobis Project, Inc., GA
Bonnie Jackson, Teacher, Caedmon School, NY*

Using Online Education to Bring Core Courses to ESL Students & Expand International Programs

Exchange/Travel/Virtual Programs

The Virtual High School (VHS), an educational non-profit offering schools the industry's leading online learning programs, has partnered with CERNET Education, the designated education company of CERNET (China Education and Research Network) to develop and provide core courses to ESL students in China through blended online learning. By taking these courses, students can earn credits towards a diploma from the Massachusetts Mayflower Academy, a full-time, accredited online private high school powered by VHS. Learn how customized online solutions can help foster and expand an international exchange program.

Sehba Khan, Regional Sales Manager & Xuan You, Director, Global Programs and Services, The Virtual High School, MA

We are Taking Our Students to Mongolia! Now What?

Exchange/Travel/Virtual Programs

Steamboat Mountain School has been a leader in global education since 1958. Each year as part of our Global Immersion Studies (GIS) program, students travel with faculty guides to four destinations around the globe. Our destinations are developing-world nations like Senegal, Vietnam, and Peru. Join this session to learn more about our 3-prong approach, to help make parents feel more comfortable with their children's travels. Explore the importance of pre-trip preparation for alleviating parental concerns, enhancing student engagement in the trips, and training faculty to improve risk management.

Meg Morse, Head of School, Steamboat Mountain School, CO

Health & Counseling Track

"What Are You?" Empathy Training for Improving Race Relations in the Classroom

Health & Counseling

Students have questions about differences. Words like refugees, social justice, immigrants, Black Lives Matter, and radicalism are often heard and more often, misunderstood. This presentation will provide training in how to break down these topics for students through self empathy, accepting others, accurate listening, and perspective taking (Rogers,1982). With interactive sessions, simulations, and evidenced-based practice, this session will equip educators, administrators, and staff with the tools necessary to cultivate a more inclusive educational environment for diverse groups of students.

Nelly Kaakaty, Learning Specialist , The Episcopal School of Dallas, TX

Improve your Empathy Especially in Multicultural Communities

Health & Counseling

In our busy lives with an emphasis on cognition, few of us focus on the emotional lives of others. Social cognitive neuroscience shows how we are wired for empathy but since we prioritize our egocentricity our empathy is limited. Research also shows how culture and race are factors mediating our empathic response. For example, Asians favor in-group interpersonal dynamics and dialectical thinking, both influencing their empathic response. Problem-solving scenarios, involving teaching, admissions and residential life will give the audience opportunities to apply their knowledge.

John Valenzuela, International Admissions and Diversity Coordinator, Ojai Valley School, CA

International Student Support: A Culturally Competent Model

Health & Counseling

Over the past five years, our school has worked intentionally to create a vibrant international student program. We will present the innovative model we developed to transform our student support services and diversity practice so that we serve the complex needs of our international students and help us create a more culturally inclusive school community. Our model is flexible and can be easily adapted to fit the support structures of other schools. We will share the original resources we have developed.

Renie Campbell, Director of Student Support, Abington Friends School, PA

Working Together Against Anxiety: Partnering Acad. and Social/Emotional Supports in a Brd. School Env.

Health & Counseling

Anxiety is an increasingly prevalent component of the high school student experience. Boarding schools are working to provide support for students who may be experiencing a recent spike in anxiety or transitioning back to the college-prep setting following a therapeutic intervention. The presenters have developed an integrated and collaborative approach by bridging academic and social/emotional realms in a co-ed, 9-12 boarding school. Emerging research indicates that rather than accommodating anxiety, a more effective approach is to encourage students to step into their discomfort and develop strategies for managing their anxiety.

Matthew Toms, Director of the Student Assistance Program & Jennifer Willis, Director of the Learning Center, The White Mountain School, NH

Student & Residential Life Track

A Holistic Approach to Supporting International Students at Our Schools

Student and Residential Life

The days are long gone when independent schools treated students from other countries as though they were from the United States. Regardless of their financial circumstances, international students need to be supported in many unique ways. Careful consideration when admitting these students will likely improve the opportunity for these students to have a positive experience at our schools. But, more importantly, the holistic program that should be in place for them once they arrive on campus and support them regularly and in ways that matter to the students through graduation is the most life-changing action we, as school employees, can provide.

Keith Holton, Director of Enrollment and Financial Aid & Mary Holton, International Student Advisor, The Masters School, NY

Activating Student Personal Teams to Promote Retention

Student and Residential Life

Student retention is the job of all members of a school community. Specifically, at boarding schools, students need individualized attention in order to thrive academically, emotionally, and socially. Explore how to activate a student's personal team (those who work most closely with him or her) to ensure a happy, healthy and engaged adolescent. Additionally, creating an action plan with each student for "recruiting" players to his or her team can be a pivotal experience in a student's personal connections and, ultimately, commitment to the school.

Christie Higuera, Dean of Students & Mary Bazanchuk, Assistant Dean and Director of Residential Life, Miss Hall's School, MA

Building an Inclusive Student Government

Student and Residential Life

At Oregon Episcopal School, we are five years into a journey with our student leaders to recreate government to be more inclusive, particularly of young women. Our structure now includes a "Policy" and "Community" Board and employs "Alternative Voting". Intrigued? Join us to hear about why we revised our traditional model, learn about our successes and failures, and discover how the new roles and responsibilities include a broader variety of students and leadership styles.

Deri Bash, Associate Head of Upper School, Oregon Episcopal School, OR

Building Villages Together

Student and Residential Life

Much has been written about the importance of incorporating social-emotional learning into the curriculum. We also know that building a sense of community decreases the incidence of bullying and increases the emotional connections with teachers that are necessary for effective learning. This session will focus on how engaging students and faculty in the effort to intentionally "build a village together" can become the over-arching platform through which to teach all these skills. Specific language and strategies that can be used for developing disciplinary protocols, advisory curriculum, and equity and justice programming will be shared. Join us to explore how skills such as perspective-taking, conflict resolution, self-regulation, critical thinking and collaboration can be taught through the process of thinking globally but acting locally while building an intentional community within the school walls.

*Michelle Parker, Head of School, Seneca Academy, MD
Jen Cort, Consultant, Jen Cort Educational Consulting, MD*

Campus Superstars: Investing in Change-Makers

Student and Residential Life

An independent school graduate opened an American school to educate students living in an unrecognized nation. His belief in the transformative power of education inspired his alma mater, and the resulting extraordinary partnership between Abaarso School (Somaliland) and Worcester Academy has fulfilled the mission of both schools, while opening doors for remarkable, change-making students at American secondary schools and universities. Our conversation will include working with partner schools to identify the right students, creating a campus environment that supports their community-wide impact, and donor engagement.

*Ron Cino, Head of School, Worcester Academy, MA
Jonathan Starr, Founder, Managing Director, Headmaster Emeritus, Abaarso School, Somaliland*

Caring for a Diverse Student Body: Lessons Learnt at UWC South East Asia and UWC Costa Rica

Student and Residential Life

Both UWCSEA and UWCCR are members of the UWC movement, and as such their campus are home to unbelievably diverse student communities, which is a learning opportunity that comes with significant challenges. In this session we will introduce how our support for residential students has changed over the last five years analysing the initiatives that have been implemented to support a global student body.

Gabriel Ernesto, Director of Boarding, United World College of South East Asia - East Campus, (Outside of US/Canada)

Annette Grew, Director of Admissions, UWC Costa Rica, Provincia de San José

Developing Cultural Competency in Our Schools

Student and Residential Life

The students at TABS/NAIS schools bring a rich array of backgrounds and perspectives that reflect the increasingly diverse world we live in. New students, whether arriving from across town or from the other side of the world, can often feel like "strangers in a strange land." This session will introduce strategies for the development of cultural competencies in international students, teachers, and administrators. These strategies can, in turn, have strategic impacts on the areas of recruitment, yield/retention, and long-term student/alumni engagement.

David Gilbert, Special Programs Director, Greensboro Day School, NC

Kervin Saunders, Director of Residential Life, North Broward School, FL

Kevin Allen-Nash, Director of Residential Life, Lake Mary Preparatory School, FL

Micajah Dudley, Director of Partnerships, Shearwater International, MA

International Student Cultural Immersion

Student and Residential Life

This session focuses on the importance of properly integrating international boarding students by investing in programs and supports that immerse them and make them feel confident and comfortable in their new educational environment. Attendees will be provided with various strategies and current successful practices that have been successful in providing international students with the necessary skills and knowledge needed to flourish in their new environment.

Justin Murphy, Teacher/Assistant Housemaster & Luke O'Connell, Teacher/Assistant Housemaster, Trinity College School, ON

Supporting Transgender & Gender Non-Conforming Students

Student and Residential Life

How can schools prepare for transgender and gender non-conforming (GNC) students? How can they support students as they question their gender identity and come out? This panel will provide a number of concrete examples including how schools can balance student privacy and parental concerns, particularly with international families; how schools should handle the housing needs (whether on campus or on school trips) of transgender and GNC students; and how schools should approach the question of transgender/GNC students during international travel to countries where transgender identity isn't acknowledged or allowed.

Alex Myers, English Teacher, Phillips Exeter Academy, NH

MB Duckett Ireland, English Faculty, Diversity Education Committee Chair, Choate Rosemary Hall, CT

Joanne Lembo, Director of Student Activities, Phillips Exeter Academy, NH