Hilton Richmond Hotel

For Teachers & Academic Administrators

Sessions

Soon after you register, you will receive an email to select your sessions for Hilton Richmond Hotel for Engage 1 and Engage 2.

Opening General Session ~ 9:00 AM – 10:00 AM Capital Ballroom E-G
Teaching and Learning for a Changing World: Global Competence in Practice (in Action?) (PK-12)
Will our graduates be prepared for a more globalized, interconnected world? As our communities and the workforce shift in the 21st century, and demand new skills and dispositions from graduates, learn how global competence is providing a new lens on teaching and learning for the future. We'll explore how global competence is defined and assessed, and best practices for its application in schools nationally to prepare students. Drawing from work with more than 400,000 students and 3,000 teachers over 12 years, we'll examine case studies for successfully integrating global competence into school culture to ensure all students are prepared to succeed and thrive beyond the classroom walls.
Dana Mortenson, Co-Founder and Executive Director, World Savvy

Engage 1 ~ 11:00 AM – 11:45 AM
Select One Session

Engage 101, Capital Ballroom A
Empathy, Action, Nourishment: Fourth Grade Students Making a Difference (PK-6)
Skills acquired throughout the Lower School give Fourth Grade students the impetus to take action and raise money to provide food for impoverished children and stop global hunger. Learn how through an authentic real world application, these 9 and 10 year olds integrate creativity, critical thinking, problem solving, leadership, collaboration, and communication skills to reach beyond the borders of their classrooms, to build community and provided nourishment for others. 

Sheena Hall, Lower School Director, Flint Hill School

Global Connections through Art and Social Entrepreneurship OR Pagne Pals (1-5)
Lower school students prove to be intensely interested in and compassionately compelled by the lives of their peers at a school in Cameroon. Follow the story of making those initial international connections, developing relationships, and using art as a vehicle for learning about life on the other side of the world and for creatively funding the purchase of books for a Cameroonian school.

Holly Smith, Lower School Art Teacher, Collegiate School

Engage 102, Capital Ballroom B
The Use of Technology to Globalize Curriculum (PS-12)
Creating global awareness and understanding in the classroom involves a global curriculum that includes readings, videos, discussions and live “people to people” videos with students and faculty abroad. Technology is critical in achieving an atmosphere where global becomes an innate part of the classroom experience from kindergarten to senior year. Learn how the fusing of global curricular concepts and the use of technology springboard your program to the next level!

William Fluharty, Director of the Nexus Center for Global Studies, Cape Henry Collegiate

Creation and the "App-Smashing" Craze: Tech-Inquiry in the Classroom (6-12)
App Smashing is the exciting practice of combining apps to better suit inquiry and presentation needs to get students to think more deeply about issues. Through this process, students have another engaging, tech-integrated option where they can SHOW what they KNOW!

Beth Gryczewski, History Teacher, Flint Hill School

Engage 103, Capital Ballroom C
An Eighth Grade Odyssey (8-9)
The Norfolk Academy Middle School curriculum does an extraordinary job of examining the foundations of the modern world as invented by Greek and Roman minds. We do this independently, in each discipline, on topics both chronologically and philosophically connected to our subjects. The Eighth Grade Odyssey will become a catalyst for true inter-disciplinary work and innovation by
bringing the faculty together in the light of this unique opportunity in Sicily and southern Italy to explore new ideas and areas of inquiry. The ultimate goal that drives this journey is the understanding that through this work we will change the lives of our students by bringing them ever closer to understanding the present they inhabit, the past they have inherited, and the future they will invent.

Heidi Pollio, Middle School Latin Teacher, Norfolk Academy

**Water World Wide: Connecting Ancient to Modern, Global to Local, and Learning to Action (5-8)**

Collegiate School's 5th Grade's history program takes a thematic approach of understanding water needs and scarcity as the driving force behind the development and success of ancient civilizations. In science class, students learn and consider concepts in environmental science and the water cycle and connect that learning to their own experience. Students read an in-common novel which provides a first hand account of the struggle for clean drinking water endured by a young girl in South Sudan. Along with other subjects, we have two culminating activities, which connects the learning to students' daily life through experiential learning: a service learning project on the James River and a Water Olympics designed to enhance understanding of the effort needed for some to provide their families with clean drinking water.

Charlie Williams, Middle School History and English Teacher, Collegiate School

**Engage 104, Capital Ballroom D**

**Starting Global: How to Initiate a Global Education Strategy (6-12)**

Initiating a Global Education plan can be an overwhelming task even if you have sufficient time, money and resources. Learn how to strategize and prioritize these initiatives!

Jennifer Biondi Anderson, Director of Global Studies & Chair of the World Language Department, Virginia Episcopal School

**Mission Aligned Leadership Development Programming -- Coordinated, Intentional and Broad (6-12)**

Leadership development takes place in both formal and informal ways in every educational environment. After conducting an audit of leadership development activities, the conclusion were that effective, mission aligned programming must be coordinated, intentional and broad. Gain valuable insight into what was we learned and what we plan to do to make this a reality!

Sean Wetmore, Director, Center for Civic and Global Learning and Price Massey Hall, International Programs and Global Health Fellows Programs, Norfolk Academy
Engage 105, Capital Ballroom E-G
Engineering an Engineering Curriculum (9-12)
Are you considering adding an engineering course to your curriculum at your school? Are you looking to take your STEAM curriculum to the next step? Dave and Scott will share how they implemented an engineering program at Episcopal High School and how project-based learning, interactive assessments and team teaching help their students learn 21st century skills. They will also share how to keep pace with the ever changing world of STEAM. Learn from their experience and investigate how engineering might fit into your school’s academics.

Dave Collins, Math Teacher, Grade Dean and Scott Pohjola, Science Teacher, Innovative Teaching Coordinator, Episcopal High School

Engage 106, Short Pump Room
Weaving in the World: Curricular Development & Real World Connections (4-8)
Astrophysicist Neil deGrasse Tyson concisely states, “Kids are born curious about the world.” No matter your topic area, weaving real world issues into your curricular offerings not only ignites kids’ creative curiosity but stirs their empathetic urge to resonate & connect with the world around them as well. Explore the processes of developing/enhancing lesson plans that engage the global learner through shared stories and resources that can help bring the world alive in your classroom and – most importantly – in the hearts of your students.

Amy Blake, 6th Grade World Geography Teacher, St. Catherine's School

Engaging Children Globally: A Journey of One Teacher Researcher (PS-8)
As teacher-researchers, we LOOK and LISTEN to the stories that are told in our classroom as our students write, draw, paint, and read across the content areas. But, how do students’ stories change when they engage globally through Skype, twitter, and other tech tools? What happens when we charge our students to broaden their perspectives on global issues and ask three CRITICAL questions: Whose voices are heard? Whose voices are silenced? And, why does it matter?

Dorothy Suskind, Fifth Grade Teacher / Associate Adjunct Professor at University of Richmond, St. Christopher's School

Engage 107, Henrico A Room
Elephants, eyeglasses, water towers, and iPads: encouraging student social entrepreneurship (9-12)
Fourteen years ago, the establishment of a sister school relationship with the Enkijape School in Kenya planted the seed for the development and expansion of Highland’s international studies programs, and has provided ample fodder for exploring environmental stewardship, social justice, and cross-cultural studies. In this session, we will highlight specific examples of student-initiated projects that
both develop and demonstrate their curiosity about and increased understanding of global issues and other cultures.

*Megan Catalfamo, Director of Experiential and Service Learning, Highland School*

**I wonder, I ask, iQuest (9-12)**

How does a school develop an experiential learning program that engages the individual student, as well as small groups, to answer those burning questions, harness motivation, and teach some important skills along that way? Chatham Hall did just this, and, entering its fourth year, the results are proving to be greater and more far reaching than we could have imagined.

*Martha Griswold, Academic Dean, Chatham Hall*

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**Engage 108, Henrico B Room**

**Parent Power: Partnering with Parents K-12 to Support Upper School Exchange Students (PK-12)**

Exchange students are one important way to bring the world to our schools. They enrich class discussions, group projects, and sports practices with different viewpoints and encourage students to consider global perspectives. For day schools, finding and supporting host families for these students can be a significant challenge. Look at one school’s newly developed partnership with parents to help welcome international students, support host families, and raise the profile of the exchange program.

*Frances Turner, Director of Global Engagement, St. Christopher’s School*

**Creating A Global Classroom: It’s Not Magic, but It Can Be Magical (9-12)**

Is there magic in creating the ideal global classroom? No, but it requires a shift in thinking. The trick is how to create a “global” environment within the classroom while giving students more choice in what they study within a curriculum. By creating a classroom environment where students have choice over their reading materials, a teacher can cultivate and strengthen the individual voices of students. By giving these students a variety of topics to discuss and problems to solve, a teacher can begin to simulate the type of diverse discussion and problem solving that occurs in the world beyond the classroom, thereby preparing students to converse and collaborate with people from all different backgrounds.

My particular work is in an Upper School English environment, specifically with regard to the topics of post-colonialism and dystopia, but concepts will be generalized so that they may apply to a variety of subjects.

*David Yee, Upper School English Teacher, St. Stephen’s & St. Agnes School*
Engage 2 ~ 12:30 PM – 1:15 PM
Select One Session

Engage 201, Capital Ballroom A
Empathy, Action, Nourishment: Fourth Grade Students Making a Difference (PK-6)
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Engage 208, Henrico B Room
Who is most accountable in your classroom? (PK-8)
Do you spend more time creating lessons and building classroom structures, than the students doing the work? Students need to be thinkers and own their learning. Build your toolbox to support a student led classroom by learning how to change common practices in your classroom to build student empowerment.
Casta M. Childress, M.Ed., Principal, Our Lady of Lourdes

Updated 9/15/15