

Genoa, Italy - June 2018

EAF Across Frontiers Sdn. Bhd. EDUCATION

Announces
Staff Development Center

Mission:

The mission of Education Across Frontiers (EAF) Staff Development Center is to support the development of international school teachers and administrators in becoming effective leaders of adult learning. Specifically, the courses will examine theories of adult learning, strategies for effective workshop presentations, and leadership skills for facilitating professional learning communities.

The courses are designed for teachers and administrators who aspire to be educational leaders - principals, staff developers or team leaders.



Courses:

In June and July 2018, EAF in Genoa will offer nine courses. Successful completion of five EAF courses will result in a Certificate of International School Staff Development. Some of the courses can also be used to earn The Next Frontier Inclusion (NFI) Certificate in Inclusive International Education. These courses are marked accordingly.



Courses	Dates	Trainers
Cognitive Coaching: Part One	June 21 - 24, 2018	Ochan Kusuma-Powell & Doreen Miori-Merola
Training the Trainers for Cognitive Coaching Part 1	June 21 - 24, 2018	Ochan Kusuma-Powell & Doreen Miori-Merola
Challenge by Choice: Teaching Math for Inclusion	June 21 - 24, 2018	David Suarez
Interventions in the Inclusive Classroom	June 21 - 24, 2018	Kristen Pelletier & Danette Sack
Cognitive Coaching: Part Two	June 26 - 29, 2018	Michael Dolcemascolo & Stephen Dare
Collaboration for Inclusion	June 26 - 29, 2018	Jon Nordmeyer & Kristel Solomon-Saleem
Adaptive Schools: Facilitating Collaborative Groups	June 26 - 29, 2018	Carolyn McKanders
Advanced Cognitive Coaching One	June 26 - 28, 2018	Ochan Kusuma-Powell
Advanced Cognitive Coaching Two	June 30 - July 2, 2018	Ochan Kusuma-Powell

COGNITIVE COACHING, PART 1 JUNE 21 - 24, 2018

This four-day course will provide an introduction to the communication skills needed by teachers and those occupying positions of educational leadership. It will present the first four days of the Cognitive Coaching (CC) Foundation Course. The CC Foundation Course is an approach to professional relationships that focuses on supporting the deep thinking of colleagues in the areas of planning, reflecting, and problem resolving. The specific skills and strategies included in this course lend themselves to developing a school culture of collaboration and reflection, and a professional learning community.

As a result of this course, learners will:

- Understand the essence of Cognitive Coaching, how it differs from consulting and evaluation;
- Increase consciousness and craftsmanship in applying interpersonal communication skills in order to develop trust and rapport;
- Understand the power of a structured professional conversation;
- Learn and practice specific reflective listening strategies; and,
- Practice coaching skills in planning and reflecting.

Trainers: [Ochan Kusuma-Powell & Doreen Miori-Merola](#)

TRAINING THE TRAINERS, COGNITIVE COACHING PART ONE: SUPPORTING COGNITIVE COACHING AGENCY TRAINERS-IN-TRAINING JUNE 21 - 24, 2018

This course has been designed to support the development of international school educators who are pursuing their growth as Agency Trainers for Cognitive Coaching Part 1 (Days 1 – 4). The course will be taught concurrently with Cognitive Coaching Days 1 – 4 for new participants. Although this course does not replace the full co-presenting requirement, advanced trainees will be able to meet many of the requirements (submission of videos, written analyses) for AT status and will focus on the integration of three areas:

- Content
- Process
- Environment in the teaching of Cognitive Coaching

Participants should have already scripted Cognitive Coaching Part One in advance of this course. If interested, please write to Ochan (powell@eduxfrontiers.org) for the course outline before registering.

Trainers: [Ochan Kusuma-Powell & Doreen Miori-Merola](#)

CHALLENGE BY CHOICE: TEACHING MATH FOR INCLUSION JUNE 21 - 24, 2018

We know engagement occurs at a sweet spot between the overly simple and exceedingly complex, that curiosity is fragile, and that while content prompts interest, engagement is only maintained under the right cognitive conditions. We also know that what is developmentally appropriate is largely contingent on prior learning experiences, and that within highly diverse classrooms, teaching math can feel daunting.

This experiential course has been designed with teachers of highly diverse math learners in mind. It's for elementary through high school teachers, as well as learning support specialists and administrators, who want to learn how a Challenge by Choice philosophy can help teachers facilitate positive math learning experiences for all students.

Our learning will be guided by the following questions:

- What is Challenge by Choice, and how can it enhance the way we understand and deliver effective differentiated instruction?
- What are specific needs of struggling and advanced math learners?
- What characterizes high quality instruction for all learners, and within mixed-readiness classrooms, how can efforts geared towards strugglers and advanced students be mutually reinforcing?
- What school wide structures support the delivery of effective math instruction and interventions?
- How can we assess and report in ways that are compatible with the principles we espouse and supportive of the practices we employ?

These inquiries are complex, long-term pursuits, and so we invite previous EAF in Genoa math course participants to join us for continued learning. Lastly, this course can be used to qualify for the NFI Certificate in Inclusive International Education.

Trainer: [David Suarez](#)

INTERVENTIONS IN THE INCLUSIVE CLASSROOM

JUNE 21 - 24, 2018

In order to serve all children well, particularly those who struggle with learning in international schools, educators need to focus on knowing their students and working collaboratively to develop thoughtful interventions.

In this highly interactive workshop, participants will develop the understanding that:

- classrooms can and should be developed with neurodiverse learners in mind; offering mutual benefits for all
- collecting, organizing, and using data leads to the development of effective instructional practices
- the consistent use of structures and protocols supports the development of interventions that match student profiles
- the needs of students dictate decisions made about the delivery of and grouping for the support

Learning will occur through simulations, role play, case studies, coaching, and group work. Participants will explore the values, beliefs and assumptions they hold about teaching and learning and affirm their identities as inclusive teachers. They will leave with tools and strategies that are directly applicable to their daily work with students.

This course is appropriate for teachers, counselors, program coordinators and administrators K - 12, and will count toward the NFI Certificate in Inclusive International Education.

Trainers: [Kristen Pelletier & Danette Sack](#)

COGNITIVE COACHING, PART 2

JUNE 26 - 29, 2018

This 4-day course provides the second half of the Cognitive Coaching Foundation Course, an approach to professional relationships that focuses on supporting the deep thinking of colleagues in the areas of planning, reflecting and problem-resolving. The specific skills and strategies included in this course lend themselves to developing an organizational culture of collaboration and reflection, a professional learning community; and will support the participant in developing the skills of facilitation.

In Part 2 of the Cognitive Coaching Foundation Course, participants will understand the process and structure underlying 'reflection into planning' and the Problem-Resolving Map; they will also practice the tools and skills to become effective coaches. Participants will recognize the influence of cognitive style, filters of perception and belief systems that influence their own and the coachee's thinking. To this end, participants will learn skills to invite cognitive shift in the coachee, all the while listening for the coachee's States of Mind.

Trainer: [Michael Dolcemascolo & Stephen Dare](#)

COLLABORATION FOR INCLUSION

JUNE 26 - 29, 2018

"What are some of the best ways to serve English Language Learners (ELLs) in our international schools?" "How do we provide the most effective program of support for children who learn differently?" These questions frequently arise in schools, and more often than not, are considered separately – even though we know that EAL and LS students are not necessarily discrete populations and that students would benefit from the combined and collaborative expertise of all specialists.

Collaboration is emerging as a new norm in today's international schools, and when educators plan, teach and inquire together, we model the 21st century learning skills we hope to develop in our students. In this highly interactive course, participants will explore how effective collaboration supports teacher partnerships in order to directly address the taught, learned and assessed curriculum for all learners. We will explore the values that drive our collaboration, and unpack strategies for collaboration and coaching as tools for building program capacity to serve both ELLs and students with learning challenges. This course can be used to qualify for the NFI Certificate in Inclusive International Education.

Trainer: [Jon Nordmeyer & Kristel Solomon-Saleem](#)

ADAPTIVE SCHOOLS:

FACILITATING COLLABORATIVE GROUPS

JUNE 26 - 29, 2018

The goal of Adaptive Schools Seminars is to develop the collective identity and capacity of organization members as collaborators, inquirers, and leaders. New challenges require increasingly flexible approaches to how we work and interact with one another. Productive teams are made, not born; and there is growing research on the impact of collaborative adult professional cultures in schools on the learning of students.

The Adaptive Schools Foundation Seminar presents a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. We can develop the necessary resources and capacities to cohesively respond to the changing needs of students and society. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching and learning.

In this seminar, participants will develop:

- An increased capacity to initiate, develop, and sustain high functioning groups
- New lenses for diagnosing the stages and phases of group development
- An expanded repertoire of practical facilitation tools
- Understandings of when and how to engage groups in dialogue and discussion, the limitations, forms, and values of each
- Skills to move groups beyond consensus to common focus
- Ways to value and use dissension, argument, and conflict
- Strategies for keeping group members on track, on topic, energized, and resourceful

Trainer: [Carolyn McKanders](#)

ADVANCED COGNITIVE COACHING, PART 1

JUNE 26 - 28, 2018

The Cognitive Coaching Advanced Seminar provides refinement and depth of learning for those desiring to achieve expert proficiency in Cognitive Coaching and is highly supportive of those who wish to begin the pathway to becoming an agency trainer. By participating in this training, the learner will:

- Refine and extend core coaching capabilities and skills;
- Develop skills with advanced forms of paraphrasing, probing for specificity and inquiring to mediate the thinking of others;
- Expand the possibilities of and applications of our identities as mediators; and,
- Frame personal coaching mastery as a journey, not a destination.

Trainer: [Ochan Kusuma-Powell](#)

ADVANCED COGNITIVE COACHING, PART 2

JUNE 30 - JULY 2, 2018

The Cognitive Coaching Advanced Seminar provides refinement and depth of learning for those desiring to achieve expert proficiency in Cognitive Coaching and is highly supportive of those who wish to begin the pathway to becoming an agency trainer. By participating in this training, the learner will:

- Refine and extend core coaching capabilities and skills;
- Develop skills with advanced forms of paraphrasing, probing for specificity and inquiring to mediate the thinking of others;
- Expand the possibilities of and applications of our identities as mediators; and,
- Frame personal coaching mastery as a journey, not a destination.

Trainer: [Ochan Kusuma-Powell](#)



Meet the Presenters

EAF Genoa Trainers 2018



Stephen Dare

Steve is the Head of School at Hong Kong Academy. He earned his undergraduate degree in Education from Nottingham Trent University in the United Kingdom and his Masters in International Education and Administration from Oxford Brookes University. Stephen started his career as a preschool teacher in Southeast England then worked as an administrator in international schools in North and South America as well as in Southeast Asia. He is the Treasurer of the Association of China and Mongolia International Schools (ACAMIS) Board and sits on the East Asia Regional Council of Overseas Schools (EARCOS) Board and the Next Frontier Inclusion and Common Ground Collaborative Advisory Boards. Stephen has embedded the work of Cognitive Coaching and Adaptive Schools into the daily practices and procedures of Hong Kong Academy and regularly presents on the role of coaching in building institutional trust at schools and conferences in Hong Kong and the Asia-Pacific region. Last year, he began his doctoral studies to focus on the influence of student voice in shifting agency from teachers to the students.



Michael Dolcemascolo

Michael is Executive Co-Director of Thinking Collaborative, the home of the Adaptive Schools Seminars and the Cognitive Coaching Seminars*. He is the former Co-Director of the Center for Adaptive Schools. An independent consultant, Michael regularly presents workshops to educators on Cognitive Coaching, Adaptive Schools, learning styles, presentation skills and many other topics. Michael delightfully spends much of his energy mentoring coaches who wish to become agency trainers for their systems and also regularly facilitates groups that are planning, problem-resolving, and engaging in change. Michael is co-author with Robert Garmston of *The Focusing Four: A Consensus Seeking Activity DVD Viewer Guide and Dialogue DVD Viewer Guide*, Center for Adaptive Schools, 2009. With Carolyn McKanders, Michael has co-authored the *Developing Collaborative Groups CD Study Guide*, and co-edited the *Adaptive Schools Foundation Workshop Learning Guide*, 2012. His article, *Supporting the "Whole Teacher": Five Resourceful States of Mind*, appeared in the March, 2013 NYSASCD Impact Journal. Michael holds Bachelor of Arts Degrees in philosophy and English from Montclair State University, an M.A. in cultural symbol systems from Syracuse University's Department of Religion, and a C.A.S. in educational administration from the State University of New York.



Ochan Kusuma-Powell, Ed.D

Ochan is the Director of Education Across Frontiers, an organization dedicated to the professional learning of international school educators. She also serves on the Design Team for The Next Frontier Inclusion – a non-profit organization devoted to supporting international schools in becoming more inclusive of students with special learning needs. Ochan has presented numerous workshops and courses in the areas of differentiation, assessment, teacher emotional intelligence, coaching and collaboration and is an Associate Trainer for Cognitive CoachingSM and Adaptive Schools.

Together with her husband Bill, Ochan co-authored *Count Me In! Developing Inclusive International Schools (2000)*, *Making the Difference: Differentiation in International Schools (2008)*, *Becoming an Emotionally Intelligent Teacher (2010)*, *How to Teach Now: Five Keys to Personalized Learning in the Global Classroom (2012)*, *The OIQ Factor: Raising the Organizational Intelligence of your school (2013)* and *Teacher Self-Supervision: Why teacher evaluation is a failed system and what we can do about it (2015)*.



Carolyn McKanders

Carolyn's background includes 28 years in the Detroit Public Schools as a teacher, counselor, program administrator, and staff-development specialist. Presently, she presents seminars internationally on developing Adaptive Schools and Organizations, Cognitive CoachingSM, enhancing presentation effectiveness and meeting facilitation skills. She also provides polarity management training, which supports organizations in identifying and managing competing tensions inherent in social systems. Carolyn has extensive experience in group facilitation. She successfully helps groups to clarify vision and work collaboratively to achieve professional community and desired results. In addition to her work in educational settings, she is a family and women's counselor. From her counseling experience she brings to her work a deep belief in the unlimited capacity and resilience of the human spirit. Carolyn holds a BS degree in Child Development and Education from Michigan State University, an MA degree in Counseling and Education from the University of Michigan, and an MSW degree in Family and Children Services from Eastern Michigan University.



Doreen Miori-Merola,

Doreen, the Co-Director of the Thinking Collaborative and a private consultant, was an English teacher for over 38 years and taught everything from academic intervention to advanced placement. She has a BS from State University of New York at Oswego in English/secondary education, did graduate work in diagnostic and prescriptive reading/literacy, and received her MS in English Education Advanced Study from Syracuse University. As the ELA Content Specialist for the Solvay Union Free School District – a teacher leadership role – she was in charge of curriculum, assessment, data analysis, professional development, facilitation, mentoring, and providing interventions for grades 4 through 12. In her capacity as Training Associate for Cognitive Coaching, Adaptive Schools, and Habits of Mind, Doreen works to train staff and build system capacity in the Solvay Schools. Doreen has also trained across the U.S. and internationally. Doreen considers herself to be extremely fortunate to have as her mentors Art Costa, Bena Kallick, Bob Garmston, and Michael Dolcemascolo.



Jon Nordmeyer

Jon is the International Programs Director at WIDA, a research center at the University of Wisconsin-Madison. Jon believes that an asset-based approach to professional collaboration can both ignite student learning and fuel teacher growth. He has been an international educator and consultant for 25 years, teaching at international schools in Quito, The Hague, Taipei, Istanbul, Shanghai and Bangkok. He has been a regular presenter at regional international conferences and has taught graduate seminars at Harvard Graduate School of Education and Tibet University. Jon has written articles for *International Schools Journal* and *Journal of Staff Development*, contributed chapters to *Co-teaching and Other Collaborative Practices in the EFL/ESL Classroom* and *Breaking the Mold: Classroom Management*, and co-edited the book *Integrating Language and Content (TESOL 2010)*. He serves on the editorial review board of *Globally Informed*, a peer-reviewed journal for international educators.



Kristen Pelletier

Kristen has taught students and adults with a range of special educational needs since 1992; first in Maine in public school, and then at the International School of Brussels where she is Head of Student Support Services. Kristen holds an undergraduate degree in special education with a specialization in cognitive and developmental disabilities and an MA in K-12 Educational Administration. Kristen's focus in leading inclusive practices and support models is based on collaborative, multidisciplinary teaming to identify student strengths and root causes of needs, so that interventions can be developed. She continues to design integrated and connected school-based systems of support and challenge which promote mutual benefit for all learners. She is a founding director of the Next Frontier: Inclusion movement launched in 2010, is an associate trainer for Education Across Frontiers and teaches for the Teacher Training Center.



Danette Sack

Danette has been a teacher and administrator of students and adults with a range of special educational needs since 1990. She began her teaching and administrative career in public schools in the Seattle area where she also served as president of the state chapter for the Council for Exceptional Children. She has since taught at Shanghai American School, the American International School of Vienna, Cairo American College, the American School of The Hague, and now at the International School of Basel in Switzerland where she is Director of Learning Support. Danette holds undergraduate degrees in Special Education K-12 and Social Studies K-8. Her master's degree is in Educational Administration K-12 with a minor in Special Education. Danette's focus is in supporting international schools in their development of inclusive school communities . She is a member of the design support team of the Next Frontier: Inclusion collaborative.



Kristel Solomon-Saleem

Kristel has been the Director of Learner Support at Hong Kong Academy since 2010. A graduate of Temple University with a BS in Elementary and Special Education, she became certified in both areas prior to receiving her Masters in Educational Psychology. Kristel began her overseas career starting a learner support program in Abuja, Nigeria in 2007. Prior to international schools, she taught and mentored students within the high incidence, and "at risk" population in Pennsylvania and Baltimore, Maryland. Kristel's passion for teaching and learning have led her to work closely with the Next Frontier Inclusion (NFI) as a workshop leader and Regional Coordinator in Asia. She has had the opportunity to lead workshops for the Special Education Needs In Asia Conference (SENIA), Eastern Asia Regional Council of Schools (EARCOS), Association of China and Mongolia International Schools (ACAMIS) and contribute to the IB Guidelines for Inclusive Education. In addition to working with other international schools by providing learner support reviews and professional learner experiences, Kristel continues to work with the American Chambers of Commerce Education Affairs Group Hong Kong, to support international schools in becoming more inclusive.



David Suarez

David's work on math differentiation draws on eighteen years of full-time teaching experience in schools spanning the socioeconomic spectrum. He's particularly interested in the question of how math teachers can create environments that maximally support the growth of extremely diverse learners. His work has been featured in Educational Leadership, ASCD's Challenging the Whole Child: Reflections on Best Practices in Learning, Teaching, and Leadership, and Making the Difference: Differentiation in International Schools. David has presented on the topic of differentiated instruction and assessment at schools and conferences across Africa, Asia, Europe, and the Middle East. He holds degrees in Operations Engineering (M.S.) and Economics (B.A.) from the University of Michigan, and he currently teaches middle school math at the Jakarta Intercultural School.



Course Arrangements



Venue:

The International School in Genoa, via Romana della Castagna 11A, 16148 Italy. For directions to the school, please visit the school website: <http://isgenoa.it/contact-us/>

Accommodation:

ISG has negotiated special conference rates with four hotels. In each case, breakfast is included. Participants should make their bookings directly with the hotel and mention that you want the rate for the International School in Genoa. Each of the hotels is a short taxi ride from the school, except the AC Hotel which is a five minute walk.

[The Astor Hotel](#)

Viale delle Palme 16 – 16167, Genova. Phone 39-010-329011, email: astor@astorhotel.it Single room Euro 87.00; Double room Euro 115.00.

[AC Hotel](#)

158-AC Genova, Corso Europa 1075, 16148 Genova, Phone 39-010-3071180, email: acgenova@ac-hotels.com. Single room Euro 70.00 Double room Euro 80.00-100.00 Triple room Euro 130.00

[Iris Hotel](#)

Via Rossetti 3, 16148 Genova. Phone 39-010-3760703. email: info@hoteliris.it. Single room Euro 70.00. Double room Euro 100.00 Deluxe room Euro 100.00 Triple room Euro 130.00

[Hotel Capannina](#)

Via Tito Speri 7, 16146 Genova. Phone 39-010-363205. email: info@lacapanninaagenova.it. Single room Euro 50.00. Double room Euro 75.00.

Registration:

Click [here](#) to access an [EAF 2018 Staff Development Registration Form](#). Please complete and submit on line. You will receive confirmation of receipt. If you do not receive confirmation within twenty four hours, please write to Sean Powell directly at EAFinGenoa2018@gmail.com. The deadline for early bird registration is March 15, 2018 but we anticipate filling up earlier.

Costs:

The cost of early bird registration for one of the four day courses is US \$1350. This includes the cost of registration, books and materials, lunches and one evening dinner. The registration fee after March 15, 2018 is US \$1450. Participants will pay for their airfare and hotel directly. EAF is unable to provide refunds after March 15, 2018.

