

Session number	Presenter/s	Title of workshop/presentation	Description of Workshop
1	<p>Peter Hinckley Teacher, Tanglin Trust School Singapore Audience: Elementary; All Teachers.</p>	'Show & Tell' For All Years!	<p>Show and tell' has often been seen as an end-of day activity for Infants, yet it is a major springboard for developing presentation skills increasingly used in future careers, boosting self-esteem and building communication and literacy skills.</p> <p>The name: 'show and tell' is an understatement of its 'power' as a communication tool and life skill resource.</p> <p>This workshop will aim to show how it has evolved for inclusion in many year groups. This workshop will use a range of media examples to show how 'show and tell' is an exciting resource/activity that has an important role in the curriculum and a significant place on the timetable from preschool (Nursery) to Year 5.</p>
1	<p>Maria Fe Nicolau Head of Library Binus International School Indonesia Audience: Secondary; Library.</p>	ICT: A Vehicle to Effective Learning	<p>This presentation aims to help second language learners cope in facing challenging tasks of mastering a new language, while also learning and complying the subject-area contents. Currently, educators recognise the significance of how technology (ICT) supports teaching to become more productive and stress-free environment. My presentation will commence with the introduction of the library logo (original creation) trimmed by the acronym ICT and its relevance and impact in achieving the objectives of the school to help the students adjust in a mainstream set-up. This is followed by the integration of Web 2.0 in fostering students' awareness regarding the fastest and easiest way to gather relevant information to support their research specifically focusing on essays. Lastly, the lacing of Learner Profile and "A Bug's Life" movie into their writing. Thus, through this shared session, our teaching strategies will be augmented to provide greater opportunities to embrace the concept of communicating complex thoughts and to bring effective learning through media and digital images.</p>

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1	<p>Rhonda Powling Head of Library Whitefriars College Melbourne. Audience: Secondary; Library; All Teachers.</p>	<p>Classroom and Library Collaboration Using Digital Tools to Engage Boys with Reading</p>	<p>The half-page written book review, dashed off in a hurry, should belong to the past. There are many more engaging and interesting ways to promote reading and share ideas and opinions, and to a wider audience. The teacher-librarians at Whitefriars College in Donvale, Melbourne, Australia, have been working with the classroom teachers for over ten years to help create a diverse range of resources and activities that make the best use of a wide array of digital resources available to students. Boys enjoy using technology and the students at Whitefriars have responded well to the variety of options they have been offered. Rhonda will discuss some of the different tools that have been used to introduce and promote books and reading and for responding to reading, by teachers and students. Students at Whitefriars have been using notebook computers in the classroom for over ten years and have been able to respond to reading in many and varied ways. The technology has enabled students to express their understanding and opinions in ways that best suited them and to indicate that they were capable of higher order thinking. Examples of student work will be shared with those present.</p>
1	<p>Samantha Kosky Head of Drama Australian International School Singapore Audience: Secondary; All Teachers</p>	<p>Shakespeare: The Power of Play[ing]</p>	<p>This workshop is designed to provide educators with a variety of ways to "move" Shakespeare's plays with their students in the classroom. Consisting of a variety of physical approaches the session will deliver strategies that help students to demystify and engage with the play's text. Inspired by RSC's Stand Up For Shakespeare Programme, this workshop will hopefully offer unique and visceral ways to explore Shakespeare's language with your students by lifting it off the page.</p>
1	<p>Nigel Reid Head of English Chatsworth International School Singapore Rob Newberry Director of Education Technology Chatsworth International School Singapore Audience: Secondary; Leadership</p>	<p>Burn Your Printer: five practical ways to create a collaborative, paperless Language A classroom</p>	<p>Baffled by Web 2.0 tools? Too much hype, not enough substance? This workshop uses recent experience in implementing both a 1:1 laptop environment and MYP curriculum in English A at a local international school. This workshop will provide participants with a theoretical model of how laptops can be used for creative, exciting student-centred learning; five specific activities that participants can use with the Google Apps suite to make their classrooms collaborative; insights into search and research techniques and the pitfalls of using laptops; the application of a collaborative model to the PYP; and concluding with a look at how this model will fit with the future of technology in schools, as documented by the recently released Horizon Report.</p>

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1	<p>Susan La Marca Consultant and Head of Library Genazzano FCJ College Melbourne Audience: Secondary; Leadership; Library</p>	<p>Creating a Reading Culture</p>	<p>My PhD thesis, published in 2004, explored, via six case studies, the theory of how we create a reading environment in a secondary school library. In 2009 I returned to work in schools and took up a position as Head of Library in a P to year 12 school, becoming part of a functioning reading culture for the first time since my studies.</p> <p>This presentation will explore the nexus between my research and my current practice. How did the theories hold up? What does creating a reading environment, a vibrant reading culture, actually mean in practice?</p> <p>In this workshop I will look at my own practice sharing all aspects of my school's reading culture, including:</p> <p style="padding-left: 40px;">our integrated reading program from years 5 to 11 promotion and assessment activities (integrating web 2.0 tools) activities that contribute to culture eg litfest, book clubs etc</p> <p>The workshop will integrate theory into an examination of practice whilst also offering a range of practical examples that could be easily replicated.</p> <p>Examples of tasks, wider reading lists and supportive material will be provided.</p>
1	<p>The Journey Man (Johnny Gillett) Teacher and Storyteller Audience: Elementary; Middle School; Library</p>	<p>From Telling to Writing</p>	<p>Using his 20 years of experience in the education sector with children of all ages and nationalities, Johnny Gillett will lead a workshop looking at techniques and strategies for building a storytelling culture in the classroom, using oracy as a springboard into literacy. In his work as The Journey Man, Johnny has been seen in Singapore international schools telling tales from all cultures and using them to inspire creativity and literacy.</p>

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1	<p>Prudence Low Speech Language Pathologist Audience: Elementary; All Teachers; Leadership</p>	<p>Are computer based interventions for literacy-challenged, language-impaired children effective?</p>	<p>The unique training of Speech Language Pathologists allows them to be specialists of language and learning difficulties. With the proliferation of computer based-interventions, Prudence Low and Alissa Gargano explores the (1) implications of these programmes on treatment outcomes, (2) their efficacy according to studies and (3) how we should look at helping those children with dyslexia (difficulty with acquiring literacy) and weak language.</p> <p>Topics addressed include:</p> <ul style="list-style-type: none"> - Role of a speech language pathologist in school settings <ul style="list-style-type: none"> - Dyslexia and Specific Language Impairment - Technology-assisted intervention programmes available <ul style="list-style-type: none"> - What Teachers could do to assist these students - Possible ways of collaborating between teachers and students
1	<p>Adrienne Michetti ICT and Learning Coach, Australian International School Singapore Audience: Secondary</p>	<p>Teaching to Wonder: The power of poetry in a connected world</p>	<p>"Reading poetry is a complicated enterprise." - Carl Leggo</p> <p>What is a poem? How can we invite students to respond personally to poetry in a digital, connected age?</p> <p>We will</p> <ul style="list-style-type: none"> + explore what it means to conceptualize and respond to poetry in a non-threatening way. + look at a poem as a network of audible and visible signs that comprise a text, thus making it more alluring. + deconstruct poetry, refuse to take anything for granted, and keep the poem open + use both digital and analogue tools to do the above <p>This session is not intended to be a how-to or a manual for the teaching and reading of poetry. The approaches and strategies are not autonomous, but rather guides, intended to be interconnected and interspersed. Above all, they serve to invite you and your students into the experience of poetry.</p>
1	<p>Cassandra Wye Storyteller Audience: Elementary; Leadership</p>	<p>Tactile Tales - storytelling for children with special needs</p>	<p>Tactile Tales' will introduce you to an innovative multi-sensory approach to storytelling to meet the needs of children with physical, learning and communication disabilities including autism. For international schools, 'Tactile Tales' is also a creative way of developing language skills in very young children and EAL children. This interactive session will leave you brim-full of ideas for enhancing your communication with all children</p>

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1	Denise Jackson Robyn Press Teacher Librarians Australian International School Singapore Audience: Elementary; Library	Technology to support literacy and Units of Inquiry in Preschool - Year 2 (3- 8yrs)	This will be a presentation which will show how we currently use Web tools and ipad Apps in the library to support the teaching of literacy and Units of Inquiry at the Australian School, Singapore. This workshop is suitable for teachers of children aged 3-8yrs who would like some useful Apps and websites for use in the classroom. There will be an opportunity to share their own ideas with others at the conclusion of the presentation.
1	Katie Day Susanne Clower Teacher Librarians United World College of SE Asia Audience: Library	The Best of IASL	A panel discussion/presentation of the best of the IASL (International Association of School Libraries) conference in Doha the Sunday through Thursday preceding the Hands on Literacy conference - by UWCSEA librarians (and other attendees who may join us). This presentation will provide a feedback session where each presenter highlights the best of what we saw, learned, and gained by this professional development experience. A website will provide notes and links to resources.
1	Jeroen Callens Teacher Librarian, Overseas Family School Singapore Audience: Secondary; Library; Leadership	Information Literacy awareness within the Diploma Years Programme of the International Baccalaureate	Over the past decades, Information Literacy (IL) rose slowly to the top of the agenda for many information and library professionals, as shown by the plenitude of IL research in higher education. Once one moves to secondary or primary education, the number of studies diminishes. Is there less need for IL in pre-tertiary education? To what extent IL has gotten a central role within the IB programme, not just within the curriculum but more importantly within the minds of those involved, whether they are students who grow up in a world with an abundance of often dubious information, or teachers who we rely upon to teach our children the skills they require to deal with this information, or parents who inevitably help determine the school's agenda through their choice of school and the expectations and demands they place upon the school and its teachers, is what this research examines.
1	Mariko Lim Japanese Language Teacher, Overseas Family School Singapore Audience: Elementary; Library	Origami for literacy	Origami is a Japanese paper folding art. It is also a wonderful teaching tool. The educational benefits and ideas as teaching tool for literacy are going to be shared.

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1	<p>Louise Phinney Keri-Lee Beasley Digital Literacy Coaches, PYP Workshop Leaders, United World College SE Asia Audience: Elementary, Middle School</p>	<p>Why you should care about Creative Commons</p>	<p>Most teachers are very good about teaching students not to plagiarize text, however don't place the same emphasis on plagiarizing images.</p> <p>In this hands on workshop, teachers will gain experience searching for creative commons licensed images to create an impact poster for their classroom. Impact posters help convey important messages through the use of powerful images.</p>
1	<p>Andrea Naylor Teacher Canadian International School Singapore Isabel Jones Teacher Librarian, Canadian International School Singapore Audience: Elementary; Library</p>	<p>Teaching Internationalism Through Children's Literature</p>	<p>In this workshop we will share titles of quality children's literature that promote international-mindedness. We will also discuss practical strategies/ideas for using children's literature in the classroom to promote international-mindedness.</p>
1	<p>Jane Andrews Deborah Pearce Teachers Tanglin Trust School Singapore Audience: Early Years/Infant</p>	<p>Letters and Sounds</p>	<p>Examples of activities to do with Early Years Foundation Stage children. Covering Aspects 1 to 7. Participants will be required to take the place of a 3-5 year old, joining in the activities and having fun learning. There will be opportunities for discussion and other ideas to be shared.</p>

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2	<p>Nigel Reid Head of English Chatsworth International School Singapore Audience: Secondary; Library</p>	Google Lit Trips	<p>Nothing brings literature to life like a Google Lit Trip!</p> <p>With some basic training on the features of Google Earth, students can learn to create amazing, interactive explorations of literature, geography and history, using .kmz files which display as overlaid map points on Google Earth based on the geographical scope of the literature they have studied.</p> <p>In this session, we will look at successful ways to use Google Earth in the humanities and language-arts, and how to extend the experience beyond a conventional 'lit trip' by using mirroring software with an iPhone or iPad to create a narrated audio tour of a focal point of interest.</p> <p>This presentation gives teachers all the pedagogical and technical knowledge they need to bring literature, history and geography to life in a fascinating and engaging way!</p>
2	<p>Hannah Dovey Teacher Tanglin Trust School Singapore Audience: Elementary</p>	Teaching poetry and riddles with success	<p>This workshop aims to equip teachers with a range of fun techniques created for supporting children with writing poems and riddles independently. The techniques are based on a systematic process of learning (all pen and paper...no existing ICT skills required!) Everybody will leave the workshop with a new set of poetry/riddle teaching skills! This workshop was presented at the 2010 Hands on Literacy Conference, and received extremely positive feedback.</p>
2	<p>Christiane Charon Languages and ESL Teacher, Overseas Family School Singapore Audience: Secondary; Leadership; ESL</p>	Literacy for marginalised students	<p>In this workshop, techniques of teaching literacy and validating oral literacy are introduced through a case study of a successful intensive course trialled at James Cook High School, Auckland, New Zealand in November 2011.</p> <p>The student cohort comprised senior students from various Pacific Islands whose families had migrated to New Zealand. The students all had a language other than English as their first language. They had failed to complete the standard English courses offered at the school and were in danger of exiting the education system without sufficient credits in literacy. Through a customised intensive program, they achieved the outcomes required by the New Zealand education authorities within the space of two weeks.</p>

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2	Dr. Matt Harris Head of Learning Resources, German European School Singapore Audience: Elementary; Secondary; Leadership; Library	Teaching information literacy to all students, K-12	In this workshop, we'll discuss the central concepts of information literacy and how it affects and will affect students as they progress through their studies and on to post-secondary education. We'll look at curriculum and pedagogy for teaching information literacy skills to all grade levels: primary, early secondary, and secondary. Participants will leave with links and resources related to information literacy concepts and instruction.
2	Catherine Khoo Carlo Venson Pena Publishers Audience: Elementary; Middle School	Children's Literature by Children: Engaging Children to Write for Other Children	Children are a treasure trove of ideas. For most teachers, it is a challenge to engage students to create narratives that flow in an entertaining and logical way. This workshop engages teachers and librarians into developing methods to encourage children to write stories intended for other children. The idea is novel, since most children's stories are written by adults.
2	Roger Jenkins Storyteller Audience: Elementary; Secondary; Leadership	Storytelling as a strategy in Values Education	A practical workshop in which Roger will share 3 short stories (two traditional folktales, one modern/true) demonstrating ways of using them in values education/character development. Participants will also practise their own storytelling skills, and be helped to shape a personal story that would be appropriate to use in this context.
2	Ali Ross Frank Donnoli David Benzie Teachers Clearwater Bay School Hong Kong Audience: Elementary	The Power of Drama through Inquiry	Mission of Workshop: To give teachers and students confidence to use the lens of Drama to develop literacy skills and understanding. Providing students with the opportunity to use Drama as a means of experimenting, communicating and experiencing new ideas leading to a deeper understanding and exploration of literacy. One hour overview presentation: A presentation of the successfully planned full day workshops run in Hong Kong for English Schools Foundation. The presenters will share 'Big Books' which show the exploration of literacy using 'The Arrival' by Shaun Tan, a short film of the final performances and an outline of the process including lesson plans.

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2	<p>Susan La Marca Consultant and Head of Library Genazzano FCJ College Melbourne Audience: Library</p>	<p>Designing for Learning</p>	<p>This workshop is based on the book I wrote for the Learning in a changing world series published by ACER press titled 'Designing the learning environment'.</p> <p>Historically education has been content driven and teacher centred. New models of learning that suggest a constructivist approach to learning are centred on the student and his/her experiences, abilities and needs.</p> <p>As part of this dialogue it is argued that we need to learn, or relearn, how we see space. We must move beyond our perceptions of what learning spaces are in an effort to reconsider the traditional library and how it can best be positioned, and rethought, in the future.</p> <p>We need to engage ourselves with the knowledge that young people are technology able, independent and social. We must offer them rich contexts and inspiring, creative environments that stimulate learning.</p> <p>In discussing these views the workshop will engage with the following areas:</p> <ul style="list-style-type: none"> flexibility collaboration learning driven spaces creativity statements efficiency inclusiveness human centred spaces <p>I will explore each area as it relates to school library design and illustrate points using images and examples from both my own school and others.</p> <p>A current further reading list will be supplied.</p>

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2	<p>Mark Patton Teacher and MYP Coordinator Canadian International School Singapore Audience: Secondary; Library</p>	<p>Comics and Graphic Novels - Why they count and why you should have them in your class</p>	<p>It's time to consider comics to be a valid medium for the delivery of ideas and stories. Using the instructional works of writers such as Scott McCloud and Will Eisner, this workshop will look at comics with a critical eye. Participants will leave the workshop:</p> <ol style="list-style-type: none"> 1) Having explored the language and structure of sequential art; 2) With a variety of titles to begin recommending, collecting or adding to a curriculum; 3) Having shared experiences of using comics as a learning tool.
2	<p>Siti Nurrafidah Early Years Teacher Caterpillar's Cove Child Development and Study Centre Singapore Audience: Early Years; Leadership</p>	<p>"Persist!" As a Strategy to Write Inventively</p>	<p>"Young children have little trouble writing if they use invented spelling. Invented spelling allows them to sound out words for themselves without the concern for standard spelling" (Hunt, 1985 cited from Parshall, 1990). Therefore, it is crucial for teachers to provide an environment that supports the children's need to be engaged in inventive spelling when writing. According to the framework set by Ministry of Education (MOE), Singapore, "optimal learning is fostered when teachers recognize where children are developmentally and provide experiences just beyond what children can do on their own but within what they can do with the necessary assistance. The aim is to encourage a positive disposition to learning and risk-taking without fear of failing" (2008, p.8).</p> <p>One of the ways this aim can be achieved is by empowering children to refer to the poster when they encounter difficulties, attempt and continue to persist on with their writing activities. "Persist!" is integrated into the classroom and it does not exist as a stand alone, where the children refer to the environmental prints, the dictionary as well as each other as a source in their writing activity. The effectiveness of using "Persist!" as a strategy in the classroom is measured through the number of times that the children refer to it and/or saying it out loud, through an interview, where children reflect on their own observations on their progress in their writing development and work samples including journal entries and written reflections. With a good foundation for writing, it would enable them to not only be able to write conventionally but be able to "ease their entry into reading" (Ouellette, 2009).</p> <p>This project was awarded MCYS' Innovation Grant in 2011 and a publication was created to document the project.</p>

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2	<p>Shane Ross Individual Need Teacher Australian International School Singapore Audience: Elementary</p>	<p>Moving Beyond the Middle - Planning, Supporting and Managing Differentiated Literacy Development in the Younger Years</p>	<p>The key to effective differentiation and personalised learning is the maximisation of resources within a dynamic learning environment. The aim of this workshop will be to introduce teachers to a variety of planning mechanisms and classroom structures that endeavour to provide students with a variety of inputs and options to facilitate a literacy rich environment that meets a range of individual needs. This will include planning for on-going assessment and evaluation in order to help to inform lesson plan and design as we seek to optimise student performance at a pace that is suitable for them.</p>
2	<p>Emily Lim Author Audience: All Teachers; Support Staff</p>	<p>You can produce picture books with your students!</p>	<p>Emily will take participants through the thought process of how she wrote and published her award-winning picture books. There will be some mini-writing exercises to generate ideas, followed by a behind-the-scenes sharing of how her books went from manuscript to artwork and finally to print.</p> <p>Participants are also encouraged to share about any writing/book projects which they may have undertaken with their students for purposes of collaborative exchange amongst the attendees.</p>
2	<p>Sandy Phillips Manager, Digital Content, Department of Education and Early Childhood Development, Victoria. Mary Manning Formerly Executive Officer of the School Library Association of Victoria; school library consultant. Audience: All</p>	<p>Find, use, create and share: Interactive resources for collaborative inquiry</p>	<p>The Department of Education and Early Childhood Development (DEECD) in Victoria, Australia has delivered a centralised portal of teaching and learning content for schools called FUSE (www.education.vic.gov.au/FUSE).</p> <p>This freely-available, digital portal also showcases new and emerging technologies, supported by appropriate policy and process.</p> <p>In this session, Sandy and Mary will demonstrate a range of engaging, interactive, web 2.0 based resources that enhance inquiry-based learning and support students both as users and creators of digital content. They will highlight the online resources developed by the School Library Association of Victoria as part of the FUSE Digital Content Creation Project with particular reference to the Question Generator App.</p>

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2	<p>David Schneer EAL teacher and Mother Tongue Coordinator, Australian International School Singapore. Audience: Secondary; Leadership</p>	<p>Literacy in the Foreign and Second Language Classroom</p>	<p>Drawing on past and recent research in language learning and teaching, this workshop will offer practical ways for teachers to help their students develop their reading and writing skills.</p>
2	<p>Kelly Somerville Teacher, Australian International School Singapore. Audience: Elementary (some IWB experience required)</p>	<p>Interactive White Boards: Engaging learners in digital literacy</p>	<p>Explore and view IWB tools and management strategies that engage students in digital literacy. Observe possible ways to give students opportunities to access digital print, use Web 2.0 tools and media resources using the IWB. Investigate ways in which these tools can be practiced and implemented in your classroom!</p>
2	<p>Keri-Lee Beasley Louise Phinney Digital Literacy Coaches, PYP Workshop Leaders, United World College SE Asia Audience: Early Years; Elementary</p>	<p>Learning Stories</p>	<p>Using an app on the iPads such as ShowMe, students can narrate over the top of a drawn explanation or a photograph to demonstrate their learning. This can be used at any grade level and really with any content area. We would like to go through a demonstration lesson using the iPads and ShowMe. If time allows we would also like to explore the use of the Reflection App allowing students to show their work on their iPad on the whiteboard.</p>

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3	<p>Alison Davis Teacher; Pearson Education Publishing Audience: Elementary; Middle School</p>	<p>Teaching Thinking Readers in an ELL Classroom</p>	<p>There are many skills and strategies which thinking readers use – before, during and after reading. These strategies need to be taught in a systematic and explicit way so students can think critically about what they read. This hands-on workshop will focus on strategies which use visual, verbal and hands-on strategies to engage students in thinking about text using both scientific and mathematical texts.</p> <p>Participants will learn strategies for:</p> <ul style="list-style-type: none"> ü Increasing listening and reading comprehension using factual texts ü Activating and building prior knowledge ü Reading, talking and thinking through text to access content ü Extending language through academic vocabulary and increasingly complex written texts
3	<p>Roger Jenkins Storyteller Audience: Elementary; Middle School; Library</p>	<p>Drama in the pursuit of Myths & Legends</p>	<p>This performance demonstration shares work created by Yr. 4 students at the Australian International School (Singapore) during their Unit of Enquiry on Myths and Legends. The session is primarily designed for TEACHERS WITH NIL OR MINIMAL EDUCATIONAL DRAMA EXPERIENCE to provide them with manageable strategies to implement in the classroom to help the students with</p> <ul style="list-style-type: none"> a) sequencing, b) re-telling the story in their own words, c) empathizing emotionally with the characters d) and reflecting on the story in relation to UOI <p>Note: I have outlined this proposal to James Harrison, Head of Year 4 at AIS, and he and his team are supportive of it, pending its approval by the conference panel. The performance could also be tailored to a more public time-slot if you felt it was of interest.</p> <p>I'd like a large enough space to have the kids (say 15 - 20?) as well as the workshop participants. a stage is not necessary per se.</p>
3	<p>Abena Bailey Holly Fairbrother Teachers Nexus International School Malaysia Audience: Secondary; Library</p>	<p>Read. Me?</p>	<p>This workshop is designed to explore ways of getting learners excited about books. From projects launched from literature to sharing great books, this session will be of interest to anyone looking for ways to use free Web 2.0 tools in promoting a love of reading. Demonstrations will be presented but bring your ideas, bring your laptops and let's all leave with some inspirational ideas for immediate implementation.</p>

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3	<p>Kerryl Howarth Teacher, Australian International School Singapore Audience: Early Years; Elementary</p>	<p>Creating a Culture of Thinking in the Reader's Workshop</p>	<p>This workshop will focus on the Reader's Workshop. In particular it will examine how 'Visible Thinking Routines' can be incorporated into the workshop to provide scaffolds that support deep, purposeful dialogue around the comprehension of text. Activities and discussion will focus on how thinking routines can be applied by students to support their understanding and application of the key comprehension strategies; Activating Schema and Connecting, Determining Importance, Creating Mental Images, Synthesising, Questioning and Inferring. Participants would preferably have some understanding of these key strategies.</p>
3	<p>Cassandra Wye Storyteller Audience: Early Years; Leadership</p>	<p>The Magic of Soup - exploring the relationship between storytelling, soup and sums</p>	<p>The Magic of Soup - will consider: What role can the imagination play in the teaching of Maths? How can we dramatically bring the concepts of Maths alive for very young children? How can we use Maths creatively as a springboard for learning across the curriculum – developing our ability to pose problems and solve them? Storytelling and soup making may be the answer! Drawing on storytelling traditions from around the world, this interactive session will show you how storytelling can animate the teaching and learning of maths and place storytelling at the heart of the Early Years curriculum.</p>

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3	<p>Tracey Hand Teacher Australian International School Singapore Audience: Early Years</p>	<p>Developing Literacy Skills in Early Years</p>	<p>Research has shown that the Early Childhood Years-from birth to eight years-are a critical period for developing language and literacy skills. Current research also shows that the transition from 'pre-school' settings to a school environment could be the most important educational transition of all.</p> <p>In the Early Years teachers are setting up foundations for future interactions with formalised education, it is vital for Early Years teachers 'to get the Literacy foundations right'. This interactive workshop offers teachers working in a Prep/Year One classroom a 'hands on', practical professional learning experience.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • consider strategies to enhance the development of Literacy skills within a Play/Inquiry based curriculum; • consider how to 'differentiate' within the curriculum area of English/Language to cater for the developmental stages of children; • consider how to use classroom experiences to facilitate Literacy development; • consider strategies for developing early understandings of print concepts and supporting beginning readers and writers; • be introduced to a range of 'tools' that can be used by teachers to develop their student's Literacy understandings. <p>The main objective of the activities included in this workshop is to assist our youngest learners to enjoy and develop confidence in their 'Literacy Abilities'.</p>
3	<p>Tamara James-Wyachai Head of Middle School English Overseas Family School Singapore Audience: Elementary; Secondary</p>	<p>Feedback Frenzy using Google Drive</p>	<p>This workshop focuses on using Google Drive (formerly Google Docs) to boost your feedback to students, foster timely dialogue with them on their writing and reading work, and speed up your response process.</p> <p>Attendees need to have a Gmail account; a student document and rubric to use as practice would be useful but not necessary.</p>

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3	<p>Davidson Lloyd Teacher Overseas Family School Singapore Audience: All</p>	<p>Competent Communication</p>	<p>In this workshop session, participants will learn about communicating effectively and competently; to explore what lies behind communicating with words and exploring concepts.</p> <p>A teachers' work is very much about the communication of ideas. However, as important as the substance of these ideas are, facts, information and evidence are carried further with respect, connection and clarity.</p> <p>How can we improve our interactions, for example, given what we now understand about the effects of reward and punishment.</p> <p>The workshop will cover a popular approach to semantics in which we will discuss how to clarify the meaning of words and achieve more exact communication and the framework of non-violent communication.</p>
3	<p>Joyce Valenza Keynote speaker, 21st century librarian, blogger, presenter, consultant. Audience: Library</p>	<p>Curation!</p>	<p>Collections have shifted and teachers and librarians can be critical players in curating the digital content, tools, and instruction needed to enhance and inspire a school's learning culture. What should be collected and curated today and how? What are the best new tools for curation? Why is curation the new search? What are the connections between curation and flipping? What does best practice look like in terms of curation and digital instruction? What role does student work play? And why should students curate?</p>

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3	<p>Shane Hill Teacher, elearning specialist, app developer Audience: Elementary; Middle School; Leadership; Library</p>	<p>Behind the Scenes Q & A of Educational App Development</p>	<p>Would you like to see a behind the scenes look at all of the things that go into making a large scale educational app? This session will specifically examine the making of the world's largest ever educational game. It will consider the necessary elements in maximizing learning outcomes.</p> <p style="text-align: center;">Outline:</p> <ul style="list-style-type: none"> • The importance of fun and student engagement to ultimate learning success? How do you ensure that gamification does not dominate over learning? • The feedback loop and the critical importance of allowing children to make mistakes. <ul style="list-style-type: none"> • Doing vs watching. How can high volume, efficient learning be achieved? • Content presentation options: Student choice vs Lock Step vs Teacher Selection vs Algorithmically Generated. • Rewards and student motivation. How do you achieve longevity of student engagement? <ul style="list-style-type: none"> • Animation – how can this be enlightening rather than distracting? <ul style="list-style-type: none"> • Reports with meaning. • Data to aid instruction. • Incorporating social aspects to aid learning. What important safeguards can be put in place? <ul style="list-style-type: none"> • Simplicity vs functionality – what do teachers want? <p>This presentation specifically examines all of the issues behind making great eLearning. It's an under-the-hood look at challenges faced when trying to create learning tools that can improve learning outcomes. Participants will gain insight to an area that is often kept off-limits to them. A large component of the presentation will be question and answer format.</p>

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3	<p>Laura Martinelli Infant Specialist Teacher. Moved to Singapore from Manchester, UK, eight years ago. Has been Head of Infant English at Tanglin Trust School for past 6 years.</p> <p>Lucy Scammel Early Years Teacher. Moved to Singapore 4 years ago. Previously taught in an international school in Boston USA. Currently Assistant Head of Infant English at Tanglin Trust School.</p> <p>Audience: Early years; Librarians.</p>	Prize-winning books for young children	A chance to see and hear about some of the latest prize winning books for young children (3-7yrs), mainly from UK authors. Be inspired by new funny, engaging texts which will work well in the classroom. Share ideas for great texts with by other colleagues by bringing along your own favourite books.