

IPSEF Kuala Lumpur 2015

The Renaissance Hotel
Kuala Lumpur
Malaysia

11th & 12th March 2015
13th School visits



2015 Conference Programme

Day One

Chair: Andrew Dalton, Principal, The International School @ ParkCity

8.30 Registration

9.25 Opening & Welcome

9.30 KEYNOTE:

Dr Abdulla Al Karam, Chairman of the Board of Directors and Director General of the Knowledge and Human Development Authority (KHDA)

10.00 International Schools – Saturation and Opportunities

Tengku will talk about the hot topic of whether the international school market in Malaysia is saturated and if so, the opportunities available for those who still wish to invest in international schools in Malaysia.

Tengku Azian Shahrman,

Director – Education and SRI Human Capital Development, **Performance Management And Delivery Unit (Pemandu) Prime Minister’s Department**

10.30 Growth and developments in the international schools market with a special focus on Asia and South East Asia

Richard Gaskell, Director for International Schools at the International School Consultancy Group (ISC) who is based in ISC’s Bangkok office, will present an update on the global international schools market. Special focus will be given to developments in Asia and South East Asia plus a forecast of where ISC predicts the international schools market will be within five and ten years.

Richard Gaskell,

Director, **ISC Research Ltd**

11.00 K-12 and the Role of Technology in Educational Content and Delivery:

Parthenon Vice President Anip Sharma will discuss the shift toward digital resources for content delivery, including global trends. The presentation will include educator and parent views and present global case studies.

Anip Sharma

Vice President, Member of **Parthenon’s Education Practice**

11.30 Refreshment break

12.00 KEYNOTE:

Learning Today

Much has been spoken and written about finding the right approach to learning for the current generation. We have been bombarded by various purported new methods like not only the interactive whiteboards but the interactive projectors and the 'active-tables'; from powerpoint presentations to prezi; from teacher-centric to student-centric to flipped classrooms. We have also seen the emergence of new ideologies like "Wikinomics" being discussed of late. As an owner and manager of Private and International schools in Malaysia and also arranging branch campuses of traditional UK and Australian schools in Malaysia, Felix speaks about going into the fundamentals of "understanding" the learning habits of the current generation of students and exploring what he labels, the "collaborative creativity" of children today. This follows the flow of Sir Ken Robinson's 2003 TED talk and allows the children/student to claim ownership of their lessons. Such is the 'art of learning' today and the basis of most successful schools.

Felix E.B. Lee,
CEO, **Matrix Global Schools**

12.30-2.00 Lunch & exhibition visits

Chair: Christopher Bell, Executive Chairman, Brighton Education Group

2.00 Civil war, leadership and lessons learnt: a personal account of a leadership experience that no text book could ever prepare you for!

Almost on a daily basis it seems, we read of unrest across the world and as educators we often put ourselves on the front line for the good of our young learners. We talk about them having a positive influence on the world around us and include the words 'peace', 'united' and 'community' in our school visions. But what happens when conflict comes to our door?

Making reference to my experience of leading an international school during the Libyan crisis of 2011. I will take the delegates on a reflective journey, which encompasses the dangers of working overseas and the preparations a leader needs to make to ensure the safety of his/her community. I will also touch upon the personal skills a leader needs to develop, to ensure that they are able to function effectively during a period of high stress and make reference to the need to allow time after the event, for rebuilding on a personal level.

Denise Sinclair,
School Development & Improvement Manager, **Tenby Schools, Malaysia**

2.30 The Mona Lisa Effect: triangulating aptitudinal, attitudinal and attainment data to personalise learning for every student

With such an increased focus, in OECD PISA and beyond, on 21st century skills, it is essential not only to identify the skills which learners will need in the coming century, but to devise effective classroom teaching tools and assessment strategies for those skills. Assessment is an essential component of personalised approaches to learning, because a comprehensive understanding of the student is a pre-requisite to determine the best approach to meet their learning needs.

This goes beyond measuring progress towards set goals and requires educators to assess each student's developing cognitive abilities, irrespective of what curriculum or teaching they may have encountered previously. It also demands an understanding of students' evolving attitudes and emotional state – both of which can have a significant impact on learning and achievement.

The 2012 PISA report highlights 'students who lack drive and motivation to succeed, who do not engage with school and learning, and who do not have confidence in their own abilities as learners. These students are at particular risk of not fulfilling their potential later on, either in the labour market or in their personal lives, because they are not engaged with learning when they are young.'

Matthew will demonstrate that, far from being de-personalising, data provides the tools to unlock truly personalised teaching and learning to ensure the engagement of every student, for the benefit of their learning today and their success tomorrow. He will present a practical case study of the groundbreaking work undertaken at Bromsgrove International School Thailand fully to exploit available assessment tools to achieve a fully personalised triangulation of attitudinal, aptitudinal and attainment data to improve achievement and progress and wellbeing for every student.

Matthew Savage,

Deputy Headmaster, **Bromsgrove International School Thailand**

3.00 Three Years In; The Change in Challenge

A brief overview of the progress of The International School @ ParkCity, Kuala Lumpur, since it's opening in September 2011. Andrew, the founding Principal, shares views on how the challenges, demands and opportunities of leading a fast growing international school quickly change over time.

Andrew Dalton,

Principal, **The International School @ ParkCity**

3.30 Refreshment break

4.00 A case study of Ullens School in Kathmandu

Som will be presenting a case of Ullens School in Kathmandu. Ullens School is a non-profit, independent school established with philanthropic investment. The school has demonstrated a great model in socially responsible academic institution; world class education, inclusiveness in student admission, and financially sustainable. The School is the first and only IB World School in Nepal.

Som Paneru,

Founding President, **Ullens Education Foundation**

4.30 Case Study: Borderless Recruitment: What ASEAN Countries Can Learn from MENA

Most international schools benchmark themselves against other schools in their immediate vicinity and this approach makes sense when attracting parents and students. But attracting teachers in a competitive market requires a more global mindset. Diane Jacoutot, Managing Director of Edvectus, will show how shifts in policy in one country affected large numbers of international schools in the MENA region and what the effects of borderless recruitment might mean for the Far East and Southeast Asia regions in the future.

Diane Jacoutot,

Managing Director, **Edvectus**

5.00 **Early Child Care and Education in Malaysia: Towards Professionalisation Abstract**
By 2020, the Malaysian government aims to achieve the National Key Result Area target on pre-school enrolment to 97%, and an increase in enrolment at childcare centers from 4 to 25 percent. It was further proposed that a minimum qualification of a Diploma in Early Childhood Education be required for all preschool teachers. However, there is a large percentage of the private ECCE workforce who has not obtained formal professional qualifications in ECCE. This paper reviews the status and work conditions of the ECCE workforce in the private sector, related to their qualifications, working conditions and their readiness for professional development. 3087 teachers representing approximately 12% of the private sector workforce was drawn using stratified sampling procedures through a paper-and-pencil questionnaire designed and validated for this purpose. Data collected was analysed using basic statistical techniques such as percentages, frequency count and cross-tabulation. The environmental factors in the workplace will be discussed, and recommendations for ECCE stakeholders to help their staff members to realise their potential and fulfil their needs for self actualisation will be presented.
Presenters: Lydia Foong, Palani Kowndar Veloo, Mogana Dhamortharan
Lydia Foong,
Head, Faculty of Education, **SEGi University**

5.30 **In Between Tides: Bridging the educational and experiential gap for 21st century high school between their aspirations and reality!**
Authors: Chris J. Perumalla, Ph.D., and Artur K. Jakubowski, B.Sc.
The generation born between 1990 and 2009, generally referred as Generation Z, faces a unique world of opportunities and challenges. Many careers which did not exist for the previous generations exist for them and those that existed before have become hard to get into because of intense competition. Today's applicants must not only exhibit stellar academic success but have a healthy balance between intense extracurricular activities, volunteer experience and in many cases good research experience, and very strong reference letters supporting their documents. To translate the desire and aspirations of high school students to reality of becoming healthcare professionals, they need to educate themselves to the process of admission and become aware of the level of competition and at the same time have a viable 'option B' which will closely align with their primary career goals. The Faculty of Medicine at the University of Toronto has developed a unique, one of a kind, program – the Faculty of Medicines Youth Summer Program (MED YSP). This program exposes brings high school students into a university setting where they listen to world renowned scientists and clinicians in lectures, and perform various "hands on" activities and experiments and interact with admissions officers in various health science programs. MED YSP consists of four stand-alone weekly modules – physiology, pharmacology, molecular biology and microbiology. The students stay at university residences and attend MED YSP. In the past eight years of its operation, nearly 3000 students from 20 different countries have attended the program and have benefited from it. Students leave the MED YSP program with a renewed sense of focus in pursuing their primary career goal and a viable "plan B" which they might have previously never known existed, with a resolve to move on the career path of their dreams.
Chris J. Perumalla Ph.D,
Director, Division of Teaching Laboratories, **Faculty of Medicine**

6.00 **Drinks Reception**

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Day Two

Chair: Andrew Dalton, Principal, The International School @ ParkCity

9.25 Chair's welcome

9.30 Maintaining the Highest Standards of University Preparation – Kolej Yayasan UEM: the story of Malaysia's Premium A Level College

Kolej Yayasan UEM (KYUEM) was founded in 1998 as part of the UEM group's commitment to Corporate Social Responsibility. Since then, through a rigorous selection process and working closely with public and private sector sponsors, it has achieved an enviable reputation for A level success both regionally and internationally. This presentation looks at the history of the college, the present state of international university preparation and the challenges the future holds for colleges such as ours."

Paul Rogers,
Headmaster, **Kolej Yayasan UEM (KYUEM)**

10.00 Real Estate Solutions for International Schools in Malaysia

According to NAPEI's president Professor Elajsolan Mohan real estate requirements of a new international school will require an investment of RM30m+. For schools this means a major investment in the early stages of existence when most schools are operating below their break-even point. Hence, this talk will explore different real estate solutions for schools which want to follow an asset light strategy and focus on the school business instead of taking care of real estate. REITs for mature schools as well as private equity solutions for new schools will be discussed.

Sandra Ernst,
VP Investment, **AREA Management Sdn Bhd**

10.30 What Matters Most: A review of teacher trends and requirements in international education

According to most reports and in particular ISC Research, by 2024 the international schools market will require approximately 750,000 staff despite this increasing trend there is a continuing global shortfall in teacher recruitment in the tradition countries that international schools recruit from. In the UK alone the shortfall this year is estimated to be of 4000 teachers, a trend which is likely to continue. So what do teachers look for when choosing a school overseas and who will international and in particular British schools recruit in the future? With a finite pool of resources, what kind of strategies will international schools employ to retain their staff and are these the kind of things teachers in international post value?

Simon Dweck,
Head of International School Services, **Capita Education Resourcing**

11.00 Refreshment Break

11.30 Closing in on True Sustainability in School

True sustainability in school is one that does not pollute the environment at all. It is envisioned as a school that have zero carbon emission, zero potable water consumption, and zero waste to landfills while producing adequate food & water for the building occupants. The development of the new International School of Kuala Lumpur is an attempt to close this gap to demonstrate a truly sustainable school.

CK Tang,

Managing Director, **Veritas Environment Sdn Bhd**

12.00 Opening and Operating an IB School in Asia

Having opened new schools and new IB programmes at several schools in Asia, Mrs Fowles will present a synopsis of getting started with IB programmes. This will include planning buildings, hiring staff, authorisation and accreditation processes.

Ms Anne Fowles,

Head of School, **IGB International School**

12.30 Innovative International School Marketing: Positioning Your School Through Pedagogy

Innovative International School Strategy: Positioning Your School Through Pedagogy

What counts most in parent evaluation of an international school in increasingly competitive contexts? Our school sector research over three decades consistently shows that teachers and teaching quality rises to the top of the list for parents (be they prospective current and even past parents) in their judgment of a school. It is high time for a deeper consideration of evidence and articulation around these core educational variables to optimally define and distinguish schools in the market, and validate the meaning of heavily used marketing claims as 'education quality' and 'academic excellence'. Most schools recognise that in an era of increasingly scrutinised assessment by parents of schools, there is a need for a differentiated market communication strategy, one that can set a school apart from all others (or almost) in a market facing sense. Many Principals/Heads around the world that I work say they recognise this fact, but have genuine difficulty in knowing how to do this- articulating such core aspects of the education process- teachers and teaching pedagogy into a convincing and meaningful marketing narrative. In the absence of this, there is sameness about the marketing and messaging between schools- the external impression is that all schools look and feel as one. This provocative presentation will draw on the presenters three decades of experience in creating an innovative perspective on how teachers and pedagogy may form the basis for a 'clean air' approach to market messaging and a compelling and cogent narrative for parent audiences. The presentation will also provide case study insights on how narrative can be taken (communicated) to parent markets in optimal ways.

Dr. Stephen Holmes PhD,

Managing Partner, **The Knowledge Partnership Australia Pty Ltd**

1.00-2.15 Lunch

Chair: Christopher Bell, Executive Chairman, Brighton Education Group

2.15 Heriot-Watt University Malaysia - A Case Study

Heriot-Watt University has recently established a new campus in Putrajaya in Malaysia. The presentation will outline the steps involved from the first idea of a new campus by University senior management team to the current position of a fully established position. This is a timescale of 5 years.

Prof. Robert Craik,
CEO and Vice Principal, **Heriot-Watt University Malaysia**

2.45 Keynote:

Transformation Journey of Sri Garden

Due to declining Enrolment, Sri Garden needed to take a decision to do something to stop the decline. BK will share this transformation journey which started off as an attempt to arrest the falling enrolment but progressed to a complete transformation of the school, from Sri Garden to Taylor's International School.

An opportunity will also be given to delegates to visit the second campus of the school, which is on a purpose-built campus in Puchong.

B.K. Gan,
President, **Taylor's Education Group, School Division**

3.15 Refreshment Break

3.45 Workshop: 21st Century Schools Leadership

It is both a cliché and a truism to say that the classroom of today is largely as it was 100 years ago. What though of school leaders? We know that teaching has changed but have we changed? Based on extensive research and the experience of supporting school leaders through MBA, MA and Doctoral study, Dr Stephen Whitehead and Mr Denry Machin will guide participants through a discussion of the skills, knowledge and aptitudes required by 21st Century school leaders. What might a 21st Century school leader's career look like? This will be a thought-provoking and challenging workshop, encouraging participants to reflect on their own careers and the career profiles of those they recruit.

Dr Stephen Whitehead
Asia Programme Director, **Keele University (UK)**
Denry Machin,
Project Manager, **Harrow International Management Services**

4.45 Q&A & closing remarks

5.00 Close of conference

*This programme is correct at this time, however Method International reserve the right to alter or cancel the programme and/or speakers due to circumstances beyond our control.

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Day Three

School visits to:

1. IGB International School

IGB International School (IGBIS) is a premier Early Years to Grade 12 international school. Situated at Sierramas and Valencia, in the north-west of Kuala Lumpur, Malaysia, IGBIS is an IB World School authorised for the IB Diploma Programme. As of 1st March 2015, IGBIS will be a candidate school for both the International Baccalaureate Primary Years Programme and the Middle Years Programme.

2. Taylors International School in Puchong

Taylor's International School Puchong offers National Curriculum for England and Wales, catering for students from Early Years to Secondary. It provides holistic learning and aims to nurture resilient leaders of character grounded in the best of Eastern and Western values with a global perspective. It also offers a strong foundation in English, Mandarin and Bahasa Malaysia.

3. Matrix International School

Matrix Global Schools, an *award winning school comprise Matrix Private School (*Malaysian National Curriculum*), Matrix International School (*IGCSE*) and Matrix International Pre-school (*Cross-curricular*). Our goal is to ensure all will become articulate, courageous, and develop a realization that the world is their classroom, and that our lessons are for life. Learning is truly a global experience on our 20 acre campus, and "Second to None".

**SME100 Fast Moving Companies 2014"*