International Education Services

广州市中黄港澳子弟学校
GUANGZHOU ZHONGSHAN WHAMPOA SCHOOL FOR HONG KONG AND MACAO STUDENTS

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2026 CONCEPT-BASED LEARNING CONFERENCE

Nov 13-15
Guangzhou

CONTENTS

3 Welcome Remarks
5 Keynote Speakers
9 Schedule
10 Panel Discussion
11 Breakout Session Options
15 My Schedule
16 Exhibitors
18 Upcoming Events

Organizer: International Education Services (IES)
Partnership: International Baccalaureate Organization (IBO)
Hosting School: Guangzhou Zhongshan Whampoa School for Hong Kong and Macao Students
Sponsors: Beijing Haidian Kaiwen Academy
McGraw Hill



About IES

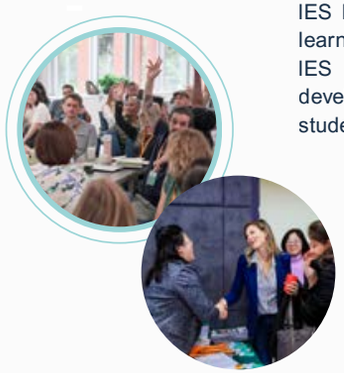


International Education Services (IES) is a fast-growing firm in education, partnering with 300+ schools and connecting with 95,000+ educators.

Its primary focus is personalized recruiting, ensuring schools find the right educators to make a meaningful impact. By fostering strong relationships, the company places top talent in roles where they can best support student success.

While recruitment is its core mission, International Education Services also offers professional development to support educators' growth. Committed to safety, inclusion, and integrity, the company helps schools build diverse, thriving communities that guide students to become well-rounded, lifelong learners and global citizens. To find out more, please visit www.iespg.com.

95,000+	300+	60,000+	100+
Candidates	Network Schools	Social Media Followers	PD Events



IES has successfully held more than 100 professional learning events, benefitting 5000 educators since 2020. IES is committed to offering various professional development events for the benefit of educators and students in China and beyond.



IES Partners with IB to elevate the international education

- IES partnered with IB Asia-Pacific in November 2024
- Extending support to both IB and non-IB schools
- Jointly organizing conferences and seminars

Welcome Remarks 8:00-8:10



Xuemei Liu

Director
International Education Services (IES)

A warm welcome to all of you at our IES 2026 Concept-Based Learning Conference! Following the success of our 2024 and 2025 conferences, we are excited to bring together this vibrant community of educators once again. These three days are packed with inspiring ideas and practical strategies at the forefront of conceptual teaching and learning.

This year, we are committed to ensure you leave feeling energized, equipped, and more connected to a global network of peers. In particular, we hope you will gain practical teaching techniques and ideas that you can take back and apply directly in your classrooms.

Dive in, engage deeply, and let's co-create the future of education.

Dr. Peggy Zhai



Principal of ZWIS &ZWSS ; VP of ZWIE in Education
中黄教育集团副总裁；港澳子弟学校总校长

Dr. Peggy Zhai has been raised in an international way so that she is determined to devote herself to the educational career both locally and globally. Deeply attracted by European culture, Dr. Zhai chose Germany as the place to further her education and became a Teaching Assistant for the undergraduate. To fulfill her pursuit in teaching, she became one of the favorable adjunct professors after she obtained her PhD in Statistics in USA. From a professor to a principal, she has also served as a subject teacher, a homeroom teacher, a teaching head, a project coordinator, an educational manager and an educational investor. Over 15 years of her enthusiasm and intelligence in education forms a solid foundation for her development yet she is always willing to embrace the change of the world and ready to lead a team to help all young people realize their values to make a harmonious world with variety and diversity.

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Keynote Speaker



Rachel French

Founder of Professional Learning International and an accomplished international educator, workshop facilitator, consultant, and author, Rachel has been leading innovative curriculum design and transforming how educators teach, and students learn for over 12 years.

Workshop Topic **Concept-Based Inquiry in Action** ***8:00-16:00 Nov 13***

How can teachers move beyond delivering information and create learning experiences that help students construct deep, transferable understanding? In this keynote, Rachel French introduces the seven phases of the Concept-Based Inquiry model developed with Carla Marschall. She will explore how structured, guided and open inquiry can be used purposefully within a carefully scaffolded learning journey. Through classroom examples, student work and video clips of teaching and learning in action, participants will see the different types of thinking developed across the inquiry process. The keynote will illustrate how purposeful sequencing, questioning and responsive teaching support students to connect knowledge, develop skills, construct conceptual understandings and apply their learning in new contexts. Participants will leave with a clearer understanding of what Concept-Based Inquiry can look like in practice and how the model supports teachers in developing students as curious, capable and independent thinkers.

Keynote 1 **What Do We Want Students to Understand? Unlocking The Power of Conceptual Understandings and Guiding Questions** ***8:10-9:40 Nov14***

What do we want students to remember after the details of a unit begin to fade? This keynote introduces the foundations of Concept-Based Inquiry by exploring how knowledge and skills contribute to deeper, transferable understanding. Participants will examine how strong conceptual understandings give learning direction and how carefully sequenced factual, conceptual and debatable questions create a pathway for student thinking. Discover how curriculum can move beyond covering content to help students connect ideas, construct meaning and use their learning in new contexts.

The keynote needs one clear intellectual journey rather than separate sections on understandings and questions. The audience should experience how a broad topic becomes a purposeful unit when the teacher clarifies the understanding and sequences questions toward it.

Keynote 2 **The Thinking Is the Learning: Bringing Concept-Based Inquiry to Life in the Classroom** ***8:00-9:00 Nov15***

Concept-Based Inquiry comes to life through the decisions teachers make before, during and after each learning experience. This keynote explores how teachers can build knowledge, sequence purposeful questions, make student thinking visible and create opportunities for transfer. Participants will leave with practical ways to strengthen conceptual thinking in their classrooms and a clear invitation to begin: choose one important understanding, design a pathway toward it and listen carefully to what students' thinking means.



Jessica Zhu

CP&D Manager, IB APAC Greater China

Keynote Speaker
9:40-9:50
Nov14

Jessica Zhu is CP&D Manager, IB APAC Greater China. With nearly two decades in education and over a decade with the IB, she brings management experience from IB schools and education groups and leads IB programme authorization business development across Greater China, providing schools with professional support from initial enquiry to candidacy and tailor-made implementation plans. She holds a Master of Social Science, with a career spanning technology, media and education. She is committed to building a thriving education ecosystem together with the IB and Chinese schools, in line with the IB's 2032 global strategy.

IB Speech

Conceptual Thinking as One Piece of the IB Ecosystem Puzzle
概念思维：IB教育生态版图中的一块拼图

Conceptual thinking offers a valuable pedagogical lens for learning design. Within the holistic vision of IB 2032, we consider how to place this tool appropriately within a wider, interconnected education ecosystem, honouring developmental rhythms while nurturing diverse strengths across our school community.
概念思维为教学设计提供了极具价值的思考视角。立足IB 2032的整体愿景，我们探讨如何把这一工具安放于更广阔、彼此关联的教育生态之中，尊重不同阶段学习者的成长节奏，同时支持各校发展自身特色长板。

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Dr. Justin Zhang

Senior Manager of Educational Innovation and Global Learning, YCYW Education Network
Adjunct professor at Namseoul University

Keynote Speaker
15:30-16:30
Nov14

Justin Zhang, Ph.D. is a dedicated educator and educational leader specializing in educational technology, language education, and pedagogy. Currently serving as Assistant Professor and Director of IBEC at Namseoul University, he brings previous teaching and leadership experience across Beijing, Barcelona, and Hong Kong. With a Ph.D. in Educational Technology Cum Laude and dual Master degrees, Dr. Zhang is a registered teacher in both the US and UK who fulfills multiple roles within the International Baccalaureate Educator Network and examines for international curricula including IB, IGCSE, and A-levels. He created and advocates the EdLIT framework—Learn, Innovate, Transform—and applies this approach to both teaching methodologies and teacher professional development. As a passionate educator committed to lifelong learning, Dr. Zhang focuses on empowering teachers and fostering comprehensive student development while advancing educational innovation in international contexts.

Keynote 2

When Answers Are No Longer Scarce: Rethinking Learning, Understanding and Transfer 当答案不再稀缺：重新思考学习、理解与迁移

When artificial intelligence can generate compelling answers and polished work in seconds, how do we know whether meaningful learning has actually taken place? Easier access to answers does not necessarily lead to deeper understanding.

This keynote invites educators to rethink learning, understanding, and transfer through insights from learning sciences, concept-based inquiry, and authentic classroom practices. We will challenge the illusion of learning and explore how purposeful cognitive challenges, guiding questions, and reflection can help learners move beyond answers to construct meaningful conceptual understanding.

More importantly, what happens when the context changes? Can learners recognise connections, adapt their thinking, exercise judgment, and act with purpose?

Through engaging interactions and practical examples, participants will explore several flexible frameworks for designing deeper learning and supporting transfer. Together, we will reconsider how education can nurture learners who not only know more, but think more deeply, understand more meaningfully, and apply their learning beyond the classroom.



Nancy Fairburn

Director of Teaching and Learning
NIST International School Bangkok

Keynote Speaker
16:30-17:30
Nov14

Nancy serves as the Director of Teaching and Learning at NIST International School in Bangkok. An experienced international educator, she began her teaching career in Canada and has since worked in Singapore, Switzerland, and Thailand. With a strong background in concept-based teaching and learning, Nancy has held a range of educational leadership roles, including Vice-Principal, Principal, and Head of Curriculum Development and Research at UWC South East Asia.

She holds a Master's degree in Educational Management and is a certified principal through the Ontario Principals' Council. Nancy is committed to advancing evidence-informed practices in curriculum, assessment, and instruction to enhance student learning and wellbeing. Her educational philosophy centres on holistic, humanistic education that develops students' capacity to think critically, navigate complexity, and engage with the world with responsibility and empathy.

Keynote 3

Beyond Knowledge: Why Teaching for Understanding Matters More Than Ever

In a world where artificial intelligence can now access information, answer questions, and create content in seconds, how do we ensure students continue to develop the capacity to think for themselves?

Grounded in Lynn Erickson's work on concept-based curriculum and instruction, this keynote explores why developing students' capacity to think conceptually, form generalisations, and transfer learning matters more than ever. Through a humanistic lens, we will consider how complex competencies such as critical thinking, creativity, and communication deepen learning and strengthen student agency. Sustaining this approach, however, requires more than powerful classroom practices. Drawing on principles of change leadership, we will explore how a coherent learning ecosystem can support concept-based education beyond individual classrooms and embed it within the wider culture of a school.

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Dr. Martin Li （李康华）

Director of CDAC Zhongshan Whampoa International Education
中黄教育集团CDAC（课程评估与发展中心）高级总监

Keynote Speaker
15:30-16:30
Nov14

Dr. Martin Li is Director of the Curriculum Development and Assessment Centre at Zhongshan Whampoa Education Group. He has over 20 years of experience in international education, having served as a head of school, academic principal, and coordinator across the IB Primary Years, Middle Years and Diploma Programmes. His roles with the International Baccalaureate include principal examiner for Theory of Knowledge in Chinese, workshop leader, consultant and school visit team leader. He holds a Doctor of Education from East China Normal University and a Master of Education from the University of Sydney. His work focuses on critical thinking, concept-based inquiry, teacher professional development and AI-supported learning. He is particularly interested in integrating international educational approaches with China's national curriculum to support students' holistic development.

Keynote 4

From Curriculum Standards to Classroom Practice: Integrating Concept-Based Inquiry and Critical Thinking into China's National Curriculum
从课程标准到课堂实践：概念驱动探究与批判性思维在国家课程中的融合应用

How can the core competencies outlined in curriculum standards become meaningful classroom learning experiences? Grounded in China's national curriculum, this session explores how concept-based inquiry can connect subject knowledge, critical thinking, and learning skills. Using a six-dimensional model of critical thinking as a framework, it explores how the IB's Approaches to Teaching (ATT) and Approaches to Learning (ATL), enriched by the community of inquiry approach in Philosophy for Children (P4C), can foster thoughtful, independent learners.

Through subject-specific examples, the session illustrates how teachers can identify key concepts, develop inquiry questions, and deepen understanding through dialogue, argumentation, and reflection. Participants will gain practical ideas for embedding thinking and learning skills into everyday teaching, translating curriculum standards into classroom practices that support knowledge transfer and independent thinking.

Schedule

Saturday, NOV 14

		What	Who	Where
7:30-8:00		Registration		
8:00-8:10		**Welcome Remarks**	**IES & ZWIS**	**10F Auditorium**
8:10-9:40	●	**Keynote Speech 1**	**Rachel French**	**10F Auditorium**
9:40-9:50	●	**IB Speech**	**Jessica Zhu**	**10F Auditorium**
9:50-10:00		Coffee Break		
10:00-11:30	○	Breakout Sessions	**Page 11**	**3F Room 316-319**
11:30-12:30		Lunch Break		**1F Canteen**
12:30-13:30	●	**Panel Discussion**		**10F Auditorium**
13:40-15:10	○	Breakout Sessions	**Page 12**	**3F Room 316-319**
15:10-15:30		Coffee Break		
15:30-16:30	●	**Keynote Speech 2**	**Dr. Justin Zhang**	**10F Auditorium**
16:30-17:30	●	**Keynote Speech 3**	**Nancy Fairburn**	**10F Auditorium**

Sunday, NOV 15

		What	Who	Where
7:30-8:00		Registration		
8:00-9:30	●	**Keynote Speech 4**	**Rachel French**	**10F Auditorium**
9:40-11:10	○	Breakout Sessions	**Page 13**	**3F Room 316-319**
11:10-11:40		Brunch		**1F Canteen**
11:40-13:10	○	Breakout Sessions	**Page 14**	**3F Room 316-319**
13:20-14:20	●	**Keynote Speech 5**	**Dr. Martin Li 李康华**	**10F Auditorium**

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Panel Discussion

Topic: Boundaries, Implementation, and Action in Concept-Based Learning — Sustaining Deep Understanding and Real-World Impact in the Age of AI
概念为本学习的边界、实施与行动——*AI*时代如何守护深度理解并走向真实影响

EN 12:30-13:30 Nov 14 @ 10F Auditorium



When AI generates instant answers, classrooms grow more diverse, and teacher mobility and coverage pressures persist—how does Concept-Based Learning hold onto depth, become inclusive, and move toward action?

Bringing together school leaders from China, Thailand, and beyond, this roundtable explores three tensions: boundaries—distinguishing AI supporting thinking from AI replacing it, and what evidence proves genuine conceptual understanding; implementation—how cultural and linguistic diversity can become a resource, and what structures keep CBL alive beyond individual teachers; and action—whether students can transfer understanding to new situations and take meaningful action.

当AI能即时生成答案，当课堂日益多元，当教师流动与覆盖压力持续存在，概念为本学习如何守住深度、实现包容、走向行动?

本次圆桌汇聚中国、泰国等地的国际学校校长，围绕三重张力展开对话：边界——如何区分AI支持思考与替代思考，什么证据能证明真正的概念性理解；实施——文化语言多样性如何成为资源，哪些结构与常规能让CBL超越个别教师而持续扎根；行动——学生能否在新情境中迁移理解并采取有意义的行动。

10:00-11:30 Nov 14



Assessing conceptual understanding in an age of AI

Dr. Chris Hayden

Pathways & Personalized Learning Coordinator
Western Academy of Beijing

AI can help teachers create richer assessment situations, interpret complex student work and ask more revealing follow-up questions. This session turns those possibilities into a practical design process: identify a conceptual relationship, decide what evidence would demonstrate it, use AI to help elicit and interpret that evidence, and check what the learner can subsequently do independently. A practical backbone is composed of approaches for conceptual understanding: classification, representation, generalization, concepts-in-use, internalization, and near and far transfer. Three demonstrations connect these approaches to assessment: interpreting a concept map, conducting an adaptive diagnostic dialogue, and building a small simulation through vibe-coding. The examples support preparation for independent assessments, including DP examinations.

ROOM 316



From Speed to Sense-Making in Mathematics

Judy Imamudeen

Lower Primary Curriculum Coordinator
International School of Nanshan Shenzhen

This interactive 90-minute workshop brings together Jo Boaler's research on mathematical mindsets and visual processing with a concept-based approach to teaching and learning mathematics. Participants will explore how rich, thoughtfully designed tasks can reduce cognitive barriers while strengthening conceptual understanding, student agency, and mathematical communication. Working through a series of low-threshold, high-ceiling experiences as learners, participants will examine how instructional design can invite estimation, visual representation, multiple strategies, and generalization in ways that deepen understanding for all students

ROOM 317

Beyond topics: Designing for Conceptual Understanding through a Learners First Lens



Tania Mansfield

Assistant Primary Principal/ Curriculum Coordinator
American International School of Guangzhou

Grounded in the Learners First approach, the session uses constructivist and inquiry-based pedagogy to engage participants as active learners. Educators will explore the difference between topics, concepts and conceptual understandings; examine how concepts help learners connect ideas across contexts; and consider how questioning, examples, non-examples and transfer can deepen thinking. Participants will work collaboratively with practical tools from the CONCEPTS Before Coverage toolkit to redesign an existing topic or unit through a conceptual lens. The workshop is designed to be practical, reflective and immediately applicable, with teachers leaving with both a clearer conceptual framework and a concrete next step for their own planning.

ROOM 318

Belonging, Identity and Relational Learning Spaces



Carly Shanahan Buntin

Primary School Assistant Principal & Schoolwide Strategic Learning Coordinator
Hong Kong Academy

Students cannot fully engage in deep conceptual inquiry or take intellectual risks until their nervous systems feel genuinely safe. Belonging isn't an extra thing on our plates; it is the ground our teaching stands on. In this interactive session, we will explore practical ways to shift our classrooms from adult-managed spaces into warm, co-owned communities where every child feels seen, heard, and valued. Through proactive restorative circles, intentional identity routines, and environmental representation, you'll leave with a toolbox of ideas to bend the environment to our learners, nurturing the relational safety that makes powerful learning possible.

ROOM 319

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13:40-15:10 Nov 14



Building Authentic Connection: Collaborative Planning for the IBPYP Unit of Inquiry

Dr. Stacy Andell

Executive Elementary Principal
Daystar Academy Beijing

In this session, we will discuss the key factors for establishing efficient and effective collaborative planning routines within the IBPYP Unit of Inquiry. This builds on the experience of Daystar Academy in Beijing to bridge multiple curricula including the Chinese National Curriculum, the American Common Core, the Next Generation Science Standards, under the overarching framework of the IB Primary Years Program. Starting with key concepts and developing lines of inquiry according to the trans-disciplinary themes, we will understand the roles of homeroom teachers and subject specialists.

ROOM 316

From Understanding to Becoming: Designing Concept-Based Learning Experiences That Develop Expert Learners



Iain Macfarlane

Lower School Principal
Shanghai Community International School (SCIS)

Concept-based learning invites educators to move beyond factual knowledge toward deeper understanding, generalization, and transfer. Yet an important question remains: How do we design learning experiences that not only develop conceptual understanding but also strengthen students' capacity to use that understanding independently? Universal Design for Learning (UDL) offers a complementary perspective through its emphasis on developing expert learners who are purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.
This interactive workshop explores how conceptual clarity, intentional learning design, learner agency, and opportunities for transfer can work together to deepen learning. Rather than treating UDL primarily as a framework for accessibility and differentiation, participants will examine how it can support students in constructing, demonstrating, and independently applying conceptual understanding.

ROOM 318

Let the Thinking Happen: Designing Concept-Based Learning That Sticks



Anne Chung Ketcham

PYP Educator and Independent CBCI Trainer

This workshop introduces primary teachers to two powerful tools from the Erickson and Lanning Concept-Based Curriculum and Instruction framework: writing generalizations that capture transferable understanding, and designing lessons where students discover the big idea themselves rather than being told it. Grounded in real classroom practice from the IB PYP classroom, participants will move through a guided, hands-on process. They will extract key concepts from their own curriculum standards, write and evaluate generalizations, and redesign a lesson opening to be inductive rather than deductive. Every activity is built around content participants already teach, making the learning immediately applicable.

ROOM 319

9:20-10:50 Nov 15



Charles James Rutherford

Class Teacher and Numeracy Lead & ESF Primary Maths Committee Chair

ESF Shatin Junior School, Hong Kong

Integrating Metacognitive Cycles and Collaborative Norms in Math Inquiry

How do we move primary students from procedural execution to strategic, collaborative sense-making in mathematics? Deep mathematical inquiry requires learners to not only apply transferable heuristics, but also actively monitor their own thinking and navigate a collective learning environment.

This interactive workshop shares a short unit designed to explicitly integrate problem-solving heuristics with metacognitive reflection and collaborative social norms. Grounded in the Concept-Based Inquiry (CBCI) framework, participants will experience how explicit instruction in the Plan, Monitor, Evaluate cycle elevates problem-solving from simple trial-and-error to intentional strategy selection.

ROOM 316



Leda Cedo

Head of Primary

Shenzhen Foreign Languages GBA Academy

From Facts to Phenomena: Designing Concept-Based Science Inquiry

How do we move science students beyond memorizing facts toward deep, transferable understanding? This workshop explores the practical application of conceptual framework in primary and secondary science classrooms. Participants will explore practical strategies to design science units that foster critical thinking and empower students to think like scientists.

ROOM 317

如何运用归纳式探究法建构学生对景物描写的概念性理解

本次分享以四年级景物描写为例，探讨如何运用归纳式探究法，设计并引导学生构建概念性理解与探究问题。本次分享以四年级景物描写单元为主，旨在让老师：
理解什么是归纳式探究法？
如何撰写概念性理解，以及其探究问题。
如何让学生构建对景物描写的概念性理解。完成本次分享后，老师将能够：
理解 (Understand): 归纳式探究法（Inductive Inquiry）的核心理念与实施步骤。
撰写 (Draft): 精确的概念性理解(Conceptual Understandings)及其引导式探究问题(Inquiry Question)

ROOM 318



NG Yu Sze (Carol)

PYP Coordinator

Victoria Shanghai Academy

Conceptual Word Inquiry: Building Understanding Through the Structure of Words

Words are built from meaning. When students explore how a word is constructed (its base, its affixes, its relatives and its history), they uncover the concept at its core. That understanding transfers. A student who knows that pose means “to put or place” can unlock compose in music and writing, position in mathematics and geography, decomposition in science and propose and oppose in history. One base carries one concept across the whole curriculum. Participants investigate words as students would, using word sums, matrices and etymology to explore meaning and structure. They then apply conceptual word inquiry to core concept words from their own units, mapping how those words travel across subjects. Participants leave with a conceptual word inquiry routine for the classroom and concept word matrixes for their own unit.

ROOM 319



Kirsten Durward

Concept-Based Curriculum and Instruction Certified Trainer

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10:30-13:00 Nov 15



James Lau

Academic Vice Principal Guangzhou Zhongshan Whampoa School for Hong Kong and Macao Students

When the Exams Arrive: Does Concept-Based Learning Survive? Bridging conceptual transfer and examination success across disciplines

Concept-based learning is often most visible when teachers have time for inquiry, exploration and interdisciplinary learning. But what happens when students enter examination programmes and pressure to cover content intensifies? Does conceptual learning deepen—or quietly disappear? This interactive session investigates the “conceptual cliff” between a school’s educational philosophy and the realities of examination classrooms. Using examples from mathematics, science, humanities and languages, participants will distinguish genuinely conceptual learning from content teaching decorated with conceptual vocabulary. They will experience a short cross-disciplinary learning sequence, examine how conceptual understanding supports transfer to unfamiliar problems, and redesign an examination-focused task. The session introduces a practical dual-lens approach: planning simultaneously for disciplinary knowledge, examination performance and conceptual transfer.

ROOM 316



Amy Flanaghan

PYP Coordinator



Jai Roa

EY Coordinator

Utahloy International School Guangzhou

The Learning Environment Through a Conceptual Lens

This hands-on workshop explores the learning environment as a "third teacher," guiding participants to design spaces that actively engage with and teach key concepts. In Part 1, educators will identify core concepts like flexibility, identity, collaboration, and inquiry, then mind map how physical environments can embody these ideas. Part 2 shifts to documentation strategies, modeling strategies and techniques to create conceptual learning walls that make student thinking, generalizations, and connections visible. Participants collaborate to create mock learning walls using chart paper. In Part 3, educators choose one concept and one visibility strategy to implement in their own classrooms, sharing their plans with partners for accountability and troubleshooting. This workshop blends big-picture design thinking with practical, actionable tools educators can use immediately.

ROOM 317

概念為本的探究：解析知識結構與過程結構在中文教學中的應用
Concept-Based Inquiry: Unpacking the Structures of Knowledge (SOK) and the Structure of Process (SOP) for Chinese Language Teaching

本90分鐘的實操型工作坊旨在向IB中文教師介紹概念為本課程與教學的兩個基礎模型：知識結構與過程結構。與會者將探索這兩個結構的差異，以及它們如何應用於語言教學。透過兩個示範微教學，教師將體驗歸納式教學策略，引導學生從事實與技能邁向概念性理解。工作坊最後以實操環節作為總結，通過本次工作坊活動，教師將獲得可在中文課堂中應用的單元設計策略，從而促進學生更深層的思考與可遷移的理解。

ROOM 318



Miyan Zhang

PYP Chinese Teacher



Orchid Wu

MYP Chinese Teacher

Canadian International School of Hong Kong

Language That Transfers: Structural Language for Conceptual Transfer

Concept-based learning is built on transfer, yet the language we teach is often bound to the topic. Structural language is the language that describes, compares, sequences and explains. It gives students the framework to carry understanding from one context to the next. Concepts can be unpacked through structural language across the curriculum not only deepening understanding but giving the language for verbal expression across the disciplines and explicitly improving student writing.

Using Brain Frames as the base structure, participants will plan and write their way from frame to paragraph across several writing genres, practicing exactly what the students will do in the classroom.

ROOM 319



Kirsten Durward

Concept-Based Curriculum and Instruction Certified Trainer

My Schedule

Saturday, Nov. 14	What	Who	Where
8:00-8:10	**Welcome Remarks**	**IES & ZWIS**	**10F Auditorium**
8:10-9:40	**Keynote Speech 1**	**Rachel French**	**10F Auditorium**
9:40-9:50	**IB Speech**	**Jessica Zhu**	**10F Auditorium**
9:50-10:00	Coffee Break		
10:00-11:30	Breakout Sessions		**3F Room 316-319**
11:30-12:30	Lunch Break		**1F Canteen**
12:30-13:30	**Panel Discussion**		**10F Auditorium**
13:40-15:10	Breakout Sessions		**3F Room 316-319**
15:10-15:30	Coffee Break		
15:30-16:30	**Keynote Speech 2**	**Dr. Justin Zhang**	**10F Auditorium**
16:30-17:30	**Keynote Speech 3**	**Nancy Fairburn**	**10F Auditorium**

Sunday, Nov. 15	What	Who	Where
8:00-9:00	**Keynote Speech 3**	**Rachel French**	**10F Auditorium**
9:00-9:20	Coffee Breaks		
9:20-10:50	Breakout Sessions		**3F Room 316-319**
10:50-11:30	Brunch		
11:30-13:00	Breakout Sessions		**3F Room 316-319**
13:00-13:20	Coffee Breaks		
13:20-14:20	**Keynote Speech 4**	**Dr. Martin Li**	**10F Auditorium**

International Education Services | 广州市中黄港澳子弟学校 GUANGZHOU ZHONGSHAN WHAMPOA SCHOOL FOR HONG KONG AND MACAO STUDENTS

Floor Plan



1. **School Gate**
2. 10F Auditorium: Pre conference workshop, Keynote, Panel Discussion
3. 3F Room 316-319: Breakout Sessions
4. 1F Canteen: Lunch



Exhibitors

HAIDIAN KAIWEN ACADEMY
北京海淀凯文学校



Beijing Haidian Kaiwen Academy (KWA), founded in 2016, is a K-12 international school accredited by Cognia and WASC. Located at the foot of the picturesque and historic YuQuan Mountain, Haidian District in Beijing, the KWA campus is 200,000 square meters of beautiful gardens that integrate natural ecology, cultural heritage, and modern beauty.
For Primary and Middle School, we follow a bilingual program using the US Common Core and Next Generation Science Standards along with the Chinese National Curriculum.
For High School, we follow the US Common Core, the College Board AP curriculum, and the UK's IGCSE and A-Level Programs.

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IES Upcoming PD Events

March 13-14




Carl Anderson Matt Glover

Engaging the Hard-to-Engage Writer (and the Rest of Your Students, Too!)

Location: Tsinghsiang International School Daoxiang Lake, Beijing

March 24-28



Dylan Wiliam

Embedding Formative Assessment

Canadian International School of Beijing (March 24)

Dulwich College Shanghai Puxi (March 26-28) DULWICH COLLEGE | SHANGHAI | 上海德威外籍人员子女学校

May 14-16



John Hattie

2027 IES Visible Learning Conference

Location:
Shanghai American School, Puxi Campus SHANGHAI AMERICAN SCHOOL

Sept 11-12



Kath Murdoch

Designing Powerful Inquiries with and for Learners

Location: Shanghai

SCAN

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