

GLOBAL EDUCATORS CONFERENCE

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2026 CONFERENCE PRESENTATIONS

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Beyond Campus Borders: Collaborative Crisis Preparation for Global and Off-Campus Programs

When a serious incident occurs abroad or far from campus, institutions often discover that their existing crisis response plans, while effective for on-campus emergencies, do not fully translate to the realities of global and off-site programs. These moments place significant responsibility on mid-level administrators who must coordinate information, work across departments, engage third-party partners, and guide senior leadership through complex, time-sensitive decisions.

This session is designed primarily from the mid-level administrator perspective, while also being highly relevant for senior leaders and top-level decision makers who want to better understand how to support faculty, staff, and partners during a major incident away from campus. Together, participants will explore collaborative approaches to crisis response preparation that reflect the shared nature of international education and the distributed responsibility for student safety.

Presented by: [Dave Dennis, Executive Director, Cornerstone Safety Group \(Erie, CO, USA\)](#)

Beyond Enrollment: Weaving International Students into the Heart of School Life

Schools benefit academically, culturally, and financially from enrolling international students. Yet too often, these students navigate cultural transition, isolation, and unspoken expectations at the margins of school life. This interactive session examines that gap through a shared commitment to equity, belonging, and student well-being.

Together, we will identify common structural and cultural blind spots and explore how to intentionally integrate international students into the fabric of school life, strengthening both those students and the broader community. When international students are truly seen and supported, schools foster deeper empathy, richer cross-cultural learning, and more connected campus cultures.

Grounded in CSIET's Model Practices for Supporting the Mental Wellness of International Students, participants will gain practical language and tools applicable across classrooms, residential life, off-campus programs, and travel. Through guided reflection, small-group dialogue, and real-world scenarios drawn from CSIET's interactive course developed with Gap Academy, educators will practice strategies and leave with clear, actionable steps any school can implement immediately.

Presented by: [Charissa Slack, Associate Director, Council on Standards for International Educational Travel \(Alexandria, VA, USA\)](#)

Building Global Career Exploration Programs through Alumni and Parent Partnerships

This session shares how one school is building global career exploration programs by turning alumni and parent networks into structured, student-centered partnerships. Using an Asia-based pilot with Singapore as

a key site, the presenters will show how contacts across finance, technology, sustainability, and social impact were mapped and sequenced into a coherent learning journey.

Students engaged in curiosity-driven visits, conversations, and guided reflection to understand both different industries and their own strengths, interests, and values. The session will highlight design decisions around learning goals, student roles in conversations, and daily reflection structures, as well as institutional considerations such as risk management, communication with hosts, and equity of access.

Participants will leave with a clear planning framework and adaptable tools for building alumni and parent-powered global career exploration programs in their own schools.

[Presented by: Bin He, World Language Teacher, and Jim Patterson, Director, Kutler Center and Summer Programs, Harvard-Westlake School \(Studio City, CA, USA\)](#)

Compounding Interest: The ROI of Reciprocating Exchange Programs

If your school is exploring or expanding in-house global programs, this workshop will examine how and why relationship-driven exchange programs provide a powerful opportunity to embed global learning into the DNA of a school community.

We will explore how investing in hosting programs can strengthen risk management systems, support the affordability and accessibility of travel programs, and foster greater institutional buy-in from senior leadership, faculty, students, alumni, and families.

Grounded in an infrastructure-centered process, this interactive session invites schools to work together to identify opportunities and challenges in developing or enhancing reciprocating global exchange programs.

Participants will leave with greater clarity about how hosting and sending can work in tandem to build sustainable, mission-aligned global programs over time.

[Presented by: Brian Gonzales, Director of Innovation and Experiential Education, University Prep \(Seattle, WA, USA\)](#)

Connecticut River Schools Collaborative: A Model for Interschool Partnership in Global Education

This session introduces the Connecticut River Schools Collaborative, a partnership between Deerfield Academy, Loomis Chaffee, and Northfield Mount Hermon designed to advance global competency and place-based education. In its first year, the Collaborative launched experiential learning expeditions, cross-school extracurricular programming, citizen science events, and an emerging student leadership summit. Together, these initiatives created a shared model for interdisciplinary learning grounded in watershed ecology, Indigenous knowledge, and community engagement.

The presentation will guide participants through the collaborative design process, highlighting how three schools aligned missions, braided risk management philosophies, and developed co-led curricular and experiential programs. Through candid discussion of successes and challenges, attendees will gain insights into building sustainable regional partnerships. Participants will also receive concrete resources, including mission and vision statements, program descriptions, and planning templates, that they can adapt to their own institutional contexts.

Presented by: Ava Goodale, interim director for the Center for Service and Global Citizenship, Deerfield Academy (Deerfield, MA, USA), Marley Aloe Matlack, Director of the Alvord Center for Global & Environmental Studies, Loomis Chaffee (Windsor, CT, USA), and Peter Sniffen, Sustainability Coordinator and Sieck Teaching Chair in Environmental Studies, Northfield Mount Hermon School (Gill, MA, USA)

Designing for Student-Centred Dialogue in Complex Times

Schools play a critical role in empowering students to engage constructively in dialogue as a core civic practice amid social and political differences. This session explores how Crofton House School is developing and piloting a whole school JK–12 framework for student-centred dialogue through a research-informed, experiential, and human-centred design process grounded in student voice.

More than 150 students and 40 staff have participated in this collaborative initiative, bridging grades, roles, academics, and operations to shape and refine the framework. This broad involvement, supported by a partnership with the Institute of Global Learning, has been instrumental in developing a pedagogy that is meaningful, relevant, and enduring, and tailored to the school's context, identity, values, and philosophy of learning.

The session includes three parts: a concise and lively overview of the framework and design process; a panel discussion highlighting lessons learned by students, educators, and school leaders; and an opportunity for participant reflection with curated resources, including practical strategies, timelines, and research that may be applied to diverse school contexts.

Presented by: Kara McDonald, Deputy Head of School, Natalie Chow, Social Studies Teacher, Alyson Prabhu, Science and Social Studies Teacher, Shannon Wilson, Coordinator of the Ivy Compass Experiential Program, Crofton House School (Vancouver, BC, Canada)

Discover, Design, Deliver: Empowering Students as Global Leaders

This session introduces a hands-on Global Leadership course that combines the C3 Social Studies Framework with the UN Sustainable Development Goals in a semester-long sequence of global design challenges.

Participants will experience the course through three phases: Discover, Design, and Deliver, mirroring the student journey from inquiry to solution building.

Attendees will explore practical structures, tools, and student project examples focused on global and local issues, including water, food systems, education, health care, and community infrastructure. Presenters will share how inquiry, collaboration, and design thinking are used to guide students from questioning to implementation.

Educators will leave with adaptable strategies and planning templates to support student agency, global competence, and leadership development while engaging real-world challenges.

Presented by: Shelagh St. Laurent, Deputy Principal, Revere High School (Revere, MA, USA) and Stefano Chinosi, Principal, Portsmouth High School (Portsmouth, NH, USA)

Elevating Experiential Education from Activity to Ethos

What does it take for experiential education to evolve from peripheral offerings into a defining part of a school's ethos? This session examines how one school made that shift by designing and implementing experiential education grounded in its mission, core values, and long-term vision for student development. Drawing on insights from a 2023 audit conducted by the Institute for Global Learning, the session highlights the shifts that guided The Altamont School's transformation, including changes in governance, instructional

practices, communication structures, program coordination, and risk management systems. These findings prompted a redesign of the school's approach, moving from isolated programs to a unified framework implemented across every grade level.

The session will explore how experiential education can shape an entire school community by deepening student engagement, fostering inclusion, strengthening academic excellence, and cultivating compassionate, capable student leaders prepared to engage meaningfully with the world.

Presented by: Kimber Williams, Director of Student Activities, and Beth Dille, Director of The C. Kyser Miree Ethical Leadership Center, The Altamont School (Birmingham, AL, USA)

Expanding Global Competence Through Middle School Travel & Minimesters

Pace Academy's Middle School Isdell Center for Global Leadership program offers a distinctive model for global education that includes international travel for grades 6 through 8, an interdisciplinary theme-based curriculum, and a domestic experiential Minimester for students who do not travel.

This session will highlight how a developmentally appropriate, carefully scaffolded global travel program can deepen student learning, build global competencies, and cultivate empathy and agency in young adolescents. Presenters will share the ICGL structure, curriculum frameworks, global competencies, and the systems that make middle school travel possible and safe, including faculty cohort leadership and risk management practices.

Attendees will gain practical strategies and considerations for implementing or expanding global experiential learning programs in their own schools.

Presented by: Celeste Arellano, Middle School ICGL Minimester Coordinator, Kim Peterson, Middle School ICGL Spring Trip Coordinator, and Anna Murphy, Middle School ICGL Spring Trip Coordinator, Pace Academy (Atlanta, GA, USA)

Finding Middle Ground with Middle School Students: Designing a Leadership Summit for Intercultural Competence

How can middle school students meaningfully explore leadership, social responsibility, and global citizenship? Middle school is a critical developmental stage when students begin to clarify their personal values while expanding their understanding of the wider world.

This workshop highlights the design, partnerships, and outcomes of the Gill St. Bernard's School Middle School Leadership Summit, now in its sixth year. Most recently, the Summit brought together more than 110 students from 11 independent schools across northern New Jersey to cultivate empathy, collaboration, and a shared sense of responsibility.

A distinguishing feature of the Summit is its integration of global education networks through partnerships with the Institute for Global Learning, InspireHigh, and Hakuba International School. Students and faculty engaged in authentic dialogue that bridged diverse perspectives and cultural contexts. Together, these experiences invite students to see leadership not as positional authority, but as collaborative problem solving grounded in empathy, cultural openness, and community building.

Presented by: Tracey Goodson Barrett, Director of Diversity, Equity, Inclusion & Community
Gill St. Bernard's School (Gladstone, NJ, USA) and Sayuri Valencia, Head of Global Programs, InspireHigh (Palo Alto, CA, USA)

From Pedagogy to Practice: Prioritizing Intercultural Dialogue Across an Upper School Community

This session explores a division-wide approach to prioritizing intercultural dialogue. Working at the intersection of social justice, global education, and student leadership in partnership with IGL, divisional leaders leveraged existing programs, time, and space to help students develop and practice dialogue skills. By engaging faculty and students in shared learning, Nightingale reimagined how DEIB, health and well-being, and global education could be integrated into the curriculum. Through dialogue and facilitation workshops, student leaders learned to design and lead their own dialogues, strengthening key Nightingale competencies including sense of self and place, intercultural connection, and adaptability to change.

Together, these efforts built a clearer understanding of dialogue as a distinct civic practice and fostered a community better prepared to engage thoughtfully with complex issues. Participants will gain practical insights into aligning global and DEI competencies through sustained dialogue practice.

Presented by: Nichole Foster-Hinds, Head of Upper School and Hilary McDonough, Director of Global and Civic Engagement, Nightingale Bamford School (New York, NY, USA)

From Vision to Implementation: Designing Whole-School Global Pathways Programs

In today's climate and digital age, many schools are asking how global learning can move beyond travel to cultivate confidence, connection, and cultural humility in students while strengthening belonging on campus. This session offers an inside look at the strategic design of a proposed Global Pathways Program at Cushing Academy, a five-year initiative intended to weave global competency, experiential learning, and inclusive community building into everyday school life.

The session shares a practical roadmap for developing or reimagining global programs through accessible entry points, reflective practices, intentional partnerships, and opportunities for student leadership and voice. Rooted in equity and student-centered growth, the program design highlights approaches that foster students' curiosity, grounding, and cultural awareness.

Participants will gain a planning framework, sample models for on-campus and off-campus experiences, and strategies for engaging faculty in cultivating a globally minded school community.

Presented by: Helene Lavigueur, Assistant Director of Community Life, Cushing Academy (Ashburnham, MA, USA)

The Global Competency Lab: A Two-Part Approach to Social Justice and Metalinguistic Awareness in the Primary Years

How do we prepare young learners for a complex, interconnected world? This session offers a dual track approach to global competency, bringing together two complementary strands of practice: the social-emotional foundations of justice and the cognitive tools of language awareness. Part One focuses on the heart of global education. Grounded in the Learning for Justice Standards, educators will explore practical strategies for integrating Identity, Diversity, Justice, and Action into primary inquiry. Presenters will share authentic student documentation and family partnership strategies that support inclusive classroom cultures.

Part Two focuses on the tool of global education: the Metalinguistic Awareness framework. Participants will examine how language instruction can move beyond vocabulary to support global citizenship, as children notice linguistic patterns and build bridges across languages and cultures. Through hands-on activities, curriculum design templates, and storytelling, attendees will leave with practical strategies for fostering empathy and linguistic agency in primary years learners.

Presented by: Sara Bretch, Early Years teacher, Silvia Obispo Imedio, Early Years teacher and Grade Level Leader, Irene Soteres, Educator/Coordinator Heritage Language Program, Rocío Fabbrini, Spanish-English Bilingual Kindergarten Teacher/ Grade Level Leader, and Melissa Johanna Swanson, Spanish-English Bilingual Kindergarten Teacher, Atlanta International School (Atlanta, GA, USA)

Global Competency Self-Assessments: Observations over Multiple Years

When students at Appleby College participate in global experiential programs, they complete a self-assessment aligned with three core global competencies: curiosity, open-mindedness, and adaptability. Following participation in the IGL 2021–2022 Action Research Cohort, the school reexamined its approach and began collecting these reflections more intentionally and systematically.

In this session, presenters will share observations and trends that have emerged over the past five years through this revised process. They will reflect on what the data reveals about student growth, how self-assessment practices have evolved over time, and what they have learned about gathering meaningful student insight to inform program design and refinement.

Presented by: Lesley Buckmaster, Manager, Global Experiential Operations, Appleby College (Oakville, ON, Canada)

Global Diplomas in Practice: Research Insights and School Perspectives

This session highlights findings and insights from new case studies of four diploma programs: two longstanding models refined over more than two decades and two recently launched initiatives designed for today's evolving global learning landscape. The session will begin with an overview of key research findings, including trends in program design, student participation, competencies, assessment, and implementation challenges.

Presenters from featured schools will then share their perspectives, highlighting diploma components such as research and capstone projects, competency-based portfolios, interdisciplinary coursework, community partnerships, and strategies for sustainability.

Together, these research and school perspectives offer practical lessons on launching, refining, and sustaining global diploma programs.

Participants will leave with research-informed principles and concrete ideas for designing or adapting pathways that are mission-aligned, student-centered, and responsive to a changing world.

Presented by: Jon Sirois, Global Educator-in-Residence, Institute for Global Learning; Director of Global Education, Tabor Academy (Marion, MA, USA); Mike Cuini, Director of Fellowships in Global Citizenship, Hathaway Brown School (Shaker Heights, OH, USA); Kelsey Knutson, Director of Global Studies Diploma, Providence Day School (Charlotte, NC, USA)

Global Education in Action: Building Skills and Connections in Primary School Classrooms

At Holy Innocents' Episcopal School, learning is rooted in curiosity, respect for others, and a sense of purpose. This presentation explores how these guiding principles shape global education experiences that support

primary students in developing skills for understanding the world. In alignment with the mission of the Institute for Global Learning to connect classrooms worldwide and inspire global citizenship, this approach emphasizes active engagement and discovery.

Students participate in hands-on explorations of plants and animals from different regions, investigate shapes and structures in architecture, and engage in creative expression through music and storytelling. These experiences are enriched by virtual visits, author and animal encounters, curated literature, and connections with peers across the globe. Each activity encourages appreciation of differences while building confidence, curiosity, and problem-solving skills.

Participants will gain insight into how global education can deepen early learning and foster thoughtful engagement in an interconnected world.

Presented by: [Elizabeth Scholz, Director of Global Education](#), and [Mary Quarles, Primary School Principal, Holy Innocents' Episcopal School \(Atlanta, GA, USA\)](#)

Global Service through Peer-to-Peer Social Entrepreneurship in Western Kenya

Since 2017, Moses Brown School in Providence, Rhode Island, and St. Benedict Education Centre in Busia County, Kenya, have partnered to create sustained cross-cultural learning between high school students.

Rooted in global citizenship development and community-based service, the program has evolved from one that centered the American student experience to one grounded in collaboration, authentic problem solving, and long-term partnership.

Through a shared commitment to social innovation and an entrepreneurial mindset, students work together to address persistent challenges in their communities. Trust has been built over time as both schools continue to refine their approach and deepen reciprocity.

In this session, facilitators from both the Kenyan and United States partners will share reflections and student testimonials from the program and invite discussion about the challenges, growth, and responsibilities inherent in global student service experiences.

Presented by: [Elizabeth Grumbach, Lower School Science, MB TRIPs clerk, Moses Brown School \(Providence, RI, USA\)](#), and [Roselyne Pepela, Co-Founder, St Benedict's Education Centre \(Busia County, Western Kenya, Kenya\)](#)

Global Studio 2025: A Collaborative Art Experience for Partner Schools

This presentation explores how schools can design meaningful, sustainable, and academically rich global learning experiences through collaborative art-based partnerships. Participants will consider strategies for establishing institutional relationships that support cultural exchange, expand shared resources, and extend learning beyond the traditional school day or year.

The session outlines how to build a joint educational program that integrates physical and human geography, local arts and architecture, music, language, and food while maintaining strong safety and travel protocols. Presenters will share how students prepare academically, create art informed by authentic environments, and apply classroom concepts during immersive international experiences.

The session also addresses program affordability by leveraging the distinctive features of partner school communities rather than relying on high program fees. Attendees will receive practical tools, including a curriculum planner, journaling resources, and an itinerary template, to support the development of collaborative global experiences.

Presented by: Jamie Moore, Social Studies/ Art teacher, The Pennington School (Pennington, NJ, USA) and Martin Chatagnon, Vice Principal & Director of International Programs, Saint-Denis International School, France (Loches, France)

Greetings Around the World: A Daily Field Trip

Greetings Around the World offers elementary students, beginning as early as first grade, the opportunity to take a daily field trip to countries around the globe. Through five-minute interactive mini lessons, students expand their awareness beyond geography to explore language, food, religion, architecture, landmarks, landforms, plants, animals, and more.

Students and teachers learn alongside one another as they contribute facts, ask questions, and share personal experiences. With a new country introduced every two weeks, there is time to explore a wide range of places and perspectives. Students practice research skills using maps, library books, trusted websites, and even World Book encyclopedias.

Designed to be simple and accessible, this approach requires no personal travel experience. Participants will see how short, consistent moments of global learning can broaden curiosity and build foundational knowledge in young learners.

Presented by: Ginger McAdams, First Grade Lead Teacher and Jaime Flett, First Grade Assistant Teacher, Charlotte Latin School (Charlotte, NC, USA)

How to Make Collective Dialogue Fun!

Collective dialogue can feel daunting for students, especially when conversations center on difference or complex topics. This interactive session introduces game-based approaches that make dialogue engaging, accessible, and meaningful.

Participants will experience two dialogue games, one designed for middle school and one for high school, and explore how these structured activities support students in speaking with courage, listening with intention, and connecting across perspectives. The session highlights how thoughtful design can lower barriers to participation while maintaining depth and purpose.

Educators will leave with practical tools and adaptable formats for creating lively, supportive spaces where intercultural dialogue feels welcoming, structured, and genuinely enjoyable.

Presented by: Kinyette Henderson, Associate Dean of Students, The Hotchkiss School (Lakeville, CT, USA)

Immersive Technology for a Truly Global Classroom

This presentation explores the Shared Studios Portal as a tool for intercultural learning through direct dialogue, storytelling, and real-time global connection. By centering human interaction, the Portal enables students to learn with peers across cultures, challenge assumptions, build empathy, strengthen intercultural communication skills, and engage with communities connected to the subjects they study.

The session highlights how Wellington College and Wellington College International are using the Portal to support cultural exchange and cross-border collaboration. Presenters will share examples of how the technology functions not simply as a classroom tool, but as a space for relationship building that deepens student engagement.

Participants will gain insight into how immersive technology can support meaningful global learning and help create classrooms that extend beyond geographic boundaries.

Presented by: Brandon Ferderer, Head of Programming Shared Studios | Honor Faculty Arizona State University, Shared Studios (Brooklyn, NY, USA) and Ana Romero, Head of Sustainability | Global Education Coordinator at Wellington College and Wellington College International, Wellington College (Crowthorne, Berkshire, United Kingdom)

The Impact of International School Partnerships on Middle School Learning

Middle school students are naturally curious about the world beyond their own community. International school partnerships tap into that curiosity by connecting students directly with peers in other countries. These relationships help young adolescents see beyond stereotypes, ask better questions, and build empathy through real conversations.

When students collaborate across cultures, they must listen carefully, explain their thinking clearly, and navigate differences in language and perspective. Shared projects give academic work real purpose, whether students are comparing communities, studying global issues, or working together on creative or scientific challenges. Along the way, they strengthen speaking, listening, reading, and writing skills while developing patience, adaptability, and confidence.

In this session, presenters will share examples of middle school collaborations across subjects and offer practical guidance for starting small, setting clear goals, and building partnerships that grow over time.

Presented by: Angie Jung, Middle School Principal, and Joe Morrow, Academic Dean, Visitation Academy (Saint Louis, MO, USA)

The Imperative of Outdoor Education in Student Travel

In an era defined by ubiquitous screens, rising rates of adolescent depression, diminished attention spans, and the spread of AI-generated educational content, the need for students to cultivate character, resilience, strong community bonds, and healthy lifestyles feels more urgent than ever. Nature can serve as a powerful support for student well-being.

Incorporating the outdoors into student trips, whether through specific skill building or simple shared activities, can lead to meaningful outcomes. Students learn to confront difficulty without quitting, experience the deep satisfaction that comes from personal effort, and overcome adversity without the fear of failure common in an achievement-driven culture. The collaborative environment inherent in teamwork sharpens essential social skills.

This session will detail the framework developed by TASIS to integrate more outdoor education into an established travel program, including the role of safe failure in fostering resilience, confidence, and emerging leadership.

Presented by: Natalie Philpot, Director, Academic Travel, The Duke of Edinburgh's International Award Coordinator, Weekend Activities Coordinator, TASIS The American School in Switzerland (Montagnola-Lugano, Switzerland)

The Importance of Disconnection: Student Well-being and the Need for Digital Detox in Global Education

Amid rising levels of anxiety, disengagement, and declining academic outcomes among young people across the OECD, educators are grappling with the consequences of constant digital connectivity. Drawing on emerging research linking increased phone use and pervasive educational technology to challenges in mental

health, well-being, and learning, this session examines the case for intentional disconnection in global education.

Presenters from Aotearoa New Zealand will share insights from nationwide school phone bans and related data from Experiential Education New Zealand, highlighting observed shifts in focus and engagement. Educators from The Pingry School and Montclair Kimberley Academy will discuss school-based initiatives and reflect on how global, outdoor, and off-campus programs can foster reconnection and resilience.

Together, these perspectives invite institutional leaders to consider how experiential education can model healthier digital norms and support student wellbeing in an increasingly connected world.

Presented by: Bree Arnott, Partnerships Development Manager, Experiential Education New Zealand (Upper Moutere, Tasman, New Zealand); Gillian Johnson, Director of Global Engagement, The Pingry School (Bernards, NJ, USA); Cortland Bosc, Director of Global Experiences, Montclair Kimberley Academy (Montclair, NJ, USA)

The Inner Journey of Global Leadership: Wholeness, Belonging, and Culturally Conscious Practice

Travel abroad offers powerful opportunities for growth, yet the impact of any off-campus experience depends as much on how leaders show up as on the itinerary itself. This session introduces an integrated leadership model that brings together research on belonging with a wholeness-centered approach to global leadership.

Drawing on experience leading off-campus programs, living internationally, and conducting field-based leadership research across the United States, Tanzania, Thailand, Japan, and New Zealand, presenters will outline four essential domains: wholeness and self-awareness, collaborative mindset, cross-cultural wisdom, and culturally conscious emotional intelligence.

Participants will engage in scenario-based learning and reflective practices drawn from global leadership pedagogy, including identity-aware reflection protocols and observation as metaphor methods used in global learning environments.

Attendees will leave with a leadership framework and reflection tool to support deeper cross-cultural effectiveness and thoughtful stewardship of future global experiences.

Presented by: Pascal Losambe, Director of Diversity and Community Life, Columbus Academy, and Kamaya Prince Thompson, Founder, Culture Classroom (Gahanna, OH, USA)

Launching a Competency-Based Graduation Pathway: The Global Impact Diploma

In many schools, students succeed by learning how to navigate the system. Too often, learning becomes associated with isolation over collaboration, grades over growth, and uniformity over individuality. Schools may produce efficient and compliant students, yet the world increasingly calls for thoughtful collaborators, creative problem solvers, and curious, resilient learners who are comfortable with the unfamiliar and know when to take a stand.

Join us to explore the Global Impact Diploma, a collaborative endeavor among multiple schools, and Barrie School's work to implement this competency-based graduation pathway. The GID offers a framework that centers student agency, meaningful learning, and wellbeing. Presenters will share insights from Barrie's action research, including lessons learned in design and implementation.

Participants will leave with ideas and considerations for adapting a competency-based pathway within their own school context.

Presented by: Ben Thrash, Head of School and Dwan Henderson, Middle and Upper School Head, Barrie School (Silver Spring, MD, USA)

Measuring What Matters: Evidence of Growth in Global and Intercultural Learning

Join us to learn about findings from an independent study by AFS and Global Cities, drawing on research from AFS's Global Up Teen program to examine how students' global and intercultural competence can be intentionally developed and assessed. This session will outline the study's methodology and highlight key findings, with particular attention to two global competence indicators that demonstrated the strongest and most consistent student growth.

[The research](#) used the Global Cities Codebook for Global Student Learning Outcomes, an evaluation tool that measures global competency by analyzing student writing. The Codebook identifies 55 observable indicators across four domains: Appreciation for Diversity, Cultural Understanding, Global Knowledge, and Global Engagement. It has been applied across diverse program models and student populations to assess global and intercultural learning.

Participants will receive access to the full study and Codebook framework and explore practical, evidence-based strategies—such as structured exchange, virtual dialogue, reflective assignments, and opportunities for student voice—that support the intentional development and meaningful measurement of global competence in varied classroom settings.

Presented by: Linda Stuart, Director, Global Education Innovation and Molly Stern, Global Up Partnerships Manager AFS

Mindfulness, Student Wellness, and Global Competency in an AI-Driven World

As AI and hyperconnectivity reshape attention, emotional balance, and interpersonal communication, student wellness is increasingly foundational to global competency. This session explores how mindfulness, reflective practice, and thoughtfully designed experiential programs can support self-awareness, emotional regulation, empathy, and intercultural readiness in young people.

Drawing from field experience in India and Nepal, as well as Cape Henry Collegiate's global programs, presenters will share practical frameworks that integrate yoga, meditation, reflection rituals, leadership development, and student agency into global learning. Participants will engage in brief mindfulness and experiential activities and consider how these approaches can be incorporated into advisory programs, classrooms, and off-campus experiences.

Attendees will leave with adaptable strategies for strengthening wellness as a core dimension of global education.

Presented by: Samrat Urval, Founder and Director, iEXP 360 (Mumbai, Maharashtra, India) and Willy Fluharty, Director of Strategy and Innovation; Director of the Nexus Center for Global Studies, Cape Henry Collegiate (Virginia Beach, VA, USA)

Partnering for Impact: How a College Collaboration Can Elevate Global Education Programs

As schools expand global education programs, strategic partnerships with colleges and universities can strengthen student learning and leadership development. This session highlights how one K-12 school developed its Global Leaders Program in collaboration with Millsaps College, drawing on faculty expertise, research facilities, immersive field sites, and strengths in archaeology, conservation, and sustainability.

Participants will examine a replicable model for designing programs with higher education partners, including aligning institutional goals, structuring coursework, integrating faculty mentorship, and designing meaningful travel experiences. Presenters will reflect on how these collaborations can support student leadership, deepen cultural and historical understanding, and create opportunities for authentic research.

Attendees will gain practical ideas and planning considerations for building partnerships that enhance global education initiatives. The session will also provide information about ways high school students may engage with programs at Millsaps campuses in the Yucatán.

Presented by: [Emily Philpott, Director of Global Studies, St. Andrew's Episcopal School \(Ridgeland, MS, USA\)](#) and [Dr. George J. Bey III, Professor of Anthropology and Director of Millsaps Yucatan Program, Millsaps College \(Jackson, MS, USA\)](#)

Passion-Driven Learning in an Interconnected World: A Strategic Redesign of the Middle School Experience

Many schools aim to cultivate globally minded, engaged, and adaptable learners, yet traditional structures can limit opportunities for authentic exploration and student agency. This session shares how Ridley College redesigned its middle school experience through a comprehensive Exploratory Programme, a collection of teacher-led courses that invite students to pursue passions, develop global competencies, and build community connections.

From robotics to outdoor education, entrepreneurship to performing arts, the programme creates intentional space for curiosity, thoughtful risk-taking, and interdisciplinary learning. Presenters will outline the strategic vision behind the model and the structures that support its sustainability.

Participants will gain insight into implementation considerations and practical frameworks for adapting an exploratory model within their own schools, with attention to strengthening student agency and educator engagement in an interconnected world.

Presented by: [Tricia Poulin, Middle School Math Teacher and Exploratory Programme Co-ordinator, and Ashley Auld, Middle School Art & Design Teacher and Exploratory Programme Co-ordinator, Ridley College \(St. Catharines, ON, Canada\)](#)

The Power of Place

How do we help students understand that places shape identity, memory, history, and belonging? This session explores how schools can move students beyond surface-level travel experiences toward deeper reflection and connection.

Presenters from the Mount Vernon School and WorldStrides will introduce a framework for cultivating attention, sensory awareness, inquiry, and reflection during educational travel.

Presenters will demonstrate how structured reflection before, during, and after travel invites students to ask more thoughtful questions, notice more intentionally, and reconsider their own perspectives.

Presented by: [Kiersten Teitelbaum, Head of Academics, World Strides and Aerial Merritt, Associate Director of Academic & College Counseling, The Mt. Vernon School \(Atlanta, GA, USA\)](#)

Promoting Healthy Masculinity through Intentional Travel Programs

Current research and national data suggest that many boys and young men are facing social and emotional challenges. Data from the Institute for Global Learning also indicates that boys participate in school travel

programs at disproportionately low rates, despite evidence that well-designed experiential travel can support social, emotional, and identity development.

This session explores how intentionally structured travel programs can promote healthy masculinity and improve outcomes for students of all gender identities by creating space for exploration, autonomy, reflection, and meaningful relationships. Drawing on research and school-based examples, presenters will examine why some boys hesitate to participate in travel and how educators can design programs that engage them more effectively.

Participants will consider developmental needs often associated with boys, reflect on patterns within their own schools, and gather practical strategies, from mentorship and program messaging to guided journaling and trip design, that broaden emotional range and challenge limiting norms.

Presented by: Andrew Poolman, Director of Global Studies, The Haverford School (Haverford, PA, USA) and Fran Turner, Director of Civic and Global Engagement, The Lovett School (N.W. Atlanta, GA, USA)

From Placement to Partnership: Building Strong Homestay Relationships

Recruiting families to host international students requires more than logistics—it requires cultivating understanding, empathy, and a shared sense of purpose. Based on her recent book *The Heart of Homestay*, author Jennifer Robin Wilson draws on two decades of experience to help educators reframe homestay as a long-term partnership with families—from first invitation through inevitable challenges. In this session, participants will explore how to use stories and lived experiences to strengthen recruitment, prepare hosts for cultural differences, and navigate concerns and conflicts without eroding trust. The session will include a brief reading by Wilson from *The Heart of Homestay*, offering a window into the lived experiences of host families and students. Attendees will leave with actionable ideas and tools to better articulate the value and learning for hosting families.

Presented by: Jennifer Robin Wilson, Author, *Heart of the Homestay*; Board Chair and Former Managing Director, Canada Homestay Network

Smarter Systems: Exploring AI to Streamline Off-Campus Program Management

Come try out a few different AI tools that can support logistics management and workflow - from the travel industry and beyond. Discuss how we might improve our workloads while taking ethics and data protection into consideration. This will be an interactive session that welcomes AI-beginners!

Presented by: TBA

Striving for Mutual Benefit in Campus Community Partnerships: A Global Education Case Study

How can independent schools ethically engage with host communities in ways that prioritize mutual benefit? This session examines the complexities, risks, and potential of campus- community partnerships in global education.

Drawing on recent research on ethical partnership models, presenters will explore key questions related to power, sustainability, reciprocity, and long-term impact. The session will also examine a sustained partnership between an independent school and an experiential learning focused community development organization in the Peruvian Andes. This case study offers insight into how relationships can evolve and what structures help maintain trust and shared purpose.

Participants will gain a clearer understanding of the considerations involved in building and sustaining ethical, mutually beneficial partnerships within global programs.

Presented by: Jack Gibson, Director, Batten Leadership Program, Norfolk Academy (Norfolk, VA, USA), Adam Stieglitz, Director of Operations at the Andean Alliance for Sustainable Development

Taste of Cultures: How to Include Your Parent Community as Key Constituents in Your Intercultural and Global Competency Work

How can schools meaningfully engage families, elevate parent voice, and create authentic intercultural learning experiences within their own communities? At Charlotte Country Day School, the Taste of Cultures initiative, developed in partnership with the school Farm, offers a model for connecting students, parents, and global perspectives through experiential learning.

In this session, participants will explore how the program was designed to align with the school's mission and language learning goals. Presenters will share how they built partnerships with international parents, created space for personal narratives and lived experience, and integrated target language practice into real-world contexts. Through food, storytelling, and shared experiences, the program helps students engage with global perspectives in meaningful and memorable ways.

Drawing on two years of implementation, the session will also highlight practical lessons on logistics planning, parent engagement, collaboration with local experts, such as chefs, and long-term sustainability. Participants will leave with concrete ideas and adaptable approaches for creating community-centered programs that deepen intercultural understanding.

Presented by: Stephane Allagnon, Director of the Office of International Studies, and Angelina Ferrari Segovia, International Experiences and Exchange Programs Coordinator, Charlotte Country Day School (Charlotte, NC, USA)

Teaching in the Age of Intelligent, Ethical Boundaries: UNESCO's AI Competencies as a Blueprint for Global Classrooms

Artificial intelligence is reshaping teaching and learning, yet many global programs are still developing shared frameworks for preparing students and teachers to use AI ethically, creatively, and responsibly. This session introduces a practical, mission-aligned approach grounded in UNESCO's AI Competency Framework for Students and AI Competency Framework for Teachers, with particular attention to global education contexts. Participants will examine how UNESCO's competencies, including AI literacy, data awareness, societal impact, digital agency, ethical reasoning, and professional responsibility, apply to real scenarios in global programs. Examples include translation in intercultural research, privacy in cross-border storytelling, AI-supported reflection and synthesis, and the risk of bias when engaging unfamiliar cultures or communities.

Attendees will leave with adapted learning objectives, teacher protocols for guiding AI use in global coursework, and student reflection prompts designed to support ethical global citizenship in an AI-mediated world.

Presented by: Santiago Enrique, Director of the Institute for Global Education, and Dr. Elizabeth Ellen Simison, Academic Dean, Miss Porter's School (Farmington, CT, USA)

Through the Lens: Photography, Partnership, and Global Learning

In Fall 2025, Packer Collegiate Institute photography teacher Elizabeth Eagle and history teacher Bowen Kelley invited Brooklyn-based Senegalese photographer Assane Sy to campus for an exhibition of his

powerful portraits of the communities he has cultivated on both sides of the Atlantic, along with a weeklong teaching residency and immersive community engagement opportunities.

In this session, Elizabeth and Bowen will outline their goals for the collaboration, deliberately tying the project to their school's Global Learning and Community Engagement Competencies, Equity and Inclusion Skills and Standards, and Mission and Values. They will share practical insights from their planning process and highlight both the expected and unexpected impacts of their work, including the contributions of their Student Curation Committee.

Designed to inspire faculty across disciplines and divisions, this session explores how the arts can serve as a platform for interdisciplinary learning, authentic community building, and transformative global experiences rooted in local partnership.

Presented by: Bowen Kelley, History Teacher, International Symposium Mentor, and Elizabeth Eagle, Photography Teacher, International Symposium Mentor, The Packer Collegiate Institute (Brooklyn, NY, USA)

Transforming Education for a Global Future: Mount Vernon's Global Impact Diploma

As schools respond to increasing complexity and interdependence, many are reconsidering how to prepare students for meaningful engagement beyond graduation. This presentation explores the design and implementation of Mount Vernon's Global Impact Diploma, a program that embeds global competencies, intercultural dialogue, and real-world application into a structured diploma pathway.

Attendees will gain insight into how Mount Vernon translated its strategic vision for global education into a coherent and student-centered program. The session will examine program structures, learning progressions, and assessment tools aligned with global competence frameworks, as well as partnerships and off-campus experiences that support intercultural engagement. Presenters will also reflect on leadership decisions related to sustainability, risk management, and institutional alignment.

Participants will leave with a clearer understanding of the considerations involved in designing and refining global learning pathways within their own school contexts.

Presented by: Trish Bogdanchik, Head of Upper School & Associate Head of School, and Brad Droke, Associate Head of Upper School, The Mount Vernon School (Atlanta, GA, USA)

Travel with Purpose: Developing Global Competence in Students

This session offers a practical roadmap for designing travel experiences that support the development of global competence. Drawing on a framework that integrates intercultural dialogue, global citizenship, and student action, the presentation outlines five intentional stages of travel design and pedagogy: clarifying goals, curating meaningful experiences, preparing students before departure, facilitating learning during travel, and structuring post-travel reflection and engagement.

Presenters will share examples of diverse travel programs and illustrate how thoughtfully designed experiences can move beyond tourism toward deeper learning and responsible participation. Participants will also see how itineraries can be balanced to prevent student exhaustion and how sociograms can strengthen group integration and cohesion, enhancing both social dynamics and educational outcomes.

Attendees will leave with practical considerations for aligning travel design with institutional values and long-term learning goals.

Presented by: [Laura C. Massa, History Teacher and Lead Advisor Class 2028, Palmer Trinity School \(Palmetto Bay, FL, USA\)](#)

The Two Journeys: Helping Students Explore Gifts and Impacts

Over the last three years, The Harker School in San Jose, California, has piloted an annual global experience that invites middle school students to articulate, explore, and act on their unique sense of purpose. Students begin with a Youth Purpose Summit, where they examine the theory and science of purpose and embark on Sir Ken Robinson's "two journeys": the journey inward to identify their gifts, and the journey outward to consider how those gifts might create impact. Each student develops a personal purpose statement and an action-oriented purpose map.

Students then travel to Peru for a 10-day homestay experience, where they deepen this exploration by working alongside and interviewing local leaders. Upon returning home, students meet with advisors to refine their purpose maps and commit to next steps.

In this session, presenters will share the design of the program and reflect on how alumni continue to draw on this purpose work as they make decisions and navigate high school.

Presented by: [Mark Janda, History Teacher and Department Chair, The Harker School \(San Jose, CA, USA\)](#) and [Ross Wehner, Founder, World Leadership School, K12 Change Lab \(Boulder, CO, USA\)](#)

Understanding and Using the Data from the 2025 NAIS-Institute for Global Learning Global Engagement Survey

This year, the Institute for Global Learning partnered with NAIS for the second time to gather data on the state of global education. With more than 500 schools participating, this session will share key findings and analysis from the 2025 Global Engagement Survey.

Participants will have the opportunity to benchmark their school's work against peers in the field and consider practical implications for the growth and development of global education in their own contexts. Presenters will examine why and how schools are engaging in global learning, from course offerings to program locations, as well as how schools are approaching logistics, funding, and program practices.

The session will also highlight shifts in the field by comparing 2025 data with findings from 2023 and 2024, including differences across geographic regions and school types. Attendees will gain insight into how this data can inform planning and goal-setting for global education initiatives.

Presented by: [Danny Schiff, Operations and Data Specialist, Institute for Global Learning](#)

Unlock the Transformative Power of Travel Program Reflection to Deepen Social Emotional Learning

Global travel programs hold the promise of opening students' hearts and minds. Yet without a mindful approach and guided reflection, students can retreat into comfortable friendships, familiar routines, and established ways of seeing the world. In those critical moments, a journey that could spark genuine growth risks remaining a surface-level tourism experience.

This workshop offers trip chaperones and teachers practical, SEL-informed reflection tools to help transform discomfort into curiosity, resilience, and deeper understanding. Participants will reflect on their own travel experiences while learning strategies they can use with students. Together, we will step beyond logistics and focus on the human side of global learning.

We will explore how structured reflection supports the shift from passive observation to meaningful engagement, nurtures empathy and self-awareness, and strengthens peer communities rooted in openness and shared insight. Attendees will leave with ready-to-use reflection activities to enrich their programs. Presented by: Laurie Sales, Chair of Theatre and Dance, Chaperone of Global Experiences, and Mary Frances Bannard, Assistant Director of Globalism and Experiential Learning, Classics Teacher, Dorm Head, Groton School (Groton, MA, USA)

PANEL PRESENTATIONS

The Evolving Landscape of Student Travel

The global travel landscape is undergoing rapid transformation. From airline pricing models and hotel revenue management to geopolitical instability and evolving safety considerations, the conditions shaping school programs today are markedly different than even a few years ago.

This panel brings together leaders from partner organizations and travel industry experts to offer an insider perspective on how the industry is changing, and what schools need to understand to design resilient, mission-aligned programs.

Panelists will address the industry's fastest-changing areas, the operational realities behind implementing custom travel programs, and the myths and truths shaping program costs. How are current safety and security dynamics impacting destinations and risk assessment? What challenges are most pressing and where are new opportunities emerging? As global education continues to mature, how can schools design resilient programs and build forward-looking partnerships that reflect today's realities while preserving transformative student experiences?

Global Learning Across the Curriculum

Global competence cannot live only in travel programs or stand-alone initiatives. For many schools, the real work happens in classrooms every day. This panel brings together educators who are intentionally embedding intercultural and global learning across grade levels and disciplines, from humanities and STEM to the arts. Panelists will share examples of curriculum design, faculty collaboration, and school structures that help make global learning part of regular teaching practice rather than an add-on. How are teachers supported to see themselves as global educators? What shifts in planning, professional learning, and leadership make this possible?

The conversation will focus on practical strategies and lessons learned as schools work toward making global learning an integrated and sustained part of the student experience.

Intercultural Dialogue: Addressing Complex Issues with Young People

As schools navigate a polarized social and political climate, many are asking how to prepare students to engage thoughtfully across differences. This panel brings together educators who are working to make dialogue a sustained part of school life, not just a response to difficult moments.

How are schools integrating dialogue into classes, seminars, advisory programs, affinity spaces, clubs, and student-led initiatives? What approaches are helping students develop facilitation skills? How are faculty being supported to guide complex conversations with clarity and care?

Panelists will speak candidly about both the promise and the tensions of this work, including questions of responsibility, boundaries, and sustainability. Together, we will consider what it takes to create developmentally appropriate spaces for dialogue and how schools can embed these practices into teaching and learning.

Leading in the Field: Systems for Faculty Preparation

Experiential and off-campus programs are among a school's most transformative components and among the most complex to lead well. They demand thoughtful preparation, shared responsibility, and institutional

support. This panel brings together global directors and program leaders to speak candidly about how schools are preparing faculty to step beyond the classroom and into the field.

What are the essential components of faculty preparation? How much time is truly adequate? What does a strong annual preparation cycle look like in practice? Panelists will share how their schools approach risk management, student wellbeing, cultural context, and group leadership development, as well as how they build consistency across programs.

The conversation will also address the realities behind the scenes: securing time for training, partnering with CFOs and business offices, recognizing the labor involved, and ensuring faculty feel supported and valued in this work.