AI Teaching in Practice

K12 Education Conference Program

November 13 and 14, 2026 | International School of Boston

Explore the schedule, choose among parallel workshops, and find session descriptions and presenter biographies below. All times are Eastern Time.

Friday November 13

Time	Session and presenters	Audience
8:00-8:35 AM	**Breakfast**	All participants
8:40–9:00 AM	**Opening remarks** Richard Ulffers and Dr. Mathieu Beau · ISB	All participants
9:00–9:45 AM	**Keynote · AI and the Future of Higher Education** Agustín Rayo · MIT	All participants
9:45–11:15 AM *Parallel workshops*	**Growing a critical mindset in the age of AI: What are we really asking of our students?** Marjorie Decriem	Teachers
	Alternative Chronicles: Using AI to Rewrite History Fabien Lombard	Teachers
	Conversations About Relationships in the Age of AI: Lessons From a High School Health and Wellness Course Darlene Jacokes	Teachers and administrators
11:30 AM–12:15 PM	**Panel · AI in Everyday School Life: Perspectives from Students, Families, and Educators** Moderator: Sébastien Robert Marjorie Decriem, Frederick Bolzan, Brice Flaquière, Angeline Szczepanski	All participants
12:15–1:30 PM	**Lunch**	All participants
1:30–3:30 PM *Parallel workshops*	**AI in Education: From Current State to Organizational Action** Jonathan Perrier	Administrators
	Part 1 · Writing with AI… Without Letting AI Do the Writing **Part 2 · Implementing a Curriculum-Aligned AI Framework for Tier 2 Math Intervention** Aurélie Renault and Anneli Ruehle	Teachers, Grades K–5
	What's happening in the classroom? Feedback and the iterative writing process with AI supports Ian Ulmer	Teachers and administrators
3:45–4:15 PM	**AI in Research: Lessons from Our UMass Boston Internships** Angeline Szczepanski, Pierre Sauvage · ISB	All participants
4:30–5:30 PM	**Keynote · (Machine) Learning the Dark Matter Map** Lina Necib · MIT	All participants
5:30–6:30 PM	**Social gathering** Media Center / Student Lounge / Room 428	All participants

Saturday November 14

Time	Session and presenters	Audience
8:00–8:30 AM	**Breakfast**	All participants
8:30–10:15 AM *Parallel workshops*	**From Similar Triangles to Streamlit: Using AI to Build Custom Instructional Applets** Dorothy Power	STEM teachers
	AI in Middle School: Promoting Intention and Preserving Learning Ginger Love Garcia	Humanities teachers
	Building an AI Framework That Protects Student Thinking and a PD Model to Support It Daren Khairule and Maximo Perez Jr.	Teachers and administrators
10:30 AM–12:00 PM	**Plenary workshop · Storytelling in the Age of AI: Human Voice, Machine Voice, and the Future of Expression in Schools** Michelle Haner	All participants
12:00–1:15 PM	**Lunch and networking** Speaker tables	All participants
1:20–2:50 PM *Parallel workshops*	**Designing AI-Resilient Assignments** Frederick Bolzan	Middle and upper school teachers (MS/US)
	June 2028: How Did We Get Here? Weighing AI's benefits and risks Mathieu Bartozzi and Marjorie Decriem	Heads of school, leadership teams, digital learning leads
3:00–4:15 PM	**Collective Synthesis: What Have We Learned?** Dr. Mathieu Beau and the organizing team	All participants
4:20–4:30 PM	**Closing remarks** Dr. Mathieu Beau	All participants

Session Descriptions

Friday Keynote and Morning Workshops

AI and the Future of Higher Education

Agustín Rayo · Massachusetts Institute of Technology

Friday, November 13 · 9:00–9:45 AM | Keynote | All participants

Artificial intelligence is reshaping how we work, learn, create, and connect. When nearly unlimited information is at everyone's fingertips, what should a great university teach - and how does it prepare students for both successful careers and fulfilling lives?

Growing a critical mindset in the age of AI: What are we really asking of our students?

Marjorie Decriem

Friday, November 13 · 9:45–11:15 AM | Workshop | Teachers

Generative AI floods students with instant, polished answers, making real understanding easy to fake and harder to earn. We want them to be active thinkers instead of passive consumers, but critical thinking isn't just about doubt and data evaluation. It requires a shift in how they engage with ideas and knowledge. This workshop will explore how teachers can guide that transformation. Helping students interrogate demands clear norms for inquiry and teachers who accept and model healthy skepticism, intellectual honesty, and genuine curiosity in the classroom. Examples of possible classroom activities will be provided, along with ideas for promoting ethical use in the learning process.

Alternative Chronicles: Using AI to Rewrite History

Fabien Lombard

Friday, November 13 · 9:45–11:15 AM | Workshop | Teachers

What if the Roman Empire had used steam engines? What if the Aztecs had discovered Europe? What if Jean Jaurès had not been assassinated? This workshop introduces Chroniques alternatives (Alternative Chronicles), an international student project combining historical research, creative writing, critical thinking, and generative AI. Students begin by changing a key event from the past and then explore the consequences of this alternative timeline. Using generative AI, they create a plausible “historical” image or document and write from within this alternate past.

During the workshop, participants will experience the activity themselves and explore how this approach can be used in the classroom to develop historical thinking, creativity, AI literacy, and critical reflection on both historical sources and AI-generated content.

Conversations About Relationships in the Age of AI: Lessons From a High School Health and Wellness Course

Darlene Jacokes

Friday, November 13 · 9:45–11:15 AM | Workshop | Teachers and administrators

As teens increasingly turn to AI chatbots and companion apps for everyday personal and social use, educators and parents confront new concerns: how do we encourage teens' healthy development and responsible AI use, even as the technology and its uses keep evolving? How do teens build strong human relationship skills when AI offers meaningful parasocial experiences that risk replacing human interaction? We can guide teens to think critically and act responsibly in both their human relationships and their AI use by integrating conversations about the two arenas. This session shares experiences from

a 12-lesson health and wellness course unit, "AI in Our Personal and Social Lives," taught to 10th graders. Together, we'll consider these questions and discuss strategies for parents and educators.

Friday Panel and Afternoon Workshops

AI in Everyday School Life: Perspectives from Students, Families, and Educators

Moderator: Sébastien Robert

Friday, November 13 · 11:30 AM–12:15 PM | Panel | All participants

Panelists include Frederick Bolzan and Brice Flaquière. The remaining student, parent, and school leadership representatives are to be confirmed.

How is AI shaping everyday school life? Bringing together a student, a parent, an administrator, a teacher, and a curriculum leader, this panel explores experiences, opportunities, and concerns surrounding AI in learning and teaching. The discussion will consider how school communities can support thoughtful, responsible use of AI while preserving independent thinking and human connection.

AI in Education: From Current State to Organizational Action

Jonathan Perrier

Friday, November 13 · 1:30–3:30 PM | Workshop | Administrators

Artificial intelligence is profoundly transforming the world of education. But between technological hype and on-the-ground realities, how can school organizations navigate this landscape with discernment and effectiveness? This workshop offers a two-part exploration: first, an honest and well-researched overview of AI integration in Canadian schools and school boards; second, a structured space for reflection so that each leader leaves with the essential guidelines for their own organizational journey.

Elementary and Middle School Learning with AI

Aurélie Renault and Anneli Ruehle

Friday, November 13 · 1:30–3:30 PM | Two-part workshop | Teachers, Grades K–8

Part 1 · Writing with AI… Without Letting AI Do the Writing

Presenter: Aurélie Renault

What if AI could help students become better writers without writing for them? Through authentic examples from a Grade 4 classroom, this session explores how AI can support young writers as they imagine, organize, write, and revise. Rather than focusing on tools, we'll consider how AI can scaffold the writing process while preserving student thinking, creativity, and authorship.

Part 2 · Using AI as a Design Assistant for Tier 2 Math Intervention: Lessons from a School Pilot Program

Presenter: Anneli Ruehle

This session shares findings from "Math Morning Academy," a pilot program at the International School of Boston designed to support upper-elementary students who need extra help in mathematics. The program uses custom AI prompts to parse diagnostic test data and draft individual four-week practice sequences for each student. Students then complete these tasks using Snorkl, an interactive whiteboard application where they draw visual math models, record their voice explaining their steps, and respond to automated prompts that ask them to review and fix mistakes.

Participants will get a clear, step-by-step description of this workflow and how teachers stay in control of every problem assigned. You will hear key takeaways from this experience, including major strengths such as saved planning time, better student self-correction, and native language support for English Language Learners, alongside some critical concerns.

What's happening in the classroom? Feedback and the iterative writing process with AI supports

Ian Ulmer

Friday, November 13 · 1:30–3:30 PM | Workshop | Teachers and administrators

In this session, we will discuss several AI supports for teacher organization and efficiency. Start class with an AI-generated/graded Do Now. Provide just-in-time feedback for student writing. Analyze, organize, and respond to whole-class data in-the-moment. Write an exit ticket, analyze student responses, and iterate by preparing the next day's Do Now based on the analysis of responses to the Exit Ticket. We will use several AI tools at once, including Flint K12 AI, ChatGPT for teachers, Claude for Teachers, Gemini, Wisper, Granola, and several prewritten scripts.

Friday Student Presentations and Closing Keynote

Student Research

Friday, November 13 · 3:45–4:15 PM | Student presentations | All participants

AI in Research: Lessons from Our UMass Boston Internships

Angeline Szczepanski and Pierre Sauvage · ISB | 20 minutes

What is it like to take part in scientific research as a high school student, and where does AI fit in? Angeline Szczepanski and Pierre Sauvage share their internship experiences at UMass Boston, where they used computer simulations to study how magnetic systems behave. They explain how AI can help scientists explore complex problems and reflect on how they used it in their own work, what they learned, and why checking its outputs remains essential.

(Machine) Learning the Dark Matter Map

Lina Necib · Massachusetts Institute of Technology

Friday, November 13 · 4:30–5:30 PM | Keynote | All participants

Dark matter has revealed itself in exactly one way: through gravity. Its distribution is therefore our only positive signal, and mapping it precisely may be our most direct route to learning what it is. With the higher quality of data now accessible, the accuracy of the dark matter map is limited by our models. I will present two ways of turning starlight into a dark matter map, one reading stellar motions and the other reading galaxy images, both built on simulation-based inference in which the likelihood is intractable.

First, dwarf galaxies, where the kinematic data will not substantially improve and only better inference can extract the physics. I will present GraphNPE, a graph neural network that infers dark matter density profiles from sparse stellar kinematics without compressing them to a velocity dispersion, and that performs best precisely where the samples are smallest and existing methods struggle. It finds a possible core in the ultra-faint dwarf Boötes I, a system too faint for supernova feedback to have carved one. That would be a signature of self-interactions in the dark sector.

Second, diffusion models that predict dark matter maps directly from galaxy images. Here the central question is one machine learning knows well: how much of what the model learned is physics, and how much is the training simulation? I will show what changes when the simulation suite is swapped, and what that reveals about galaxy formation as well as about the method. Together, these two approaches outline a program of inference built to extract everything the data contains, arriving as the next generation of surveys begins to deliver.

Saturday Morning Workshops and Plenary

From Similar Triangles to Streamlit: Using AI to Build Custom Instructional Applets

Dorothy Power

Saturday, November 14 · 8:30–10:15 AM | Workshop | STEM teachers

Do you want to use applets (virtual manipulatives) to enhance your instruction, but find the existing ones not quite right? Perhaps they are too visually busy, reveal information too soon, or use unconventional notation or labels. Or maybe you cannot even find one for your particular topic. This interactive workshop offers a hands-on approach to creating instructional applets using AI-assisted Python programming, GitHub, and Streamlit. No programming experience required; non-techy math/science folks are especially invited to attend. You will build an applet customized to your individual teaching style and content using AI at all stages of development. First, AI will generate Python code based on your written description of the applet's intended function. Then AI will guide you through turning the code into an applet using GitHub and Streamlit. Finally, AI will help you troubleshoot, debug, and fine-tune your applet so that you and your students can use it as soon as next class.

AI in Middle School: Promoting Intention and Preserving Learning

Ginger Love Garcia

Saturday, November 14 · 8:30–10:15 AM | Workshop | Humanities teachers

In this workshop, participants will learn and take away a set of AI-Literacy-Building Classroom Practices created by Harvard's Project Zero-based Center for Digital Thriving. The presenter will share 2 examples of the impactful use of AI in Middle School ELA classes, offering insights into design, implementation and assessment strategies for using generative AI to promote, not replace, learning in the classroom.

Building an AI Framework That Protects Student Thinking and a PD Model to Support It

Daren Khairule and Maximo Perez Jr.

Saturday, November 14 · 8:30–10:15 AM | Workshop | Teachers and administrators

At Rye Country Day School, we built an AI & Cognitive Learning Framework (www.rcds-ai-framework.org) that asks how much AI involvement a task warrants, given what we want students to learn from it. This workshop traces how we designed the framework with three goals: identifying our AI competencies worth protecting, aligning them with our Portrait of a Graduate, and building a five-level scale of AI engagement that supports productive struggle. Grounded in Leon Furze's AI Assessment Scale and Jane Beckwith's AI Friction Scale, the scale functions as a dial rather than a traffic-light approach, calibrated to the level of thinking each task should require. We also address the professional development model that is moving the framework into practice. That model draws on the North Carolina Department of Public Instruction's approach, which frames AI growth in three developmental pillars: Teacher AI Awareness (Lower School); AI Literacy (Middle School); and AI Fluency (Upper School).

Storytelling in the Age of AI: Human Voice, Machine Voice, and the Future of Expression in Schools

Michelle Haner

Saturday, November 14 · 10:30 AM–12:00 PM | Plenary workshop | All participants

As artificial intelligence becomes increasingly embedded in education and communication, schools face urgent questions about voice, identity, and agency. This laboratory-style workshop invites educators to explore what happens to human expression and storytelling when it is extended, mediated, or replaced by AI. The session begins with embodied storytelling practices that foreground the human voice as an instrument of thought, feeling, and connection. Participants then experiment with AI tools—including large language models and voice-generation technologies—to transform, expand, or reinterpret their own stories. Through guided activities and structured reflection, they compare human-authored and AI-mediated expression, considering what may be gained in accessibility, creativity, and possibility—and what may be lost in authenticity, ownership, and relational depth. The workshop offers a framework for exploring and evaluating AI, along with practical strategies for supporting students in using AI critically, creatively, and responsibly while preserving the central role of human voice and agency.

Saturday Afternoon Workshops and Collective Synthesis

Designing AI-Resilient Assignments

Frederick Bolzan

Saturday, November 14 · 1:20–2:50 PM | Workshop | Middle and upper school teachers (MS/US)

No take-home assignment is truly AI-proof, and AI detectors are unreliable. This working session helps middle and high school teachers design AI-resilient assignments instead: tasks where students still do the thinking, whether or not AI is in the room. Teachers stress-test one of their own assignments with an AI tool, then redesign it using six practical principles, from making the process visible to adding a live defense. Everyone leaves with a redesigned assignment and a clear ISB AI level of use.

June 2028: How Did We Get Here? Weighing AI's benefits and risks

Facilitated by Mathieu Bartozzi (MLF monde) and Marjorie Decriem (MLF America).

Saturday, November 14 · 1:20–2:50 PM | Workshop | Heads of school, leadership teams, digital learning leads

Every AI tool comes with a promise: saving time, engaging students, personalizing learning. These promises are often real, and that is exactly what makes them risky: schools adopt for good reasons and realize too late what they have given up. Through forward-looking scenarios, participants experience this trap from the inside, then look for ways to keep the promise without paying its price. The answer is neither to ban nor to let things run, but to stay in control of the choices, guided at every step by the interests of students and of the school as an institution. Participants leave with a benefit-risk grid, built together, covering learning, evidence of learning, accountability and family relations.

Collective Synthesis: What Have We Learned?

Dr. Mathieu Beau and the organizing team

Saturday, November 14 · 3:00–4:15 PM | Collective synthesis | All participants

What have we learned, and what could we take forward? Participants will gather at six thematic tables exploring AI and assessment, critical thinking, the environment, leadership, wellness, and course design. Each table will spend 45 minutes creating a poster or slide identifying three key takeaways, three points of caution, and three ideas to develop. In a World Café–style exchange, one person will remain at each table while others circulate freely to discuss the findings, connect perspectives, and explore possible next steps.

Discussion tables

AI and assessment; AI and critical thinking; AI and the environment; AI and leadership; AI and wellness; AI and course design.

The first 45 minutes are devoted to table discussions and a shared poster or slide. During the remaining 30 minutes, one host stays at each table while participants choose which other tables to visit.

Closing Remarks

Dr. Mathieu Beau

Saturday, November 14 · 4:20–4:30 PM | All participants

Final reflections on the two-day conference, acknowledgments, and closing remarks will explore how participants can stay connected and continue a community of inquiry, practice, and collaboration around AI in K–12 education.

Biographies

Conference Organizers

Dr. Mathieu Beau

Lead organizer · STEM and AI Integration Coordinator, International School of Boston

Dr. Mathieu Beau is an educator and researcher whose work bridges scientific research, learning, and artificial intelligence. He co-organized the 2025 AI in K–12 Education conference and is the lead organizer of its 2026 edition. He is the STEM & AI Integration Coordinator at the International School of Boston and a Research Associate at the University of Massachusetts Boston, where he has published peer-reviewed research in quantum physics. His educational work explores how students develop judgment when working with AI, introducing the notion of AI intuition, an experiential understanding shaped by experimentation, failure, and reflection, as a complement to AI literacy. He aims to cultivate strong research skills and epistemic responsibility in students, using AI as a support for inquiry rather than a shortcut to answers.

Richard Ulffers

Opening remarks · Head of School, International School of Boston

Richard Ulffers has led the International School of Boston as Head of School since 2016. His background includes nearly two decades in international and bilingual education before joining ISB, including leadership roles at the French American International School of San Francisco. He has extensive experience with the French national curriculum, the French Baccalaureate, and the International Baccalaureate Diploma Program, and has led international school accreditation visits.

ISB leadership profile

Keynote Speakers

Agustín Rayo

Keynote speaker · Massachusetts Institute of Technology

Agustín Rayo is Professor of Philosophy and Kenan Sahin Dean of the MIT School of Humanities, Arts, and Social Sciences. He studies philosophical questions about language, logic, and mathematics, including how language represents the world and what can be communicated through thought. He earned his Ph.D. at MIT in 2001 and joined its faculty in 2005. His books include The Construction of Logical Space and On the Brink of Paradox.

MIT faculty profile

Lina Necib

Keynote speaker · Massachusetts Institute of Technology

Lina Necib is an Associate Professor of Physics at MIT and a theoretical astroparticle physicist studying dark matter. She combines astronomical observations, computer simulations, and machine learning to investigate how stars can reveal the distribution and properties of dark matter. Originally from Tunisia, she earned a degree in mathematics and physics at Boston University and a Ph.D. in theoretical physics at MIT. She joined the MIT faculty in 2021 after research fellowships at Caltech, UC Irvine, and Carnegie Observatories.

MIT faculty profile

Workshop Leaders and Panel Contributors

Frederick Bolzan

Workshop leader and panelist · International School of Boston

Frederick Bolzan, Technology Integration Specialist at the International School of Boston since 1998, has 28 years of experience as an educator and 27 years in technology. He holds a Master's in Instructional Technology and is bilingual in French and English. The emergence of large language models has significantly impacted his perspective, likening their influence to the internet's transformative era in education. Frederick recognized AI's potential to enhance accessibility and confidence in technology for students and teachers. He has been instrumental in adopting tools like Magic School and Notebook LM at ISB.

Drawing on extensive experience leading technology workshops, Frederick helps educators integrate practical AI tools through direct engagement and exploration. His work supports differentiation and learning while building confidence with technology.

Marjorie Decriem

Workshop leader and external committee member · Mission Laïque Française America

Marjorie Decriem is a pedagogical advisor for Mission Laïque Française (Mlf) America network, for both primary and secondary education. As a librarian-teacher, she has worked in France, US and Canada for several years. She holds master's degrees in Media and Information Literacy (MIL), pedagogical support, and digital mediation. Her research focuses in particular on the development of critical skills in media and information literacy and citizenship education, especially regarding how young people engage with information. She regularly publishes in specialized educational journals and youth media and is a frequent speaker at conferences. You can find her on social media and follow her blog at @laprofdocrock.

Mathieu Bartozzi

AI & Education Lead · Mission laïque française

Mathieu Bartozzi is an AI & Education Lead working at the intersection of education, artificial intelligence, data and organizational transformation. At Mission laïque française, a network of more than 100 French international schools, he leads Data and AI strategy, turning emerging technologies into practical, responsible and scalable solutions, from governance frameworks to the tools teachers and school leaders use every day.

Originally a mathematics teacher, Mathieu taught for fifteen years in France, Cambodia, Hong Kong and Morocco before specializing in data science and AI. His work combines a deep understanding of classroom realities with expertise in AI strategy, product development, data governance and change management. He also contributed to the UNESCO–CLEMI Global Guide for Families on digital media and AI.

His areas of focus include generative AI in education, teacher professional development, the future of assessment, and the governance, ethical and environmental implications of AI.

Brice Flaquière

Panelist and external committee member · French American School of Puget Sound

Brice Flaquière is an education leader dedicated to transforming learning environments on an international scale. Currently serving as Assistant Head of School at the French American School of Puget Sound, he combines school leadership with training practices, advising international schools on the science of learning, assessment design, curriculum development, and strategic teaching and learning programs. His work and interests in AI are mainly focused on two domains: integrating AI into school leadership and operational decision-making and understanding AI's impact on assessment design and student agency. Previously, as Director of Teaching and Learning at Dallas International School, he led institution-wide academic strategy, drove systemic professional development, and championed inclusive education at a structural level. Earlier in his career, as a Dean at the University of Lyon, he oversaw department operations, designed graduate programs, and consulted with teaching teams within the field of inclusive education. Brice's work sits at the intersection of research-informed practice and strategic vision, empowering schools to build future-ready, accessible learning systems.

Ginger Love Garcia

Workshop leader · International School of Boston

Ginger Love Garcia is a Middle School ELA and Speech & Debate teacher at ISB. In 2026, she was selected to serve on Harvard’s IMAGINE Educator Advisory Council, contributing to the development of resources to help educators and students navigate the opportunities and challenges of generative AI in learning contexts and shape the role of AI in education.

Leveraging her work in the 2025 Harvard Graduate School of Education (HGSE)-sponsored AI Tools for Learning Design Mini Course, and subsequently in the MIT-Harvard co-sponsored SundAI HumanX Education Hack organized by HGSE AI Literacy Club & Learning and Designing Adult Learning (LADAL), Ginger is an advocate for AI literacy, a Writing Across the Curriculum teacher-trainer, and a member of ISB’s AI Working Group, advising on classroom AI policies and best-practice protocols.

Ginger’s “Educator’s Journey” AI perspective and examples of her course integrations have been highlighted in Stanford University’s AI x Education Webinar Series, “AI and the Art of Learning: Project-Based Pedagogy for the Future,” and Harvard University’s Center for Digital Thriving AI Explorer’s Club.

Darlene Jacokes

Workshop leader

Darlene Jacokes was the Health and Wellness Coordinator at International School of Boston until June 2026. At ISB, Darlene taught comprehensive health education classes at the middle and high school levels, including digital wellness units. Darlene holds an M.Ed. in School Counseling. During her 14 years in education, she has supported students’ holistic development through roles as a health and social and emotional learning classroom educator, counselor, and advisor. Darlene is passionate about fostering energetic student conversation and collaboration, empowering teens to make sense of complex personal and social issues.

Daren Khairule

Workshop leader · Rye Country Day School

Daren Khairule is Director of Academic Technology at Rye Country Day School, where he leads the school's AI Research Committee and teaches “Innovation and Entrepreneurship” and "AI in Business and Global Challenges." His work focuses on the systems-level questions schools now face: how to integrate AI in ways that protect learning, how to design programs rather than isolated courses, and how to prepare students for a rapidly changing world. With 25 years across independent and public schools, including Dwight School, Avenues: The World School, Fusion Academy, and the New York State Education Department, he has consulted with dozens of schools on curriculum design, technology integration, and organizational improvement, and advises EdTech startups. He brings both a practitioner's and a systems-thinker's perspective to every program he designs.

Fabien Lombard

Workshop leader · École Bilingue de Berkeley

Fabien Lombard has worked in education for more than 20 years in France, Monaco, and the United States. He is currently the Head of Middle School at École Bilingue de Berkeley, where he supports teachers, leads curriculum development, and helps guide the school's International Baccalaureate (IB) journey.

Before moving into school leadership, Fabien taught history and geography for many years in bilingual and international schools. His work focuses on helping students become curious, engaged learners while supporting teachers as education continues to evolve. He is particularly interested in the impact of artificial intelligence on teaching and learning, as well as project-based and experiential learning. Through his work, he explores how schools can prepare students for a rapidly changing world while maintaining a strong focus on critical thinking, creativity, collaboration, and meaningful human connections.

Michelle Haner

Plenary workshop leader · International School of San Francisco

Michelle Haner is a dynamic, experienced public speaking coach, workshop leader and arts educator, with expertise in team and project leadership in independent schools. Fluent in French and well-versed in Spanish, Michelle has completed advanced degrees in the US and overseas. She is passionate about experiential learning, inter-cultural exchange and local-global collaborations. She is also committed to empowering fellow educators in sharing their voices more expansively and effectively. She serves as the Head of Creative & Performing Arts Department at the International School of San Francisco and the Artistic Director of its flagship theater program. She also served as the school's founding Urban Engagement Coordinator (2017-2023), taking the school’s work into the wider Bay Area community with internships, speaker salons, partnerships and more. Michelle has spoken and led workshops, especially on collaboration, public speaking and storytelling. As a 2023-24 Center for Spiritual and Ethical Education (CSEE) Visiting Scholar, she led the organization’s virtual department on Service Learning and led a 3-part webinar on engaging story-telling to empower individual voices, build teams and strengthen community.

Jonathan Perrier

Workshop leader · Raymond Chabot Grant Thornton

Jonathan Perrier is Vice President of Practice at Raymond Chabot Grant Thornton, specializing in organizational transformation with a particular focus on education. At the intersection of strategy, performance, and innovation, he guides school boards, institutions, and networks through every stage of AI integration—from strategic positioning and identifying high-potential use cases to developing concrete roadmaps, supporting solution development, and driving change management and long-term adoption. His experience spans the health, education, municipal, and private sectors, grounding his approach in complex, rapidly evolving environments. His expertise includes strategic planning, operational and financial performance management, process optimization, and building cultures of continuous improvement. He is a certified Lean Six Sigma Black Belt. What drives Jonathan Perrier above all else is the real difference he can make—for the leaders he supports, the teams he accompanies, and ultimately the students and communities these organizations serve.

Maximo Perez Jr.

Workshop leader

Maximo Perez Jr. is a Computer Science Teacher, STEAM Coordinator, and Robotics Coach whose work focuses on artificial intelligence, emerging technology, and innovation in K–12 education. He teaches computer science across AI ethics, virtual reality, web design, and robotics while leading interdisciplinary STEAM initiatives that connect technology, creativity, and hands-on learning.

His current research focuses on developing an AI framework and professional development program to help educators integrate artificial intelligence thoughtfully and effectively into teaching and learning. With a multidisciplinary background spanning educational technology, digital media, design, and student mentorship, Maximo approaches innovation from both an educator’s and a creator’s perspective building programs that prepare students and educators not simply to use emerging technologies, but to shape what comes next.

Dorothy Power

Workshop leader · International School of Boston

Dorothy Power is a mathematics educator in her 22nd year of teaching, currently in her second year at International School of Boston after 20 years in large suburban public high schools. Her instructional philosophy centers on inquiry-based learning through investigative problem sets and student-driven exploration. A desire to build interactive virtual tools for her classroom sparked an interest in Python coding that has since grown to include teaching students the basics of scripting, regardless of their prior experience. Dorothy believes that AI represents a transformative opportunity to make coding accessible to educators and students alike, including those, like herself, who arrive with little to no programming background. She brings that firsthand perspective to her workshops.

Aurélie Renault

Workshop leader · International School of Boston

Aurélie Renault has been an elementary school teacher for over 25 years, driven by a passion for nurturing curiosity in young learners. She holds a Master’s degree in Philosophy and is currently pursuing advanced studies in Neurosciences in Education. Deeply interested in how technology can support meaningful learning, Aurélie explores the intersection of pedagogy, cognitive science, and innovation — including the thoughtful integration of AI in the classroom.

Anneli Ruehle

Workshop leader · International School of Boston

Anneli Ruehle is the Elementary School Assistant Director at the International School of Boston. Her teaching experience includes mathematics and English in Germany and the United Kingdom, followed by middle and upper school teaching at ISB. She brings expertise in mathematics and language acquisition to her work in school leadership.

ISB author biography

Sébastien Robert

Panel moderator and external committee member

Sébastien Robert is an international school leader with more than two decades of experience in education, spanning teaching, academic leadership, and school management in bilingual and multicultural environments. Throughout his career, he has led strategic initiatives focused on educational innovation, organizational development, faculty growth, and community engagement.

Known for his human-centered leadership approach, Sébastien believes that strong schools are built on trust, belonging, empathy, and meaningful relationships. He is passionate about creating environments where students, educators, and families feel seen, supported, and empowered to grow.

His professional interests include artificial intelligence and emerging technologies in education, leadership development, and the future of learning. Sébastien's work focuses on helping schools navigate change while staying deeply connected to their mission, values, and the people at the heart of their communities.

Ian Ulmer

Workshop leader · Léman Manhattan Preparatory School

Ian Ulmer bikes to work, builds model airplanes with students after school, and thinks history teachers are uniquely positioned to lead the AI conversation in education. After 25 years teaching at independent schools, he has learned that the best innovations rarely look like innovation at first.

He currently serves as Social Studies Department Chair at Léman Manhattan Preparatory School, where his middle and high school students engage with history through storytelling and video games. He has chaired Educational Technology Committees that developed actionable frameworks for classroom technology integration and AI usage policies. A passionate advocate for playful learning and meaningful technology integration, he explores how emerging tools can deepen student engagement, strengthen feedback, and transform classroom practice. He holds a BA in History and Religious Studies from UC Berkeley and an MA in the Teaching of Social Studies from Teachers College, Columbia University.

When he isn't exploring the future of AI in education, you can find him cycling daily from Brooklyn to Léman Manhattan, rain, shine, sleet, or snow.

Student Presenters

Angeline Szczepanski and Pierre Sauvage

International School of Boston · UMass Boston research interns

Angeline Szczepanski and Pierre Sauvage are students at the International School of Boston who completed physics research internships at the University of Massachusetts Boston. Their work used computer simulations to study magnetic systems and explored how AI methods can help researchers examine complex problems. In their conference presentation, they share their research experiences and reflect on their own use of AI.