



PCE IP&SEN SIG 3rd April 2017, SECC Glasgow
Programme: Inclusion in action

8.00 - 9.45	Collect your conference badge from the IATEFL registration desk
10.00	Intro and opening - Varinder Unlu
10.10	Plenary: Storymaking and Storytelling for People with Special Needs - Andrew Wright
11.10	Morning Coffee Break
11.25	Workshop: Improving Self-Esteem in the Inclusive classroom - Rachael Harris
12.05	Talk: The language of inclusive education - Anne-Margaret Smith
12.20	Lunch
13.10	Workshop: Assessment for learning: climbing trees - reaching for high hanging fruit - Phil Dexter
13.50	Talk: Students with Learning Differences - Varinder Unlu
14.10	Workshop: Ways of helping people to make and publish their stories - Andrew Wright
14.50	Talk: Are we ready to promote inclusion? - Rom Neves
15.10	Afternoon Coffee Break
15.25	Workshop: Let's get physical - Anette Igel
16.05	Talk: Czech Inclusion through the Teacher's eyes - Jana Jilkova
16.20	Q & A session with questions from the audience Anne-Margaret Smith, Phil Dexter and Varinder Unlu (Moderator: Anette Igel)
17.00	Finish

Abstracts and Speakers:

Storymaking and Storytelling for People with Special Needs

We need stories to make sense of our lives. Words can be very important in stories and this means that there is a clear path for language teachers to take when working with special needs students. This will be a practical session based on work with children with autism. Comprehensive practical notes will be sent to all participants.

Ways of helping people to make and publish their stories

In this workshop I will pass on and ask you to participate in the various ways of making stories and publishing stories which I have used over many years. All practical stuff!

I will send you comprehensive notes after the session, if you want them.

Andrew Wright is an author, illustrator, story teller and teacher trainer. As an author he has published many books, including, *Storytelling with Children*, OUP, *Games for Language Learning*, CUP and *Writing Stories*, Helbling Languages. As a teacher trainer and storyteller he has worked in 55 countries. Andrew does not have wide experience in working with students with special educational needs. However Andrew and his wife do have a daughter, Alexandra, aged twenty, who has autism and who has found her path in life through stories and writing and illustrating stories. Alexandra has written (typed) and illustrated approximately 2500 story books in English, Hungarian and German. Her books are between 50 and 400 pages.



Improving Self-Esteem in the Inclusive classroom

Self-esteem is an essential ingredient to learning for all students, especially those with learning difficulties. This workshop will look briefly at the what and the why before presenting plenty of activities to help with the how of developing self esteem.



Rachael comes from Nottingham, England. She has taught English as a foreign language for almost twenty years and she now teaches young learners and teens in a French speaking secondary and primary school Geneva, where she has produced the SEN policy statement. She is acting newsletter editor for the IATEFL IP&SEN SIG.



The language of inclusive education

Should we talk about *students with SpLDs* or rather refer to *neurodiverse students*? What is the difference between a *dyslexic* and a *dyslexic student*? There are no simple answers to these questions, but the merits and drawbacks of some common terms can be compared, and the main issues highlighted, to enable teachers to make their own context-appropriate decisions.

Dr Anne Margaret Smith has taught English for 25 years in Kenya, Germany, Sweden and the UK. She is also a dyslexia specialist tutor and assessor. She founded ELT well with the intention of bringing together best practice from the two fields of ELT and SpLD support, and now offers materials and training to teachers, as well as specialist teaching to dyslexic learners. Find out more: www.ELTwell.com



Assessment for learning: climbing trees - reaching for high hanging fruit

In this session I will explore how we can promote effective high aspiration assessment for learning approaches that start from the needs of the learner and learning and leads to quality outcomes. We will focus on continuous assessment, collaborative learning, peer and self-assessment and feedback for learning.



Phil Dexter is the English language Teacher Development Adviser for the British Council, UK. Phil's current responsibility involves development of courses and resources for primary, secondary and special educational needs. Phil has a Master's Degree in English language studies from the University of Newcastle Upon Tyne and a Diploma in Special Educational Needs. He is one of the two event coordinators for the IP&SEN SIG.

Students with Learning Differences

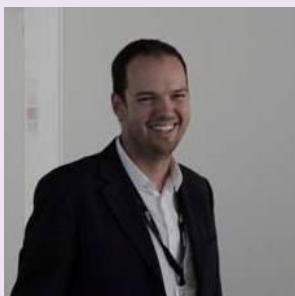
In this session we will be looking at a number of case studies of both students learning English and teacher training trainees who have a different approach to learning. We will look at ways to identify their needs and how to support them in their learning.



Varinder has been working in ELT for 25 years in many different contexts from private language schools to FE and HE, teaching students from 6-80 years old. She has been a DOS/Academic Manager since 2002 and has been working at International House, London since 2010 as Director of Studies. She is also a teacher trainer for CELTA and Trinity.

Are we ready to promote inclusion?

This presentation suggests many different strategies to accommodate students with special educational needs in a mainstream classroom. The selection contributes to a better understanding of the Asperger's Disorder (high-functioning people with Autism Spectrum Disorder) and aims to give teachers simple ideas for effective teaching.



Rom has been working as a SENco in an inclusion unit in mainstream Portuguese State Schools. He took a Bachelor's Degree in Modern Languages, a Post-graduation in Special Educational Needs and a Masters in Supervision in Initial Teacher Training. He is the Coordinator of the Portuguese Association of Teachers of English (APPI) for Madeira Autonomous Region and a teacher trainer at several centres for teacher professional development across the world.



Let's get physical

Not jazzing up lessons but actually helping students to get focussed, to find their potential and let them strive - isn't that what we are all looking for? In this workshop we're going to try out several activities that help learners to become more focussed and learn in a relaxed atmosphere.

Anette is a Dipl TESOL qualified teacher and teacher trainer. She became first involved with SEN through drama teaching. Over the last few years her focus was especially on young learners, and on how to use a multisensory approach in teaching all ages. She has been working with different IH schools over the past 13 years, and she is the other event coordinator of the IP&SEN SIG



Czech Inclusion through the Teacher's eyes

This presentation draws upon a long-term experience and a small scale research on inclusive activities encouraged recently by Czech Ministry of Education in the Action Plan 2016-2020. How do the schools, educators and learners cope with this new approach which plays important role against social exclusion and school drop outs?



Jana Jilkova is a lecturer, trainer, coach, IP&SEN SIG membership coordinator, Czech teachers' association ATECR regional coordinator, eTwinning-Scientix ambassador, involved in projects with the British Council, Ministry of Education, Charles University. She is a keen advocate of creativity in ELT for personal and professional development including CLIL, STEM, SEN, student's life and career skills.