

TeachME 09 Conference

November 11-12 2009

Media Rotana Hotel, Al Barsha, Dubai

Nov. 11-12
2009
TeachME
An Educational Conference Dubai

Change Takes Gears

The speed of and capacity in which children think and absorb is getting alarmingly faster than that in which we can educate them. The challenge to keep up is harder than we think.

A robust lineup of local and international speakers and trainers will address this crucial condition to the future of schooling and present viable, probable solutions to offer quality education.

TeachME comes on the heels of its successful predecessors, the November 2007 conference "Tools for a Backpack" and January 2009 conference "TeachME 09", with more than 500 participants from the KSA, the UAE, Lebanon, Qatar, Oman and Syria attending both events.

Workshops

Concurrent hands-on sessions in Arabic and English.

Talks

Concise briefs and analytical discussions in the different perspectives of "Change Takes Gears"

Debates

The conference will be the platform for student groups to debate about crucial issues. Schools will be taught strategies on how to set up debate programs as well.

Exhibition

TeachME November '09 will also host an exhibition area to allow visitors to learn about products relevant to teaching and schooling.

Panels

Thorough Panels - There will be 4 major pillars in the form of panels that will shed light on the challenges and current status of:

- IT
- ECE
- Teaching of the Arabic Language
- Health & Nutrition

Each panel will aim at providing recommendations and hunting for solutions.

Closing Panel – a synthesis of the recommendations and discussions of the **Thorough Panels** are going to be shared with the audience.



Gold Sponsors



Silver Sponsor

Social Skills

WORKSHOPS

"Mom. Why Won't Anyone Play With Me?" The Often Unspoken Social Side Of Learning Disabilities & Shut-Down Learners

By Richard Selznick, Dr.

Children with learning disabilities and attention-based disorders often struggle socially. They face a dual challenge that may seem insurmountable - developing competence in both the academic and social arenas. While parents and teachers often focus on the academic deficits of such children, there is frequently an unspoken and largely misunderstood social component to learning disabilities. A multitude of variables contribute to these social problems. Some of these variables include poor recognition of cause & effect, weak "reading" of social signals, impulsivity, and pervasive insecurity. Unfortunately, children with these issues may be perceived as "annoying" or "irritating" by others, leading to further rejection, as being associated with this challenging child is itself a problem to the other children. Helping teachers and parents understand the mechanisms leading to the complex social dynamics with these children is the emphasis of this workshop. An eye toward helping these children navigate difficult social waters with specific skills and strategies will be the focus of the workshop.

Audience: Teachers of all subjects and levels, also parents

Social Skill Development In The Classroom

By Noella Piquette-Tomei, Dr.

Effective education requires attention to both the academic and social development of students. Social ability is made up of many interactive components (e.g., communication and role-taking, context, goals, etc.) that are often gained implicitly rather than explicitly. Social skill deficits are often manifested in ways that negatively impact their peers. Typically, students will show signs when they are having social difficulties (e.g., aggression, withdrawal) that need to be recognized, monitored and understood. When teachers discover the cause of the social difficulty they are then in a good position to make a decision about a particular social intervention, hence it is important for teachers to consider social assessment and intervention. In this session the focus will be on identifying social ability barriers and effective social skill development techniques. The bulk of the workshop will consist of practical (and fun!) hands on activities that can be introduced in a classroom atmosphere or more intensively with an individual student.

Audience: All educators

TALKS

Survive And Thrive...Increasing Resiliency In Our Student

By Tara Brown

With increasing challenges and obstacles facing kids around the world, resiliency is critical for overcoming, surviving and thriving into adulthood. High points of Bonnie Bernard's comprehensive research on resiliency will be presented and discussion will be held on how we as educators have the ability to impact resiliency in our students on a daily basis.

Audience: All educators



Motivation and Youth Empowerment

WORKSHOPS

[It's A Marathon....Not A Sprint!](#)

By Tara Brown

With an 18 year extensive holistic background as a certified massage therapist and an educator, Tara has experienced the fatigue, stress, and frustration from both sides of the equation. As true professionals, we have an obligation to ourselves and to our students to be proactive in activities that will keep us at the 'Top of our Game'... EVERY DAY. Topics such as work environment, nutrition/exercise, the impact of stress and down time and much more will be examined. Knowing the toll that a school year can take on educators emotionally, physically and mentally, this workshop serves as a vital reminder of what is truly important if one is to navigate the challenges and demands that educators experience year in and year out.

Audience: All educators

[Youth Empowerment: Encouraging Young People as Responsible Decision Makers](#)

By Margaret Mary Kelly, MBE

This session will look at ways of building the confidence and skills of young people in helping to set the direction of whole school policies both within and outside of the classroom. It will introduce participants to ways in which this has been tackled in the United Kingdom and some of the achievements of young people. It will allow participants to explore their personal approach to engaging with young people and to reflect on its appropriateness in a world that increasingly targets young people as consumers and future political and community leaders. The session will build on the talk 'Effective Leadership in Schools'.

Audience: All educators

[Student Debate Session](#)

by Kate Shuster, Dr.

Witness a live debate between two sides of a school debate-team resolve a controversial issue.

The session is limited to an audience of 150. We recommend that you place your name on the priority list while registering.

Audience: All educators and students of middle and secondary schools



[Active listening](#)

by Kate Shuster, Dr.

As the world changes and speeds up, less and less emphasis is placed on one of life's most critical skills: listening. Listening is a skill that is taken for granted in many classrooms, but which actually takes practice and work just like any other skill. This session will help attendees build listening practice into their classrooms, and will discuss techniques such as effective note-taking and integrating classroom discussion across the curriculum to help students develop and practice effective listening habits.

Audience: All educators

TALKS

[Different Cultures-Common Ground](#)

By Tara Brown

We will identify through audience discussion, challenges faced in the classrooms across the world. We will also explore how, although the world's educational classrooms are becoming more and more culturally diverse, there are still commonalities among all students that increase engagement, motivation and achievement.

Audience: All educators

[Debating 101: Essential Debating Skills for the Classroom and Beyond](#)

by Kate Shuster, Dr.

Debate training helps students develop, practice, and refine skills that are essential for success in all levels of school and life. These skills include oral literacy, critical thinking, reading comprehension, evidence evaluation, media literacy, research competence, active listening, and collaborative learning. This session introduces teachers to curricular and extracurricular debating, drawing on research-based best practices for use in any classroom with any subject matter.

Audience: All educators

Classroom Management

WORKSHOPS

["We Keep Telling Him You've Got To Get Organized... You've Got To Get Organized." Understanding Executive Function Deficits In Practical Terms](#)

By Richard Selznick, Dr.

Underlying the profile of many struggling children are core weaknesses with the processes that involve planning, initiating, organizing and sustaining interest in complex tasks. Weaknesses with these skills are being viewed more in the literature as deficits with "executive" tasks or functions. Children with executive function deficits are seen as disconnected, disorganized, scattered, forgetful, unprepared, and unable to independently see a project through to completion. Particular problems surface when the child is asked to perform a task such as the completion of an open-ended writing assignment. Homework battles are also a part of the landscape for families whose children struggle with these abilities. Executive function deficits do not go away and there are no known easy answers. However, with sensible management and a shift in perspective many of the issues of concern can be minimized. Shifting parents and teachers from seeing the child as lacking motivation as the primary problem, is the first step. A number of other strategies will also be reviewed in this workshop.

Audience: All educators, parents and clinicians

[You Are The CEO Of Your Classroom](#)

By Tara Brown

Educators are Leaders...or they better be. This program is designed to help educators re-examine their approach to running their classrooms. Participants will be presented with proven strategies of successful CEO's and how to best apply those in the classroom. Participants will be guided through an assessment of how they are leading using The 6 Basic Principles of Leadership...Principles used by major corporations around the globe. Discussion on the power of non-verbal communication and strategies to increase motivation, achievement and engagement will be provided.

Audience: Teachers and administrators of all levels



[Draw A Line In The Sand Without Getting Down In The Dirt: Unleashing The Power Of Positive Relationships \(Part One\)](#)

By Tara Brown

Newsweek reports that on average, teachers lose 59-hours of instructional time per week dealing with low level discipline issues. This fast paced session will provide an overview of the research behind the power of relationships in connection with reduced discipline issues, increased engagement and stronger performance. Participants will be provided with 13 proven "Lines in the Sand" that will help any teacher truly be the CEO of their classroom, mean what they say and be in control without losing control each and every day.

Audience: Teachers and administrators of all levels

[Draw A Line In The Sand Without Getting Down In The Dirt: Unleashing The Power Of Positive Relationships \(Part Two\)](#)

By Tara Brown

(See above)

TALKS

Positive Behavior Supports For Classroom Management

By Noella Piquette-Tomei, Dr.

Creating an inclusive school requires a comprehensive approach that involves all students, all staff and all school settings in supporting students who may require additional support, specifically behavioral and social interventions. Drawing upon current research and best practices, this session provides information, strategies and sample tools for systematically teaching, supporting and reinforcing positive behavior in a school setting. The integrated system of school-wide, classroom management, and individual student support is designed to provide school staff with effective strategies to improve behavioral outcomes in their school. The goal of this approach is to facilitate academic achievement and healthy affective and social development of students in a safe, supportive learning environment. This session will introduce the audience to a seamless and unified universal school wide approach, specific methods for classroom management, and a process of individualizing support for the student.

Audience: All educators

WORKSHOPS

Assessment Strategies For Reading Development

By Dr. Noella Piquette-Tomei, Dr.

The development of each of the processes required for literacy or reading (e.g., vocabulary development, phonological awareness, listening comprehension, emergent text concept, word identification, etc.) are not discrete but are interrelated and dependent on the knowledge of other processes. Research indicates that reading is an interaction between the reader and the written language, through which the reader connects the writer's message with one's background knowledge. This definition of reading implies that the learner is actively involved in the reading process, indicating a monitoring and development of skill. The multiple integrated processes involved in literacy often require modifications of materials, strategies, or instruction for struggling learners but the student's engagement or monitoring may not be considered in the modification. This workshop will identify strategies to support student development of metacognition of their mental processes in order to monitor, regulate, and direct themselves while developing their reading skills. Furthermore, an overview of effective and appropriate reading assessments will be provided to understand how the student processes information and then to select strategies to enhance student's literacy development.

Audience: Teachers of all levels

Reading Aloud to Young Children as an Instructional Activity: WHAT?

By William H. Teale, Dr.

Participants will examine the characteristics and examples of books that are good for reading aloud to young children.

Audience: Teachers of KG1 to Grade 2

Reading Aloud to Young Children as an Instructional Activity: HOW?

By William H. Teale, Dr.

Participants will examine strategies for conducting read alouds that promote different early literacy skills.

Audience: Teachers of KG1 to Grade 2



Effective Teaching



WORKSHOPS

[The Shut-Down Learner: Understanding The Academically Discouraged Child](#)

By Richard Selznick, Dr.

Academic struggling and discouragement can profoundly affect an individual and a family. The typical Shut-Down Learner becomes increasingly insecure and disconnected over time, putting considerable strain on the family, as increased tensions contribute to a downward spiraling of negative communication. There are common themes with most Shut-Down Learners. Many of these kids thrive with hands-on tasks that "load" on visual and spatial abilities. In spite of their early school difficulties, many very successful adults are former shut-down learners. Coming from a variety of different professions, such as entrepreneurs, architects, executives, among others, the most significant variable they share is their talent in the visual spatial dimension of ability, along with their dislike of reading, spelling and writing. Within this workshop Dr. Selznick will discuss the lifespan variables for most Shut-Down Learners, signs to watch for and ways for parents and teachers to intervene.

Audience: Teachers, parents, administrators, and clinicians

[Diagnostic Indicators Of The Stages Of Reading Development. Signposts To Guide Instruction](#)

By Richard Selznick, Dr.

The late, renowned Harvard professor, Dr. Jeanne Chall highlighted a practical model of reading development where she reviewed five stages of reading development. Understanding these stages diagnostically is very powerful for teachers as this understanding leads to a firm roadmap of what the child needs at any given time. Once the stages are fully grasped, then direction with the child becomes much clearer and what would be the most appropriate instructional vehicle for the child. Parents, too, can benefit from this model, as the information can help guide what type of intervention (e.g., style of tutoring) is needed for the child. The workshop will focus on:

- What characteristics to look for at each stage.
- The indicators that will tell when a child is ready to move to the next stage
- How to support development or what works instructionally
- Specific diagnostic procedures that teachers can use for any given stage.

Audience: Teachers of all subjects and levels, and parents

[Differentiated Learning Strategies](#)

By Noella Piquette-Tomei, Dr.

The foundational belief for differentiation is that all students learn in a variety of ways and have different interests and learning profiles. Differentiating instruction means creating multiple paths so that student of different abilities, interests, or learning needs experience equally appropriate ways to absorb, use, develop, and present concepts as part of the daily learning process. Differentiation allows students to take greater responsibility and ownership for their own learning, and provides opportunities for peer teaching and cooperative learning. In order to best support all learners there are four basic differentiation strategies that must be addressed when planning instructional strategies: content, process, product and environment. These differentiation approaches will be examined in detail with supporting examples throughout this session.

Audience: Teachers of all subjects and levels

[Collaboratively Identifying Student Needs And Interventions](#)

By Noella Piquette-Tomei, Dr.

Educational facilities that successfully include all students must employ a range of strategies and techniques so teachers can gain the support they need. A teacher-helping-teacher strategy has proven to be a dynamic and effective method of creating successful collaborative consultation among educators in their quest to meet student needs. This collaborative effort, entitled the School Resource Team (SRT) proceeds through an orderly sequence of steps from the initial problem to the development and implementation a plan to resolve it. The SRT can become involved in interactive planning, decision-making and problem solving related to individual student concerns or for school wide solution implementation. This session will outline a best practice model for creating a collaborative school resource team with hands on activities for identifying school staff who desire to work productively toward a shared goal of student achievement, issue identification, brainstorming for interventions, evaluation of progress and monitoring of SRT success.

Audience: Administrators and teachers

TALKS

[Relationship: The Key Variable In Learning Disabilities And School Struggling](#)

By Richard Selznick, Dr.

As a psychologist specializing in a range of school issues, parents will come to me wanting to know how to “fix” the problem. One mom said recently who wanted her child tested, “we need to get to the bottom of it, so we can fix it.” Children are not car engines that can be fixed. Through relationship and understanding, kids (and parents) can find themselves with a great deal of renewed energy for overcoming their deficit areas. Helping kids connect who are becoming increasingly disconnected from school and family is the focus of this talk.

Audience: All educators

[Learning Styles: From Teacher To Student](#)

By Noella Piquette-Tomei, Dr.

The relation between the applications of a wide range of teaching strategies and effective learning in the classroom is often the subject of debate. Inextricably linked with this debate is the growing interest in how students monitor their own learning. A foundational question remains at the heart of this dispute; “Why should a teacher learn about and encourage students to discover their own learning and thinking styles?” This session will focus on replies to that question, namely three specific arguments for increased teacher and student self-knowledge of learning styles:

- (1) It creates multiple paths so that students of different abilities, interest or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process;
- (2) It allows students to take greater responsibility and ownership for their own learning, and;
- (3) It enables the instructor to focus on the learning task of what information is necessary, whereas the students can focus on how to attain that information.

Audience: All educators

[Shut-Down Learners: Adult Perspectives](#)

By Richard Selznick, Dr.

For many years, some people have struggled as they see themselves very negatively because of prior school experiences. School struggles and learning disabilities can leave deep scars that sometimes never heal. What perspective can successful adults who were once Shut-Down Learners offer to parents and teachers of today’s struggling children? This perspective will be the focus of this introductory talk.

Audience: All educators

[Best Practices in Teaching Critical Thinking](#)

by Kate Shuster, Dr.

Critical thinking is not easy to teach, in part because it is a way of knowing rather than a specific subject to memorize. This talk will inform participants about current research in critical thinking and suggest a variety of approaches teachers can use to integrate critical thinking practice for students across the curriculum.

Audience: All educators

Early Childhood Education

TALK

[Literacy Education in Early Childhood: What It Takes to Foster Capable, Willing Teenage Readers and Writers](#)

By William H. Teale, Dr.

This presentation describes the necessary curriculum and instruction components of an early literacy program focused on an alphabetic language that are necessary in order to prepare children to succeed in the long run as students who can and do read and write well. Specifics related to phonological awareness, letter knowledge, comprehension, writing, vocabulary, oral language skills, and background knowledge are discussed.

Audience: Teachers of KG1 to Grade 2



Technology

WORKSHOPS

[Using ePals Projects to Build 21st Century Reading, Writing, and Thinking Skills](#)

By William H. Teale, Dr.

This workshop involves participants in a 'hands-on' examination of the use of ePals projects, which are designed to foster students' higher level reading, writing, and thinking skills.

Audience: Teachers of Grades 3 to 6

[Using In2Books to Build 21st Century Reading, Writing, and Thinking Skills](#)

By William H. Teale

This workshop involves participants in a 'hands-on' examination of the use of In2Books, which is designed to foster students' higher level writing, reading, and thinking skills.

Audience: Teachers of Grades 3 to 6

[Media Literacy Workshop](#)

by Kate Shuster, Dr.

One of the biggest hurdles young people face in an accelerating world is the challenge of interpreting information from different, often conflicting, media outlets. This session will explore media literacy techniques that teach students to unpack and critically examine information they receive from a variety of media. When students build an understanding of how persuasive techniques work, they are able to challenge and critically evaluate information rather than being passive receivers of information.

Audience: All educators



TALKS

[Involving Students In Authentic Literacy Activities To Build 21st Century Reading, Writing, And Thinking Skills](#)

By William H. Teale, Dr.

This presentation describes the use of two Internet-related projects appropriate for students 8- 12 years of age. One is Internet-based inquiry projects in which students in one classroom pair up with a classroom in another part of their country or some other country around the world to study issues such as global warming, water use, habitats, biodiversity, and so forth. These projects provide a series of email exchanges in which students share data analyses related to the topic that they have collected at their local sites. The other project involves Internet 'pen pal' activities in which students are paired with adult mentors to read and discuss books around different genres and topics within those genres.

Audience: Teachers of Grades 3 to 6

Leadership

WORKSHOPS

[Effective Leadership in Schools](#)

By Margaret Mary Kelly, MBE

This session will build on the talk "Effective Leadership in Schools" and will allow participants to explore their own style tendencies and reflect on how their professional practice impacts on staff performance and consequently upon student achievement. It will look at barriers to creating an environment of motivation and ways for individuals to counteract these.

Audience: Leaders, and those who aspire to leadership positions

[Teaching and Learning Styles](#)

By Margaret Mary Kelly, MBE

This session will explore the varying ways in which people learn. It will allow participants to examine their own preferred styles of learning and to look at styles that are difficult or uncomfortable. It will link learning styles with overall brain function and particularly with research on right and left brain processes. It will invite participants to reflect upon student learning and the way in which teacher preferred styles may enhance or limit this. It will look for solutions to any limitations.

Audience: Teachers, coordinators and administrators

Building Effective Teams in Schools

By Margaret Mary Kelly, MBE

This session will look at the characteristics of good teams and the impact they have on school performance. It will look at the power of positive relationships in developing a school ethos that speaks of excellence. It will allow participants to look at their strengths in a team and encourage managers to reflect on how to deploy staff in the most effective manner. It will also explore how to transfer some of this thinking to work with young people.

Audience: Administrators, and teachers who would like to develop team work in the classroom.

TALKS

Effective Leadership In Schools

By Margaret Mary Kelly, MBE

This session will explore leadership styles and the impact they have upon school effectiveness. Thinking about leadership over the last 50 years will be outlined before focussing on the most up to date research. The topic will be approached within the context of global issues and the fast changing world that affects young people and those who educate and care for them. It will explore the extent to which leadership influences motivation and in turn staff and pupil performance. This session will be developed in a workshop where issues will be explored in more depth.

Audience: Leaders and those who aspire to leadership positions

The Empowerment Of Young People In A Global Context

By Margaret Mary Kelly, MBE

The session will examine the current climate in which our young people live. It will address the changes with which they contend and draw out the opportunities, risks and challenges prominent in many of their lives. It will outline the particular issues faced by government, families and schools as they seek to give young people a combination of protection and freedom. It will highlight programmes and practice from the United Kingdom that have facilitated youth empowerment programmes. This session will be developed in a workshop and participants will have the opportunity to consider the subject within their own professional context.

Audience: All educators



Presenters



Richard Selznick, Dr.

Dr. Richard Selznick is a psychologist, nationally certified school psychologist, graduate school professor and university professor of pediatrics. He is author of the book *The Shut-Down Learner: Helping Your Academically Discouraged Child*. Included in the book are numerous case studies drawn from vast professional experiences. As Director of the Cooper Learning Center, Dr. Selznick oversees a program that assesses and treats a broad range of learning and school-based academic and behavioral problems. The Cooper Learning Center is a Division of the Department of Pediatrics, of Cooper University Hospital. The Hospital is a leading teaching hospital in the region. With its affiliation to UMDNJ (University of Medicine and Dentistry in New Jersey), many of its faculty are represented as among the best in the region. Dr. Selznick presents nationally to parents and educators on a variety of topics related to school struggling.



Kate Shuster, Dr.

Kate Shuster is the Executive Director of the U.S. Middle School Public Debate Program, the world's largest debating program for young adolescents. She is also the Director of Claremont Colleges National Debate Outreach, based at Claremont McKenna College in California. She is the co-author of four textbooks, including "Speak Out! Debate and Public Speaking in the Middle Grades," and "On That Point! An Introduction to Parliamentary Debate." She has directed dozens of debating workshops in the United States, Europe, and Asia, and is a regular presenter at literacy and education workshops. She holds a Ph.D degree from the Claremont Graduate University's School of Educational Studies and is a senior statistical consultant on a number of educational evaluation projects.



Margaret Mary Kelly, MBE

Following a successful career in teaching and school management, Maggie became a school advisor focusing on leadership and management. She has taught children and young people from age seven to nineteen including working with A Level students preparing for University entrance and young people with learning and behavioural difficulties. She became Principal Consultant to the first Private Education Consultancy in the United Kingdom and has worked with thousands of teachers and school leaders in their quest to improve management and leadership practice and to make learning more accessible for young people. Maggie is a school inspector, accredited by OFSTED (The Office for Standards in Education in the UK). She became director of Youth Affairs for a UK National Charity in 1994 and developed major programmes that now operate across the UK. Since then Maggie has concentrated on consultancy and training with professionals who work with Children and Young People. She has advised Government Ministers and has been a preferred choice for chairing national conferences and for radio and television appearances that demand expertise in the field of education and care of children, young people and their families. Maggie was awarded an MBE, Master of the British Empire, by Queen Elizabeth 11 in 2005 for her contribution to her strategic national leadership role leading to countrywide work with children and young people.



Tara Brown

Tara Brown is an award-winning educator, author and speaker. Her 25 year journey has taken her from rural Florida to Gang Territory in North Long Beach, California and to one of the largest high schools in Tennessee with students representing over 37 countries. Tara is recognized as an expert in connecting with youth and building strong relationships with students and staff. Her passion and humor continues to drive her work with teachers across the world to better equip them with the ability to connect with their students, to have meaningful interactions, and to positively impact the learning process. Tara understands connecting with diverse populations, building relationships and how to get the most out of each individual student and class.



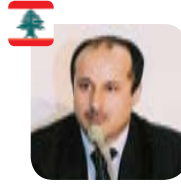
William Teale, Dr.

William Teale, PhD, Professor of Education at the University of Illinois at Chicago, completed his doctoral degree at the University of Virginia. Author of over one hundred publications, his work has focused on early literacy learning, the intersection of technology and literacy education, and children's literature. The book *Emergent Literacy: Writing and Reading*, which he co-edited with Elizabeth Sulzby, has become a standard reference in the field of early literacy. Dr. Teale has worked in the area of early childhood education with schools and libraries across the United States; with organizations such as Children's Television Workshop, the Council of Chief State School Officers, and Reach Out and Read; and on productions like *Between the Lions*. He is the current editor of the "Urban Literacy" column for *The Reading Teacher*, a former editor of *Language Arts*, and a member of the Reading Hall of Fame. His current focal research projects are funded by the U.S. Department of Education and involve developing model preschool literacy curricula for four-year-old children in urban, low-income schools.



Noella Piquette-Tomei, Dr.

Noella Piquette-Tomei, PhD, is currently an Associate Professor in Educational Psychology at the University of Lethbridge. She is also a Registered Psychologist. Her current research and courses taught involve early literacy instruction, differentiated learning, assessment practices in special education and counseling, pre-service teacher training in inclusive education, developmentally appropriate learning strategies, adolescent development trajectories, fetal alcohol spectrum disorder, and gender specific counseling options. Dr. Piquette-Tomei's research in areas of diversity is a means to understand and educate others about the similarities between populations rather than the differences. Her background areas of special education and counseling (15 years experience in schools) provide a framework in all of her courses, research, and dissemination as the premise of how to support marginalized and diverse populations have common characteristics.



سلطان ناصر الدّين

متخصّص في اللّغة العربيّة، طرائق تدريسها.
متخصّص في التّربية-
. مؤلّف كتب لتعليم الأطفال-
وسائل سمعيّة ووسائل سمعيّة بصريّة-
ألعاب تربيويّة-
باحث تربيوي لُغويّ-
. خبير تدريب في المجال التّربيويّ والمجال الاجتماعيّ-
محاضر في الإرشاد التّربيويّ والتّوعية الاجتماعيّة-
. عضو لجنة التّقييم في المركز التربوي للبحوث والإنماء -
لبنان-
المنسّق العامّ للّغة العربيّة في ثانويّة الرّوضة -لبنان-
كاتب، ومن مؤلّفاته: نصوص مسموعة، علميني يا حياة، شباب
دائم، دبابيس، مشاهد ملونة، فنّ الإصغاء



مازن الشيخ

حاصل على ليسانس في اللّغة العربيّة وأدائها من الجامعة
الأميريكيّة في بيروت.
حاصل على دبلوم في تعليم اللّغة العربيّة وأدائها من الجامعة
الأميريكيّة في بيروت.
درّس اللّغة العربيّة في مدارس عديدة في لبنان وسلطنة عمان.
رأس قسم اللّغة العربيّة في مدرسة الجالية الأميركيّة في بيروت.
درّس اللّغة العربيّة للأجانب على مستوى الجامعات والمدارس.
عضو في لجنة الاستشارات العربيّة في مجلس المدارس الأميركيّة
في الشرق الأدنى وجنوب آسيا.
عضو في اللجنة الفاحصة لامتحانات البكالوريا الدوليّة (IB).
مشرف على برنامج اللّغة العربيّة في المدرسة الأميركيّة الدوليّة
في مسقط.
متخصّص في طرائق تعليم مهارات اللّغة العربيّة وتقييمها.



طارق هرموش

متخصص في الرياضيات وطرائق تدريسها، حائز على
ماجستير في فنون التعليم، بالإضافة إلى إجازة وكفاءة في
تعليم الرياضيات، تصميم وتنفيذ البرامج التدريبية للكبار
ومدرّب معتمد من قبل وزارة التربية والتعليم اللبنانيّة، وجامعة
الهايكازيان، وشركة الجيوبروجكتس، وغيرها من المؤسسات
اللبنانيّة، ومدرب مدرّبين معتمد من قبل منظمة الورد لينكس
العالمية في مجال تصميم البرامج ودمج تكنولوجيا الإنترنت
في التعليم.



هنادي دية

استشارية لبرامج تعليم اللغة العربية. عملت منسقة إدارية
ومشاهدة لمناهج اللغة العربية في المدارس الأميركية والدولية.
في دول عدة: لبنان، عمان، مصر وقطر. كما وتدير حلقات
تدريب لأساتذة اللغة العربية في المؤتمرات العالمية والمدارس
رأست السيدة هنادي دية لجنة الاستشارات العربية في مجلس
المدارس الأميركية في الشرق الأدنى وجنوب آسيا التي أصدرت
السلسلة المتصلة لمهارات اللغة العربية وأشرفت على قسم اللغة
العربية في مؤتمر (NESA) و (AERO) في البحرين. السيدة
هنادي شاركت في وضع معايير اللغات العالمية ضمن مشروع
(NESA)

للسيدة دية مؤلفات عدة، فقد أعدت برنامج تعليم اللغة العربية
لمرحلة رياض الأطفال استناداً إلى نظرية الذكاءات المتعددة لـ
”هوارد جاردنر“. وأيضاً اشرفت على ”كتاب العربية“ سلسلة
لتعليم العربية بالاستناد إلى المعايير للمرحلة الابتدائية. كما
ألقت عدة قصص للأطفال



رغدة جابر

رئست رغدة جابر حتى أوائل عام 2008 وحدة تكنولوجيا
المعلومات في وزارة التربية والتعليم العالي (MEHE). وقد
عملت السيدة جابر على مجموعة متنوعة من المبادرات التي تعنى
باستخدام تكنولوجيا المعلوماتية في تطوير التعليم والإدارة.
قبل ذلك، تولت السيدة جابر مهام تنسيق وتنفيذ مشروع مكتنة
وتطوير السجل العقاري والمساحة (COMAP)، في وزارة
المالية) الذي تم تنفيذه بنجاح عام 2005. قبل انضمامها
إلى وزارة المالية، عملت السيدة جابر على رأس برنامج إدارة
الأصول MAssets في قسم التخطيط والعمليات في حكومة
ولاية ماساتشوستس لمدة 8 سنوات. وهي تستمر في تدريس
مادة التنظيم المدني في برنامج الدراسات العليا للتخطيط
العمراني من الجامعة الأميركية في بيروت. السيدة جابر حائزة
على درجة الماجستير في تحليل السياسات والتخطيط من معهد
ماساتشوستس للتكنولوجيا، ودرجة البكالوريوس في الهندسة
المعمارية من الجامعة الأميركية في بيروت

مهارتا الإستماع والكلام: تَعْلُمهما وتقييمهما(جزأين)

مازن الشيخ

تقدّم ورشة العمل هذه دليلاً عملياً يساعد مدرّسي اللّغة العربيّة في تطبيق نشاطات فعّالة وممتعة تعزّز اكتساب الطّلاب لمهارتيّ الاستماع والكلام من المراحل المبتدئة إلى المراحل المتقدّمة. وسيرفق بكلّ نشاط معلومات توضّح أهدافه اللّغويّة والتربويّة، وكيفيّة تحضيره وتنظيمه وتطبيقه وتعديله وفق الحاجة والمنهج، والوقت الذي يستغرقه. كما سيتعرّف المعلمون على وسائل عمليّة في تقييم هاتين المهارتين للتأكد من اكتساب الطّلاب ما تعلموه.

الحضور: معلمو اللّغة العربيّة كلغة ثانية في المراحل كافة

مهارتا القراءة والكتابة: تَعْلُمهما وتقييمهما(جزأين)

مازن الشيخ

تقدّم ورشة العمل هذه دليلاً عملياً يساعد مدرّسي اللّغة العربيّة في تطبيق نشاطات فعّالة وممتعة تعزّز اكتساب الطّلاب لمهارتيّ القراءة والكتابة من المراحل المبتدئة إلى المراحل المتقدّمة. وسيرفق بكلّ نشاط معلومات توضّح أهدافه اللّغويّة والتربويّة، وكيفيّة تحضيره وتنظيمه وتطبيقه وتعديله وفق الحاجة والمنهج، والوقت الذي يستغرقه. كما سيتعرّف المعلمون على وسائل عمليّة في تقييم هاتين المهارتين للتأكد من اكتساب الطّلاب ما تعلموه.

الحضور: معلمو اللّغة العربيّة كلغة ثانية في المراحل كافة

إعادة سرد نصّ... أيُّ سحرٍ فيها؟

سلطان ناصر الدين

يمتاز الإنسان عن سائر المخلوقات بالعقل والفكر. والفكرُ أصلٌ، لكنّه يُنمى. وثمّة مهارات كثيرة لتنميته. وإعادة سرد نصّ مسموع مهارة لها سحرها في الفكر، من المتوقّع، في نهاية هذه الورشة، أن يكون المشاركون والمشاركات قد تمكنوا من أن:

- يعيدوا سرد نصّ بأكثر من طريقة.
- يذكروا مرتكزات إعادة سرد نصّ مسموع.
- يبيّنوا أهميّة إعادة سرد نصّ مسموع في شخصيّة المتعلّم.

الحضور: معلمو اللّغة العربيّة في السّنوات الابتدائيّة الأولى والثّانية

محاضرات

تعلم اللّغة العربيّة في مرحلة رياض الأطفال

هنادي دية

تركز هذه المحاضرة في مضمونها على تعليم اللّغة العربيّة في مرحلة رياض الأطفال، وتقدم تعريفات بالمقاربات السائدة حالياً في تعليم العربيّة في هذه المرحلة. وتطرح المحاضرة أسئلة من شأنها إعادة النظر في السائد وتقييمه كما وتقدم لمقاربات جديدة تهدف إلى تطوير تعليم العربيّة للأطفال.

الحضور: معلمو اللّغة العربيّة في مرحلة رياض الأطفال

المستند المرئي وتطوير مهارة التخاطب الشفهي

هنادي دية

تلقي هذه المحاضرة الضوء على أهمية استخدام المستندات المرئية في تطوير مهارتي الاستماع والتخاطب عند المتعلمين. وتقدم المحاضرة خطوات عملية لتدريب المتعلمين على قراءة المستند المرئي وتحضيرهم لتقديم عروض شفهيّة تساهم في تطوير مهارتي التخاطب الشفهي.

الحضور: المعلمون في المراحل كافة

الملاحظة... باب من أبواب التفكير

سلطان ناصر الدين

هذه الدّردشة تهدف إلى تسليط الضّوء على مهارة الملاحظة وكيفية إجراء نشاطات تتعلّق بها وبيان أهمّيّتها في تنشيط الفكر.

الحضور: من يدرّس اللّغة العربيّة.

المقارنة... تُنْعِشُ الفكر.

سلطان ناصر الدين

هذه الدّردشة تهدف، من خلال شواهد حيّة، إلى التعرّف بالمقارنة وبيان أهمّيّتها في تنشيط الفكر.

الحضور: المعلمون في المراحل كافة

مهارتا الاستماع والكلام: تَعْلُمهما وتقييمهما

مازن الشيخ

تتناول هذه المحاضرة التحدّيات الرّاهنة التي تواجه مدرّسي اللّغة العربيّة في تعليم مهارتي الاستماع والكلام.

الحضور: من يدرّس اللّغة العربيّة.

مهارتا القراءة والكتابة: تَعْلُمهما وتقييمهما

المحاضر: مازن الشيخ

تتناول هذه المحاضرة التحدّيات الرّاهنة التي تواجه مدرّسي اللّغة العربيّة في تعليم مهارتي القراءة والكتابة.

الحضور: المعلمون في المراحل كافة

تطبيق أبحاث الدماغ داخل صفوف اللغة العربية

هنادي دية

شهد العقدان الأخيران تطورا في مجال أبحاث الدماغ ألقى بظلاله على الكثير من المفاهيم السائدة حول التعلم واكتساب المعرفة. على ضوء هذه الأبحاث كيف لعملية تعليم وتعلم اللغة العربية أن تتغير؟ هذه الورشة تقدم طرائق ونشاطات مبنية على أبحاث الدماغ تطور عملية «تعليم» اللغة العربية.

الحضور: المعلمون في المراحل كافة

الذكاءات المتعددة في صفوف اللغة العربية

هنادي دية

تلقي هذه الورشة الضوء على نظرية «الذكاءات المتعددة» لمؤلفها هوارد جاردنر وتأثير هذه النظرية على العملية التعليمية بشكل عام وعلى تعليم اللغة العربية بشكل خاص. كما وتقدم الورشة تدريبا عمليا لكيفية الاستفادة من هذه النظرية في تحضير دروس في اللغة العربية تخاطب الذكاءات المتعددة في الصف.

الحضور: أساتذة اللغة العربية في كل المراحل.

عملية الكتابة: خطوة خطوة

هنادي دية

تقدم الورشة عرضا مفصلا وتدريبيا عمليا لخطوات «عملية الكتابة» التي من شأنها تحويل صف الإنشاء إلى مشغل عملي يكون فيه المتعلم مشاركا إيجابيا بالعملية التعليمية وليس متلقيا سلبيًا. إنها خطوات متسلسلة تهدف إلى تطوير مهارة الكتابة عند المتعلم.

الحضور: معلمو اللغة العربية من الصف الابتدائي الثالث وحتى السادس

سمات الكتابة الست

هنادي دية

تعرف هذه الورشة بسمات الكتابة الست وتقدم تدريبا عمليا لكيفية استعمال هذه السمات في صفوف الكتابة. تتضمن الورشة نشاطات تدرب على استعمال السمات الست كوسيلة تعليمية وتقويمية على حد سواء.

الحضور: معلمو اللغة العربية من الصف الابتدائي الثالث وحتى السادس

التعبير عن الشعور سمو للتفكير

سلطان ناصر الدين

الإنسان جسمٌ وعقلٌ وعاطفةٌ. فإذا كان للعقل دورٌ في إثبات إنسانية الإنسان، فإن للعاطفة دورها أيضًا. فهل نربي أولادنا على التعبير عن شعورهم حتى تنمو لديهم العاطفة التي تخدم العقل؟ وكيف نستطيع أن ننمي فيهم مهارة التعبير عن الشعور؟

من المتوقع، في نهاية هذه الورشة، أن يكون المشاركون والمشاركات قد تمكّنوا من أن:

- يعرفوا بالشعور.
- يجرّوا نشاطات في التعبير عن الشعور.
- يبيّنوا أهمية التعبير عن الشعور في شخصية المتعلم.

الحضور: معلمو اللغة العربية في السنوات الابتدائية الأولى والثانية

كيف ألخص نصًا؟

سلطان ناصر الدين

التلخيص عملية فكرية مهمة في عملية التعليم والتعلم. وهذه العملية لها شروطها وأصولها. ومن المفترض أن يتمكن الطالب من هذه المهارة إما لها من فوائد كثيرة على شخصيتهم.

من المتوقع، في نهاية هذه الورشة، أن يكون المشاركون والمشاركات قد تمكّنوا من أن:

- يعرفوا بالتلخيص.
- يذكروا شروط التلخيص وأصوله.
- يلخصوا نصًا.
- يبيّنوا أهمية التلخيص في عملية التفكير.

الحضور: معلمو اللغة العربية في المرحلة الإعدادية – السنوات ٧، ٨، ٩

خطوة خطوة... نحو اتخاذ القرار

سلطان ناصر الدين

يحتاج المتعلم إلى نشاطات كي تنمو فيه مهارة اتخاذ القرار. وهذه النشاطات تبدأ منذ المرحلة الأولى وترافقه حتى المرحلة الإعدادية والمرحلة الثانوية. ومن المفترض أن تولي هذه النشاطات مساحة في عملية التعليم والتعلم.

من المتوقع، في نهاية هذه الورشة، أن يكون المشاركون والمشاركات قد تمكّنوا من أن:

- يعرفوا بمهارة اتخاذ القرار.
- يجرّوا نشاطات متنوعة لتنمية مهارة اتخاذ القرار.

الحضور: المعلمون في المراحل كافة



المفتاح السحري في إعداد الأنشطة

طارق هرموش

إن النشاط التعلّمي هو مفتاح المعرفة الجديدة، وهو المدخل الحقيقي والمضمون لإكساب التلاميذ المفاهيم الرياضية الجديدة. سوف نعالج في هذه الورشة أساليب بناء الأنشطة التعلّمية، وكيفية تنفيذها مع التلاميذ، من خلال تنفيذنا لأنشطة متمركز حول المتعلم، كما سنستعرض الأسس التربوية التي تدعم فكرتنا في هذا المجال.

الحضور: معلمو مادة الرياضيات للمرحلتين الإبتدائية والمتوسط

الحساب الذهني أم الآلة الحاسبة؟

طارق هرموش

كثيراً ما نسمع الجملة التالية « الآلة الحاسبة تبّد الذّهن»، وأطفالنا بحاجة إلى تشغيل دماغهم وليس إلى آلة حاسبة تقوم بإجراء الحسابات وتحل محل العقل!

وعلى المقلب الآخر ينادي معظم التربويون، والمجلس الوطني لمعلّمي الرياضيات (NCTM) إلى استخدام الآلة الحاسبة كعنصر أساسي في تعليم الرياضيات.

أمام هذا الواقع نرى أنّ الدليل هو خير برهان وهو الفيصل في حل هذه المعضلة.

سوف تجدون الدليل عند حضوركم ورشة العمل التي تحمل العنوان: الحساب الذهني أم الآلة الحاسبة؟

الحضور: معلمو مادة الرياضيات في المراحل كاف

محاضرات

نحو صف تفاعلي في الرياضيات

طارق هرموش

نعيش اليوم في عصر المعلومات، والعالم بدأ يغيّر نظرتة لعملية التعليم-التعلّم وبدأ يتّجه نحو استخدام التكنولوجيا الحديثة في غرفة الصّف. أين نحن من هذا التطور؟ وكيف نستخدم التكنولوجيا الحديثة في تعليم الرياضيات؟

هذه الأسئلة وغيرها، سوف نجيب عنها خلال المحاضرة التي تحمل العنوان « نحو صف تفاعلي في الرياضيات»

الحضور: معلمو مادة الرياضيات في المراحل كافة

هكذا يتعامل الدماغ مع المفاهيم الرياضية

طارق هرموش

المفهوم الرياضي هو أساس أي معرفة جديدة في الرياضيات، والتركيز على اكتساب المفاهيم الرياضية هو جوهر تدريس الرياضيات، فمفهوم جمع الكسور مثلاً يختلف عن تقنية جمع الكسور. وغالباً ما يقتصر تعليم الرياضيات على التقنيات الروتينية، والبعيدة عن الواقع، فتتحول هذه المادة الممتعة التي قال عنها سقراط « إذا كان عقل الإنسان في تيه فليدرس الرياضيات» تتحول إلى مادة جافة، ومملة للكثير من التلاميذ.

كيف يكون التلميذ مفهوماً جديداً في الرياضيات، متوافقاً مع طبيعة عمل الدماغ ومتوافقاً أيضاً مع المرحلة العمرية للتلميذ؟

هذه الأسئلة وغيرها، سوف نجيب عنها خلال المحاضرة التي تحمل العنوان « هكذا يتعامل الدماغ مع المفاهيم الرياضية»

الحضور: معلمو مادة الرياضيات في المراحل كافة

محاضرة

إذا لم تتمكن من الانضمام اليهم تغلب عليهم

رغدة جابر

تقدم هذه الحلقة مقترحات لإدخال تكنولوجيا المعلومات (تكنولوجيا المعلومات) في المناهج الدراسية في المدارس الرسمية من خلال وسائل غير تقليدية. وفي هذا الأطار سيجرب بحث المشروع النموذجي الذي نفذته السيدة جابر عام ٢٠٠٧، والذي يشمل ١٩ مدرسة رسمية في لبنان. من خلال مناقشة عملية التخطيط والتنفيذ لهذا المشروع الرائد، يهدف العرض إلى إلقاء الضوء على الافتراضات الحالية حول قدرة الطالب على استيعاب واستخدام تكنولوجيا المعلومات، وكذلك تحديات التطبيق التي تشمل النقص في القدرات المؤسسية والموارد البشرية التي واجهتها. وسنحاول استخلاص الدروس بشأن التحديات التي واجهها المشروع وكيفية التعامل معها.

الحضور: المعلمون في المراحل كافة

رياضيات

ورش عمل

ثلاثة أسس ضرورية في تعليم الرياضيات

طارق هرموش

جرت العادة أن يقوم معلّم الرياضيات بتقديم قاعدة الدرس، ثم يطرح أسئلة تطبيقية على هذه القاعدة، وفي بعض الحالات يقدم للدرس عبر نشاط ينفذه مع التلاميذ، ثم يستلم زمام المبادرة ويستخلص القاعدة. ويترك للتلاميذ حل التمارين والمسائل الموجودة في الكتاب المقررا! نحن بحاجة إلى منهجية عمل واضحة، بحاجة لأن نغيّر نظرتنا للرياضيات، بحاجة إلى اتباع طرق واستراتيجيات منسجمة مع نتائج الأبحاث الجديدة في مجال أبحاث الدماغ، بحاجة إلى معرفة الأسس الضرورية في تعليم الرياضيات.

الحضور: معلمو مادة الرياضيات للمرحلة الإبتدائي

كسر الجمود في الرياضيات

طارق هرموش

كثيراً ما يقال إن مادة الرياضيات جامدة. وكثيراً ما نسمع نحن المعلمين والمعلّمات التلاميذ يتأفّفون: لماذا ندرس هذا المفهوم؟ وكيف نحفظ هذا القانون؟

ولذا نسأل: هل الرياضيات مادة جامدة؟ وهل ثمة مفاهيم وقوانين رياضية صعبة؟

إنّ الدراسات والأبحاث والتجارب الميدانية تؤكد أنّ الرياضيات مادة مرنة وهي مرتبطة بالحياة ارتباطاً وثيقاً. فكيف نكسر الجمود في تعليم هذه المادة؟ وكيف نحول حصّة الرياضيات إلى متعة وفرح؟

هذه الأسئلة تجيب عنها، من خلال نشاطات حيوية، ورشة «كسر الجمود».

الحضور: معلمو مادة الرياضيات للمرحلتين الإبتدائية والمتوسط

Registration

Registration is not confirmed until payment is received

We are pleased to announce that we have introduced an online registration service for this year's conference.

To register online, kindly log on to our website, click on the link and follow the instructions on the screen. www.teachmeconference.com

In addition, you may also register by filling in the form below and returning it by email, regular mail or fax.

Type your name as you would like it to appear on your name tag, certificate, and the list of participants.

Alternations on certificates can be made but an extra charge.

When registering a group, please specify the contact person:

Name _____ Job Title _____

Email _____ Mobile Number _____

Participant Information

Please print information in capital letters

First Name _____ Initial _____ Last (Family) Name _____

Title Prof. Dr. Teacher [subject taught: _____]

Others [Please specify: _____]

Organisation/School _____

Postal Address _____ Postal Code _____

City _____ Country _____

Telephone (country code – area code – tel no.) _____ Mobile _____

Fax (country code – area code – tel no.) _____

Email Address _____

Terms and Conditions

• Registration must be electronically submitted, faxed or mailed no later than December 31, 2008

• No registrations will be accepted by telephone

• Payments should be made to the bank details below.

Please include the reference of your transaction as EX-(your company name).

• Kindly send by fax a copy of the transaction to +971 4 366 4524.

• No refund will be granted

• Should you have any questions, please do not hesitate to contact:

Tel: +971 4 390 2227

Fax: +971 4 366 4524

E-mail: training@rearden-educational.com

Bank Details

Benef: Rearden FZ LLC
Account Number: 1011112599301
SWIFT: EBILAEAD
Bank: Emirates Bank International
Address: Jumeirah Branch
P.O.Box 11909
Dubai, UAE

I hereby agree to the terms and conditions of this form.

Name _____

Date _____

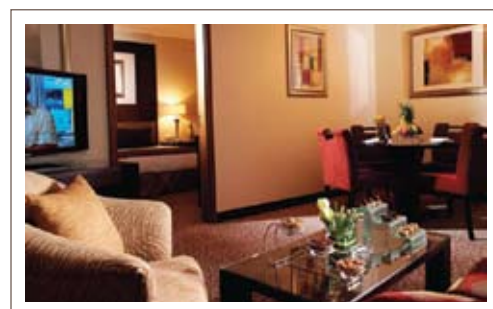
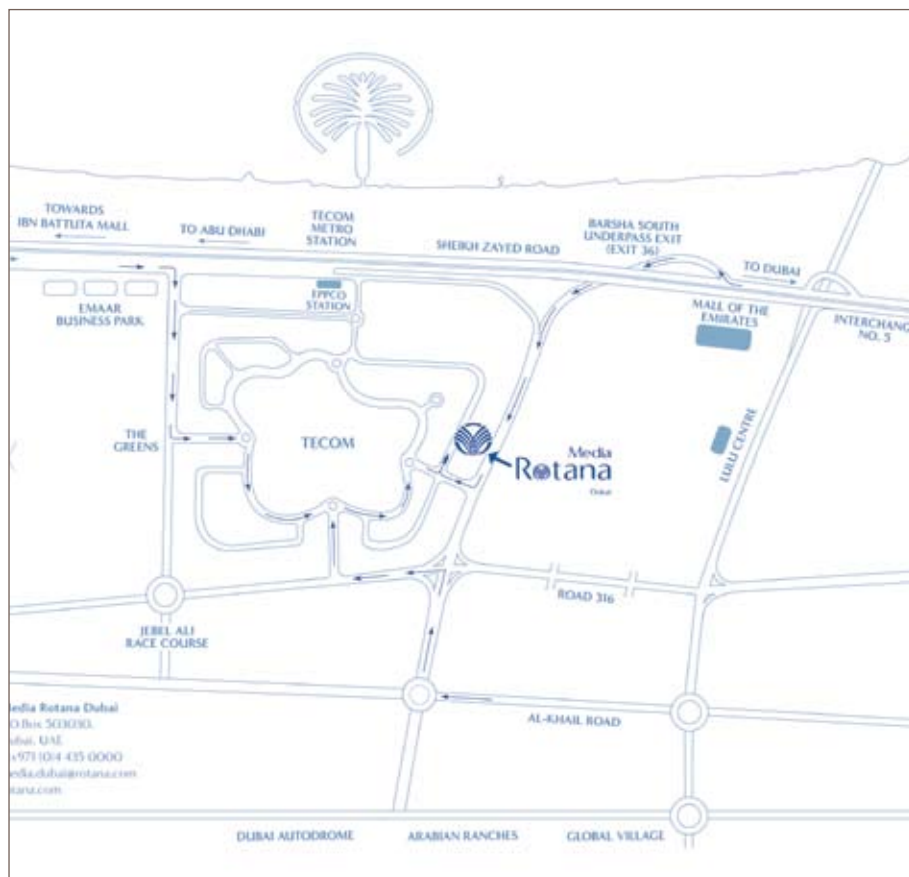
Media Rotana

You'll always find us at your convenience.

SPECIAL ROOM RATES ARE AVAILABLE FOR TEACHME 2009 GUESTS.

Located in the vicinity of the Dubai Media City and Dubai Internet City in Barsha, Media Rotana is just 20 minutes away from the Convention Centre, the Financial City and the city centre of Dubai and 30 minutes drive from the Dubai International Airport.

In addition to the below, a download of the map is also provided on the website.



FEES

IMPORTANT

Please note that there will be a surcharge fee of AED 200 for all registrations made or paid on the days of the event.

Every effort has been exercised to make this conference accessible to teachers!

Please note that all prices are in UAE dirhams - AED (1 USD = 3.65 AED) Kindly make sure the transfer includes bank charges.

Complete Packages

2 day pass plus lunch and coffee breaks:

Regular Fee.....2,000 AED

For principals, administrators, coordinators, policy makers, professors, and all non-teachers interested in education

Rearden Exclusive Prices for Teachers

Not applicable to administrative staff

Regular Fee.....1,000 AED

10 attendees/ Group A.....9,150 AED

(915 AED/person)

15 attendees/Group B.....12,750 AED

(875 AED/person)

20 attendees/Group C.....16,300 AED

(815 AED/person)

SPECIAL DISCOUNTS

(not applicable to Group Registration)

- 20% if payment made by June 30
- 10% if payment made by August 31

VERY IMPORTANT

All registrations that are not paid by October 31, 2009 will automatically be cancelled. The online registration option stops on October 31, 2009.

CONTACT US

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TeachME Nov 2009 is a conference by: **REARDEN Educational**