



## Zaproszenie

Warszawskie Centrum Innowacji Edukacyjno-Społecznych i Szkoleń  
wraz z Regional English Language Office zaprasza na szkolenie stacjonarne

### **Engaging ALL Learners: Jak włączać uczniów z różnymi potrzebami edukacyjnymi do pracy na lekcji języka obcego**

Termin: 12-13 lutego 2025 r.

Miejsce szkolenia: WCIES, ul. Stara 4

Tematyka szkolenia związana jest z pracą z klasą o zróżnicowanym poziomie umiejętności i z uczniami ze specjalnymi potrzebami edukacyjnymi. Uczestnicy będą mieli okazję zastanowić się nad najbardziej efektywnymi strategiami służącymi motywowaniu i włączeniu wszystkich uczniów do nauki języka obcego.

Warsztaty poprowadzą w języku angielskim doświadczone ekspertki w zakresie nauczania języka angielskiego jako obcego i edukatorki Departamentu Stanu USA: Rabia Hos, Laura Loder Buechel i Jeannine Daly.

Uczestnicy otrzymają atrakcyjne materiały dydaktyczne.

## DESCRIPTION

Wednesday, February 12<sup>th</sup>, 2025, 10:00-15:30 - LEARNERS WITH SPECIAL NEEDS

### Creating Classroom Norms and Routines for Engagement, Rabia Hos

Transform your classroom into an environment that promotes belonging, motivation, and academic success. In this hands-on workshop, you'll explore how consistent norms and routines form the foundation for student engagement, especially within trauma-informed teaching practices. Learn strategies to co-create meaningful norms with your students, build structure that supports a safe and predictable learning environment, and foster intrinsic motivation through clear expectations. This interactive workshop includes guided discussions, real-world examples, and opportunities to practice designing and refining classroom norms and routines. Participants will collaborate in small groups to draft actionable plans for their own classrooms, leaving with practical tools and resources to implement immediately.

### Differentiated English Instruction in the mainstream classroom – Tips from Swiss teachers, Laura Loder Buechel

So you have “native” speakers? But I bet you have kids who are just super-motivated and super-exposed to English, too!! Do you have kids who speak better English than what you find in the coursebooks? than you? Do you have kids that don't dare utter a single word? Kids who are NOT motivated at all? Sounds pretty typical!! In this workshop, you will be presented with ideas that are good for everyone – movement and more - as well as a range of open tasks (e.g. creating posters) and models (e.g. choiceboards) from Swiss classrooms (primary and lower secondary) that we will analyze and look at step-by-step so that these ideas can be implemented in your own classrooms.

### Inclusive Teaching for English Language Teachers: Strategies to Reach All Learners, Rabia Hos

This interactive workshop is designed for K-12 teachers seeking practical strategies to create inclusive classrooms where every student feels valued, supported, and empowered to succeed. In this hands-on session, participants will explore evidence-based approaches to foster belonging, differentiate instruction, and accommodate diverse learning needs, including those of students with disabilities, English language learners, and those facing trauma or other challenges.

Thursday, February 13<sup>th</sup>, 2025, 10:30-15:30 - MOTIVATING AND ENGAGING LEARNERS

### Amazing Alebrijes, Jeannine Daly

In this fun and engaging intercultural workshop, educators will experience the communicative approach to English language learning, and the Present Practice Produce method for EFL lesson planning by participating in a demonstration PPP lesson that they can do with their K-12 students of all English levels. The demonstration lesson integrates art and culture, specifically “alebrijes”, brightly colored wood or paper fantasy animals from Mexican folk art. Participants will learn descriptive adjectives, and listen for them to draw alebrijes in a game with partners. After the demonstration, participants will use provided templates to write their own intercultural PPP lesson plans that they can use with their classes.

## Creative Teaching! Laura Loder Buechel

When learners only have two or three lessons a week of English and are taught by a classroom teacher who is also a native to the local language, it is hard for all to stick to using English in open, active, creative, educationally rich instructional settings. Yet creative tasks such as lip-syncs, parodies, Destination Imagination Instant Challenges, and art projects offer motivating lessons that promote creative thinking and problem-solving and connections to many other subjects. If done with a task-framework and CLIL setting in mind and some strategies to keep the learners focused on the task at hand and in English, then such activities can lead to exciting English lessons that positively push both thinking and foreign language skills to the limit. We will look at a range of examples that have been tested and tried.

## Motivating Students through Virtual Exchange, Jeannine Daly

Virtual exchange has been shown to increase language learning and cultural awareness, and develop soft skills like teamwork, critical thinking and problem solving. The presenter will share her experience leading a class of pre-service teachers in Morocco in hosting a virtual conference with educators from CUNY Hunter College, New York. She will share her plans, which required students to choose a theme, brainstorm, select questions, and prepare a conference flyer through individual and cooperative assignments. Educators in this workshop will learn about resources to make virtual connections and will sketch plans for a virtual exchange that they can do with their own classes, such as a friendship day, Mystery Skype, virtual field trip, conference, or special event watch party with students in another city or country.

## BIOs

### RABIA HOS, Ph.D.

Dr. Rabia Hos, with over 25 years of experience in education, is a leading scholar in teaching multilingual learners and supporting newcomer immigrants and refugees with interrupted formal education. She holds a Ph.D. in Teaching & Curriculum with a focus on TESOL and Bilingual Education from the University of Rochester. As a scholar and educator, Dr. Hos has conducted extensive research and training programs across global contexts, including the United States, Germany, and Türkiye. Her work emphasizes educational equity, cross-cultural understanding, and effective strategies for teaching English learners. Dr. Hos has also led numerous initiatives to develop teacher education programs and foster inclusive learning environments. Currently serving as Dean of the School of Graduate and Professional Studies at Southern Connecticut State University, she continues to advocate for diversity, equity, and access in education worldwide.

### LAURA LODER BUECHEL, Ph.D.

Laura Loder Buechel has been a teacher trainer at the Zurich University of Teacher Education in Switzerland for over 20 years. She received her BA in Geology and French from La Salle University in Pennsylvania, her M.Ed. in Bilingual Education from Northern Arizona University and her PhD in Language Education from the University of Fribourg, Switzerland. Her hobbies include substitute teaching in Swiss primary and secondary schools, gardening and various art projects.

## JEANNINE DALY

Jeannine Daly is a TESOL Clinical Field Supervisor at the City University of New York. Her teaching experience includes Intercultural Communication (Fordham University), English for Academic Purposes (Long Island University), TESOL Methodology (as a Virtual Educator at Sultan Moulay Slimane University, Morocco), and secondary school English in the USA and Türkiye. Jeannine participated in summer educational programs in Ecuador, Costa Rica, Poland (virtual), and Croatia. Jeannine recently completed an English Language Programs Virtual Educator project at the Odesa Teacher Training Institute in Ukraine, where she facilitated workshops for Ukrainian educators in online teaching strategies, Communicative Language Teaching, Sociocultural Competence and CLIL. She holds a master's degree in English and American Literature from New York University. In her free time, she loves to be outdoors walking, gardening or swimming.