

Creating more inclusive classrooms – half-day conference

Organised in cooperation with Landesinstitut für Lehrerbildung und Schulentwicklung Hamburg (LI Hamburg)

Date: Friday 23 March 2018

Venue: Landesinstitut für Lehrerbildung und Schulentwicklung, Weidenstieg 29, 20259 Hamburg

Programme

- From 12:30 Arrivals and registration (Aula Weidenstieg)
Landesinstitut für Lehrerbildung und Schulentwicklung, Weidenstieg 29, 20259 Hamburg
- 13:00 Welcome, opening remarks, housekeeping (Aula Weidenstieg)
Martin Eckeberg, Referatsleitung Sprachen, Abteilung Fortbildung, LI Hamburg
Ailsa Kienberger, Head Education & Society, British Council Germany
- 13:10 Key note: *Inclusion matters* (Aula Weidenstieg)
John Ayres, Director for Academy Development, Eden Academy, London
- 14:00 Break for coffee / tea (available outside Aula Weidenstieg)
- 14:30 Workshops – first round (abstracts and speakers overleaf)
Sign-up lists in rooms WS 311 & 312
- a) *Challenging Thinking on Challenging Behaviour in the English Language Classroom : supporting learners with social, emotional and behavioural difficulties* (room WS 311)
Sally Farley, Teacher Trainer, Counsellor, Writer and SEN expert
- b) *Teaching for All: Applying inclusive practices in the English language classroom in meeting the diverse range of learners' needs* (room WS 312)
Phil Dexter, Teacher Development Adviser, British Council
- 16:15 Break for coffee / tea (available outside Aula Weidenstieg)
- 16:45 Workshops – second round (abstracts, speakers, and sign-up as above)
- 18:30 Closing remarks (Aula Weidenstieg)
Michael Croasdale, Project Manager, British Council Germany
- 18:45 Close

Abstracts

Keynote:

Inclusion matters

The British Council believes that the inclusion of children and young people with special educational needs (SEN) into the regular education systems of their respective countries is an entitlement and a fundamental human right. This key note will explore how schools can meet the needs of more children by looking at how policy, practice and culture can impact on this through the following three topics: access and engagement; medical model vs social model thinking; and different models of inclusion.

Speaker: John Ayres OBE, BEd, MA was formally the Principal and now the Director for Academy Development of the Eden Academy based in North London. The Eden Academy comprises three primary, one secondary school and one all-age school catering for pupils with a range of special needs. The Academy has recently opened a new free school in January 2015. John has a strong record of leading and developing highly successful schools. John's specialist areas are special needs and inclusion, school improvement, coaching and curriculum development. John was in the first tranche of 'National Leaders in Education' in the UK. In this capacity he has successfully supported a range of leadership teams in special and mainstream schools across the UK.

John has extensive overseas experience. This has included designing and leading leadership programmes and curriculum development in Hong Kong, Singapore, Malta, Jamaica and Egypt and currently as a consultant for the British Council in their inclusion programme with the Middle East & North Africa.

Workshop:

Challenging Thinking on Challenging Behaviour in the English Language Classroom : supporting learners with social, emotional and behavioural difficulties

Challenging behaviour disrupts learning and de-skills teachers. Some students seem to find it impossible to settle to learn. This presents challenges for the education system, the school and the teacher. Learning a foreign language often brings out this challenging behaviour but it also offers opportunities for students to develop social, emotional and behavioural skills. This workshop will look at issues which arise when we try to include pupils with challenging behaviour in our English Language classroom. It will look at: behaviour vs learning; getting the balance right; understanding the reasons for challenging behaviour; recognising and supporting the needs of staff in managing challenging behaviour; developing an inclusive classroom ethos in the English Language classroom based on shared values; teacher language – how it affects behaviour and motivation; practical classroom strategies for dealing with disruptive behaviour; English Language activities to promote social, emotional and behavioural skills.

Speaker: Sally Farley is a Teacher Trainer, Counsellor, Writer and SEN expert. She specialises in Inclusive Learning techniques, working with and embracing difference in the classroom, helping students to overcome barriers to learning. She is also interested in incorporating therapeutic ideas to understand behaviour and help motivate students with special needs to engage in and enjoy language learning. Assistive Technology and its value for supporting learners with SEN is another specialisation, and Sally has recently completed a chapter on this subject for Marie Delaney's book on SEN in OUP's *Into The Classroom* series. Sally has designed and implemented teacher training courses around the world and been a plenary speaker at many international SEN conferences. She has written two modules for the British Council's Secondary School Teacher Training course on Inclusive Learning and Working with Dyslexic Students and has recorded several webinars on this subject. She writes for HLT magazine and has been a speaker in two of the British Council's seminar series. She has written several modules for the British Council's SEN online course for teachers, and is one of the writers of OUP's online courses on Dyslexia and SEN. She is a Specialist Support Tutor at the University of Kent.

Workshop:

Teaching for All: Applying inclusive practices in the English language classroom in meeting the diverse range of learners' needs

One main issue for teachers in inclusive practices is less about who we are teaching but more about what and how we are teaching supporting effective learning. In this workshop we look at what inclusive practices can mean for learners who may have a special educational need (identified or not identified) and how we can support all learners through a teaching for all approach. The focus will be on English language though there will be implications for the teaching of any language and also how learners' first/home languages can be used effectively in promoting foreign language skills. We will explore good practice approaches to scaffolding and differentiation, why and how multisensory approaches are likely to be effective and how examples of generic activities can be applied to your school curriculum and teaching plans. The emphasis will be on the practical application and how we can ensure we work towards making meaning meaningful in improving learning outcomes.

Speaker: Phil Dexter is the British Council UK English language Teacher Development Adviser. Phil advises British Council teams globally on courses and resources for primary and secondary and currently works on approaches in creating and supporting more inclusive learning environments and classrooms. Phil's most recent consultancy advice in inclusive education involves working with Governments in South Africa, Tanzania, Chile, Uruguay, Argentina, Spain and Germany and Baltic states. The current support to the Department for Basic Education in South Africa involves embedding inclusive education in university graduate teacher training courses. Phil has a Master's Degree in English language studies from the University of Newcastle upon Tyne, a Diploma in Special Educational Needs and has recently been awarded an MBE for services to special educational needs and equality, diversity and inclusion.