

ΠΡΟΓΡΑΜΜΑ ΗΜΕΡΙΔΑΣ εκπαιδευτικών αγγλικής γλώσσας (ΠΕ06) Α/ΘΜΙΑΣ και Β/ΘΜΙΑΣ

Παρασκευή 8 Σεπτεμβρίου 2017 (8.50 - 14.00), 3ο ΕΠΑ.Λ Βόλου

"Teaching multicultural classrooms - Διδάσκοντας πολυπολιτισμικές τάξεις"

Εγκριση ΠΔΕ: 8360/07.08.2017

ΟΝΟΜΑΤΕΠΩΝΥΜΟ	ΩΡΑ	ΤΙΤΛΟΣ ΠΑΡΟΥΣΙΑΣΗΣ	Σύντομο βιογραφικό	Σύντομη περίληψη παρουσίασης
<i>ΠΡΟΣΕΛΕΥΣΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΕ06</i>	<i>8.30- 8.50</i>	<i>ΠΡΟΣΕΛΕΥΣΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΕ06</i>	<i>ΠΡΟΣΕΛΕΥΣΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΕ06</i>	<i>ΠΡΟΣΕΛΕΥΣΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΕ06</i>
	8.50 - 9.00	Χαιρετισμός Σχολικής Συμβούλου ΔΕ Μαγνησίας και καλωσόρισμα επιμορφωτών/τριών και εκπαιδευτικών	http://dide.mag.sch.gr/webside/attachments/article/6/CV-Europass-20170211-%CE%A0%CE%B1%CF%80%CE%B1%CE%B9%CF%89%CE%B1%CE%BD%CE%BD%CE%BF%CF%85-EL.pdf	
Μάγδα Βίτσου, Συντονίστρια Εκπαίδευσης Προσφύγων Μαγνησίας	09.00- 9.20 Laptop, ppt, προτζέκτορα	Οι τεχνικές της Δραματικής Τέχνης στην Εκπαίδευση ως εργαλείο εκμάθησης μιας ξένης γλώσσας. Παραδείγματα εφαρμογών	Magda Vitsou is a preschool Teacher, Drama in Education Expert, Phd in Department of Theater Studies, University of Peloponnese. She specializes in "Puppetry in education and art therapy", London School of Puppetry. She has also specialized in the development of levels of certification of the knowledge of Greek language as foreign / second, Center of Greek Language. Her scientific interests and publications focus on issues	Στην παρούσα ανακοίνωση θα παρουσιαστούν διάφορες τεχνικές της Δραματικής Τέχνης της Εκπαίδευσης με στόχο τη διδασκαλία μιας ξένης γλώσσας μέσω της βιωματικής μεθόδου. Θα αναδειχθεί η πολυδιάστατη σημασία της Δραματικής Τέχνης καθώς σε ένα τέτοιο πλαίσιο οι εμπλεκόμενοι στην εκπαιδευτική διαδικασία αλληλεπιδρούν αποτελεσματικά και μέσω των βιωματικών τεχνικών «χτίζουν» ένα κοινό κώδικα επικοινωνίας. Μέσα από παραδείγματα θεατροπαιδαγωγικών προγραμμάτων οι συμμετέχοντες θα αντιληφθούν τις διαστάσεις της Δραματικής Τέχνης ως προς τη δομή

			of Drama in Education, puppetry, bilingualism and social life of minority groups. In the year 2016-17, she was assigned to the position of Coordinator of Refugees Education, Magnesia (Moza).	των γλωσσικών συστημάτων, τις λειτουργίες και τους σκοπούς της γλώσσας, τους τρόπους οργάνωσης του προφορικού και γραπτού λόγου, τις συμβάσεις των διαφόρων μουσικών και λογοτεχνικών ειδών και ως προς την προσαρμογή της έκφρασης σε διάφορα (κοινωνικά) συμφραζόμενα/περιβάλλοντα.
Δήμητρα Καραχάλιου, 32ο Δημοτικό σχολείο Βόλου	9.20 - 9.40 Laptop & προτζέκτορα	Η Αλφαβήτα της υγιεινής διατροφής και το Αγγλικό τσάι	Dimitra karachaliou holds a BA in English Language and Literature from the Kapodistrian University of Athens. She has been teaching English in the private and public (secondary and primary) education since 1987. From 1990 till nowadays she has been working with her students using experiential methods in projects concerning the environment, health, cultural and historical topics and actions against bullying, school violence and racism. "Breakfast at School" began in 1999 as an experiment and it evolved into "The Alphabet of Healthy Diet" which is presented today.	Η Αλφαβήτα της Υγιεινής Διατροφής και το Αγγλικό Τσάι Η «Αλφαβήτα της Υγιεινής Διατροφής» είναι μια καινοτόμος δράση για τη Β' δημοτικού που συμμετείχε στο διαγωνισμό «Αριστεία και Καινοτομία στην Εκπαίδευση 2012 - 2013. Χρησιμοποιείται η ομαδοσυνεργατική μάθηση και η μέθοδος project ενώ ο βιωματικός χαρακτήρας ενισχύεται με πραγματικό πρωινό στην τάξη. Στηρίζεται η πολυπολιτισμικότητα και η αλληλοκατανόηση μεταξύ των λαών και η αποδοχή της διαφορετικότητας με τη γενικότερη έννοια. Τα παιδιά από μικρή ηλικία υιοθετούν έναν υγιεινό τρόπο ζωής και παράλληλα γνωρίζουν τις Αγγλικές διατροφικές παραδόσεις συγκρίνοντάς τις με τις δικές μας και αυτές άλλων λαών. Συνεχίζεται με το παραδοσιακό Αγγλικό τσάι όταν οι μαθητές πάνε στην Ε' τάξη. Αποτελεί μια νέα προσέγγιση στη διδασκαλία των Αγγλικών καθώς συνδυάζει την εμβάθυνση στο γνωστικό αντικείμενο με τη βιωματική μάθηση, την Αγωγή Υγείας και την Πολιτιστική Αγωγή.

Γαρυφαλλιά-Μαρία (Φιλίτσα) Φραγκογεώργη, 29ο Δημοτικό Σχολείο Βόλου	9.40- 10.00 (laptop, προτζέκτορα (Powerpoint και DVD)	T4E: The Greek bridges...bridges of civilizations	Garyfallia-Maria (Filitsa) Frago Georgi holds a BA in English Language and Literature from the Kapodistrian University of Athens. She has been teaching English for 24 years in public primary schools. She has taught English in the Institute of Vocational Training and she has been a member of the administrative personnel of Vocational Training for two years. She has attended long distance learning seminars on Webtools. She has been a member of the T4E programme since 2015. She is interested in project work and the use of IT in her classes. She is married with two children.	T4E: An educational activity. There are two main goals: 1) The students enrich their knowledge about Europe (the basic principles-institutions-the member countries-the flags-the European anthem...) 2) The students collaborate and work in groups using innovative methods (IT) in order to create a project about "bridges". All these are integrated in the framework of learning English.
Αρχοντή Βίκυ (ΠΕ06) και Κοτζαγιώτου Αποστολία (ΠΕ02) (ΕΠΙ.Λ ΑΛΜΥΡΟΥ)	10.00- 10.30 laptop & internet connection	EASTER IN DIFFERENT COUNTRIES (ETWINNING PROJECT 2014-2015)	Vicky Archondi holds a B.A in English Language & Literature and an M.A in Theoretical & Applied Linguistics from A.U.TH. From 2001 till 2006, she worked as an English teacher and Director of Studies at Delasalle Primary School whereas from 2006 onwards she is a state school teacher of Secondary Education. For the last 8	Easter in different countries' is a multicultural, interdisciplinary project whose aim was to familiarise students with different cultures & customs, sensitize them over multiculturalism and at the same time help them cultivate and boost up their tolerance towards anything/body different from them.

			years her position is in the Vocational High School of Almyros. Her expertise lies in the fields of course and project design as well as in the training of both students and teachers alike in the use of strategies in language teaching and communication. Her latest interests are related to experiential education and group reinforcement/encouragement. Kotzagiou Apostolia is a Philologist, graduate of the School of Philosophy of the University of Crete (Ancient Greek Sector). She has a 12 year experience in the training of detained adults. She's also an adult educator accredited by the National Organisation for the Certification of Qualifications and Career Guidance and an M.A holder in the same sector. She was also a coordinator of two European, educational collaborations in the context of Grundvig program (2006-2013) simultaneously enlisted in the catalogue of	
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			evaluators of Grundvig programs especially those related to education of adults and people from vulnerable social groups.	
ΔΙΑΛΕΙΜΜΑ 10.30 - 11.00		ΔΙΑΛΕΙΜΜΑ 10.30 - 11.00	ΔΙΑΛΕΙΜΜΑ 10.30 - 11.00	
Κεχρή Ζαχαρούλα, Σχολική Σύμβουλος ΠΕ06 Εύβοιας	11.00 - 11.30, Laptop & προτζέκτορα για παρουσίαση αρχείου ppt, Επιπλέον, μια θύρα usb ελεύθερη για το bluetooth του ppt presenter	Εκπαίδευση για την Ανάπτυξη: Καταπολέμηση του Κοινωνικού Αποκλεισμού, της Ενδοσχολικής Βίας & του Εκφοβισμού μέσω της διδασκαλίας της αγγλικής	Η. Ρούλα Κεχρή εργάστηκε για επτά χρόνια ως μόνιμη υπάλληλος της UNICEF (Press Office & Education Dept) πριν διοριστεί ως καθηγήτρια Αγγλικής στη β/θμια. Υπηρέτησε σε Γ/σια, ΓΕΛ, ΕΠΤΑΛ, σε θέσεις ευθύνης (Δ/ντρια σχολείου, Προϊστ. Εκπ/κών Θεμάτων) του ΥΠΠΕΘ και ως Πρόεδρος σε ΝΠΔΔ (2004-12). Σήμερα είναι Σχολική Σύμβουλος Αγγλικής Ευβοίας, μέλος επιτροπών του ΙΕΤΠ & Ambassador του Προγράμματος Teachers4Europe Δ.Ε. Στερ. Ελλάδας. Ενδιαφέρεται ιδιαίτερα για την ενίσχυση της ευρωπαϊκής ταυτότητας των μαθητών και την ανάδειξή τους σε ενεργούς πολίτες.	Μια παρουσίαση με σύντομες βιωματικές δράσεις που επιχειρεί να εξοικειώσει τους συμμετέχοντες με τις "5 Παγκόσμιες Έννοιες" (Αλληλεξάρτηση, Εικόνες & Αντιλήψεις, Κοινωνική Δικαιοσύνη, Επίλυση Διαμάχης, Οι Αλλαγές & το Μέλλον) και προτείνει τρόπους ενσωμάτωσής τους στις διδασκαλίες της αγγλικής ως ξένη γλώσσα σε ένα...multi-culti σχολικό περιβάλλον.
Άννα Βαρνά, Δ.Σ. Ιτέας, Καρδίτσας	11.30 - 12.00 Προτζέκτορα,	Breathing Diversity	Anna Varna is a teacher of English Language who recently came back to	During my tenure as a Pedagogical Adviser in the Language Training Sector of the European Commission in

	σύνδεση στο διαδίκτυο		Greece after five years as a Pedagogical Adviser in Brussels. She studied originally in Athens and later in the University of Manchester. She is a certified Coach, she speaks three foreign languages and keeps learning every day with books, MOOCs and people!	Brussels, I came into contact with various cultures and learned in practice what diversity means and how it can enrich our learning and our lives. For five years I was responsible for the pedagogy of the language courses that included 28 languages, about 10,000 learners of at least 24 nationalities. I would like to share my experience focusing on what it means to teach multicultural audiences and how culture influences the dynamics of a classroom as well as our life philosophy.
Πυρετζίδης Αθανάσιος, 1ο Γενικό Λύκειο Βόλου	12.00- 12.30	An American Dream: Drawing insights from my SUSI and overseas experience	Mr. Athanasios Pyretzidis has been teaching English at home and overseas for the last 27 years.	This presentation outlines an overview of opportunities for professional development and personal growth for Greek educators who are poised to go the extra mile in gaining a first-class experience of academia, life and culture while studying in the US and teaching overseas. Even after almost ten years, the Institute's impact has been lingering, providing a formative as well as a refreshing perspective in my teaching practice.
ΔΙΑΛΕΙΜΜΑ 12.30 - 13.00		ΔΙΑΛΕΙΜΜΑ 12.30 - 13.00		ΔΙΑΛΕΙΜΜΑ 12.30 - 13.00
Ισαάκ Παπαδόπουλος, Καθηγητής Τομέα Παιδαγωγικών ΙΕΚ ΑΚΜΗ Λάρισας	13.00 - 13.30 laptop, ppt, προτζέκτορα	Empowering students' communicative behaviour within a multicultural classroom	Isaak Papadopoulos has been a PhD Candidate in Applied Linguistics while he is currently working as an Associate Lecturer in Bilingualism and Education at	Greece has been the host country for immigrant populations for more than two decades thus there is a growing number of immigrant students in the Greek education system and an emerging need for encouraging

			Metropolitan College of Thessaloniki. He holds a bachelor in Primary School Education (University of Western Macedonia, Greece) and a master degree in Dyslexia and Foreign Language learning (University Roma 3, Italy). His research and publication interests include the teaching of the second/foreign language, the development of critical literacy, the intercultural communication, the language teachers' development and the evaluation of the language skills. He has participated and attended many conferences while coordinating several projects about innovative practices in language acquisition and the training of oral examiners. He has published many papers in international journals and he has published his first coursebook for elementary EFL learners.	intercultural communication within and outside the school environment. This paper outlines a pilot project aiming at developing interaction and communication strategies in a foreign language and raising of multicultural awareness of Greek primary school students. This module was designed in the form of a topic-based mini-syllabus on Balkan countries incorporating a variety of creative activities and games and it was carried out in three stages. In the first stage of the project, students were introduced to the target communication strategies through being exposed to multimodal material, and they discussed about their use during their everyday discourse events. In the main stage, the teacher raised their students' awareness of the target-Balkan culture through the use of digital and printed material with the cultural and geographical characteristics of the country and they were engaged in activities that encouraged them to "see" comparatively the target cultures, to organize their thoughts, to recall vocabulary and integrate their prior knowledge in their response. In the last stage, students were involved in various activities that strengthened the interaction and communication strategies with the aim to achieve certain communicative goals showing cross-cultural competence while acting within a
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				multiculturally-fostered environment.
Ειρήνη Τριανταφυλλίδου, ΕΥΡΩΓΛΩΣΣΕΣ /DEBATE LTD BUSINESS ENGLISH	13.30 - 13.55, Laptop, Projector screen	My experience from a UK- based summer school: Teaching multicultural classrooms	Eirini Triantafyllidou has been teaching English for more than 19 years. She holds a certificate of proficiency in the English Language from Cambridge ESOL and Michigan University, a CELTA (Grade B) from Cambridge University ESOL and she has also completed DELTA, Module 2, in 2015 successfully. Her experience has been with all kinds of classes, ages and almost all sorts of exam styles. She has been working in England for UK- based summer schools for 4 years and she is currently a General and Business English Teacher in English Teaching Language Schools.	Teaching English to multicultural classes is a unique experience as the teacher has to overcome obstacle such as the multicultural population's backgrounds, different learning styles, speed, mixed aged groups, different interests, needs, habits and finally the most important of all, the lack of mother tongue as a safety net whenever it is necessary. Another very important factor which works as a barrier for knowledge is the fact that the teacher has to motivate students to cooperate, interact, explore issues in depth and from a various viewpoints but mainly to do all the above while they are on holidays in a foreign country and by attending an intensive course. There are methods and strategies used in order to persuade and force them to voluntary answer, ask and contribute during this type of lessons and at the same time being engaged to the learning process while having fun.
<i>Group PHOTO</i>		<i>ΚΛΕΙΣΙΜΟ ΗΜΕΡΙΔΑΣ</i> <i>Group PHOTO</i>	<i>ΕΥΧΑΡΙΣΤΙΕΣ</i> <i>Group PHOTO</i>	<i>ΚΑΛΗ και ΕΥΛΟΓΗΜΕΝΗ ΣΧΟΛΙΚΗ ΧΡΟΝΙΑ!</i> <i>Group PHOTO</i>