

TESOL Italy's 42nd National Convention

November 17th-18th, 2017

Rome

Into the Future of ELT

First Steps

Expanding Competencies

Teachers and Learners as Agents of Change

Call for Papers

Name/s of Speaker/s

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First MATTEO

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Professional/Biographical information (50 words maximum):

Matteo Tosca. Primary school teacher, e-Twinning active participant and Erasmus+ KA2 contact person.

Maria Angela Ceruti. PhD in Linguistics University of Pavia, MA TEFL University of Reading, Institute of Linguists Diploma in Translation, Trinity Certificate in TESOL. English language teacher at secondary school and teacher trainer, textbook writer, European school project coordinator.

Title of presentation (9 words maximum)

LAB 4 S.P.A.C.E. - SPECIAL PEOPLE ACTIVATING CREATIVE ENERGY

Type of presentation: (tick one) Workshop Demonstration Panel Talk
Poster Session **X** Cultural Event Other

Theme:(tick one) 1) First Steps
2) Expanding Competencies
3) Teachers and Learners as Agents of Change **X**

Area covered: Learners' Needs and differences

DESCRIPTION OF SESSION: your presentation is the result of: Classroom Practice

The Istituto Comprensivo "Cardinale Agostino Casaroli" has had a long tradition in taking part in transnational projects. The one currently in progress is "LAB4S.P.A.C.E.": laboratorial activities to work creatively and exchange good practice about inclusion. With the partner schools of Spain, Latvia and Slovenia, the students and teachers of the institute's primary schools are reflecting on the issue of inclusion and developing activities with a clear inclusive focus. During dedicated mobilities, they are exchanging experiences with their foreign peers, overcoming personal and linguistic difficulties to discover that it doesn't take much to become aware and take care of other people's needs – be they foreigners, special need or differently able students - in a truly inclusive environment.

This poster session wants to show how focusing on inclusion all the teachers and students involved have activated special creative energy in class to reach out to everybody. Some young students will share their experience to support the presentation.

TESOLItaly's 42nd National Convention—Into the Future of ELT

Ceruti, Maria Angela — Tosca, Matteo
LAB 4 S.P.A.C.E. - Special People Activating Creative Energy
LND – PS
Saturday, 12:45 - 14:15 Room 1

abstracts This poster session is the outcome of an Erasmus+ KA2 project currently in progress at IC 'Casaroli' with partners from Spain, Latvia, Slovenia. Working together all the teachers and students involved have used their creative energy to implement activities with a clear inclusive focus.

M. A. Ceruti PhD in Linguistics University of Pavia, MA Teaching English as a Foreign Language from the University of Reading, TESOL Trinity Certificate. English teacher at secondary school, teacher trainer, textbook writer, European school project coordinator.

M. Tosca. Primary school teacher, e-Twinning active participant and Erasmus+ KA2 contact person.

ISTITUTO COMPRENSIVO



CASTEL SAN GIOVANNI (PC)

"C.A.P.D. A.
C.A.S.T.R.O.L.I."



ERASMUS+ KA2

In this fast-changing world, we feel it is necessary for educators to step back and focus on the knowledge of good practices for the inclusion of Special-need students (including Low-achievers, students with disabilities, etc.) by means of some practical activities and new technologies.



To do so, it is also necessary to equip educators with suitable strategies and better tools. That's why we deem it necessary to ensure proper teachers' training and development on methodological, pedagogical and educational aspects concerning inclusion.

The study and the application of new strategies for inclusion, especially to the partners' schools, and/or specific to the different socio-cultural contexts of the involved institutions is just the first step to raise awareness about inclusive education, and to scaffold and build capacity in education.



This should also include a better approach to the use of the English language as a vehicle to share all the project activities, to evaluate ongoing partners and ongoing students, as well as to explore the potential of peer-to-peer training and learning.



-Make students interact in a simple way in a Foreign Language during short-term encounters, and experience the benefits of peer learning, either as tutors or as tutees.
-Make teachers discover new traditional activities (such as a game, or a practical one) can be proposed with a wider inclusive focus, with the aim of direct supervision and/or shared choices within the group.



We are carrying out the following activities:
-Make cross-raising questionnaires to detect attitudes and plan and focus on more inclusive activities
-engage students in learning activities towards disadvantaged peers in their classes to make their knowledge, experience and share how to work good together, within and across borders
-develop the practice of laboratory activities related to different social, geographical and educational contexts (eg. traditional games and sports, contextual reading activities, practical scientific experiments, art workshops, simple cooking, papercraft, etc.) as expressions of each school's culture and previous experiences.



LAB 4 S.P.A.C.E.



Special People
Activating Creative
Energy



ISTITUTO COMPRENSIVO "Card. Agostino Casaroli"

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ERASMUS+ KA2 LAB 4 S.P.A.C.E. - Special People Activating Creative Energy

In this fast-changing world, we feel it is necessary for educators to step back and focus on the exchange of good practices for the inclusion of special-need students (including low-achievers, students with disabilities, etc.) by means of both practical activities and new technologies.

The study and the application of new strategies for inclusion, common to the partners schools and/or specific to the different socio-cultural contexts of the involved institutions is but the first step to raise awareness about inclusive education, and to scaffold and build equality in education.

To do so, it is also necessary to equip educators with suitable strategies and better tools. That's why we deem it necessary to ensure proper teachers' training and development on methodological, psychological and educational aspects concerning inclusion.

This would also include a better approach to the use of the English language as a vehicle to share all the project activities, to collaborate among partners and among students, as well as to explore the potential of peer-to-peer teaching and learning.

With our partners from Spain, Slovenia and Latvia, we are carrying out the following activities:

- ◆ awareness-raising questionnaires to detect attitudes and plan and focus on more inclusive activities
- ◆ engage students in tutoring activities towards disadvantaged mates in their classes to make them identify, experience and share how to 'feel good together', within and across borders
- ◆ deepen the practice of laboratorial activities related to different social, geographical and educational context (eg. traditional games and sports, animated reading activities, practical scientific experiments, art workshops, simple coding, papercraft, etc.), as expressed in each school's curricula and previous experiences
- ◆ make students interact in a simple way in a foreign language during short-term exchanges, and experience the benefit of peer tutoring, either as tutors or as tutees
- ◆ make teachers discover how a traditional activity (such as a game, or a practical one) can be proposed with a wider inclusive focus, with the help of expert supervision and/or shared choices within the group.

If you want to know more about the project and see the activities we have developed, feel free to contact us!

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Thanks for visiting!!!

