

# TeachME Conference

[www.teachmeconference.com](http://www.teachmeconference.com)

January 14-15 2009, Media Rotana Hotel, Al Barsha, Dubai



## Debates

Debate plays a major role in this year's conference.



## Panel

Major school operators meet in a panel to discuss their approaches to achieve excellence in education.



## Workshops and Talks

Over 30 workshops and 20 talks to choose from.

## Professional Development for the whole school

TeachME 2009 brings to you a conference that was designed with the whole school in mind. The idea was simple. The challenge was not. Put together an event for all members of the K-12 education sector. Introduce a new concept to schooling in the Arab world. Choose stimulating topics. Bring in experienced speakers and trainers. Offer a large number of workshops. Include sessions in the Arabic language. And find a nice venue to host it. Then we faced the biggest challenge. Make it affordable to everyone.

The TeachME 2009 conference in Dubai on January 14 and 15 gives you all that and much more. Do not miss the opportunity to participate in this event along with a great number of teachers, administrators, school principals, and many other members of the educational field. Listen to the thought provoking talks, enjoy the lunches on the terrace, the discussions in the hallways, and the energy created in two days of professional development for the whole school. Be part of it.



## Debate on mid stage



Debate plays an important role in the TeachME 2009 conference. Kate Shuster, Director of the U.S. Middle School Public Debate Program, will guide us through a talk on the importance of debating on a child's mental development. Kate will also hold a workshop on how to set up a debate team in your school. To top it all up, we will witness a live debate between two school teams.

## Group Rates

In order to make this event affordable to teachers, and to schools wishing to send groups of teachers, Rearden Educational has introduced different subsidized prices for groups of 10, 15, or 20 teachers. It has also included an afternoon, workshop-only, price for schools with budget constraints.

# Talks

## Keynote Speech

### **The Power of ONE to Make a Difference**

by Stephen R. Sroka, Ph.D.

This is a high-energy, motivational, multimedia, education presentation that is research-driven and reality-based on the latest developments about teaching and student achievement. The participants will leave with an unforgettable message filled with an incredible sense of hope and joy that with education, helping one another and believing in yourself, you can change schools, communities and lives. Change is inevitable, growth is optional. You have the Power of One to Change the Future. Let's start today!

### **The Importance of Debate on the Child's Mental Development: Essential Debating Skills for the Classroom and Beyond**

by Kate Shuster

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. Teachers in any subject area as well as administrators interested in beginning debating programs at their schools will benefit from this talk, which introduces debate essentials in a manner appropriate for integration into any classroom.

*Audience: Teachers of upper elementary, middle and high school*

### **Making a Case for Inclusion in our Schools: "Adding an Elite Service"**

by Alison Schofield

In the Middle East, inclusive programs for children are in short supply. This is due to a combination of factors, mainly to lack of understanding of disability-related issues, negative stereotyping and lack of available resources. Earlier this year, many Middle Eastern countries signed the United Nations Protocol to Convention of Rights of Persons with Disabilities. As a result, there is now an opportunity and increased need for schools to follow the lead of other progressive

countries by embracing and creating "inclusive" educational programs. This can at the same time, add an important and valuable component to a school's repertoire of services.

*Audience: Administrators and heads of departments*

### **Digital Photoessays**

by Anthony Cody

Telling stories through photography. Many students have digital cameras, but most only take casual snapshots. In this session I will share some photographic techniques that allow students to compose more artistic and memorable photographs, and an in-depth story-telling project I developed that gets students to use digital cameras to express themselves.

*Audience: All teachers*

### **Mentoring Strategies for New Science Teachers: Building Professional Community**

by Anthony Cody

We have many new science teachers entering our profession, and an urgent need to help them succeed. Mentoring is an opportunity to build community among teachers, providing support to novices and empowering veterans to take leadership. This session will share lessons from an innovative new project in Oakland, which aims to significantly boost retention and growth of science teachers.

*Audience: Administrators, heads of departments, teacher leaders, experienced teachers of any discipline*

### **Defining Rigor and Relevance - Bloom's Taxonomy Meets Student-Centered Learning**

by Peter Pappas

This talk will introduce the Rigor and Relevance Model and provide a preview of the workshop series - "Motivating Life-long Learners: Rigor, Relevance and 21st Century Literacy"

*Audience: All educators*

### **Preventing Teacher Burnout**

by Kay Allen, Ph.D.

Students' educational success relies on energetic, creative, and dedicated teachers. Unfortunately, job burnout can result in a large number of teachers leaving the profession within the first five years of teaching. This talk will address skills and strategies which both

administrators and teachers can use to identify early signs of and to prevent teacher burn out. Supervision and climate building strategies will be offered for administrators. For teachers, the specific strategies of self-monitoring, self-care, and self-management will be presented. Participants will leave the session with information and handouts that are aimed at creating and maintaining energetic and inspired teachers.

*Audience: All teachers and administrators*

### **Defining 21st Century Literacy**

by Peter Pappas

New technologies have put students in charge of the information they access, store, analyze and share. See how to harness 21st century literacy to foster student motivation, creativity and ability to effectively share their learning with others.

*Audience: All educators*

### **Exploring Non-teaching Careers in Education**

by Trae Stewart, Ph.D.

The field of education offers a broad, diverse, and dynamic selection of career opportunities. This talk will present options for individuals interested in working in education, but who might not want to teach. In-school, community-based, corporate, and government positions will be discussed.

*Audience: All teachers and administrators*

### **How to Set the Stage for an Inclusive Classroom: Practical Advice for Teachers**

by Alison Schofield

Teaching students with special needs can require teachers to expand their skill set and adjust personal philosophies. Moving beyond "disability" will allow educators to see the individual in a new light in order to focus on maximizing their potential. A discussion of the goals, challenges, benefits and available resources will be explored, giving teachers a practical understanding and place to begin.

*Audience: Teachers new to the field of inclusion of students with special needs*

### **Communicating With and Involving Parents in the Learning Environment**

by Kay Allen, Ph.D.

Parents are a child's first teachers. So, why is it that when children begin school the parents are

not embraced as co-educators? Developing skills and approaches necessary to communicate with and involve parents in the learning environment will be the focus of this talk. In particular, specific techniques of how and what to communicate to parents and approaches to increase parental involvement will be highlighted. The talk, along with handout materials, will provide teachers and administrators a plan for communicating with and involving parents in the learning environment.

*Audience: All teachers, administrators, and parents*

## Effective Teachers, Instruction, and Professional Development: New Research Findings

by Erma Anderson

Research is clear on the impact of formative assessment on student learning, and supporting teacher learning through teacher-learning communities. Combining the two, sustained professional development around the topic of formative assessment suggests great dividends. We will discuss the research on developing effective teachers and effective instruction through effective professional development.

*Audience: Heads of departments and administrators*

## Coaching in the Mathematics and Science Classroom

by Erma Anderson

This session will outline the why, who, what, and how and identify strategies to incorporate a culture of coaching into your mathematics and science programs.

*Audience: Heads of departments*

## Creating an Arabic Program in International Schools

by Hanadi Dayyeh

The focus of this talk is to highlight very important facts that administrators and curriculum coordinators need to know as a prerequisite to creating new and developing existing Arabic programs in international schools. The talk will define the Arabic language learner/s, the respective programs and appropriate curricula. In addition, the talk will offer an opportunity to find answers to so many unresolved issues commonly found in Arabic programs in international schools. The talk will be presented twice in Arabic and English.

*Audience: Administrators, curriculum coordinators, heads of departments and Arabic teachers.*

## Want to enable innovation in education without having to spend big bucks?...

### Then Redefine Learning

by Glen O'Grady

This talk will highlight how education reform has become an industry that leverages on the desire administrators and teachers have to improve the quality of educational outcomes. Examples of major "educational innovations/ revolutions" (ICT, PBL, etc) will be presented; however this talk will point out that ultimately the real value of these innovations is not in the "packaged teaching methodology" (and the associated cost in licensing fees and training) but the underlying beliefs that they represent. Participants will see "simple ways" in which teachers and administrators can implement innovation by examining and clarifying beliefs about learning. By redefining learning from increasing one's knowledge; as memorizing and reproducing, and learning as applying to learning as an interpretive process aimed at understanding reality and "becoming" one will be able to enhance education outcomes so they are more appropriate to the complex world we live in.

*Audience: Educational leaders, policy makers, principals, head teachers and staff/teacher developers.*

## Working with Academically Talented Learners in Heterogeneous Classrooms

by Trae Stewart, Ph.D.

This talk will empower teachers to work with gifted and talented learners in heterogeneous classrooms. Attendees will clarify their definitions of giftedness and expand their repertoire of instructional strategies for those learners who require additional depth and complexity in the learning process. Differentiated classrooms and their characteristics will frame strategies like acceleration, ability grouping, centers, curriculum compacting, project-based learning, and hands-on activities. Practices to avoid will also be presented so that educators can ensure that the exceptional emotional and cognitive needs of gifted learners are met.

*Audience: All teachers*

## أين مناهجنا التربوية من الخيال المنتج؟

سلطان ناصر الدين

هذه الدردشة تهدف إلى تسليط الضوء على النمط السائد في مناهجنا التربوية الذي يركز على المعرفة والتذكر ويهمل الخيال؛ ومن بعدُ تقدّم مقترحات لاستثمار الخيال البناء من أجل الانتقال من الاستهلاك الفكري إلى الإنتاج الفكري.  
الحضور: مدرسو اللغة العربية

## كيفية تدريس اللغة العربية للمبتدئين الناطقين بغيرها

عادل الضبع

المحاور المختلفة في تدريس اللغة العربية للأجانب، ومدى اختلاف ذلك عن تدريسها كلغة أم. كيفية التعامل مع الجاهل النطقى وتدريبه. ما استقر في الذهن من مفهومات لغوية - لدى هؤلاء الطلاب - يؤثر على العملية التعليمية للغة العربية. ما القواعد التي ينبغي لنا أن نقدمها لهؤلاء الطلاب في بداية علاقتهم باللغة العربية.  
الحضور: مدرسو اللغة العربية كلغة أجنبية

## شعر الأطفال... أسهل طريق إلى قلوب الأطفال؟

سلطان ناصر الدين

هذه الدردشة تهدف، من خلال شواهد حيّة، إلى إظهار خصائص شعر الأطفال وبيان أهميته في عملية التعليم والتعلم.  
الحضور: مدرسو اللغة العربية

## وضع برنامج عربي في المدارس الدولية

هنادي دية

تهدف هذه المحاضرة إلى إلقاء الضوء على حقائق مهمة يحتاج إليها مديرو المدارس الدولية ومنسقو المناهج فيها لإنشاء برنامج تعليم للغة العربية. المحاضرة تُعرف بمتعلم اللغة العربية والمنهاج المناسب له المستند إلى خلفيته في اكتساب اللغة. المحاضرة تجيب عن الكثير من الإشكاليات التي تعترض تقدم برامج اللغة العربية في المدارس الأميركية والدولية.  
الحضور: اداريين، منسقو المناهج ومدرسو اللغة العربية

## طبيعة العلوم

الدكتور كامل سليم الدال

تتضمن شرح لطبيعة العلوم مرفق بعروض عملية تطبيقية.  
الحضور: مدرسو العلوم



# Presenters

Reardeen Educational only deals with veteran trainers from around the globe. It is paramount that these experts possess a rich background in education and an ability to organize practical “hands on” workshops. Trainers all have international experience in conducting workshops and training sessions to help enrich your teaching performance.



## Erma Anderson

Erma Anderson is a science and mathematics

consultant with the Office of Overseas School AERO project and other schools and organizations including BEST (Building Engineering and Science Talent), High School Redesign project, Modern Red Schoolhouse Institute and America’s Choice. Prior to her consulting work, she worked with the National Science Teacher’s Association on several projects including, Program Manager for Teacher Mentoring Initiative e-Mentoring for Student Success (eMSS).

She was Assistant Project Director of the Council for Basic Education’s Schools Around the World project, facilitated the development of several state and district science and mathematics curriculum frameworks, and consulted with ACHIEVE in international benchmarking of science standards. She worked with Education Trust to review the alignment of state exit standards to college entrance exams and in the evaluation of teacher education exams (Report entitled Not Good Enough).

She taught high-school science and mathematics and has considerable experience developing and facilitating workshops with formal and informal mathematics and science education entities.



## Hasmig Chahinian, Ph.D.

Hasmig Chahinian holds a PhD in children’s literature and is in charge of the Arab

world in the International Division of the French national centre for children’s literature - La Joie par les livres, a service of the French national library. She collaborates to La Joie par les livres’ various publications and works on promoting reading and children’s literature in the Arab countries and in France. She also organises training sessions for the professionals.



## Kate Shuster

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 debating workshops in the United States, Europe, and Asia, and is a regular presenter at literacy and education workshops. She is a Ph.D. candidate at Claremont Graduate University’s School of Educational Studies and a senior statistical consultant on a number of educational evaluation projects.



## Glen O’Grady

Glen O’Grady is currently the Director for the Centre

for Educational Development at the Republic Polytechnic, Singapore. Glen is a founding member of the Polytechnic (2002) and has helped to direct the institution in respect to its unique approach to problem-based learning.

Glen specialises in working with individuals, groups of teachers, departments, faculties, and institutions in curriculum design and the creation of assessment systems that foster and measure learning. He has worked in many parts of the world including Australasia, the Americas and Europe. He is the editor of the popular newsletter Reflections on PBL, and will chair the 2009 International Symposium on PBL. He is also member of the International Advisory Committee for the Pan American PBL Association.

## KEYNOTE SPEAKER

## Dr. Stephen Sroka



Dr. Stephen Sroka is an internationally recognized speaker, trainer, author, teacher and educational consultant. He often presents about at-risk youth, alternative education, reluctant learners, dropout prevention, brain based education, teacher and parent education, school safety, and academic and life achievement. Over the past 30 years, he has spoken thousands of times in schools (K-12) including six school systems recently in the news with school violence. He consults to departments of education and health throughout the world.

He has authored a dozen books and over 30 articles. His Educator’s Guide to HIV / AIDS and other STD’s (1st edition in 1984 and now in its 52nd printing) is recommended by the U.S. Department of Education, and by former Surgeon General Koop who has personally commended Dr. Sroka for his “pioneering efforts to educate the nation’s school-age populations.”

Dr. Sroka’s spirited presentations stressing the importance of “Just Say Know” and “The Power of One” have resulted in guest appearances on many TV programs, including the Oprah Winfrey Show, as well as coverage in many newspapers including USA Today.



## Allison Schofield

Allison Schofield is a teacher, practitioner, visionary and

advocate in the field of disability and special needs education. She holds Master of Teaching and Psychology degrees from Canada where she also obtained a Special Education qualification and college diploma in Developmental Services. Allison has worked as a Coordinator and Behaviour Therapist with hard-to-serve individuals with autism, developmental and psychiatric disorders. As an educator, she has taught in both regular and special education settings. She has lived in the U.A.E. for the past 4 years. Currently she is working as an independent consultant while writing her first book, an educational resource.



## Kay Allen, Ph.D.

Dr. Kay W. Allen is an Associate Professor in the College of Education at University of Central

Florida in Orlando, Florida. She earned a Ph.D. in the Psychological and Sociological Foundations of Education from the University of South Carolina. Dr. Allen's professional interests include lifespan human development and learning, multicultural and international education, teacher professional development, and teaching and learning online. She has worked in these fields and presented workshops on these topics in Southeast Asia, South America, Southern Africa, Caribbean, Eastern Europe, and the United States.



## Trae Stewart, Ph.D.

Dr. Trae Stewart is an Assistant Professor in the

College of Education at the University of Central Florida. He earned a Ph.D. in International & Intercultural Education from the University of Southern California. Dr. Stewart has served as co-editor of two books and has authored numerous book chapters and journal articles. His research interests include service-learning, adolescent development, and teacher education. Dr. Stewart has conducted various teacher education workshops at academic conferences and professional development meetings, and he most recently consulted for the United States Agency for International Development (USAID) in Palestine.



## Peter Pappas

President of Edteck, Peter

Pappas is an American-based educator and trainer. His extensive experience and passion for teaching and learning enable him to offer unique insights into current instructional strategies and the fundamental roles literacy and critical thinking play in students' lives. Each day over a thousand viewers visit his website [www.peterpappas.com](http://www.peterpappas.com) to read his blog and access his instructional resources, projects and publications.



## Anthony Cody

After 18 years as a science teacher in Oakland, California, Anthony Cody now leads a team of experienced science

teacher-coaches who support the many teachers in his school district. He is a National Board-certified teacher, an active member of the teacher Leaders Network, and publishes a blog on Teacher Magazine.



## عادل الضبع

محاضر دولي - رئيس قسم اللغات

العالمية بالكلية الأمريكية بالقاهرة

- قام بالعمل كمذيع في اتحاد الإذاعة

والتلفزيون المصري واشتمل عمله على تقديم النشرات

والبرامج والإعداد والترجمة. يعمل مستشاراً ومدرباً لبعض

المدارس الدولية كما يعمل أيضاً خبيراً لغوياً في عالم سمس

باللغة العربية. عمله كرئيس قسم اللغات يشتمل على إدارة

اللغة الإسبانية واللغة الفرنسية واللغة العربية في القطاعات

الثلاثة الأولى والمتوسطة والمتقدمة. عاد مؤخراً من رحلته

الدراسية في الولايات المتحدة الأمريكية حيث كان يحاضر

في جامعة لوزيانا.



## هنادي دية

استشارية لبرامج تعليم اللغة

العربية. عملت منسقة وإدارية

ومشاركة 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 (NESAs)

التي أصدرت السلسلة المتصلة لمهارات اللغة العربية وأشرفت

على قسم اللغة العربية في مؤتمر (NESAs) في البحرين.

السيدة هنادي شاركت في وضع معايير اللغات العالمية ضمن

مشروع (+AERO).

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

العالمية للمرحلة الابتدائية. كما ألفت عدة قصص للأطفال.

درّست السيدة دية اللغة العربية كلغة أولى ولغة أجنبية لمدة

14 عاماً. وهي حالياً عضو مجلس إدارة ومستشارة للغة

العربية في المجموعة اللبنانية للتربية والعلوم.



## الدكتور كامل سليم الدلال

مدير إدارة الشؤون التربوية في  
جمعية المقاصد الخيرية الإسلامية

في بيروت منذ العام 1999.

• عضو في هيئة متابعة خطة تقييم  
وتطوير المناهج التربوية.

• عضو في عدد من الجمعيات العلمية والتربوية المحلية  
والإقليمية والدولية

• دكتوراه في الفلسفة في العلوم التربوية - تعليم العلوم

• أستاذ محاضر في الجامعات اللبنانية (الوطنية

والخاصة)، في مقررات تعليم العلوم والفيزياء، وفي

المبادئ التربوية وطرائق التعليم والتقييم والإدارة

التربوية.

• نظّم العديد من ورش العمل التدريبية حول طرق

التعليم ووضع وتطوير المناهج والقيادة التربوية،

والإشراف على التعليم، والمهارات العملية في تعلّم

الرياضيات والعلوم، والتقصي في تعليم العلوم، ودور

التكنولوجيا في تعلّم العلوم.

• أنجز العديد من الدراسات والأبحاث التربوية وأنتج

العديد من المؤلفات في تعليم الفيزياء والعلوم وفي

البحث الإجرائي



## سلطان ناصر الدين

متخصّص في اللغة العربية، طرائق  
تدريسها.

• متخصّص في التّربية.

• مؤلّف كتب لتعليم الأطفال.

• وسائل سمعية ووسائل سمعية بصرية.

• ألعاب تربوية.

• باحث تربوي لغوي.

• خبير تدريب في المجال التربويّ والمجال الاجتماعيّ.

• محاضر في الإرشاد التربويّ والتّوعية الاجتماعيّة.

• عضو لجنة التقييم في المركز التربوي للبحوث

والإنماء (لبنان).

• المنسق العامّ للغة العربية في ثانوية الرّوضة (لبنان).

• كاتب، ومن مؤلفاته: نصوص مسموعة (11 جزءاً)، علميني

ياحياة، شباب دائم، دبابيس، مشاهد ملوّنة، فنّ الإصغاء.

## Other Trainers



The information listed in this brochure reflects only the Talks, Workshops, and Presenters confirmed at the time of print. There is additional exciting material that will be included in the final conference agenda. Please keep following updates on the website.

# Workshops in English

## How to Set Up a Debating Program?

by Kate Shuster

Class and contest debating presents an incentive structure for students to become active participants in their own learning. Through debating, students examine diverse subjects from a variety of perspectives in a dynamic and rigorous atmosphere. Participants in this session will receive comprehensive, field-tested curricular materials for debate, argument, and public speaking instruction, learn to establish contest and public debating programs in their schools, districts, and regions, and practice and refine assessment procedures for class and contest debating. Teachers of any experience level with any subject expertise will benefit from this workshop, which provides techniques that can be adapted to any subject matter.

*Audience: All educators*

## Debate Session: "Homework is a waste of time!"

by Kate Shuster

A live debate session between two groups of students from two local schools

*Audience: All educators*

## Brain Based Learning for the Whole Child- 25 Free Tips to Help You Reach and Teach Students

by Stephen Sroka, Ph.D.

This workshop will offer the opportunity to "share and care" with a conversation to discuss the ideas addressed in the keynote. This workshop will identify the barriers which hamper effective education, and offer and discuss twenty-five free brain based learning strategies that you can use today to make your schools and communities safe and healthy where students can learn more and live better. These strategies can be used to help reach and teach the whole child, socially, physically, mentally, and emotionally.

*Audience: All educators*

## Building the Heart of Successful Schools

by Stephen Sroka, Ph.D.

This workshop integrates cutting-edge research including social intelligence, stress management, communication strategies, brain based learning, media and cultural literacy,

character education, resiliency, and youth and asset development programs and humor and inspiring real-life stories to facilitate learning about the whole child and the students' mental, emotional, social, spiritual, and physical health needs and their relationship to academic and life success. The program is filled with "tips from the trenches" for teachers and administrators, and everyone involved with promoting healthy students and academic achievement while getting to the heart of successful schools. This workshop will identify, examine, and discuss the cutting-edge research about the trends and issues regarding teaching to the whole child, and offer real life strategies for promoting safe and healthy students, academic achievement, and getting to the heart of successful schools.

*Audience: All educators*

## Guided Inquiry: Allowing Students to take the Lead

by Anthony Cody

The best science instruction is that which allows students to feel as if they are scientists themselves. This can happen if we allow students a chance to explore and generate their own questions. But exploration does not always lead to investigation – students need guidance and structure to be successful. This session models the process we wish students to follow. We will engage in a short hands-on investigation, generate questions, and share our results. This is a fun chance to get our hands dirty and rediscover the joy of science, while keeping an eye on the goal of conducting real investigations with reportable results.

*Audience: All science teachers*

## Motivating Life-long Learners: Rigor, Relevance and 21st Century Literacy for Primary Teachers

by Peter Pappas

Boost primary student motivation and critical thinking with strategies to improve student skills in defining, summarizing and analysis. This engaging workshop will be rigorous and relevant to teachers—we'll use the strategies being promoted, not just talk about them! It will feature an audience response system that helps us model a student-centered approach to learning.

*Audience: Primary Teachers / Grades 1-4*

## Writing in Science: Strategies for Understanding

by Anthony Cody

When students write research papers, their first instinct is often to collect as many facts as they can into a big pile and string them together into a report. This session is an introduction to a variety of strategies that incorporate different styles of writing to deepen student understanding of challenging concepts. I will share some ways to overcome plagiarism, and then explore the use of graphic organizers, creative writing and "free-writes" as tools to get students thinking, and also as a means to assessing student learning. We will also look at creative uses of journals to document student investigations in science.

*Audience: All science teachers*

## Assessment in Science

by Anthony Cody

As educators focus on student learning, assessment becomes critical. Research has shown that when we assess learning as we



teach, we can provide timely and specific feedback to our students. This feedback has a powerful effect in improving learning, because it helps each learner take responsibility for mastering the concepts and skills they need. This session will explore a variety of assessment strategies for the science classroom, including self and peer assessment, quick assessments that can be done during instruction, and the use of rubrics on more ambitious projects. We will also look at how teams of teachers can collaborate around assessment to improve instruction at the school level.

*Audience: All science teachers, administrators, heads of departments*

## Introducing a Protocol for Structured Conversations about Student Learning

by Erma Anderson

Analyzing student learning is a meaningful and challenging way to be data-driven. Collaborative analysis of student learning combines the best of action research,

professional standards, study groups, standards-based learning, formative assessment, and reflective practice. Examining and reflecting on student learning in an accountable way helps to identify ways to adjust instruction to meet the diverse needs of students and to share the research which helps in thinking more deeply and carefully about the challenges students provide us. This session will introduce participants to a structured format for analyzing and reflecting on student learning, the rigor and relevance of opportunities for students to learn, and the effectiveness of instructional practices.

*Audience: Math and Science heads of departments, administrators*

## Successfully Navigating the Interview for a Teaching Position

by Trae Stewart, Ph.D.

Job interviews often cause applicants great anxiety. For new job seekers, like pre-service teachers, inexperience in the job process along with the desire to secure the position, creates additional nervousness. With a little knowledge and practice, however, a prospective teacher can successfully navigate the interview. This hands-on workshop will first take attendees through the stages of the interview. Then, through role plays and cooperative activities, strategies to prepare for teaching interviews and to answer the most commonly asked questions will be presented and practiced. Attendees will receive handouts to facilitate their preparation after the workshop.

*Audience: All teachers, especially new teachers, mentor teachers, heads of departments, administrators*

## Differentiated Instruction in Science

by Anthony Cody

When we teach as if all our students are the same, some students are not stretched to learn as much as they can. This session shares the use of choice and a layered curriculum which allows us to challenge students to take on as much as they are capable of, moving beyond the basic curriculum to deeper levels. Teachers can also build on student interest by creating opportunities for choice. Examples of more complex assignments and challenges will be shared, as well as grading strategies that promote and reward students for taking on more than the minimum.

*Audience: All science teachers, heads of departments*

## Motivating Life-long Learners: Rigor, Relevance and 21st Century Literacy for Middle and High School Level Teachers

by Peter Pappas

Boost middle-level student motivation and critical thinking with strategies to improve student skills in defining, summarizing and analysis. This engaging workshop will be rigorous and relevant to teachers—we'll use the strategies being promoted, not just talk about them! It will feature an audience response system that helps us model a student-centered approach to learning.

*Audience: Middle and high school teachers*

## Instructional Leadership for Life-Long Learning

by Peter Pappas

The session demonstrates how instructional leaders can motivate life-long learning with a consistent focus on common instructional strategies that shift the responsibility for learning to the students. It is designed for educational leaders and administrators of all levels. We'll use an audience response system to effectively model a reflective approach to instructional leadership.

*Audience: Administrators and instructional leaders*

## Using Podcasts in Your Classroom

by Trae Stewart, Ph.D.

Designed specifically for classroom teachers, this hands-on workshop will introduce participants to the power of podcasts. Attendees will learn about the technology needed to create, distribute, and access podcasts. Why podcasting is an exciting, creative, and valuable way to engage students and enhance learning will be discussed. Participants will also explore the characteristics that make up a quality podcast and learn how to develop their own content-specific podcasting script. Examples of podcasts and a "how to" guide will be provided. Hands-on exploration and practice will depend on access to technology.

*Audience: All teachers*

## Best Practices to Teaching and Learning Online

by Trae Stewart, Ph.D.

Technology becomes more powerful every day. While we all use technology for entertainment and standard work tasks, teachers are quickly



learning that using technology can be just as effective and creative as face-to-face teaching. Participants will learn the types of online learning and the necessary technological components for success. Attendees will also be exposed to some of the most widely used online course tools and how to incorporate them into their teaching repertoires. Possible topics will include synchronous vs. asynchronous learning, course design, student engagement, and common mistakes. Hands-on exploration and practice will depend on access to technology.

*Audience: All teachers*

## **Curricular and Pedagogical Strategies for a Culturally Affirming Classroom**

by Trae Stewart, Ph.D.

Schools are becoming increasingly more diverse. Linguistic heritage, religious beliefs, and learning styles are examples of characteristics that influence student behavior and learning. Such differences create a simultaneously exciting and challenging teaching environment, however. This workshop is designed to help educators understand how to work effectively with all learners by creating a culturally affirming classroom. Participants will learn the characteristics of multicultural education and associated teaching strategies. Practical lesson planning techniques, communication practices, and assessing one's own beliefs and biases will be explored as well.

*Audience: All teachers and administrators*

## **Supervision of and Professional Development for teachers**

by Kay Allen, Ph.D.

A school system's most important asset is its teaching force. And, the most important investment a school can make is to ensure that teachers continue to learn. Continuous, high-quality professional development is essential to the goals of high standards of learning for every child. Based on a teacher empowerment philosophy, this workshop will promote self-growth, self-reliance and self-regulation for teachers. The role of the supervisor will also be highlighted including ways to facilitate, encourage, and nurture the professional development of teachers. Role-play and interactive dialogue will empower participants to guide colleagues through a proven professional development model.

*Audience: All teachers and administrators*

## **Time Management**

by Kay Allen, Ph.D.

At this hands-on workshop, participants will learn how: (1) to determine whether they are currently prioritizing their time, (2) to establish and achieve goals, (3) to work with people and handle projects more efficiently, and (4) to employ easy strategies to save time and avoid procrastination. The workshop will allow for group interaction and discussion through which participants will develop an action plan specific to their individual work style and context.

*Audience: All teachers, administrators, parents, and students.*

## **Developmentally Appropriate Instruction and Motivation**

by Kay Allen, Ph.D.

Through group interaction, participants will deepen their understanding of how cognitive, physical, and psychosocial development impacts learners. Particular attention will be placed on the connection between self-efficacy, attributions, and motivation by investigating four primary sources of intrinsic motivation. A packet of motivational strategies that can be immediately integrated into classroom practice will be shared.

*Audience: All teachers*

## **Designing Problems that Trigger Learning**

by Glen O'Grady

The target audience is teachers keen to have an introduction to problem-based learning and begin to design problems that act as triggers for learning. Participants will review actual PBL problems (from science, math, biology, business, cognitive skills) designed for students aged 16-20 years old and will extrapolate from these problems principles for good problem crafting.

*Audience: High school and tertiary level teachers*

## **Embracing Diversity in the Multicultural Classroom**

by Kay Allen, Ph.D.

Classrooms are reflective of our diverse societies. One challenge facing teachers is creating learning environments that embrace the diverse cultural backgrounds of their students. In this interactive workshop, participants will use personal cultural inventories to explore their assumptions, stereotypes, and prejudices of cultures

different from their own. This workshop will highlight those issues most pertinent to middle east classrooms, such as students from diverse ethnic, linguistic, and national heritages. Based on the concepts discussed, participants will formulate instructional strategies that encourage effective interactions with and among all students.

*Audience: All teachers*

## **Conversations about Student Learning Using a Protocol for Structured Discussions**

by Erma Anderson

Research confirms that student work from a teacher's own classroom is a critical source of evidence for student learning. Teachers have always examined student work as a part of their grading process but the focus on standards has driven a more structured and collaborative examination of student learning. The focus has shifted from assessment of learning to assessment for learning. This session will provide participants a structured format, the Evidence to Excellence protocol, for analyzing and reflecting on student learning. It will provide an opportunity to reflect critically on the rigor and relevance of opportunities for students to learn, the effectiveness of instructional practices, the evidence of student learning and how to use this information to improve teaching and learning in the classroom.

*Audience: Teachers- beginners/experienced*

## **Efforts to Improve Instruction and the Quality of Student Work Must Include Attention to Providing Equitable Access to Challenging Curriculum and Instructional Support**

by Erma Anderson

The discussion of science and mathematics concepts, what students need to know, understand, and be able to do raise important issues. Chief among them is the challenge to provide all students access to rigorous and relevant curricula, along with the appropriate support to achieve at high levels. This workshop will review the components of a rigorous instructional mathematics unit and use a series of filters to identify and critique those critical components.

*Audience: Math and science teachers and heads of departments*



## Connecting Curriculum, Assessment, and Instruction in the Mathematics classroom

by Erma Anderson

Efforts to improve instruction and the quality of student work must include attention to providing equitable access to challenging curriculum and instructional support. The discussion of what students need to know, understand, and be able to do raises important issues and chief among them is the challenge to provide all students access to a rigorous and relevant mathematics curriculum, along with the appropriate support to achieve at high levels. In this workshop, we will review the components of a rigorous instructional unit and use a series of filters to identify and critique those critical components.

*Audience: Administrators and heads of departments*

## Why Can't they Keep Up? Understanding Characteristics and Learning Styles of "Slow Learners"

by Alison Schofield

Most teachers have or will encounter students who seem to have difficulties mastering skills and applying knowledge. Despite increased efforts from teachers, parents and the students themselves, there seems to be a widening gap in their learning and achievement. This workshop will introduce participants to "Borderline Intellectual Functioning" as well as characteristics and learning styles of students with this disorder. Using strategies for introducing concepts, developing differentiated activities and promoting self-confidence can support a student who is "falling between the cracks" and set them on the road to success

*Audience: Teachers of all levels*

## Creating an Individualized Education Program (I.E.P.) for Students with Special Needs

by Alison Schofield

If you are working with students who have been diagnosed with a special need, an I.E.P. can help you to define their goals and outline the supports that will see them progress. You will learn how accommodations and modifications play a crucial role in helping the student to access the curriculum. This session will focus on learning how to make the I.E.P. as simple as possible while understanding how to make it a working document in action.

*Audience: Teachers of all levels*

## Facilitation skills in problem-based learning

by Glen O'Grady

The target audience is teachers who are keen to have an introduction to problem-based learning and the classroom facilitation skills needed to be successful in effecting engagement. Participants will practise facilitating using a PDT (Problem Definition Template) and complete a TPI (Teaching Perspective Inventory) that will give them some insight into their own facilitation style. The workshop will draw upon a rich body of research on facilitation. The workshop will be in English and will be multi-disciplinary in nature.

*Audience: High school and tertiary level teachers*

## Workshops in French

### Comment utiliser les albums pour la jeunesse à l'école ? Quelques animations. 1ère partie

by Hasmig Chaninian

Différentes techniques d'animations basées sur le livre d'images seront montrées. La session abordera l'apport pédagogique de chaque animation et son utilisation en classe. Le contenu des deux sessions est différent, mais complémentaire, il est donc conseillé de suivre les deux parties.

*Public: Enseignants des classes primaires, bibliothécaires, responsables des classes primaires.*

### Comment utiliser les albums pour la jeunesse à l'école ? Quelques animations. 2ème partie

by Hasmig Chaninian

Différentes techniques d'animations basées sur le livre d'images seront montrées. La session abordera l'apport pédagogique de chaque animation et son utilisation en classe. Le contenu des deux sessions est différent, mais complémentaire, il est donc conseillé de suivre les deux parties.

*Public: Enseignants des classes primaires, bibliothécaires, responsables des classes primaires.*

## Panel

A panel of the various school operators in the UAE will be set up to discuss their approach to achieve excellence in education.

The discussion of the panel will cover four major topics:

- E-learning
- Early childhood education
- Educator quality and development
- Special Education

The panel will be moderated by a group of specialists in the topics listed above.

A large audience is anticipated from governmental authorities, ministries of education, parents, principals, teachers, and the media.



## Exhibition

TeachME 2009 Educational Conference will also host an exhibition area to allow visitors to learn about products relevant to teaching and education.

# Workshops in Arabic

## مَنْ الإصغاء إلى التعبير

سلطان ناصر الدين

كُلُّ مَنْ يَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ يُلَاحِظُ أَنَّ الْمُتَعَلِّمِينَ يَعَانُونَ مِنْ مَشْكَلَةٍ مِنَ التَّعْبِيرِ بِنَوْعِيهِ الشَّفَوِيِّ وَالْكِتَابِيِّ، فَمَاذَا نَقْصِدُ بِالتَّعْبِيرِ؟ وَهَلْ لِلإصغاء دورٌ فاعل في تنمية قدرة المتعلمين على التعبير؟ هذه الورشة تهدف إلى تمكين المشاركين من التعبير - شفويًا وكتابيًا - من خلال باب الإصغاء، لينعكس هذا التمكن، فيما بعد، في المتعلمين أنفسهم.

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

- يعرفوا بالتعبير.
- يجرؤوا نشاطات في التعبير الشفوي انطلاقًا من الإصغاء.
- يجرؤوا نشاطات في التعبير الكتابي انطلاقًا من الإصغاء.
- يبيّنوا أهميّة الإصغاء في تنمية قدرات المتعلم في التعبير.

الحضور: مدرسو اللغة العربية في الصفوف 6,5,4

## كيف نقرأ نصًا قراءة فهم واستيعاب؟

سلطان ناصر الدين

إذا طَرَحْنَا على المتعلمين أسئلة في الفهم والاستيعاب فإن نسبة عالية منهم تجيب إجابات سطحية، وذلك لأنهم يقرأون النصّ قراءة سطحية؛ ولهذا فإنّ هذه الورشة ستمكن المشاركين من امتلاك مفاتيح قراءة الفهم والاستيعاب نظريًا وعمليًا. أهداف الورشة: من المتوقع، في نهاية هذه الورشة، أن يكون المشاركون والمشاركات قد تمكنوا من أن:

- يقرأوا نصوصًا قراءة فهم واستيعاب وفق خطوات منهجية.
- يذكروا الخطوات المنهجية لقراءة الفهم والاستيعاب.
- يبيّنوا فوائد تنمية مهارة قراءة الفهم والاستيعاب.

الحضور: مدرسو اللغة العربية في المرحلة الإعدادية

## مهارات طرق وعمليات العلم!!

### Science Process Skills

الدكتور كامل سليم الدال

يعتبر تطوير وتنمية قدرات الأطفال والتلاميذ على فهم طرق العلم وعملياته (Science Process) هدفًا أساسيًا في تدريس العلوم. وينبغي بالتالي تعليم وتدريب التلاميذ وبخاصة في مرحلة الطفولة المبكرة ومرحلة التعليم الأساسي، على الطريقة العلمية وممارستها وعملياتها في البحث والاستقصاء (التقصي العلمي) (Inquiry Skills). وتتكامل عمليات العلم مع الطريقة العلمية في البحث والتفكير، ولإجراء النشاطات أو التجارب العلمية يحتاج المتعلم إلى هذه المهارات الخاصة التي إذا لم يمتلكها ويمارسها فإنه سيواجه كثيرًا من الصعوبات في دراسته وفي تنفيذ نشاطاته العملية والمخبرية. ولكي يكتسب المتعلم مهارات عمليات العلم والطريقة العلمية، لابد لمعلم العلوم من أن يمتلكها أولاً، ومن ثم ممارستها وتطبيقها، لكي يتمكن من أداء واجبه في تيسير تعلم تلامذته للعلوم. ستستعرض ورشة العمل عمليات العلم الأساسية (Basic Science Processes)، وعمليات العلم المتكاملة (Integrated Science Processes). وسيطبق المعلمون نماذج من الأنشطة التي يمكن من خلالها تدريب المتعلم على هذه العمليات واكتساب المهارة في استخدامها.

الحضور: مدرسو العلوم في المرحلة الابتدائية

## المعرفة قوة... كيف ننمّيها لدى الأطفال؟

سلطان ناصر الدين

يُقال: «المعرفة قوة». وقد أكّدت الدراسات والأبحاث الحديثة أنّ زيادة المعرفة لدى الأطفال تؤدي، حتمًا، إلى تنمية قدراتهم في الفهم والاستيعاب والتحليل وحل المشكلات، وحتى إلى تنمية الثقة بأنفسهم. ولذلك فإنّ هذه الورشة تهدف إلى كيفية زيادة المعرفة لدى الأطفال ولاسيما في السنوات الأولى (3,2,1) من التعليم الابتدائي، وبيان أهميّة هذه المعرفة فكريًا ووجدانيًا ونفسيًا.

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

- يعرفوا بالإدراك (المعرفة).
- يجرؤوا نشاطات بطرائق متنوّعة بهدف زيادة المعرفة.
- يذكروا عددًا من الطرائق المساعدة في عملية اكتساب المعرفة.
- يبيّنوا أهميّة المعرفة في شخصية الطفل.

الحضور: مدرسو اللغة العربية في السنوات الابتدائية الأولى

## تعلّم الفيزياء بواسطة التقصي.

### Physics by Inquiry

الدكتور كامل سليم الدال

تعلّم الفيزياء بواسطة التقصي هو عبارة عن مجموعة من نماذج لاختبارات توفر خطوات متدرجة مقدمة للعلوم الفيزيائية. ومن خلال الدراسة المعمقة لأنظمة فيزيائية بسيطة وتفاعلاتها، يكتسب التلامذة خبرة مباشرة مع عمليات العلوم. وانطلاقًا من ملاحظاتهم أو مشاهداتهم الخاصة، يكتشف التلامذة المفاهيم الفيزيائية الأساسية، ويستخدمون ويفسرون الأشكال المختلفة للمصطلحات العلمية، وبيّنون نماذج توضيحية.

الحضور: مدرسو الفيزياء في المرحلة المتوسطة

## تعليم الحروف عن طريق الحركة الجسمية - الغناء - الرسم - ا لتلوين

عادل الضبع

تشتمل ورشة العمل على كيفية تقديم الحروف ونظام الكتابة العربية. في نهاية الورشة سيكون لدى الحضور فكرة جيدة عملية لإنهاء تدريس الحروف في شهر واحد فقط من الدراسة. مع تطبيقات عملية.

الحضور: المدرسون المبتدئون والقدامى

## تقديم فكرة المثني وفكرة الجنس من خلال تدريس

### الضمائر - أسماء الإشارة - الأسماء الموصولة

عادل الضبع

مع تطبيقات عملية.

سوف يكون ذلك توطئة جيدة للإنتاج الكتابي لدى الطلبة الأجانب. الحضور: المدرسون المبتدئون والقدامى لغير الناطقين باللغة العربية

## ورشة قراءة وكتابة داخل صف اللغة العربية (الجزء الأول)

هنداي دية

تقدم هذه الورشة مقارنة جديدة لتعليم مهاراتي الكتابة والقراءة في صف العربية. في هذه الورشة سيتعرف المشاركون على العناصر اللازمة لتأسيس ورشة عمل داخل صفوفهم تهدف إلى مساعدة التلاميذ على تطوير مهاراتهم في الكتابة والقراءة مما يهيئهم ليصبحوا قراء مستقلين وكتابًا مبدعين. خلال الورشة سيقوم المشاركون بنشاطات تهدف إلى تطوير مهارات التلاميذ في الكتابة والقراءة. ورشة القراءة والكتابة داخل الصف تفتح الفرص لتميز التعليم بحسب الحاجات الفردية لكل تلميذ. في ورشة القراءة والكتابة كل تلميذ قارئ مستقل و كاتب مبدع! المستوى: الصفوف الابتدائية والمتوسطة الحضور: مدرسو اللغة العربية ومنسوقها

## ورشة قراءة وكتابة داخل صف اللغة العربية (الجزء الثاني)

هنداي دية

تقدم هذه الورشة مقارنة جديدة لتعليم مهاراتي الكتابة والقراءة في صف العربية. في هذه الورشة سيتعرف المشاركون على العناصر اللازمة لتأسيس ورشة عمل داخل صفوفهم تهدف إلى مساعدة التلاميذ على تطوير مهاراتهم في الكتابة والقراءة مما يهيئهم ليصبحوا قراء مستقلين وكتابًا مبدعين. خلال الورشة سيقوم المشاركون بنشاطات تهدف إلى تطوير مهارات التلاميذ في الكتابة والقراءة. ورشة القراءة والكتابة داخل الصف تفتح الفرص لتميز التعليم بحسب الحاجات الفردية لكل تلميذ. في ورشة القراءة والكتابة كل تلميذ قارئ مستقل و كاتب مبدع! الحضور: مدرسو اللغة العربية ومنسوقها يُنصح بحضور جزأي المحاضرة (الأول والثاني)



# 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](http://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

Mrs. Hiba Berbery Salem

Tel: +971 4 390 2227

Fax: +971 4 366 4524

E-mail: [training@rearden-educational.com](mailto:training@rearden-educational.com)

## Bank Details

Benef:	Rearden FZ LLC
Account Number:	0079 184904 001
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 \_\_\_\_\_

Company stamp and authorized signature

# Venue



Media Rotana You'll always find us at your convenience. Barsha – Dubai

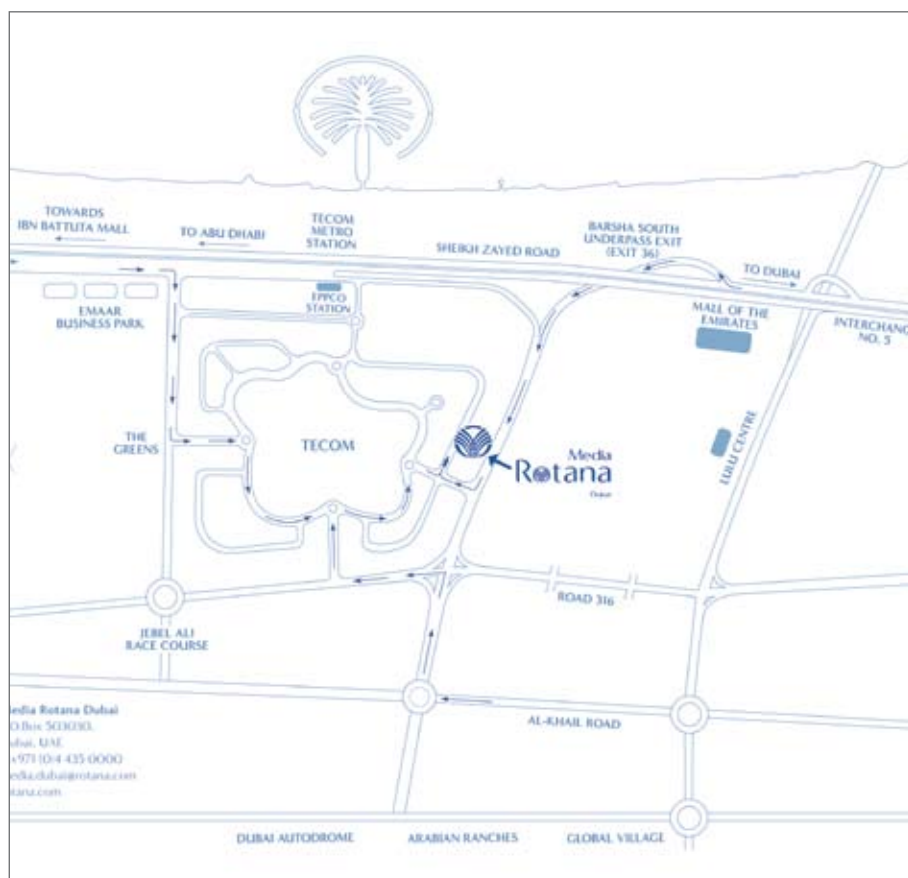
Special room rates are available for TeachME 2009 guests.



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

Regular Fee **2,000 AED**

2 day pass plus lunch and coffee breaks

## For TEACHERS Only

*Not applicable to administrative staff*

- Regular Fee **1,000 AED**
- Group A **10 attendees 9,150 AED**  
(915 AED/teacher)
- Group B **15 attendees 13,125 AED**  
(850 AED/teacher)
- Group C **20 attendees 16,300 AED**  
(815 AED/teacher)

## Half day packages

Workshops only

*Available for afternoons only, starting at 3:00PM  
Applicable ONLY to teachers. Includes coffee break.*

- Individual attendee **800 AED**
- Group A **10 attendees 7,150 AED**  
(715 AED/teacher)
- Group B **15 attendees 9,975 AED**  
(665 AED/teacher)
- Group C **20 attendees 12,300 AED**  
(615 AED/teacher)

# Contact Us

Email us at [training@rearden-educational.com](mailto:training@rearden-educational.com), or:  
Dubai, UAE

**Hiba Berbery Salem**

**Country Manager UAE/Teacher Recruitment**

T: +971 4 390 2227

F: +971 4 366 4524

E: [hsalem@rearden-educational.com](mailto:hsalem@rearden-educational.com)

**Beirut, Lebanon**

**Sarine Khatchikian**

**Department Head**

**Consulting**

**Professional Development**

T: +961 1 392 492

F: +961 1 396 065

E: [skhatchikian@rearden-educational.com](mailto:skhatchikian@rearden-educational.com)

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