

**August**

**23rd & 24th**

# **APIBA Annual Seminar 2019**



**Teaching Practices  
to Embrace All Learners**

# About APIBA



APIBA is a professional association of graduate English teachers which supports teachers' professional development in the city and province of Buenos Aires. For almost 50 years, APIBA has brought teachers together to share ideas and teaching experiences and learn from each other.



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# Join APIBA



APIBA membership gives you access to a very active network of English language teachers in the city and province of Buenos Aires. Some of the benefits include:

- Reduced conference fees and access to seminars and workshops
- Special Interest Group (SIG) membership
- Scholarships
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If you would like to find out more about APIBA, do not hesitate to contact us at [info@apiba.org.ar](mailto:info@apiba.org.ar).

We look forward to welcoming you soon!

## Membership 2019

<b>Members</b>	\$ 1300
<b>New members</b>	\$ 1100
<b>Teachers in their first year as graduates</b>	\$ 980
<b>APIBA junior / senior</b>	\$ 400

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# Liderando la transformación de las aulas

August 23rd  
14.30 - 15.30  
PLENARIO




**Fredy Vota**

## Abstract & Biodata

El siglo XXI exige nuevos modos de enseñar. Liderar este cambio implica mirarlo de frente y producir en cada docente un proceso de aprendizaje continuo.

La propuesta de esta charla consiste en poner la mirada en que los asistentes puedan salir de una situación de espectadores pasivos para lograr un encuentro que modelice lo que debería ser una clase en el siglo XXI, incorporando nuevas pedagogías activas e involucrando a los participantes en su propio proceso cognitivo.



**Fredy Vota** es Profesor de Filosofía, Licenciado en Sociología y Máster en Educación. Se especializó en Gestión Educativa. Trabajó en el IIPE Unesco y la Universidad de San Andrés coordinando el Proyecto Escuelas del Bicentenario. Director Internacional de Formación de Sistema UNO, Santillana, para México, Colombia y Brasil y consultor y capacitador de empresas y de organismos públicos como el Banco Mundial, OEI (Organización de Estados Iberoamericanos) y Unesco.

Actualmente es Director General del Polo Educativo Dante Alighieri – Hölters y de CIEDA (Centro de Innovación Educativa).

# Dislexia: un trastorno invisible

August 23rd

15.30 - 16.30

CHARLA

■ ● Eleonora Lasala de Lanús

## Abstract & Biodata

Las dificultades específicas de aprendizaje (DEA) afectan a un importante porcentaje de niños y jóvenes en edad escolar. La más frecuente es la dislexia, es decir la dificultad para leer de manera fluida cuando la persona ha tenido oportunidad de recibir una enseñanza adecuada y a su vez, cuenta con niveles de inteligencia necesarios para acceder al código escrito. Sin embargo, desde edades tempranas, antes de la enseñanza formal se pueden detectar indicadores que permiten suponer la existencia de una dificultad lectora.

Esta presentación abarcará las posibles causas de las DEA, cómo detectarlas tempranamente para proponer intervenciones eficaces basadas en evidencia científica y cuáles son las estrategias para poner en práctica dentro de los distintos ámbitos de enseñanza para que las personas no experimenten la frustración enorme que conlleva el fracaso escolar.



**Eleonora Lasada de Lanuse** es licenciada en Psicología (CAECE), profesora de la Cátedra Análisis de Casos II de la Carrera de Psicopedagogía Escuela de Humanidades UNSAM y Psicopedagoga del Colegio St. Mary of the Hills de San Fernando.

Es coautora del Programa LEEComprensivamente (2011) y coautora del test TDR (2019).

Es miembro de la Red Proleer, red dedicada a crear puentes entre la investigación y la práctica de la Escuela de Educación de la Universidad de Harvard.

Integrante de la Comisión Directiva de Disfam Argentina y supervisora del Equipo de Psicopedagogía del Centro Materno Infantil Ramón Carrillo de la Municipalidad de San Isidro.

# La diversidad en la clase de inglés

August 23rd  
16.30 - 17.30  
PLENARIO




**Ana Verdelli**

## Abstract & Biodata

Muchas veces cuando se discute acerca de la diversidad en el contexto de la clase de inglés como lengua extranjera, se piensa en estrategias para trabajar con grupos de estudiantes con competencias lingüísticas heterogéneas. Si bien es una realidad que nuestros/as estudiantes traen a la escuela distintos niveles de inglés, a la hora de construir un aula realmente inclusiva debemos ampliar la mirada y considerar una multiplicidad de aspectos que los/las convierten en sujetos únicos.

En esta ocasión reflexionaremos acerca de diversidad en términos de habilidades, primeras lenguas, culturas, género y orientación sexual, edad, intereses y necesidades (entre otros aspectos) y exploraremos cómo construir sólidos puentes de trabajo colaborativo entre los distintos miembros de la comunidad escolar, para promover una inclusión real y enriquecer la experiencia de aprendizaje de todos/as los/las estudiantes.



**Ana Verdelli** es Profesora y Licenciada en Inglés (ISP "Dr. J.V. González", UNL), se ha especializado en Lingüística (ISP "Dr. J. V. González") y en Gestión de Lenguas (UNTREF). Actualmente se desempeña como docente de Lingüística en la Carrera de Profesorado de Inglés de la E.N.S. en Lenguas Vivas "Sofía E.B. de Spangenberg" y como profesora de inglés en el nivel primario y secundario en escuelas de gestión estatal de CABA. Sus áreas de investigación principales son las políticas lingüísticas en el nivel superior (SID UNTREF) y la formación inicial de docentes de inglés (INFD, UIDI ISP "Dr. J. V. González"). También cuenta con diversas publicaciones académicas y ha sido coautora de libros para la enseñanza de inglés en el nivel primario.

# S.E.N. Key changes needed

August 24th

9.45 - 10.30

PLENARY

■ ■ ● **Alejandra Ottolina**

## Abstract & Biodata

The whole world is walking towards inclusion and our schools are no exception. However, although we are well aware of the fact that 'special needs' are not to be considered pathologies but just different ways of thinking, perceiving or performing, we often feel at a loss as to what we need to change to help our students learn. Should we follow a specific approach? What do we need to know about dyslexia, ADD and ASD? How can we scaffold our SEN students' learning? Join me in this plenary. Let us debunk old myths!



**Alejandra Ottolina** is a highly experienced teacher trainer who has taught all levels in both the private and public sectors. She has lectured in Argentina as well as in neighbouring countries, and currently supervises the English department of different schools. She is Macmillan's Academic Consultant and author of several Teacher's Books: *For Winners*, *Insights*, *Switch On y Phases*, Macmillan's new series for adolescents.

# The other inclusion

August 24th

15.15 - 16.15

PLENARY



**Mónica Gandolfo**

## Abstract & Biodata

Inclusive education is an approach to education that seeks to improve the chances of those who are disadvantaged in many different ways to participate fully in society. However, in our context the concept of inclusion has been mostly associated with biological disabilities of different kinds and inclusive education has paid little attention to socio-cultural difference. This presentation will review data and ideas related to socio-cultural diversity as a barrier to inclusive education in the teaching of English to raise awareness and suggest some concrete ways in which our teaching may change to become more socially inclusive.



**Mónica Gandolfo** has been a lecturer in the area of teaching practice for over 30 years. She has also lectured extensively on methodological issues and has co-authored several coursebooks. Her main interests are the teaching of English in disadvantaged contexts and the study of lexis-related issues in comprehension and production.

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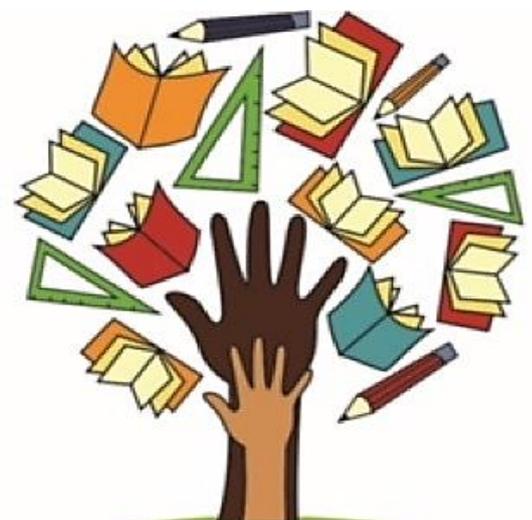
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**I.S.F.D. N° 23  
LUJAN**

# It's the puppet and the puppeteer. Chomskyan Linguistics as an inclusive counter-hegemonic alternative in ELT

11.15 - 12.00

CONCURRENT

SESSION



**Juan José Arias**

## Abstract & Biodata

This presentation is aimed at exploring how our conceptions of what language is might include or exclude our students. Have teachers and textbooks ushered in the latest developments in the field of linguistics? How can these cast light on more inclusive classroom practices? Why is it important for teachers to deconstruct a number of sociolinguistic representations ingrained in their teaching habitus and naturalized in their 'common sense'? In this presentation we will work on different misconceptions teachers have, which may lead to exclusive practices and ultimately reduce our learners' potential. Accordingly, we will consider an alternative counter-hegemony in light of the contributions of Generative Grammar and Chomskyan linguistics.

**Juan José Arias** is a graduate teacher of English from IES en Lenguas Vivas "Juan Ramón Fernández." He specialized in Linguistics at ISP "Dr. Joaquín V. González" and is currently taking an MA in Theoretical Linguistics at the National University of Comahue. He lectures Grammar and Linguistics in several institutions (IES en Lenguas Vivas "Juan Ramón Fernández," ISP "Dr. Joaquín V. González" and ENS en Lenguas Vivas "Sofía B. Spangenberg"). He has worked in both state and private secondary schools and participates in three research projects. His areas of interest comprise the syntax-morphology interface, the teaching of grammar and languages in contact from a Generative perspective.

# Inclusive Education: Can the 21st century teacher embrace the diversity of needs of all learners in today's EFL classroom?

11.15 - 12.00

CONCURRENT

SESSION

   **Mariana Castino**

## Abstract & Biodata

ELT in the 21st century finds the concept of inclusion as a priority and thus, the need for embracing the diversity of needs of all the learners in the EFL classroom arises. This represents certain challenges for the language teachers, who will have to revise and adapt many of their practices.

It is the aim of this talk to introduce the conceptual framework of inclusive education and to provide the EFL teacher with strategies to tackle all the learners' needs in the 21st century inclusive classroom.

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**Mariana Castino** is an English Teacher (CONSUDEC). She holds a Bachelor's degree in English Language (UTN) and a Master's degree in TEFL (Miguel de Cervantes University). She is also a Specialist in Education and ICT (Ministry of Education). She is working on her PhD in Education, for which she is doing research on "Inclusive practices". She is a teacher trainer at Escuela de Maestros and at ENS en Lenguas Vivas "Sofía B. Spangenberg."

# Working with literary texts through projects

11.15 - 12.00  
CONCURRENT  
SESSION

   **Cecilia Lasa & Team**

## Abstract & Biodata

Our legislation (Resolución CFE 30/2007, Anexo II, Resolución CFE 23/2007, Anexo I) demands us, teachers, to do research in our field. We are expected to identify problems in our practice, harbour hypotheses, set objectives and design activities. How can these dimensions better our everyday classroom experience and enhance our work with literature?

Teaching through projects is our answer. In this talk, we will explore what working with projects means, analyse their different components, and provide examples based on literary texts to show how projects can become inclusive practices that address the diversity of needs of our learners.

**Carrió, María Florencia** is a graduate English teacher from ISP "Dr. Joaquín V. González". She holds a Higher Diploma in Reading, Writing and Education (FLACSO), a TESOL Diploma (ILAC), and a Certificate in Business for International Professionals (University of Toronto). She is finishing her specialization in English Literature II (ISP "Dr. Joaquín V. González"), doing her Master's Degree in Literatures in Foreign Languages and Comparative Literatures, and her Diploma in Research in Humanities (UBA). She works as a Literature and Language teacher at primary, secondary and tertiary levels. She is the author of *Literatura y Formación Docente. Proyectos de lectura y de escritura*.

**Faroppa, Sabrina** is a graduate English teacher from ISP "Dr. Joaquín V. González". She is specializing in the subject English Literature II (ISP "Dr. Joaquín V. González"), and she has recently started her Diploma in Research in Human Sciences (UBA). She works as an EFL teacher and Language and Literature teacher in secondary schools in the province of Buenos Aires. She is the author of *Literatura y Formación Docente. Proyectos de lectura y de escritura*.

**Fieiras, Agustina** is a graduate English teacher from ISP "Dr. Joaquín V. González". She is finishing her specialization in the subject English Literature II (ISP "Dr. Joaquín V. González"), and she is doing her Master's Degree in Literatures in Foreign Languages and Comparative Literatures (UBA). She works as a Culture, Literature and Language teacher at secondary level in CABA. She is the author of *Literatura y Formación Docente. Proyectos de lectura y de escritura*.

**Lasa, Cecilia** is a graduate English teacher from IES en Lenguas Vivas "Juan Ramón Fernández" and a Teacher of Literature graduated from Facultad de Filosofía y Letras (UBA). She holds a Master's Degree in Literatures in Foreign Languages and Comparative Literatures (UBA) and a Higher Diploma in Research in Humanities (UBA). She has done a Specialisation in Reading, Writing and Education (FLACSO) and in Writing and Literature (Ministerio de Educación). She teaches Literature at ISP "Dr. Joaquín V. González" and Facultad de Filosofía y Letras (UBA). She is the author of *Academic Writing and Literatura y Formación Docente. Proyectos de lectura y de escritura*.

**Lifschitz, Camila** is a graduate English teacher from ISP "Dr. Joaquín V. González". She is currently specializing in the subject English Literature II (ISP "Dr. Joaquín V. González"), and she is doing a Master's Degree in Literatures in Foreign Languages and Comparative Literatures (UBA). She works as an EFL teacher in state-run secondary schools in the City of Buenos Aires and as a Literature and Combined Arts teacher in private institutions. She is the author of *Literatura y Formación Docente. Proyectos de lectura y de escritura*.

**Melina Rondinone** is a graduate English teacher from ISP "Dr. Joaquín V. González". She has specialized in the subject English Literature II (ISP "Dr. Joaquín V. González"), and she holds a Higher Diploma in Social Sciences in the field of Reading, Writing and Education (FLACSO). She works as an EFL teacher in secondary and primary schools from the province of Buenos Aires. She is the author of *Literatura y Formación Docente. Proyectos de lectura y de escritura*.

# Giving all learners a chance through the use of drama strategies

11.15 - 12.00

CONCURRENT

SESSION

   **Valeria Plou**

## Abstract & Biodata

The present trend in global language teaching is to promote equality of opportunity and to embrace diversity. How can we address and respond to all students' needs irrespective of age, language level, interests or learning difficulties?

This talk will deal with how drama strategies can help to actively engage all learners in language learning by the use of drama strategies as well as to show how, by appealing to their bodies, minds and souls, their learning can become more significant and meaningful.

---

**Valeria Plou** is a graduate Teacher of English and Literary Translator from IES en Lenguas Vivas "Juan Ramón Fernández". She teaches at the same school and is coordinator of the Primary School Department. She has been trained in Drama Strategies and Resources for Language Teaching, Process Drama and Psychodrama. She took the course Bringing Shakespeare's plays alive in the classroom administered by the Royal Shakespeare Company and Warwick University. She has co-coordinated a course using this action method to help graduate teachers deal with conflicts arising from their practice as part of a research project funded by CONICET.



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# Let's try because we all can!

14.00 - 14.45  
CONCURRENT  
SESSION

## **Andrea Caillon & Nicole Caillon**

### Abstract & Biodata

Every child needs motivation to learn: how does diversity empower students? Are teachers who promote diversity a bridge between schools and education? How do we teach when students' abilities, conditions and needs are different? Are all schools and teachers ready to teach these students? True stories and personal experiences at Escuela Domiciliaria N1 can empower teachers to carry out future lessons effectively in every school no matter how adverse their students' conditions are or how vulnerable they are. The role of the teacher is central to promote diversity and explore students' interests or possibilities.

**Andrea Caillon** is a graduate EFL teacher, translator and professional storyteller. She taught English for 40 years but her real passion was teaching English to SEN children at hospitals and Escuelas Integrales through stories and Drama Techniques. She was coordinator of "English in Action", Ministry of Education CABA. She taught at ISP "Dr. Joaquín V. González" and still trains teachers and believes that storytelling is an important and amazing resource to teach foreign languages. She has attended national and international Conferences to share her experiences.

**Nicole Caillon** is an Argentine graduate EFL teacher. She studied at ISP "Dr. Joaquín V. González". She majored in Educational Management at Universidad Torcuato Di Tella and is currently finishing her masters' degree. She is writing her thesis about teaching practices and roles in Escuela Domiciliaria N°1. She has been teaching English at primary level and secondary level since 2009. In 2016 she became a teacher at Escuela Domiciliaria N°1, where she teaches English to children who are unable to attend school due to illness.

# Inclusion: the celebration of diversity put into action

14.00 - 14.45  
CONCURRENT  
SESSION



**Ricardo Cavallini**

## Abstract & Biodata

Insights drawn from the neurosciences provide educators with a scientific basis for understanding the challenges posed by inclusive practices in the classroom.

In this workshop we'll focus on the first two main components of inclusion: self-awareness and self-management.

We'll explore a variety of tools for social-emotional development to discover the better, more empathetic and inclusive self in all of us and create ecological learning environments to capture students' involvement and increase learning potential.

---

**Ricardo Cavallini** has many years' experience as an EFL teacher and teacher trainer, specializing in English Literature and Business English. He completed his NLP training at Anthony Robbins' Research Institute, California, USA, Escuela Argentina de PNL y Coaching and The NLP Institute of New York City. He is also a Certified Coach by the International Coaching Community, London, UK, and a Mindfulness Practitioner, Visión Clara, Mindfulness Argentina and the Oxford Mindfulness Centre, UK.

He has been running Corporate English Language training at several companies in BA since 1980 and also works as an NLP and Mindfulness trainer and consultant to businesses, schools and professionals.

# Inclusion contents of comprehensive sexuality education in the English class through children's picturebooks

14.00 - 14.45  
CONCURRENT  
SESSION

   **Silvana Paola Accardo & Romina Mangini**

## Abstract & Biodata

Since the passing of the National Law N° 26.150 (year 2006), the teaching of sexuality education within a more comprehensive perspective has introduced important changes and new challenges at all the levels and in all areas of the curriculum – English included– in the school system. Thus, this presentation invites teachers to consider a selection of children's picturebooks that deals with topics of sexual diversity, different family configurations, gender identity, gender equality and gender stereotypes. The aim of this talk is to introduce teachers to literary material they can use in kindergarten and primary school to incorporate contents of Comprehensive Sexuality Education (CSE) and make their classrooms more inclusive.

**Silvana Paola Accardo** is a graduate EFL Teacher (both for Kindergarten/Primary School Level and for Secondary School/Tertiary Level) from ENS en Lenguas Vivas "Sofía E. B. de Spangenberg", a tenured English Teacher at "Escuela Cooperativa Mundo Nuevo" and a Kindergarten & Primary Level Coordinator at "Instituto Casa de Jesús." She is currently attending a post-graduate course in ESI at Facultad de Filosofía y Letras (UBA).

**Romina Mangini** is a graduate Teacher from IES en Lenguas Vivas "Juan Ramón Fernández", a Teacher at Primary State Schools in CABA, a Fulbright-Ministerio de Educación grantee, a Teacher of "Residencia Pedagógica (Nivel Inicial y Primario)" and the English Primary Level Coordinator at IES en Lenguas Vivas "Juan Ramón Fernández." She holds an Adscripción in "Literatura Infantil" and post-graduate courses in Constructivism, Infancy & Education from FLACSO.

# “Juggling” in the EFL class with pregnant students.

14.00 - 14.45  
CONCURRENT  
SESSION



**María Marta Mora**

## Abstract & Biodata

The school year begins and there's a pregnant student in your EFL class. Don't despair!

In this talk, we're going to think together and find possible and positive ways to make it simple for your student and for yourself as a teacher. How can students strike a balance between studying and becoming parents?

---

**María Marta Mora** is a teacher of English at a public secondary school where she is in charge of the "Programa de Retención Escolar de Alumnas Madres." She was awarded the National Ministry of Education Scholarship to attend the UCLA Seminar: "Focus on Innovation, Leadership and Equity" in 2016. She was also last year's winner of the Daniel Fernández scholarship for first time presenters at the FAAPI 2018 Conference.

# Gender neutral pronouns in English: Is the singular 'They' here to stay?

14.00 - 14.45  
CONCURRENT  
SESSION

   **Joanna Richardson**

## Abstract & Biodata

There is an increasing tendency to use 'they' in the singular to refer to gender-neutral persons. This talk will look at the use of other gender-neutral pronouns and analyse usage throughout the English-speaking world in the media, as well as work made in this area by linguists and language experts. While the use of singular 'they' has a long history, in recent times it has become increasingly important in the LGBTQ community. This topic is relevant for educators as the way that young people identify themselves changes. This talk will provide an overview of the tendencies on gender-neutral language in English.

---

**Joanna Richardson** holds a degree in Spanish, Portuguese & Latin American Literature from King's College London. In 1985, she emigrated from the U.K. to Argentina. Originally working as an English teacher and translator, since 2001 Joanna has worked as an instructor of plain English at Argentina's leading law firm, Marval, O'Farrell and Mairal. Joanna has extended her specialization in clear communications to provide Spanish-speaking professionals with the skills they need to give presentations in English. Joanna's work in inclusive language has led her to an interest in gender-neutral language, and she has spoken on this topic in panels at conferences in Canada and Austria.



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# Rumbos y desafíos hacia aulas inclusivas

16.15 - 16.45

PANEL

DISCUSSION

## Laura Cancio, Marcelo Cugliandolo, Verónica Rusler & Gabriela Varela

### Abstract & Biodata

Para este panel convocamos a distintos actores del sistema educativo para compartir reflexiones que nos inviten a pensar los desafíos y oportunidades que se nos presentan para crear entornos de aprendizaje verdaderamente inclusivos.

**Laura Cancio** es profesora de Nivel Inicial y psicopedagoga especializada en Educación Especial e Integración Escolar. Es Licenciada en Psicología y posee una especialización en Liderazgo en Escuelas Inclusivas (Unesco) y un posgrado en Entorno Virtuales de Aprendizaje (OEI). Actualmente cursando la Maestría en Educación Inclusiva para Niños y Adolescentes en Riesgo de Exclusión Social por la UCH Valencia (España). Co – autora y coordinadora del Postítulo de Especialización Docente “Educación y Diversidad: Aprender y enseñar en contextos escolares inclusivos” en ENS en Lenguas Vivas “Pte. Roque Sáenz Peña” Asesora sobre temas de inclusión educativa en DGES. Dirección General de educación Superior del Ministerio de educación.

**Marcelo Cugliandolo** es Magister en Educación con orientación en Gestión Educativa (UdeSA, tesis en proceso), Especialista en Educación (UdeSA), Diplomado en Evaluación de Desempeño Docente (UCA/UCU), Profesor Universitario en Psicología Social (Universidad Maimónides). Fue Responsable de Capacitación del Programa Familias por la Inclusión Social del Ministerio de Desarrollo Social de la Nación, Director de Evaluación del Ministerio de Educación CABA, Director de Educación Superior del Ministerio de Educación CABA y Subsecretario de Gestión y Políticas Socioeducativas del Ministerio de Educación Nacional. Actualmente dirige el departamento de Gestión y Evaluación Educativa de UTN/FRA y asesora en la Secretaría de Innovación y Calidad Educativa Nacional.

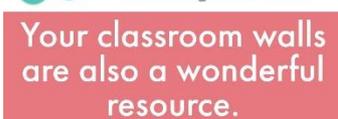
**Verónica Rusler** es Licenciada en Ciencias de la Educación, egresada de la Facultad de Filosofía y Letras (UBA) y maestranda de la Maestría en Ciencias Sociales con Orientación en Educación (FLACSO). Es coordinadora del Programa “Discapacidad y Universidad” desde 2018 (UBA) y docente responsable del Seminario de Extensión “La discapacidad desde la perspectiva de las humanidades” (UBA) desde 2014. Es coordinadora pedagógica de la Diplomatura “La discapacidad como categoría social y política” Facultad de Filosofía y Letras (UBA). Es profesora adjunta a cargo del Seminario “Integración escolar y organización institucional” de la Licenciatura en Educación Especial en la Escuela de Humanidades de la Universidad Nacional de San Martín desde 2007.

**Gabriela Varela** es profesora de Educación Preescolar (Instituto SUMMA), psicopedagoga (ENS en Lenguas Vivas “Pte. Roque Sáenz Peña”) y Licenciada en Psicopedagogía (UNSAM). Es profesora Universitaria (Universidad Maimónides) y Máster en Orientación Educativa y Psicopedagógica (ITEAP- Málaga). Es miembro del Equipo de Investigación de Formación Docente en la UEICEE- Ministerio de Educación e Innovación del GCBA desde 2017 y asesora técnica e Integrante del Equipo de Inclusión de la DGENYA Ministerio de Educación e Innovación GCBA. Es profesora titular del Profesorado de Educación Inicial, Instituto SUMMA desde 2018.

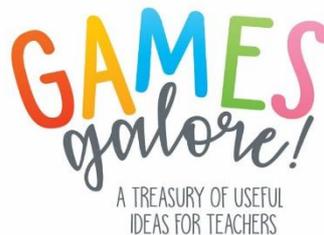
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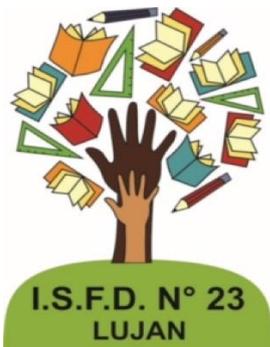
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## APIBA On Tour Next Stops

**16/9 Villa Sarmiento Colegio Ward** *Comprehensive Sexuality Education in the EFL Class: Approaches & Resources*, by Silvana Paola Accardo and Romina Mangini.

**26/9 La Plata Participación en 7° Jornadas Bilingües ISFD N°97** *Learning to Be: Awakening Our Innate Capacities to Transform our Classrooms through Heartfulness*, by Karina Neira.

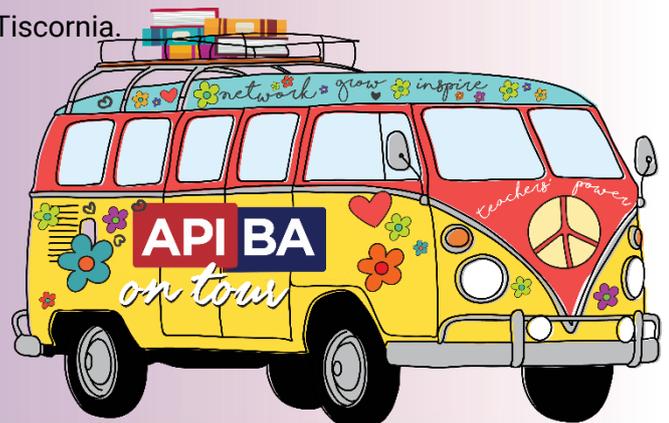
**28/9 Zárate ISFD N°85** *Comprehensive Sexuality Education in the EFL Class: Approaches & Resources*, by Silvana Paola Accardo and Romina Mangini.

*Visible Thinking in the Literature Classroom*, by Teresa Tiscornia.

**11/10 Pergamino (venue & speaker to be confirmed)**

**19/10 Mar del Plata Colegio IDRA** *Beyond the text: transmedia contents for language and cultural learning*, by Claudia Ferradas.

If you want to know more, send an email to [ontour@apiba.org.ar](mailto:ontour@apiba.org.ar)



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