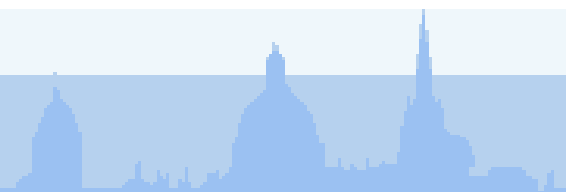


**OUP CONFERENCE PROGRAMME**  
**Ljubljana, 5th December 2014**

<b>PROGRAMME</b>			
<b>8.00 – 9.00</b>	<b>Registration and welcome snacks</b>		<b>Hall</b>
<b>9.00 – 10.30</b>	<b>Building blocks for successful lessons</b>	<b>Sarah Phillips</b>	<b>Conference Room</b>
<b>10.30 – 11.00</b>	<b>Coffee break</b>		<b>Hall</b>
<b>11.00 – 12.15</b>	<b>Activities that work</b>	<b>Jeremy Bowell</b>	<b>Conference Room</b>
<b>12.15 – 13.30</b>	<b>Lunch break</b>		<b>Hall</b>
<b>13.30 – 14.15</b>	<b><i>The immortals</i></b>	<b>GSŠRM Kamnik</b>	<b>Conference Room</b>
<b>14.15 – 14.45</b>	<b>Coffee and sweets break</b>		<b>Hall</b>
<b>14.45 – 16.00</b>	<b>Challenging thinking on challenging behavior</b>	<b>Marie Delaney</b>	<b>Conference Room</b>
<b>16.00 – 16.30</b>	<b>Raffle</b>		<b>Conference Room</b>



## Abstracts and Speakers

### Building blocks for successful lessons

What makes a successful lesson? It's a question we try to get right every time we teach. Over the years I have found that including six basic principles makes it more likely that a lesson goes well, the children are motivated and learning takes place. The principles are brain-friendly, mirroring the way that we know the brain likes to learn. I use them at any level, from pre-school to adults, and with any kind of material, from stories and songs to CLIL. I think of them like building blocks supporting what I do in class. In this talk I will share my ideas with you and put them into practice with some practical examples. What are your building blocks for a successful lesson?

#### **Sarah Phillips**



Sarah is a teacher, teacher trainer and author. She has an MSc in English Language Teaching and Teacher Training, and also has the Cert ICT. Establishing and maintaining a safe environment, stimulating and challenging children, promoting thinking skills and developing autonomy are threads that run through her writing and training work. Sarah is also interested in CLIL and its implementation at both primary and secondary levels. A recent and developing interest is in the use of ICT in the classroom. Sarah has worked with many teachers associations in Europe. She has published *Young Learners* and *Drama with Children* in the OUP Resource Books series and she is one of the main authors of *Explorers* and *Incredible English* series.

### Activities that work

What makes a good communicative activity? And why do some activities work in the language classroom and some don't? What kind of activities can build rapport and trust in the classroom? What kind of activities can stimulate our students' creativity?

In this talk, I will address these questions and also look at a number of straightforward, tried and trusted activities that you can take away and use in the classroom with minimum preparation and resources.

#### **Jeremy Bowell**



Jeremy has worked in ELT for over 15 years, as a teacher, course director, editor and teacher trainer for Oxford University Press - most recently also as a materials writer. He was a senior editor on *Solutions*, *English Plus* and *Project 4ed*.

In his free time he is a teacher and coordinator for FELLOW, an organisation that provides free English lessons to recent immigrants in Oxford. He's also a regular visitor to Slovenia, and has spent two wonderful summer holidays volunteering on work camps here.

### Challenging thinking on challenging behaviour

Do you have some pupils who seem unable to behave in class, who cannot pay attention and focus on their own work? These challenging pupils can cause frustration and stress for teachers. They are, however, usually communicating something about their needs and difficulties through their behaviour. This talk will focus on different ways to understand the needs of challenging pupils and what they stir up in the teacher. In particular, it will explore:

- the effect of challenging behaviour on the teacher and how to manage ourselves,
- the reasons some pupils find it hard to settle to learn in class,
- the ways the English curriculum can help these pupils to develop skills for learning,
- the difference between behaviour management and behaviour change,
- practical teaching tips for managing these pupils effectively.

#### **Marie Delaney**



Marie trained in the UK as an educational psychotherapist, English language and modern foreign languages teacher and teacher trainer. She is now based in Ireland. She has extensive experience of working with challenging behaviour and special educational needs. She has worked in primary and secondary schools with pupils considered 'unteachable.' Her main interests are how therapeutic thinking approaches help schools deal with challenging behaviour, creating inclusive classrooms, valuing all learning styles and supporting staff in their dealings with challenging pupils and those with special needs. She is the author of *Teaching the Unteachable* (Worth Publishing 2009) and *'What can I do with the kid who...?'* (Worth Publishing 2010).