



# JANE DRIVER

## PRINCIPAL OF NORTH CAMBRIDGE ACADEMY ENGLAND

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- Jane Driver is Principal of North Cambridge Academy and a Specialist Leader in Education for Modern Foreign Languages.
- She was previously Head of School at Queen Katharine Academy, which has been on a journey of significant improvement, winning awards at the Pearson National Teaching Awards and TES Awards.
- As a volunteer for the Association for Language Learning, the UK's major subject association for those involved in teaching foreign languages at all levels, she coordinates the Peterborough Hub and created an award-winning national Foreign Language Spelling Bee project.



## Abstract:

This presentation will give an overview of the current situation in the United Kingdom related to the education of bilingual students, with a particular focus on migrants who are learning English as an Additional Language (EAL) in mainstream education. The session will present a case study detailing how a range of interleaving strategies can be implemented to support newly-arrived migrants in accessing learning and integrating socially into monolingual English-speaking education. It will describe how Content and Language Integrated Learning (CLIL) ideas together with trauma-informed and dyslexia-friendly practices were used to create PEALit (Prepare for English as an Additional Language and Literacy), a pedagogy to support migrants and hard-to-reach groups who may present with linguistic barriers to learning, as well as literacy deficiencies in their home languages. Additionally, the session will also present how a whole-school focus on global citizenship through celebrating linguistics and cultural identity can contribute to a richer environment for learning for all students, as well as developing a sense of curiosity for language learning and pride around individual and collective heritage.

# ANGELA DANIELA SAUCIUC

## SPAIN

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- Angela Daniela Sauciuc has a Master's Degree in Bilingual Education by the Universidad Internacional de Valencia, a Bachelor's Degree in Communication Sciences by the Faculty of Letters of the University of Bucharest, and she is Teacher of Infant and Primary Education. She has been involved in International Education for over 18 years. Her main research line is Learning and Teaching of second languages through games and practical activities.
- She is a teacher in the Study Abroad in Spain Program, Master in International Education and Master in Bilingual and Multicultural Education.



## Abstract:



The "Dual Pathways: Teach & Learn in Spain Program" offers a unique opportunity for students to expand their horizons while pursuing advanced studies. This innovative program combines the experience of teaching in a bilingual school in Madrid, Spain with the pursuit of a master's degree, providing participants with a comprehensive and enriching educational journey. Through the Teach & Learn in Spain Program, educators can immerse themselves in the vibrant culture and dynamic bilingual education system of schools in Madrid while also advancing their academic and professional goals. Participants will have the chance to gain valuable classroom experience, develop teaching skills, and engage with students from diverse backgrounds. Simultaneously, participants will enroll in a master's program offered by The University Of Alcalá, allowing them to deepen their knowledge in education. Whether it's MA in Bilingual Education, MA in Teaching Spanish as a Foreign language, MA in International Education or MA in ESL& Bilingual education, the program offers a range of academic options to suit diverse interests and career paths for bilingual or those interested in bilingualism. This presentation will explore the structure, benefits, and outcomes of the Teach & Learn in Spain Program, highlighting the transformative experiences and academic achievements of its participants. Join us to discover how this program can empower students to thrive in both their teaching careers and academic pursuits.



# RHONDA OLIVER

## AUSTRALIA

- Doctor of Philosophy, 1996, The University of Western Australia

I have worked in the university sector since the early 1990s. During this time I have held various positions (including Director of two different research centres, Head of Research and Higher Degrees, Chair Education). I was Head of School 2018-2021 and Director of Research in the School of Education 2013-2016, Curtin University. I have achieved an extensive publication record and I have received over \$8 million in research and educational funding, either solely or as a member of a team (national and international) and have been CI on a number of projects. I have been a plenary speaker at a number of national and international conferences (mostly recently at TBLT in Innsbruck, Austria) and I have presented over 100 conference papers at local, national and mostly international conferences. I have also presented many invited seminars at institutions around the world including world including at Spain: Universidad del Pais Vasco/Euskal Herriko Unibertsitatea, Vittoria; USA: Georgetown University (Washington, DC); Michigan State University; Temple University (Philadelphia) Memphis University, University of Hawai'i; Scotland: Stirling University; (USA); NZ: University of Auckland, NZ; and, Australia: La Trobe, Melbourne.



## Abstract:

In this presentation I will describe the diverse language backgrounds of Australian First Nations peoples, the various pathways for learning Aboriginal and Torres Strait Islander languages and also the contexts in which Australian First Nation students learn languages. I will outline the differences between these and the opportunities they provide, but also the challenges that exist. I will illustrate some of these aspects using a case study from a remote school where a traditional language – Gooniyandi – is being taught to all students at the school. I will also discuss the theoretical constructs used to explain how second languages/dialects are learned and the factors that come into play in the process of second language acquisition and describe some the approaches to used to promote language teaching and bilingualism in schools.

CAROLINA RAMIREZ  
TEACHER  
CANADA



She is a multilingual educator based in the Toronto area. Originally from Central America, she possesses fluency in French, English, and Spanish. With extensive experience in multilingual education, Carolina specializes in teaching French, English, and Spanish in diverse settings. She currently resides in the Toronto area, where she works with linguistically diverse children, leveraging her linguistic expertise to support their educational needs.



## Abstact:

Canada was founded on the belief that distinct cultural & linguistic groups, the French and English could peacefully form a union. A key component in this union is an educational system that ensured a bilingual French/English education was accessible to families across the country, promoting communication and collaboration between the two groups. In recent years initiatives have tackled extending the right to a bilingual education to First Nations linguistic groups, promoting the preservation of indigenous languages. Now the Greater Toronto area has become a meeting point for the Nations of the world. A typical classroom can have representation from every continent. In keeping with its roots, Canada has encouraged newcomers to maintain their native language and pass it on to their children. The result of all this is a country where speaking one language at home and a different language at school and the community is the norm. Many Canadian born children enter daycare or kindergarten as English language learners or in French areas as French language learners. This unique educational environment allows us to see multilingual education in action.





## KATHRYN HENDERSON

### MÉXICO/USA

- Kathryn I. Henderson is an associate professor in the Department of Bicultural–Bilingual Studies, College of Education and Human Development at The University of Texas at San Antonio. She completed her Ph.D. (2015) at The University of Texas at Austin in the Bilingual/Bicultural Program in the Department of Curriculum and Instruction. Her dissertation titled Dual Language Bilingual Education Program Implementation, Teacher Language Ideologies and Local Language Policy won the AERA Bilingual Sig outstanding dissertation award (2016). After completing her B.A. (2004) at Washington University in St. Louis, she taught elementary school for five years abroad in Guadalajara, Mexico, during which time she earned her M.A. (2009) in education. She has presented regularly in local, regional, and international conferences and is published in journals such as the Modern Language Journal, Language Policy, and International Journal of Bilingual Education and Bilingu



## Abstract:

This bilingual presentation highlights an innovative partnership between The University of Texas at San Antonio (UTSA), the University of Guadalajara, and Thomas Jefferson Institute Valle Real located in Guadalajara, focused on enhancing bilingual teacher preparation. Through collaborative efforts, the initiative aims to foster cultural competence, linguistic proficiency, and pedagogical excellence among future educators. Drawing from research insights and practical experiences, the presentation delves into the objectives, methodologies, challenges, and outcomes of this international collaboration. It emphasizes the unique contributions of each partner institution, including the exchange of innovative practices, resources, and expertise in bilingual education. Moreover, the presentation explores strategies to address logistical, institutional, and cultural barriers inherent in cross-border collaborations, facilitating effective communication, coordination, and resource sharing. It also discusses the transformative impact of this collaboration on the professional development and global perspectives of pre-service teachers. Ultimately, this presentation seeks to inspire educators, policymakers, and stakeholders by showcasing the potential of international partnerships to enrich teacher preparation programs and promote intercultural understanding in bilingual education, nurturing culturally competent and globally minded educators.