

<b>Discipline</b>	:	Précolaire
<b>Langue</b>	:	Français
<b>Code</b>	:	B.PS.008
<b>Public</b>	:	Enseignants du préscolaire
<b>Dates</b>	:	2 jours 15,29 Novembre 08
<b>Lieu</b>	:	Ecole Normale Baakline
<b>Horaires</b>	:	8h00 – 13h00
<b>Dates</b>	:	2 jours 7,14 Mars 09
<b>Lieu</b>	:	Ecole Normale Bir Hassan
<b>Horaires</b>	:	8h00 - 14h00

**Titre : Du Tracé au Graphisme à l'écriture** **({\*C5} Langue de communication)**

**Objectif**

Etablir un projet graphique pour une classe maternelle

**Descriptif**

L'acte graphique est un geste délicat et complexe qui met en jeu une multiplicité de composantes. Pour accomplir cet acte, l'enfant met en œuvre une grande variété de mouvements, de motricité globale et fine, mais il doit aussi faire intervenir un bon nombre d'acquisitions, tant sur l'évaluation visuelle que sur la fonction symbolique de la trace produite.

Ce stage donne de nombreuses pistes de réinvestissement du tracé, permettant d'aboutir au graphisme puis à l'écriture

- a. Qu'est-ce que l'écriture?
- b. Capacités à acquérir: motrices, perceptivo-motrices et linguistiques
- c. Activités pour favoriser les apprentissages : identification et application
- d. La position du scripteur pour écrire

**Modalités**

- Jeu de présentation
- Individuel
- En binôme
- Par groupe
- En plénière
- Application

**Remarques**

Effectif : 20 stagiaires

**Formateur : Aïda Hilal**

<b>Discipline</b>	:	Préscolaire
<b>Langue</b>	:	Française
<b>Code</b>	:	B.PS.009
<b>Public</b>	:	Enseignantes du préscolaire
<b>Dates</b>	:	Deux jours 6,20 Décembre 08
<b>Lieu</b>	:	Ecole Normale Baakline
<b>Horaires</b>	:	8h00-13h00
<b>Dates</b>	:	Deux jours 21, 28 Mars 09
<b>Lieu</b>	:	Ecole Normale Bir Hassan
<b>Horaires</b>	:	8h00-14h00

**Titre : Des lettres qui chantent**

**({\*C5} Langue de communication)**

### Objectif

Impliquer les enfants dans des activités de lecture basées sur la phonétique

### Descriptif

La phonétique proprement dite étudie la production des sons, L'enseignement de la phonétique est une dimension de la didactique des langues secondes ou étrangères ; la phonologie étudie des sons à valeur linguistique, phonèmes en relation avec un signifié :

Ce stage va aider à la recherche d'informations sur la phonétique et à l'exploitation de situations appropriées d'application

- a- Qu'est-ce que la phonétique ?
- b- La transcription phonétique
- c- Progression
- d- Activités

### Modalités

- Jeu de présentation
- Individuel
- En binôme
- Par groupe
- En plénière
- Application

### Remarques

Effectif : 20 stagiaires

**Formateur : Aïda Hilal**

<b>Discipline</b>	:	Préscolaire
<b>Langue</b>	:	Français
<b>Code</b>	:	B.PS.004
<b>Public</b>	:	Enseignants du préscolaire
<b>Dates</b>	:	3 jours 7, 21,28 février 09
<b>Lieu</b>	:	Maternelle Ghobeiry
<b>Horaires</b>	:	8h00 - 13h00

**Titre : En maternelle on apprend en bougeant    ({\*D2a} Jeux et activités attrayantes)**

**Objectif**

Concevoir et mettre en œuvre des activités d'éducation motrice pour une classe maternelle

**Descriptif**

L'action est un élément essentiel du développement de l'enfant : il explore, il apprend à mettre en jeu son corps, à mobiliser telle ou telle de ses fonctions (celles de la locomotion par exemple). Il acquiert des compétences sensorielles et motrices qui étendent le champ de ses expériences. Le maître est invité à organiser l'activité de l'enfant en lui donnant l'occasion et les moyens de s'exprimer, de se représenter ses actions, de les conduire et d'en prévoir les résultats.

- a. Motricité : définition, compétences et activités
- b. Analyse d'une situation d'EPS vécue
- c. Animation de jeux
- d. Conception, animation et évolution des jeux
- e. Analyse de pratiques

**Modalités**

- Jeu de présentation
- Individuel
- En binôme
- Par groupe
- En plénière
- Application

**Remarques**

Effectif : 20 stagiaires  
 Les stagiaires sont priés de mettre leur tenue sportive (survêtement et baskets)

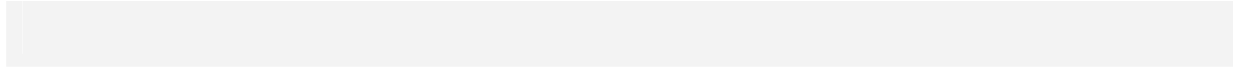
**Formateur :** Aïda Hilal en collaboration avec Antoinette Chahine

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24 7 0	:	ثلاثة
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	:	14h00 - 8h00
9 25	:	ثلاثة
-	:	
	:	13h0 - 8h00

( \* ) { ألعاب وأنشطة مشوقة }

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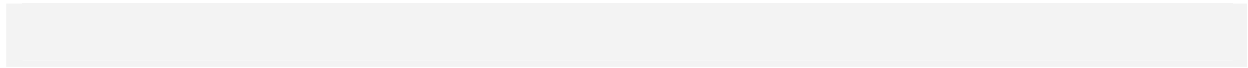
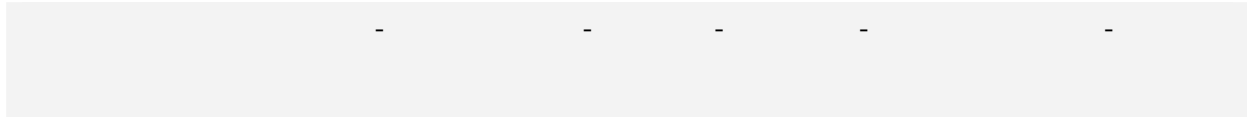
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<b>Discipline</b>	:	Préscolaire
<b>Langue</b>	:	Français
<b>Code</b>	:	B.PS.002
<b>Public</b>	:	Enseignants du préscolaire
<b>Dates</b>	:	Trois jours: 16,23 et 30 Mai 09
<b>Lieu</b>	:	Ecole Normale Baakline
<b>Horaires</b>	:	8h30 - 13h30

## **Titre : Cibler ses Objectifs**

**({\*C3} Méthodologie)**

### **Objectif**

Formuler les objectifs correctement pour parvenir à concevoir et animer les activités de façon efficace

### **Descriptif**

Précisément dans ce stage, on présentera aux enseignants des outils de construction méthodique de l'action et en particulier de l'action éducative ; l'analyse par objectifs les aidera à préparer efficacement leur action.

La formulation des objectifs permettra aux enseignants de savoir exactement où ils vont, par quels chemins, selon quelles étapes et, avec le maximum de chance de parvenir au but.

- a. Repérage initial du terme objectif pédagogique
- b. Définition des termes : finalité, but, descriptif de cours, objectif général, objectif spécifique opérationnel
- c. Critères de formulation des objectifs spécifiques opérationnels
- d. Taxonomies des objectifs : cognitifs de Bloom, socio affectifs de Krathwohl et sensorimoteurs de Harrow
- e. L'évaluation : définition, types et rôle
- f. Synthèse : pour une appropriation personnelle

### **Modalités**

- Jeu de présentation
- Individuel
- En binôme
- par groupe
- En plénière
- Application

### **Remarques**

Effectif : 20 stagiaires

Les stagiaires sont priés d'apporter leurs cahiers de préparation

**Formateur : Aïda Hilal**

<b>Subject matter</b>	:	Preschool Education
<b>Language</b>	:	English
<b>Code</b>	:	Bey-PS-01
<b>Target-group</b>	:	Preschool /Early Elementary teachers
<b>Dates</b>	:	3 days Friday 21,28/11/2008 & 5/12/2008
<b>Place</b>	:	Bir Hassan
<b>Dates</b>	:	3 days Friday 15,22,&29/05/2009
<b>Place</b>	:	Bir Hassan
<b>Time</b>	:	8h00 - 14h00

**Title: How to Start & How to End a Successful Year {1C1,1C2,1C4,1D1}**

**Objective**

- To Plan for the first and last day at school.
- To manage successfully the difficult situations and problems that might arise in the first and last day at school.
- To interject, facilitate or redirect a drama activity in order to further the children's learning.
- To teach specific dramatic skills and/or create a play.

**Description**

Do teachers in the public schools start and end their year successfully using different teaching and planning techniques?

Are they able to support this free and creative play?

Teachers are anxious to make the first day free of accidents and try to make their student's life easier by making their classes a safe and appealing place to these young learners. Children spontaneously engage in dramatic play as an enjoyable means of resolving internal conflicts, problem solving, addressing important questions, and trying on roles from the social relationships they observe among adults and siblings. The last day of school will reflect the development of the students throughout the academic year.

Classroom teachers may sometimes:

- a. Help the students by planning carefully for a successful start and ending using different types of activities to meet the needs of all types of learners.
- b. Orchestrate a more structured drama activity.
- c. Act out a story by using real life situations.
- d. Create, design, and engage in role-play.

**Structure of work**

Individual, pair and group work.

Brainstorming, mini lectures, class discussion, and presentation.

**Remarks**

Teachers are kindly asked to bring the first and last day preparations of the previous academic year.

If possible, search for resources relevant to this topic.

**Trainer: Dina Noueiri**

<b>Subject matter</b>	:	Preschool Education
<b>Language</b>	:	English
<b>Code</b>	:	Bey-PS-02
<b>Target-group</b>	:	Preschool /Early Elementary teachers
<b>Dates</b>	:	2 days : 19 & 20/09/2008
<b>Place</b>	:	Saida
<b>Dates</b>	:	
<b>Place</b>	:	
<b>Time</b>	:	8h00 - 14h00

### **Title: The Basics of the "Early Years" Education**

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#### **Objective**

Acquire a general view of Early Childhood Education, in addition to the major goals set by pioneers in this field.

#### **Description**

What happens when the preschool teacher is aware of the major goals?

How can they be achieved? What are the qualities of a good preschool teacher? And the signs of a great preschool!?

Hands- on activities, supported by related theories, will help the teachers to identify themselves with the qualities of a good preschool teacher, and to develop ideas and principles to act on.

As a result of the workshop, the trainees will be able to:

- a. Identify the goals of Early Childhood Education
- b. Identify Different types of schools
- c. List the qualities of a good Kindergarten teacher
- d. List the characteristics of a good preschool
- e. Identify the influence of the leaders in the field of Early Childhood Education.

#### **Structure of work**

- Mini lectures, group work, discussions, brainstorming.

#### **Remarks**

Teachers are supposed to bring note books with them to the training session.

The session is not going to be repeated. Enrollment should take place at the beginning of the academic year in order to reserve places. As it is mentioned in the card, the number of participants is limited.

**Trainer: Dina Noueiri**

<b>Subject matter</b>	:	Preschool Education
<b>Language</b>	:	English
<b>Code</b>	:	Bey-PS-03
<b>Target-group</b>	:	Preschool /Early Elementary teachers
<b>Dates</b>	:	3 Days Friday 23,30/01/2009 & 27/02/2009
<b>Place</b>	:	Bir Hassan
<b>Dates</b>	:	3 Days Saturday 25/04/2009 & 2,9/05/2009
<b>Place</b>	:	Baaklin
<b>Time</b>	:	8h00 - 14h00

**Title:** From A to Z lesson plan implementation {1A1+1A2+1c1, 2, 3, 4, 5+1D2+1D2a}

**Objective**

- To prepare a whole lesson using different teaching strategies and tools.
- To ensure that all learners become active participants in every lesson by activating their prior knowledge of topics and concepts.

**Description**

- Do all learners share and express their personal experiences, ideas, and opinions in English?
- Does the teacher engage students in activities that allow them to find out more about themselves, each other, and the world around them? Does the teacher provide a basis for English language learning through a variety of content areas and topics?
- Does the teacher help the students learn about the world around them in English through conceptually appropriate information from a variety of content areas?
- As a result of this workshop teachers will be able to :
  - a. Pace the classes
  - b. Use a student book unit to plan a lesson
  - c. Structure communication in classroom activities.
  - d. Balance among whole class work.
  - e. Foster students' awareness and use learning strategies and thinking skills
  - f. Address the needs of different types of learners.
  - g. Stimulate creative play and develop the students' imagination by implementing a wide variety of student-centered projects.
  - h. Create materials to support student's learning.
  - i. Assess and evaluate student's progress and achievements.

**Structure of work**

- Individual, pair and group work.
- Brainstorming, mini lectures, class discussion, and presentation.

**Remarks**

Teachers are kindly asked to bring their books and references to the training session.

**Trainer: Dina Noueiri**

<b>Subject matter</b>	:	Preschool Education
<b>Language</b>	:	English
<b>Code</b>	:	Bey-PS-04
<b>Target-group</b>	:	Preschool /Early Elementary teachers
<b>Dates</b>	:	3 days, 25 , 26, 27/09/2008
<b>Place</b>	:	Saida
<b>Dates</b>	:	
<b>Place</b>	:	
<b>Time</b>	:	8h00 - 14h00

**Title: Literacy All around {1A, 1B, 1C1, 1C4, 1C5, 1D, 1D2, 1D2a, 1D2b, 1D3}**

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### Objective

To get acquainted with the functional print and practice making materials to make a rich-print environment

### Description

This course helps the trainers to be able to provide a print- rich environment which is the essential first step in the development of successful first readers and writers. It also provides methods for teachers to foster language development and emerging literacy.

Upon the completion of this course ,teachers will be able to do the following:

- a. Identify the different ways of creating a print-rich-environment.
- b. List the materials needed for the reading and writing.
- c. State how and where print should be displayed in the classroom.
- d. Perform functional print activities.
- e. Design games and charts that help in providing a print rich environment.

### Structure of work

- Mini lectures.
- Group work.
- Discussions.
- Brainstorming.
- Projects.
- Hands–on activities.
- Presentations.

### Remarks

Teachers are asked to bring the books and samples of the children’s written work .if possible some of the material used in class for teaching reading and writing. The session is repeated once. Enrollment should take place at the beginning of the academic year in order to save places. As mentioned in the card, the number of participants is limited. Your presence and punctuality are very much appreciated

**Trainer: Dina Noueiri**

<b>Subject matter</b>	:	Preschool Education
<b>Language</b>	:	English
<b>Code</b>	:	Bey-PS-05
<b>Target-group</b>	:	Preschool /Early Elementary teachers
<b>Dates</b>	:	3 days, Friday,
<b>Place</b>	:	Bir Hassan
<b>Dates</b>	:	Tow days : Friday 13/03/2009, 27/03/2009
<b>Place</b>	:	
<b>Time</b>	:	8h00 - 14h00

**Title: Teaching Strategies to Reach all your Students {1C2, 1C4, 1D, 1D1, 1D2, 1D2a, 1D3, 3A}**

### Objective

To get acquainted with the latest teaching and instructional strategies used in the classrooms.

### Description

This course helps the trainers to be able to use teaching strategies in the classroom and be able to apply the appropriate instruction for different types of learners.

Address learners of different intelligences and stimulate their thinking through different activities and strategies.

Use teaching strategies to enhance learning.

Use instructional teaching strategies in different classroom situations.

Support the learning of all students through the use of the multiple intelligence theory

Identify different types of learners.

### Structure of work

- Mini lectures.
- Group work.
- Discussions.
- Brainstorming.
- Projects.
- Hands–on activities.
- Presentations.

### Remarks

Teachers are asked to bring the books and samples of the children’s written work .if possible some of the material used in class for teaching reading and writing. The session is repeated once. Enrollment should take place at the beginning of the academic year in order to save places. As it is mentioned in the card, the number of participants is limited. Your presence and punctuality are very much appreciated

**Trainer: Dina Noueiri**