# **Faculty of Arts and Sciences**

##### department of education

**IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAM**

## **SPRING WORKSHOPS**

###### **February 12- May 31 , 2025**

**IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAM**

**Join the Virtual Professional Development Program at the Department of Education, AUB, from February 12 to May 31, 2025!**

The Department of Education at AUB recognizes its responsibility to lay the groundwork for a brighter future for our schools as we navigate these difficult times. Our professional development program aims not only to equip educators to meet the evolving demands of 21st-century skills and the modern workforce but also to enhance their ability to respond effectively in times of crisis. The professional development activities are designed to equip principals, teachers, administrators, counselors, and practitioners with evidence-based strategies to address the cognitive, social, emotional, and academic needs of all students. These activities also help schools adapt their leadership and teaching practices to better support teachers, students, and parents as they navigate the rapid changes of today’s increasingly complex and unpredictable world. We are launching this program amid an unprecedented crisis, which has compounded challenges for us and schools. Now, more than ever, educators must come together to alleviate the impact of this crisis on their schools and students, while upholding our commitment to educational excellence.

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The program consists of **21** interactive workshops categorized under **four themes:**

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| **Theme 1** | Integrating technology for enhancing school effectiveness and responsiveness to innovations and crises |
| **Theme 2** | Adapting teaching strategies to improve school responsiveness to the demands of a changing and uncertain socio-political context |
| **Theme 3** | Leading improvement, innovation, and change in schools while balancing urgent demands with achieving long term visions |
| **Theme 4** | Maintaining and promoting inclusive education and wellbeing including managing trauma and disruptions of the learning environment |

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| **Theme 1:** **Integrating technology for enhancing school effectiveness and responsiveness to innovations and crises** |
| **Workshop (1)**  **Title: Leading the Digital Transformation: Empowering School Leaders with AI Tools and**  **Strategies**  **Description:** The rapid advances in artificial intelligence (AI) technology present both incredible opportunities and significant challenges for educational settings. As AI increasingly becomes a part of our daily lives, school leaders must have the skills and competencies to assess whether their schools are ready to integrate generative AI technologies into both instructional and operational systems to help make informed decisions accordingly. In this workshop, participants – school leaders in particular –will gain experiences on how to create a positive school environment that encourages AI-driven innovation and experimentation. First, they will analyze how AI can reshape education features with its 4 domains: teaching, learning, assessment, and administration. Then, participants will identify the essential digital competencies to be developed by school staff and practice hands-on with cutting-edge AI tools designed to enhance leadership, teaching effectiveness, and operational efficiency. Participants will also explore a readiness framework to evaluate their schools’ capacity to adopt generative AI tools. Moreover, participants will examine practical strategies to address ethical challenges in AI, including issues related to privacy, bias, equity, and transparency. By the end of the workshop, school leaders will be equipped with the knowledge, tools, and strategies to lead their institutions confidently into the AI-powered future of education.  **Facilitator:** Dr. Enja Osman  **Audience:** School principals, supervisors, heads of cycles, and subject coordinators  **Maximum number of Attendees:** 30  **Date & Time: *Saturday, February 22, 2025, 10:30 am– 1:30 pm*.** |
| **Workshop (2)**  **Title: AI Integration in Education: Crafting Engaging Prompts and Ethical Guidelines for Modern Classrooms**  **Description:** This hands-on workshop delves into the transformative role of AI in education by demonstrating how tools like ChatGPT can be used to spark curiosity and deepen students’ learning across diverse subject areas. Participants will learn to design engaging AI prompts that retain the student’s authentic voice while promoting critical thinking skills. In addition, the workshop provides practical strategies for incorporating AI in course assignments and fostering personalized learning experiences. Ethical considerations are a central focus, with guidelines to prevent overreliance on AI and maintain academic integrity. By synthesizing collective insights, participants will collaboratively draft policies that address AI’s responsible use in schools and universities. Offered previously in Spring 2024, this workshop is now being repeated in Spring 2025 with fresh content and approaches that reflect the rapid evolution of AI, ensuring its continued relevance and impact in modern classrooms.  **Facilitator:** Dr. Rabih El Mouhayar  **Audience:** SchoolInstructors (all specialties) from elementary, middle, and secondary school cycles as well as University Instructors  **Maximum number of attendees:** 50  **Date & Time: *Wednesday, May 7, 2025, 3:00 pm – 6:00 pm*.** |
| **Workshop (3)**  **Title: Hands-On AI Integration with Origami: Crafting Engaging, Interdisciplinary Learning Experiences**  **Description:** The story continues with my 9-year-old son, Elie—last year, he challenged me by designing origami frogs to optimize their jumping capacity, inspiring a workshop that blended creativity, problem-solving, and AI. After its successful run, I challenged Elie to think about a new origami model (like an airplane), sparking fresh ideas for this year’s session. In this workshop, participants will see how AI tools such as ChatGPT can enrich classroom instruction through hands-on projects like origami. The emphasis is on helping school teachers and university instructors visualize and connect core concepts in an interdisciplinary approach. This workshop ensures that AI supports—rather than replaces—authentic learning. After last year’s positive feedback, we are excited to offer an updated version that incorporates new insights and continues the hands-on, interdisciplinary journey of origami-inspired education.  **Facilitator:** Dr. Rabih El Mouhayar  **Audience:** School Instructors (all specialties) from elementary, middle, and secondary school cycles as well as University Instructors  **Maximum number of attendees:** 50  **Date & Time: *Wednesday, May 14, 2025, 3:00 pm – 6:00 pm*.** |
| **Theme 2: Adapting teaching strategies to improve school responsiveness to the demands of a changing and uncertain socio-political context** |
| **Workshop (4)**  **Title of Workshop:** Fostering Resilience and the Growth Mind Set in the Primary and Elementary School Classroom  **Description of the workshop**  Students in Lebanon are facing very dire circumstances. Many of them have been traumatized in a number of ways. Developing resilience and a growth mind-set can help primary and elementary school students handle some of the stressful situations that they may find themselves in. In this workshop, teachers will learn how to promote resilience and resilient behavior in their students, through numerous practical and evidence-based activities that include but are not limited to the growth mind set. These activities can be stand alone activities and they can be incorporated into different lessons and different parts of the curriculum.  **Name of Facilitator:** Dr. Lara El Khatib  **Audience:** Primary andElementary School Teachers  **Maximum Number of Attendees:** 50  **Date & Time: *Saturday, February 15, 10:00am to 1:00pm*** |
| **Workshop (5)**  **Title: Interdisciplinary Teaching for Real-World Learning**  **Description:** This workshop is designed to help educators navigate current challenges in education by integrating interdisciplinary teaching into their practice. Participants will start by exploring a real-world problem to uncover how interdisciplinary connections can create more engaging and meaningful learning experiences. The discussion will expand to include contemporary global issues and their relevance across subjects. Educators will examine the evolving role of homeroom teachers in fostering interdisciplinary collaboration and consider the benefits of this approach in developing critical thinking and problem-solving skills. Finally, participants will address challenges such as limited resources, curriculum constraints, and diverse student needs, working together to develop innovative, practical solutions for implementing interdisciplinary teaching in today’s classrooms.  **Facilitator:** Dr. Rola Khishfe  **Audience:** Elementary,Middle, and Secondary science teachers  **Maximum number of Attendees:** 25  **Date & Time: *Monday, February 17, 2025, 3:00 pm-6:00 pm*** |
| **Workshop (6)**  **Title: Transforming Science Assessment: Ideas and Strategies for Change**  **Description:** In response to the evolving educational challenges brought about by the pandemic, teachers are seeking innovative approaches to student assessment. This workshop is designed to equip educators with a deeper understanding of assessment principles and to introduce a range of dynamic strategies tailored for the science classroom. Participants will explore examples of alternative assessment methods that move beyond traditional practices, focusing on practical, engaging activities that can be seamlessly integrated into their teaching. Additionally, the session will encourage reflection on current assessment practices and provide actionable insights for implementing meaningful assessment reforms in science education.  **Facilitator:** Dr. Rola Khishfe  **Audience:** Elementary,Middle, and Secondary science teachers  **Maximum number of Attendees:** 25  **Date & Time: *Monday, February 24, 2025, 3:00 pm-6:00 pm*** |
| **Workshop (7)**  **Title: Leveraging Language Proficiency through Socio-Emotional Learning**  **Description:** Effective schools foster compassion and empathy to support the mental wellbeing of learners and ensure success for all. Consequently, social and emotional learning (SEL) has been recognized as a proven methodology to reduce bullying and physical aggression as well as increase motivation and academic achievement. SEL assumes importance and relevance in language teaching and learning, particularly in disrupted and traumatized class environments. In this workshop, K-12 language teachers and coordinators will discuss the connection between learners’ reading anxiety, writing apprehension, and fear of speaking in a language other than their mother tongue. Additionally, participants will explore, deliberate, and apply strategies to lower the “affective filters” in language acquisition thereby create a stress-reduced yet a supportive contexts and spaces for learning that are conducive to boosting positive emotions, increasing motivation for learning, enhancing self-esteem, and promoting high academic performance.  **Facilitator:** Dr. Ghazi Ghaith  **Audience:** K-12 Language teachers  **Maximum number of Attendees:** 30-35  **Date & Time: *Saturday, May 24, 2025, 11:00am-2:00pm*** |
| **Theme 3: Leading improvement, innovation, and change in schools while balancing urgent demands with achieving long term visions** |
| **Workshop (8)**  **Title: Empowering Instructional Supervisors: Driving Internal Change in Times of Crisis**  **Description:** Instructional supervisors play a pivotal role as agents of internal change during times of crisis. Positioned closer to classrooms, they possess a deep understanding of teaching activities, school culture, and the unique challenges it presents. This workshop will explore how these middle-layer professionals operate effectively across three key levels: classroom, collegial, and school-wide.  Participants will learn how to:   * Contextualize and adapt supervisory practices to meet the demands imposed by crises. * Maintain strategic direction while fostering a collaborative culture within their teams. * Collect and utilize data continuously to inform decisions and drive progress. * Overcome challenges associated with change and ensure school resilience.   By attending this workshop, instructional supervisors will be equipped with practical tools and strategies to navigate crises, ensure continuity, and contribute to sustained school improvement. Join us to unlock the potential of departmental leadership in shaping a resilient educational community.  **Facilitator:** Mrs. Nidal Jouni  **Audience:** supervisors, coordinators and head of departments.  **Maximum number of Attendees:** 30  **Date & Time: *Wednesday, February 12, 2025, 3:00pm-6:00 pm*** |
| **Workshop (9)**  **Title: Cultivating Agency, Amplifying Voices: Building a Student-Centered School Vision**  **Description:** This workshop will explore the crucial interconnectedness of safe spaces, student voice, and agency, demonstrating how these elements work together to create a thriving learning environment. Participants will delve into practical strategies for establishing both physically and emotionally safe learning environments, fostering a sense of belonging and security for all students. They will also learn effective techniques to actively listen to, genuinely value, and meaningfully act upon student voice, ensuring that student perspectives are not only heard but also inform school practices. Culminating in a collaborative visioning process, participants will work together to develop a comprehensive action plan for embedding student agency and voice into the school's long-term strategic plan, ensuring its sustainability and impact.  **Facilitator:** Dr. Nancy Timonian  **Audience:** Teachers, school administrators, counselors and support staff  **Maximum number of Attendees:** 20 participants  **Date & Time: *Saturday, March 29, 2025, 10:30am-1:30pm*** |
| **Workshop (10)**  **Title: Leading System Change in Schools: Reinforcing Reconciliation and Social Cohesion**  **Description**: This workshop explores the critical role of schools in fostering reconciliation and social cohesion within their communities. Participants will engage with Michael Fullan's framework for systemic change, emphasizing strategies for building trust, promoting civic engagement, and resolving conflicts. Through interactive discussions and collaborative planning, attendees will learn to position their schools as catalysts for reconciliation and cohesion, addressing community challenges while advancing long-term educational goals. By the end of the session, participants will have developed practical approaches to strengthen their schools' contributions to community well-being and social harmony.  **Facilitator**: Dr. Jinan Karameh Shayya  **Audience**: School principals, coordinators, supervisors, and heads of cycles  **Maximum number of attendees**: 30  **Date & Time: *Saturday, April 12, 2025, 10:00am-1:00 pm*** |
| **Workshop (11)**  **Title**: **Sustainability-driven leadership: Empowering school leaders for change**  **Descriptions:** This workshop is designed to raise school leaders’ awareness of the growing importance of sustainability and the Sustainable Development Goals (SDGs) in education, while equipping them with practical tools to integrate these principles into their leadership vision and practices. The session will begin with a brief introduction to sustainability and the SDGs, followed by a brainstorming session on the relevance of sustainability in schools. Participants will assess where their schools currently stand in terms of sustainability and identify key factors, such as policy, decision-making processes, school structure, and curriculum, that can foster a sustainability-focused school culture.  The facilitator will then highlight innovative leadership approaches related to sustainability, sharing examples of local and global initiatives that have successfully integrated these concepts into education. Participants will analyze these initiatives, discussing the strategies used, their outcomes, and how they could be applied in their own schools.  In the final part of the workshop, participants will work in groups to develop actionable plans, proposing new leadership strategies to embed sustainability across all levels of school operations, including staff, students, parents, and the broader community. Through a role-play activity, groups will present their plans for feedback and refinement. The workshop will conclude with final reflections and key takeaways for participants.  **Facilitator:** Dr. Enja Osman  **Audience:** School principals, supervisors, heads of cycles, and subject coordinators  **Maximum number of attendees**: 30  **Date & Time: *Saturday, April 19, 2025, 10:30 am– 1:30 pm*.** |
| **Workshop (12)**  **Title: Being an instructional leader during crisis: making it work**  **Description:** The main goal of an instructional leader is ensuring effective teaching and learning through fostering a conducive culture, climate as well as structure to support that. During a crisis, the role of leadership becomes ever more important as the school community navigates many unknowns notwithstanding the leader themselves may be undergoing times of uncertainty. In Lebanon and similar contexts, several crises – economic, natural, conflict- threaten the continuity of education particularly for those most vulnerable within those societies. However, when there is a will there is a way!  This workshop will provide useful tips to all educators with examples and tips of ensuring quality teaching and learning within a school (or at least parts of the school) prior, during and after a crisis that rely on re-imagining instructional leadership. During this workshop, participants will:   * Review some key concepts: instructional leadership, crisis vs disaster, crisis management, * examine key components of a new framework of leadership conducive to crisis * explore useful tips and exercises to apply in school contexts during crisis   **Facilitator:** Dr Lina Khalil  **Audience:** Although the main audience are school Principals and middle-school leaders, any educator can attend  **Maximum number of Attendees:** 35  **Date & Time: *Saturday April 26, 2025, 10:00am-1:00 pm*** |
| **Workshop (13)**  **عنوان ورشة العمل**: الوساطة كأداة لارساء اللحمة و التعافي نحو التطوير المدرسي.  **الوصف:** الوساطة هي وسيلة من الوسائل الحبية السلمية لحل النزاعات تهدف إلى تشجيع الأطراف الذين نشأ إختلاف في وجهات النظر فيما بينهم أو نزاع، إلى التحاور والتواصل عن طريق تدخل شخص ثالث محايد يسهل عملية تجاوز الخلاف وتبادل وجهات النظر لمساعدة الأطراف لصناعة الحل الذي يرضيهم.  وفي مجتمعنا المدرسي اللبناني الذي يجسد المجتمع الوطني بتناقضاته كافة وإنقساماته السياسية والمذهبية وحتى العقائدية، غالباً ما نواجه كتربويين بمواقف تتطلب منا مهارات لتفعيل التواصل والتحاور وتقبل الإختلاف لإيجاد وبناء مساحات مشتركة ينتج عنها تقارب بوجهات النظر لتفادي الإصطفافات بين الجسم المدرسي على المستويات كافة: تلاميذ ، إدارة، معلمات ومعلمين، الأهل وأيضاً بين هؤلاء جميعاً. ولا يُخفى على أحد أن تاريخ المجتمع اللبناني كان ذاخراً بالحروب واللجوء إلى القوة لفرض الآراء بحيث أصبح هذا المنطق هو السائد وأدواته هي المستعملة. وهذا إنعكس في رفضنا لمن يختلف عنا. وطبعاً ما ظهر في المجتمع وجد في المدارس، وخاصة بغياب أي مصالحة وطنية حقيقية حصلت.  مما أوردناه نرى أن إدخال الوساطة بمهاراتها وأدواتها في المجتمع المدرسي سيكون ومضة نور سيوفر للتربويين اسس تمكنهم من نحو البدء بتقبل الإختلاف ووصولاً إلى بناء بيئة مدرسية آمنة يتم فيها تحضير نواة لمصالحة وطنية دون أن تسيء إلى تفعيل التواصل والحوار بين عناصر المجتمع المدرسي.  ورشة العمل ستكون جلسة تفاعلية يمارس فيها المدرب مهارات التواصل والوساطة ليجسد ما يشرحه بالممارسة. وهي ستتألف من عدة عناوين سيتم طرحها وتسهيل الحوار والتناقش حولها. وهذه يمكن تلخيصها تحت ثلالثة عناوين: العنوانين الأولين هما تعريف الوساطة و مهارات الوساطة، لوضع الأساس المعرفي للجلسة التحاورية. أما العنوان الثالث فهو يتناول دور الوساطة ومهاراتها في تفعيل التواصل والحوار في المجتمع المدرسي. ونأمل في هذه الورشة من خلال عرض الفيديوهات, العصف الذهني, تغطية المحاور التالية: (1) حل النزاعات تقبل الإختلاف، (2) تفعيل التواصل.إيجاد تجارب ناجحة في حل النزاعات، (3) حل النزاعات و تفعيل التواصل، (4) تقبل الإختلاف وإيجاد تجارب ناجحة في حل النزاعات ، (5) سماع صوت الطلاب، (6) نشر ثقافة الوساطة لتجنب النزاعات.  **إسم الميسرين:** د. ريما كرامي عكاري والأستاذ فهمي رشيد كرامي.  **الحضور:** مدراء المدارس والمشرفين التربويين والمعلمين ذو مهمات قيادية في مدارسهم  **عدد المشاركين والمشاركات:** بحد أقصى 20.  **موعد الورشة:** السبت في 10 ايار, 2025 من الساعة 9صباحاً -12:00 ظهرا |
| **Workshop (14)**  **العنوان: "الموازنة بين الإغاثة والتنمية" في قيادة التطوير: مقاربة تجديدية للاستجابة للأزمات**  **الوصف**: تهدف هذه الجلسة إلى تقديم مقاربة تجديدية للاستجابة للأزمات وحالات الطوارئ تركز على البعد التنموي بدلاً من ردود الفعل أو الاستجابات الطارئة للأزمات. من خلال تجنب التدابير قصيرة الأجل التي عادة ما تتوقف بعد وقوع الأزمة، تسعى هذه المقاربة إلى تعزيز التطوير المستدام والتنمية المستدامة. تتمحور هذه الجلسة حول "رحلة تمام التطويرية"، وهي تجربة تعلّميّة دوريّة تسمح للفرق القياديّة في المدارس بقيادة الأزمات وتحويلها إلى فرص للتغيير والتطور المستدام. تشكل هذه الرحلة أداةً لإطلاق مبادرات تطويريّة تجديديّة والتخطيط لها وتنفيذها، ومتابعتها، وتقييمها. هذه المبادرات تلبي حاجات تطويريّة ملحّة يتفق عليها المجتمع المدرسي وتصبّ في رؤية مؤسّستهم ورسالتها التربويّة. تتألّف رحلة تمام من سلسلة محطّات تنطلق بتحديد حاجة تطويريّة ملحّة، وتصميم مبادرة تجديديّة لتلبية هذه الحاجة، وتنفيذ المبادرة التجديديّة ومتابعتها، ووصولاً إلى تقييم أثرها. تتميز "رحلة تمام التطويرية" بالمرونة، مما يجعلها قابلة للتكيف مع الظروف السياقية. تساعد هذه الأداة على تحديد المشكلات والاحتياجات التي برزت من الأزمات، وتطوير السيناريوهات المثالية التي ترسم حلولاً مستدامة لها، مما يحوّل الأزمات إلى فرص للنمو والتغيير. كما تتيح هذه الرحلة للممارسين التربويين خلال مرحلة التخطيط التفكير في التحديات المتوقعة وغير المتوقعة المرتبطة بالأزمات، وتحديد استراتيجيات فعالة لمعالجتها، مما يعزز من قدرتهم على حل المشكلات وتطبيق حلول مستدامة خلال الأزمة وبعد انتهائها.  **ميسر الجلسة:**  الأستاذة ديانا سريالدين و الدكتورة ريما كرامي عن فريق مشروع تمام الموجّه.  **الحضور:** مدراء المدارس والمشرفين التربويين والمعلمين ذو مهمات قيادية في مدارسهم  **الحد القصى للحضور:** 50  **الموعد: السبت في 31 أيار , 2025 من الساعة التاسعة والنصف وحتى الساعة الثانية عشرة والنصف** |
| **Theme 4: Maintaining and promoting inclusive education and wellbeing including managing trauma and disruptions of the learning environment** |
| **Workshop (15)**  **Title: Trauma Informed Individualized Educational Plans (IEPs): Addressing the Effects of Trauma to Meet the Social Emotional Needs of Learners**  **Description:** The educational system in Lebanon is currently confronted with major challenges, including supporting learners traumatized by the war.Learners with learning and behavioral needs may experience unique challenges when the impact of war-related experiences is added to their existing needs. Trauma informed IEPs are particularly important for those students to ensure holistic education, meeting their academic, social, and emotional needs. Through a trauma informed lens and pairing of Social Emotional Learning (SEL) framework, this workshop empowers educators to address the emergent needs of learners with learning and behavioral challenges in inclusive classrooms.  In this workshop, educators will explore the impact of trauma on social emotional development of learners. Through brainstorming, they will be guided to design culturally sensitive trauma-informed tools that help identify the social emotional needs of learners. By analyzing case studies, educators will develop trauma-informed IEPs, emphasizing learner’s current strengths and needs and social emotional goals. They will also explore strategies that can be incorporated into trauma informed IEPs for practical application in their inclusive classrooms.  **Facilitators:** Dr. Rola Shukri Balaa & Dr. Rim N. Mouawad  **Audience:** Special education teachers, general education teachers, therapists, educational coordinators, school counselors  **Maximum Number of Attendees:** 25  **Date** **& Time:** ***Thursday, February 13, 2025, 3:30 pm – 6:30 pm*** |
| **Workshop (16)**  **Title: Understanding Trauma and its Impact on Children**  **Description:** This workshop aims to provide participants with a comprehensive understanding of trauma and its profound effects on children. The session will cover how trauma manifests physiologically, emotionally, and cognitively, with a focus on how it shapes the behavior, learning, and overall well-being of children. Additionally, the workshop will examine the specific nature of war trauma and its unique characteristics, offering tools for educators and counselors to support affected students effectively.  **Facilitator:** Dr. Vivian Khamis  **Audience:** Special education teachers, general education teachers, therapists, educational coordinators, school counselors  **Maximum number of attendees:** 35  **Date & Time: *Thursday, February 20, 2025, 3:00pm-6:00 pm*** |
| **Workshop (17)**  **Title: Supporting Children Affected by War Trauma**  **Description** This workshop is designed to equip educators, counselors, and social workers with practical, trauma-informed strategies for supporting children who have experienced the devastating effects of war. Through a combination of theoretical insights and hands-on interventions, participants will learn how to guide children through the healing process, addressing their emotional, cognitive, and social needs in the aftermath of conflict.  **Facilitator:** Dr. Vivian Khamis  **Audience:** Special education teachers, general education teachers, therapists, educational coordinators, school counselors  **Maximum number of attendees:** 35  **Date & Time: *Friday, February 21, 2025, 3:00pm-6:00 pm*** |
| **Workshop (18)**  **Title**: **The Trauma Sensitive Classroom**  **Description:** The children of Lebanon have been, unfortunately, experiencing one trauma after another. The signs of trauma in children can sometimes be obvious, and at other times they can be somewhat obscure. It then becomes imperative for teachers to learn how to recognize some of the signs of trauma in children. It also becomes necessary for teachers to learn about some strategies that they can use with all children, and especially those who have been traumatized. In this workshop, teachers will learn how to recognize the signs of trauma in children, in some developmental domains (e.g. cognitive, social/emotional and language), as well as the academic domain. Teachers will then learn about practical and evidence-based methods that can help them reach and teach all children, especially those who have been traumatized.  **Facilitator**: Dr. Lara El Khatib  **Audience**: Primary and Elementary School Students  **Maximum Number of Attendees**: 50  **Date & Time**: ***Friday, February 28, 2025, 3:00pm to 6:00pm*** |
| **Workshop (19)**  **Title**: **Scaffolding Understanding of Curricular Content through Equitable and Inclusive Instruction**  **Description**: Teachers face the challenge of addressing the cognitive and affective needs of all learners in a supportive and inclusive classroom setting. This is particularly the case when dealing with diverse and traumatized learners in a disrupted learning environment. Because learners may come from heterogenous backgrounds and incompatible degrees and readiness and motivation to learn, teachers need to brace their efforts and develop their positive self-concepts. In this workshop, basic education and secondary teachers of all subjects will learn how to promote collaboration, equity, and deeper understanding of curricular content among learners. Additionally, participants will apply multiple-ability, group-worthy, and status treatments to eliminate feelings of alienation, enhance perception of self-worth, ensure equitable participation, foster deep learning, and ensure success for all.  **Facilitator**: Dr. Ghazi Ghaith  **Audience**: Basic Education and Secondary School Teachers of all subjects  **Maximum number of attendees**: 30  **Date & Time**: ***Saturday, April 5, 2025, 11:00am-2:00pm*** |
| **Workshop (20)**  **Title: Transformative Care: Supporting Traumatized Children in Times of Crisis**  **Description:** In a country like Lebanon, grappling with consecutive crises, including the devastating impact of war, the need to care for traumatized children has never been more urgent. This workshop introduces the **Three Pillars of Transformative Care**—a practical framework designed for educators, counselors, and residential care workers who work directly with children affected by adversity outside the scope of formal therapy especially that healing from trauma can occur naturally in everyday environments beyond formal sessions.  Participants will gain insights into:   * Developmental impacts of severe early adversity and trauma on brain and memory. * Common behavioral, emotional and social issues that affect survivors and that challenge educators and counselors * The three pillars framework addressing the core trauma-related needs for safety, connection and adaptive coping. * **Therapeutic and practical skills** that can be taught, modeled, and implemented without requiring formal qualifications or advanced training.   This workshop equips participants with strategies to create nurturing, healing environments for children, empowering them to foster resilience and hope amidst adversity. Join us to make a transformative impact in the lives of Lebanon’s most vulnerable youth.  **Facilitator:** Mrs. Nidal Jouni  **Audience:** educators, counselors, care givers, residential care workers and parents.  **Maximum Number of Attendees:** 35  **Date & Time: *Friday, April 11, 2025, 3:00pm-6:00 pm*** |
| **Workshop (21)**  **Title: Healing Through Education - Empowering Teachers with Trauma informed Practices**  **Description:** In the aftermath of war, students across all schools are profoundly affected. The war experiences have significantly led to psychological wounds that may hinder their ability to thrive in traditional educational settings. Recognizing that education extends beyond academics, this workshop underscores the crucial role of educators in providing psychosocial support and fostering self-healing through Emergency Pedagogy. An international approach practiced in crisis affected regions worldwide.  This interactive workshop focuses on equipping teachers with the tools and skills needed to identify early warning signs of distress in their students and design healing activities to prevent the development of Post-Traumatic Stress Disorder (PTSD). By incorporating movement exercises, storytelling, art… Educators can activate students' inherent self-healing capacities, enabling them to process traumatic events within a safe and supportive environment.  By the end of the workshop, participants will leave equipped with practical strategies to address emotional and psychological needs within their classrooms, fostering a culture of care and understanding. They will also gain insights into how these approaches contribute not only to individual recovery but also to the collective resilience of school communities, ensuring education becomes a powerful force for healing and transformation in post-war contexts.  **Facilitators:** Dr. Rim N. Mouawad & Mrs. Sandra Rouhana  **Audience:** Special education teachers, general education teachers, therapists, educational coordinators, school counselors  **Maximum Number of Attendees:** 25  **Date** **& Time:** ***Friday, May 9, 2025, 3:30 pm – 6:30 pm*** |