

# XXVIII JORNADAS TEA



**24. 25 Y 26 NOVIEMBRE**  
**CEP LAS PALMAS II**  
**LAS PALMAS DE GRAN CANARIA**

[www.teacanarias.es](http://www.teacanarias.es)



Consejería de Educación,  
Universidades y Sostenibilidad  
Dirección General de Ordenación,  
Innovación y Promoción Educativa





## XXVIII JORNADAS TEA 2011 "CLIL MAKES THE SCHOOL GO ROUND"

**Lugar:** CEP Las Palmas II - Gran Canaria -

**Fechas:** del 24 (jueves tarde) al 26 de noviembre (sábado mañana) de 2011

**Duración:** 20 horas

*Estimados/as compañeros/as,*

*La Sociedad Canaria de Profesorado de Inglés (TEA) organiza las XXVIII Jornadas anuales tituladas "CLIL MAKES THE SCHOOL GO ROUND" los días 24 al 26 de noviembre de 2011 en el CEP Las Palmas II y en el Teatro Consistorial de Gáldar (Gran Canaria). Los ponentes nos acercarán con sus charlas y talleres a lo que realmente está sucediendo en los centros de Canarias en el aula de inglés y en las clases bilingües CLIL. También nos ayudarán a controlar nuestra voz y esfuerzo diario en unos talleres dinámicos. Asimismo, nos convertiremos en alumnos realizando una salida al entorno visitando la Cueva Pintada de Gáldar así como el centro histórico de dicha ciudad en una inmersión lingüística novedosa en este formato de Jornadas Anuales.*


*¡Bienvenidos!*

Junta Directiva TEA Canarias

# XXVIII JORNADAS TEA

# XXVIII JORNADA

## SPEAKERS



Speaker	Place of work	Title of presentation	Audience	Type of presentation	Date	Time
Annette Westerop	CEIP La Rosa-Camino Viejo (La Palma)	CLIL in eTwinning projects	General	Talk	24 Nov	17:00 - 18:30
Vindu Sedarangan	CEIP Santa Catalina (Gran Canaria)	Move on with CLIL and multiculturalism	General	Workshop	24 Nov	19:00 - 20:30
Celso Rodríguez Fernández	IES Lomo de la Herradura (Gran Canaria)	School is much more than books: Organize a British Week!	Secondary Adults	Classroom experience	24 Nov	19:00 - 20:30
M <sup>2</sup> del Cristo Hdez. de la Caba						
A. Sergio Pérez Marrero	IES José Arencibia Gil (Gran Canaria)	The CLIL Affair	General	Plenary session	25 Nov	09:00 - 10:30
Annette Westerop	CEIP La Rosa-Camino Viejo (La Palma)	I CLIL, you CLIL	Primary	Workshop	25 Nov	11:00 - 12:30
Eva María Suárez Guillén	EOI Santa María de Guía (Gran Canaria)	Motivation Strategies for EOI teachers and students.	EOI	Workshop	25 Nov	11:00 - 12:30
M <sup>2</sup> Dolores Espino Arteaga	I.E.S. La Minilla (Gran Canaria)	Join us as a volunteer! (LONDON 2012)	Secondary	Workshop	25 Nov	12:30 - 14:00
M <sup>2</sup> del Prado Hdez. Molina	I.E.S. Carrizal (Gran Canaria)					
Petra Mundy	La Laguna University (Tenerife)	Action English – a task-based approach to CLIL	Primary	Workshop	25 Nov	12:30 - 14:00
Carlos David Martín Alonso	EOI Los Cristianos (Tenerife)	Google and its apps as a tool in the classroom	General	Classroom experience	25 Nov	16:00 - 17:30
Ulrika Törnros	Freelancer (Gran Canaria)	The human Voice: A Fragile Instrument.	Primary	Workshop	25 Nov	17:45 - 19:00
Ulrika Törnros	Freelancer (Gran Canaria)	The human Voice: A Fragile Instrument.	Secondary	Workshop	25 Nov	19:20 - 20:35
Caroline Traynor Bohny	Morrojable (Fuerteventura)	Yoga Tools For Teachers	Secondary	Workshop	25 Nov	17:45 - 19:00
Caroline Traynor Bohny	Morrojable (Fuerteventura)	Yoga Tools For Teachers	Primary	Workshop	25 Nov	19:20 - 20:35
	Gáldar	La Cueva Pintada Gáldar: The town	General	Visit	26 Nov	09:30 - 14:30

Las Palmas de Gran Canaria, 24 -26 November, 2011

## LISTADO GENERAL DE PONENTES

### BIODATA

### TALK

<p><b>Antonio Sergio Pérez Marrero</b> wrote:          Sergio Pérez teaches English at IES José Arencibia Gil, in Telde Gran Canaria. He has been involved in CLIL for a number of years now, first as a Teachers' Resource Centre advisor, and then as a teacher. He has also been part of the CLIL teacher training program in the Canary Islands.</p> 	<p><b>"THE CLIL AFFAIR"</b></p> <p>When I first met CLIL, I knew our affair was going to last. It was offering me new perspectives, long-time desired cooperation, endless source of relevant content. I could give dedication and passion in return. It has worked so far. It is true we have some ... issues to be sorted out, but with patience and practice we can work it out. So far... so good!</p> <p><b>OUTLINE OF PRESENTATION</b></p> <p>Warm up</p> <ul style="list-style-type: none"> <li>Some drawing of attention</li> <li>Audience participation</li> </ul> <p>Background knowledge to CLIL with audience participation</p> <ul style="list-style-type: none"> <li>-three-fold nature of CLIL</li> <li>-The importance of relevance</li> <li>-Engagement</li> </ul> <p>Experience</p> <ul style="list-style-type: none"> <li>-Elicit some experiences from audience</li> <li>-The CLIL continuum</li> <li>-The two schools phenomenon</li> </ul> <p>Is CLIL something different?</p> <ul style="list-style-type: none"> <li>-a listening lesson on seasons</li> <li>-impressions</li> </ul> <p>CLIL and ICT</p> <ul style="list-style-type: none"> <li>-collaboration</li> <li>-leaner autonomy</li> </ul>
<p><b>Petra Mundy</b> wrote:          Petra is an unemployed ex- classroom assistant and an enthusiastic participant on the new post – graduate CLIL course at La Laguna University. The course has taught her that, like Socrates, all she knows is that she knows nothing (yet).</p> 	<p><b>"ACTION ENGLISH – A TASK BASED APPROACH TO CLIL"</b></p> <p>The 2012 Olympic games in London provide the context for this workshop. We will discuss the method of planning a challenging final task for your learners, and focussing CLIL classes on helping them to achieve this goal.</p> <p>Although suitable for physical education classes, this take-away and use unit can be applied to other areas of the curriculum as it includes a mental Olympics and Paralympic challenges to raise awareness of those with special needs.</p> <p><b>OUTLINE OF PRESENTATION</b></p> <p>I will talk about task-based and action learning and their major exponents.</p> <p>I will focus on the importance of planning to achieve final goals.</p> <p>I will ask the participants to work in groups to invent possible final tasks for a conventional text book unit.</p> <p>I will then talk the learners through the attached teaching unit, emphasising how each exercise, activity or task is designed to help achieve the final task – a school Olympic Games.</p>

**Caroline Traynor Bohny** wrote:

I was born in Ireland. I have 5 children and am qualified and experienced as a Manager and also as a teacher of English, Yoga, Meditation and Reiki. My work has taken me to lots of different cities and countries, including: Paris, London, Saudi Arabia, New York, Bangkok, Hong Kong and Barcelona.

I have been living and working in Morro Jable, Fuerteventura for the past 11 years. I have been working with the "Auxiliar de conversación" and CLIL projects for 10 years and as well as giving private English and Yoga classes. In addition I have experience giving workshops to children in schools on "Learning English through Yoga", workshops for teachers on "Yoga for Teachers", and "Stress Management" and "Techniques of relaxation" and "Teachers can speak English too".



### YOGA FOR TEACHERS

#### "A VALUABLE LESSON THAT COULD LAST A LIFETIME"

TOOLS FOR TEACHERS are simple yoga-based practices that anyone can do in 5 – 15 minutes and experience immediate and long-term positive results in focus, energy, concentration, learning readiness, fitness and productivity. All Yoga Tools activities are designed for the classroom and require no previous experience or extra equipment or space. I invite you to learn how to use Yoga Tools on a daily basis and experience how easily you can transform your inner state from chaos to calm, frustration to finesse, tired to energized, tense to relaxed or distracted to integrated and, in just a few minutes, be a more effective teacher. Help yourself as well as your students feel and do better by incorporating Yoga Tools into your daily routine.

**Carlos David Martín Alonso** wrote:

EFL teacher at EOI Los Cristianos devoted to the use of ICTs in the classroom as a means to improve the teaching learning experience, not only as a tool but also as a resource.



### "GOOGLE RESOURCES FOR THE CLASSROOM"

Google has developed a set of tools and applications which I have found to be extremely useful in assisting the teacher within the classroom and, more importantly, it empowers students by giving them autonomy in their learning, due to the fact that there is open access to learning resources.

Google has become a very powerful tool which should not be dismissed in the classroom. Each of the applications are easy to use and provide teachers and students with communication, productivity and collaboration tools that are free to use with a registered Google account.

Google is not only a search engine, they provide a useful assortment of tools easy to set up and cost free, from which language students and teachers can benefit.

#### OUTLINE OF PRESENTATION

- 1) Web 2.0 vs web 1.0
- 2) Cloud Computing
- 3) Google
  - 3.a) Why?/what?
  - 3.b) Sites
  - 3.c) Docs
  - 3.d) Blogger
  - 3.e) Reader + groups
  - 3.f) Other useful Google tools for the classroom

**Celso Rodríguez Fernández** wrote:

I studied Engineering and worked in Madrid as Mechanical Design Engineer for a few years. Fortunately, I decided one day to reset my life. Now I'm Technology and ICT's Teacher at IES Lomo de la Herradura (Gran Canaria) and I live close to the beach ;-).

I try to be a holistic teacher and always adapt my classes to students' needs and circumstances.

**Cristina Hernández de la Coba** wrote:

I teach English at IES Lomo de la Herradura, in Telde Gran Canaria. I have been working for fourteen years as a teacher. I have also been deputy director for three years because I like organising activities in order to motivate students to see school from different point of view.

I think school is much more than listening to the teacher, books and attend classes.



**"SCHOOL IS MUCH MORE THAN BOOKS:  
ORGANIZE A BRITISH WEEK!"**

Students are bored of using books for the majority of subjects they're taught. And Canarian CLIL Teachers do not find well adapted books so... Let's see how to drop off the books and teach English and CLIL Subjects other way. And, why not? Let's organize a British Week in your school! Know why, when and how to manage that wonderful experience.

**OUTLINE OF PRESENTATION**

Intro: Presentation and Talk structure (5 min)

Developing Units with non-book resources: Example: Computers Unit. (5 min)

- Use of videos: How to download Youtube's videos. Converting and reproducing videos. Extracting the audio. (10 min)
- Tasks with MSWord, OpenOffice writer (PortableApps version, non-portable version, PortableApps English version)). Opening and converting 2007 files. (10 min)
- Computer's Bingo: ways of playing bingo to learn vocabulary (10 min)
- JClic tasks (5 min)
- Memory cards games. Different game modes. (5 min)

Where and how to obtain new materials (10 min)

Organising a Foreign Language Week

- Why and when to plan it (5 min)
- Previous preparation: school decoration and previous meetings and tasks (5 min)
- Types and examples of tasks to be developed (15 min)
- Global activities: tea day, reading corners... (5 min)
- CCBB's and human values

Conclusion (2 min)

**Ulrika Törnros** wrote:

Ulrika Törnros was born in Sweden where she graduated in 1994 as a Master Teacher of Fine Arts (MFA) in the Royal University of Music in Stockholm. She specialized in choir conducting, piano and the teaching of singing.

She is also trained as an organist and over the last years she has been specializing in the function of the Singing Voice as an instrument and a muscular structure in our bodies. Ulrika has been teaching in the Music School of Las Palmas, in the Conservatoire of Music and is now running her own studio.



**"THE HUMAN VOICE: A FRAGILE INSTRUMENT"**

This workshop has been created for teachers of all levels and it will give basic knowledge of the function of the singing voice, i.e. how the voice works and why it is sometimes difficult to control it. Through easy exercises you will learn how to gain control over your voice and the importance of doing warm ups before teaching. Furthermore you will experience some relaxation techniques to do after teaching and you will find out the importance of stretching, breathing properly and having good posture since you are a professional voice user.

**OUTLINE OF PRESENTATION**

- Basic knowledge of the Voice as an Instrument.
- Primary function of the Larynx. Emotions.
- Exercises of gaining control.
- Stretching, Breathing and Posture.

**Eva María Suárez Guillén** wrote:  
EOI teacher since 2004 and Head of Department at Escuela Oficial de Idiomas Santa María de Guía.

As a teacher, I'm fond of using IT in the English Classroom and have been exploring and using Blogs, Google Apps, Web tools and Social Networks. The reason of using all these resources is the search for motivation.



**"MOTIVATION STRATEGIES FOR EOI TEACHERS AND STUDENTS"**

During the workshop we will explain and put into practice several strategies and activities which will help us keep students motivated. I will also explain where we can find similar materials and talk about the process of creating materials. Participants are also encouraged to share their experience.

These strategies can also be used with other kinds of students (ESO, Bachillerato, University, etc.)

**OUTLINE OF PRESENTATION**

**INTRODUCTION:** 20 minutes. Brief explanation of my interest for motivation and the importance of motivation in our lessons.

**PRESENTATION OF SIMPLE AND EASY STRATEGIES:** 15 minutes. We will present different strategies and tricks that can help us to motivate our students without much effort. Examples of past experiences will be shown.

**WORKSHOP:** 55 minutes. Presentation and practice of assorted activities that I've created (depending on the number of participants and the time deployed) to show how we can teach and make students practise keeping high levels of motivation. I will give clear instructions and talk about things to consider before carrying out an activity (number of students, age, student's background, etc.).

**HOW DO I CREATE THESE ACTIVITIES?:** 15 minutes: I'll show participants different websites and blogs where they can find similar materials. I will also talk about how I create materials in collaboration with other teachers.

**DISCUSSION:** 15 minutes. Participants will be able to ask questions or to talk about their personal experiences around the topic of motivation.

**Vindu Sadarangani** wrote:

Vindu has been teaching languages since 1994. She studied in India for almost three years where she experienced multiculturalism and multilingualism. Four years later, she studied Drama at Trinity College in Dublin and in 2004 she started teaching Spanish in Brooklyn Technical High School, New York. Later, she worked as a language teacher adviser at the Teachers' Centre in Gáldar, Gran Canaria. She has studied Teachers' Training, English Philology and has also done a research on *The Indian English used by Indian people who live in Gran Canaria*. At the moment, she is working at CEIP Santa Catalina where she deals with students' from different nationalities and teaches them Spanish, English and other subjects in English in a Content Language Integrated Learning.



**"MOVE ON WITH CLIL AND MULTICULTURALISM!"**

The general knowledge about the world (oceans, capitals, flags, important monuments, food, music, animals...) from different countries open up a door for our students to be interested in diversity of nationalities, cultures, habits... Their curiosity and motivation ensures their teaching and learning process about themselves and others in a Content Language Integrated Learning, improving their basic competences and fostering their Long Life Learning.

**OUTLINE OF PRESENTATION**

- Sharing and caring is essential so different CLIL activities will be done in teams and in pairs.
- CLIL is associated with the improvement of students' general knowledge and multiculturalism.
- Power points created by students about different countries will be presented.
- Regarding that music and dancing bring people together from all around the world, participants will be given a chance to listen to Spanish and Bollywood music and dance moving their entire body and feeling the togetherness.

<p><b>MARÍA DEL PRADO HERNÁNDEZ MOLINA</b> wrote: I am a Secondary school teacher in I.E.S. Carrizal. I have given some talks on key competences and "desdobles" in TEA. I have attended several courses on CLIL (CLIL on middle and advanced CLIL in London).</p> <p><b>MARÍA DOLORES ESPINO ARTEAGA</b> wrote: I have been teaching English to teenagers from 1991. I have also worked with adults within vocational studies. I became involved in CLIL four years ago and from that moment I have attended several courses on CLIL in Gran Canaria and the UK.</p> <div data-bbox="159 817 654 1075"> </div>	<p align="center"><b>"JOIN US AS A VOLUNTEER!(LONDON 2012)"</b></p> <p>The talk is about a webquest on the Olympic games in London next summer. The presentation will consist of showing the activities of warming-up, the layout of the webquest with the information and links students have to look for. Also, there will be an explanation of the final project and the evaluation of it according to the key competences.</p> <p><b>OUTLINE OF PRESENTATION</b></p> <ul style="list-style-type: none"> <li>• WARM -UP ACTIVITIES: SPORTS VOCABULARY These are some examples of the lively activities we are going to use with the students to introduce them into the topic: multiple choice questions, crosswords,...Another aim of these activities is to check how much they know about Olympic games.</li> <li>• PRESENTATION OF THE CONTENT OF THE WEBQUEST We will show you the layout of the webquest with all the information and links students have to look for on line. We will explain all the activities that students have to go through in order to achieve the final task.</li> <li>• PRESENTATION OF THE FINAL TASK. Students have to apply for becoming a "Games maker" (volunteer) to help out in the Games.</li> <li>• EVALUATION OF THE WEBQUEST ACCORDING TO THE KEY COMPETENCES. We will present the individual evaluation and the co-evaluation rubric.</li> </ul>
<p><b>Annette Westerop</b> wrote: Annette Westerop was born and grown in the Netherlands. In 1987 she came to La Palma and worked as a jazz singer and as a private English/Spanish/German teacher. Now she is a mother with one daughter and since 2005 she has been an enthusiastic English teacher at La Rosa-Camino Viejo school in El Paso. She has won two national prizes and one European prize for some of her eTwinning projects.</p> <div data-bbox="215 1556 598 1848"> </div>	<p align="center"><b>"CLIL IN ETWINNING PROJECTS"</b></p> <p>Working together with European partners through eTwinning, creating your own projects, you can include the thousands of things you have to take into account in your daily teaching. Even more, you can take yourself into account too, learning and improving your work with each project.</p> <p><b>OUTLINE OF PRESENTATION –TALK-</b></p> <ul style="list-style-type: none"> <li>• Introduction : personal eTwinning history (10 min)</li> <li>• Discovering the eTwinning site : general information (10 min)</li> <li>• Presentation Getting Closer: what did we do and how did we do it. (30 min)</li> <li>• Presentation Climb a hill with CLIL: collaborative CLIL work (30 min)</li> <li>• Final words: red balloon theory, summary of eTwinning advantages (10 min)</li> </ul> <p><b>OUTLINE OF PRESENTATION –WORKSHOP-</b></p> <ul style="list-style-type: none"> <li>• Introduction: question round with participants (10 min)</li> <li>• How to organize your topics : Game: find the topics (15 min) Results of the game (10 min)</li> <li>• How to get started: time, materials and resources, ICT, excursions (10 min), start topic, 1st lesson (10 min), start topic game (10 min)</li> <li>• Children share their CLIL experience: at school, at home, Spanish friends, European friends. (10 min)</li> <li>• I share my CLIL experience: play my CLIL games (15 min)</li> </ul>

## HORARIO DE ACTIVIDADES DE INTERÉS

Las actividades tendrán lugar en el [CEP Las Palmas II](#) (C/ Padre Pedro Sanz Sainz, 60. Lomo Apolinario) del jueves 24 por la tarde al viernes 25 tarde. El sábado 26 nos desplazaremos a [Gáldar](#) con el fin de visitar la [Cueva Pintada](#) y la ciudad, donde realizaremos la clausura de las Jornadas en el Teatro Consistorial.

Habrà una exposición de material didàctico de distintas firmas editoriales durante las Jornadas.

Horarios de Actividades de Interés	
Jueves 24 de noviembre	<ul style="list-style-type: none"> <li>15.00 -17.00: Entrega de documentación en la Secretaría de TEA.</li> <li>17.00: Apertura de las XXVIII Jornadas y Conferencia Inaugural a cargo de Annette Westerop.</li> </ul>
Viernes 25 de noviembre	<ul style="list-style-type: none"> <li>17:45: Ulrika Törnros</li> </ul>
Sábado 26 de noviembre	<ul style="list-style-type: none"> <li>La Cueva Pintada de Gáldar.</li> </ul>

## CUOTA DE INSCRIPCIÓN

Cuota de inscripción	<ul style="list-style-type: none"> <li>Socios: 30 €</li> <li>Socios en paro /jubilados:15 €</li> <li>Estudiantes: 30 €</li> </ul>	<ul style="list-style-type: none"> <li>Nuevos/as Socios/as: 54 € * (*cuota + inscripción)</li> <li>No Socios/as: 90 €</li> </ul>
Modo de pago	Mediante transferencia o ingreso en la siguiente cuenta corriente: Caja General de Ahorros de Canarias: <b>2065 – 0012 – 71 – 333 00 00 870</b> SUCURSAL: Cruz del Señor, Avenida General Mola, 99B, 38007 Santa Cruz de Tenerife	

## ALOJAMIENTO:

El hotel Parque se encuentra situado en una espléndida zona de Las Palmas, junto al Parque San Telmo y a escasos metros de la estación de guaguas. Se ha solicitado presupuesto de grupo y reservado un número limitado de habitaciones para los/as asistentes y acompañantes que deseen alojarse en el hotel. Si quieres alojarte en este hotel, indícalo en tu solicitud y para confirmar tu reserva envía un correo electrónico a [secretario@teacanarias.es](mailto:secretario@teacanarias.es).

**HOTEL PARQUE**  
 C/ Muelle Las Palmas nº 2  
 Teléfono 928.36.80.00



### Precios:

La Dirección del Hotel Parque fija los siguientes precios IGIC incluido:

- Doble en Alojamiento y Desayuno: **60€** por **persona y día**.
- Doble en Media Pensión: **70€** por **persona y día**
- Doble uso individual en Alojamiento y Desayuno: **54€** por **persona y día**.
- Doble uso individual en Media Pensión: **64€** por **persona y día**.



## SOLICITUD DE PERMISOS

Para los asistentes a actividades de perfeccionamiento del profesorado que presten sus servicios en la enseñanza pública, es imprescindible solicitar el permiso correspondiente al Director/a del Centro, quien debe ser consciente de que este tipo de actividad revierte directamente en la mejora de la práctica en el aula.

Tanto si perteneces a la enseñanza pública como a la privada, te recomendamos que solicites el permiso cuanto antes.

Puedes solicitar dicho permiso utilizando el impreso que existe en los centros. Además es necesario adjuntar a la solicitud de permiso una fotocopia del impreso de matrícula cumplimentado y este programa.

## CERTIFICADO DE ASISTENCIA Y DIPLOMA HOMOLOGADO

Para poder participar en cualquier actividad académica de las Jornadas, deberás firmar las **Actas de Asistencia** y completar la **Hoja-Valoración** de las Jornadas que entregarás a la organización al final de las mismas, así como entregar la **SOLICITUD DE ASISTENCIA ORIGINAL (la que por enviaste por correo o por FAX)**.

Al término de las Jornadas y a efectos de justificar la ausencia del centro, TEA entregará un **Certificado de Asistencia** a cada participante que acredite haber asistido a un mínimo del 85% de las horas.

Posteriormente, solamente para aquellos asistentes que se encuentren en posesión de titulación que les permita ejercer la docencia (diplomatura/licenciatura) y que cumplan el mínimo señalado en el apartado anterior, se expedirá, tras los correspondientes trámites, el **Diploma-Certificado oficial** con constancia del número de horas y debidamente **homologado** por la Consejería de Educación, Universidades y Sostenibilidad del Gobierno de Canarias.

## TEA SHARE: PROMOVRIENDO EL INTERCAMBIO

Seguimos queriendo que nos cuentes tus ideas y las compartas con el TEA-SHARE. Es muy sencillo: si tienes una actividad original (no una fotocopiada de un libro, sino una tuya) que te funciona en tu aula, ya puedes participar.

Pasos del TEA SHARE

- Cuando te matricules en las Jornadas, indícanos si piensas participar, para poder hacer una previsión aproximada de copias.
- Lleva 25 copias de tu actividad a las Jornadas.
- Entrégalas en el puesto TEA-SHARE cuando recojas tus credenciales. Recibirás un ticket: ¡no lo pierdas!
- Al finalizar las Jornadas podrás canjear tu ticket por otras actividades diferentes, aportadas por otros/as tantos/as compañeros/as.

Puedes hacerlo como quieras, pero para facilitarte las cosas, te hemos preparado una guía-modelo, por si deseas utilizarlo para plantear la actividad (no es obligatorio...es solamente por si te "atascas"). La encontrarás en nuestra página web.

**Participa y benefícate del trabajo de todos/as...let's TEA-share!**

**La Junta Directiva  
TEA Canarias**

## NOTAS IMPORTANTES

1. Enviar solicitud por Fax: **922 813858** o por e-mail: [secretario@teacanarias.es](mailto:secretario@teacanarias.es) **antes de las 14:00 horas del día 16 de noviembre de 2011.**
2. Esta actividad está homologada por la DGOIE, es imprescindible estar en posesión de titulación que permita ejercer la docencia. En caso contrario solamente se obtendrá certificación de TEA.