



MSD2026
FEBRUARY 12
DAZZLER HOTEL

TIMETABLE

9.00 to 9.30: Enrolments

9.30 to 10.30: Pablo Toledo



10.30 to 10.45: Intexams news

Santiago Spinelli & Alexia Ramos, CertTESOL teachers

10.45 to 11.15: Coffee break

11.15 to 12.15: Lucy Crichton



12.15 to 12.45: Assessment services

Teresa Gallette, LTCL Dip TESOL, Senior Coordinator

Testing Team Senior Administrator

12.45 to 13.45: Lunch

13.45 to 14.00: Kate Robinson, Head of Multilateral and Global Issues Regional Network for Latin America at British Embassy Uruguay

14.00 to 15.00: Lucrecia Prat Gay



15.00 to 15.30: Coffee break

15.30 to 15.45: ASD results reports news

Andrea Cabrera, Head of Academic Support Department, CertTESOL Course Director

15.45 to 16.45: Viqui Durán



16.45: Raffles



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PABLO TOLEDO

Pablo Toledo is an English teacher and teacher trainer (IES "Joaquín V. González"). He holds Postgraduate Advanced Certificate in Educational Assessment from the University of Cambridge and a diploma in education policy from Universidad Torcuato Di Tella. Before joining Cambridge Assessment English, he managed projects in the areas of remote teaching, internationalisation of higher education and language teaching to refugees for the British Council and led the Education department of the Buenos Aires Herald newspaper. He is the president of LAALTA (Latin American Association of Language Testing and Assessment).

B2 or not B2: that is the question

The "intermediate plateau" is one of the trickiest areas of the language learning journey, but it doesn't have to feel that way! In this session we will explore the key differences between levels B1 and B2 in the CEFR, and discuss the best ways to help learners progress across that space and recognise when they have arrived to their destination.



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LUCY CRICHTON

I'm an ELT educator, young learner specialist, and materials writer based in Brazil. I write for the primary and pre-primary classrooms with a focus on the whole child, meaningful contexts, diversity, and inclusion. I have worked in South America, Europe, Asia, and the USA. I'm the founder of The Secret Garden English School in Florianopolis, where I teach children and teenagers through practical projects involving storytelling, music art, drama, gardening, and cooking. My teaching philosophy starts with my deep love and respect for children.

Turning Pages into Projects: A Journey Toward Shared Thinking

Building project work into our lessons can be very beneficial, as we know that the students in our classes are diverse and bring different learning speeds and abilities to what they produce. With projects, we can welcome and encourage all ideas, building collective productivity, encouraging divergent thinking, and deeper engagement. Whether you're working alone or in a group, you can create simple projects that could pop out of any course book! It's time to integrate knowledge and make learning more personal and meaningful.



LUCRECIA PRAT GAY

A life-long learner who has been teaching for 40 years and coordinating since 1990, she co-founded Río de la Plata Sur School and was its Head of English. Lucrecia is a Neuropsicoeducator, with a Self-Esteem Practitioner Degree, a Positive Discipline Certified Educator a school consultant, author and a former actress. She studied Brain Based Learning overseas and has been successfully putting the model into practice for the last twenty years. She has spoken at countless conferences and seminars throughout the country, Latin America, Italy, USA and Greece sharing her passion for the brain and the role of emotions in learning, is an International Teacher Trainer for Oxford University Press and the Academic Director of Asociación Educar. Author of articles on Motivation and Brain Compatible Learning for OUP and the ebook on Social and Emotional Learning Activities that accompanies the Together series for primary (Oxford University Press) . Lucrecia also wrote articles for Trinity College London (Brain and Tests) and La Nación Newspaper (Emotional intelligence). She teaches "Brain friendly learning" in the AE and UBA University Diploma of Neuroeducation and Neuroeducation at the Profesorado Universitario para Nivel Secundario y Superior Universidad Austral, Buenos Aires. The second edition of her first book, "From Passion to action" has been printed by Kel Editions that will also print her next book "Cómo transformar la escuela en una escuela cerebro compatible"

Thinking skills, memory skills and self-evaluation

Deep learning occurs through thinking, analyzing, storage, and retrieval of information. Neuroeducation's proposal is to develop and exercise these executive skills in schools from very young ages to facilitate the learning processes. In this workshop, we will share visible thinking routines, meta cognition tips and memory strategies to aid retention and boost motivation.



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VIQUI DURÁN

Viqui Durán es maestra, ilustradora y autora del libro “Son cosas de grandes”, publicado por Penguin Random House en 2024, con una segunda edición que se publicó en 2025 en Estados Unidos. Desde el 2021 realiza un trabajo de divulgación en redes sobre el bullying, su prevención y el rol del adulto.

Brinda talleres sobre prevención del bullying y sus materiales son utilizados en escuelas, liceos y universidades de Uruguay y la región. Además, brinda talleres de expresión plástica a niños, niñas y adolescentes.

Es parte de la organización @hablemosmas y junto a un gran equipo, diseñó el primer mural en Uruguay, para concientizar sobre el suicidio y la importancia de hablar de salud mental.

Para ver su trabajo pueden sumarse a la comunidad de Instagram en @viquiduranilustra.

Viqui te lleva por un recorrido ameno y lleno de herramientas para acompañar a los niños, niñas y adolescentes en sus vínculos. Los adultos somos el ejemplo, conectar con sus necesidades y realidades es el camino para la prevención.

Los docentes como creadores del ambiente escolar

Sobre validar, la mirada y la conexión. El docente como protector de la autoestima y creador del ambiente en el aula. Hacer la diferencia en la vida de los estudiantes. Ser el faro que ilumina la oscuridad.

El docente custodia el ambiente dentro del aula y promueve el buen trato desde el ejemplo. La compasión, la mirada atenta, la humanidad. Cuando hay dolor, violencia, bullying y maltrato, el docente actúa asertivamente, sostiene, se compromete.



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