

Pilgrims

Teacher Training 2017 TEACHING DIFFICULT LEARNERS

Course Dates:
23 July – 5 August

Course Location:
University of Kent at Canterbury

Course Fees:
£1250

Course Cod
TDL30 2 weeks

You can also add this course to your Europass CV.

Target audience

- Teachers of all age groups
- Teachers in schools and units for pupils with Special Educational Needs
- Educational managers and advisors, teacher trainers and educational psychologists
- You will need **at least an upper intermediate level of English (B2)**

Course summary

Teachers find some pupils difficult to teach. These learners seem unable to make use of the learning environment and the teacher. These pupils may have social, emotional and behavioural difficulties; may be de-motivated and disengaged from learning; may be withdrawn and uncommunicative; or may already be diagnosed with a special educational need such as ADHD (Attention Deficit Hyperactivity Disorder.) This course will look at why these learners cause difficulties for teachers and how we can develop a better understanding of the underlying reasons for their behaviour. This course also provides a large amount of English practice throughout.

Programme of the training activities

- What is a difficult learner and why do we find them difficult?
- Emotional Literacy and its relevance to the classroom
- Early attachment patterns and their relevance to learning
- Psycho-analytical theories of Bion and Winnicott and their relevance for teachers
- The effects of trauma and loss on learning
- The effects of family crises on learning; domestic violence; abuse and neglect; parental addiction and/or mental illness
- Overcoming and unblocking learning blocks and limiting beliefs
- Developing rapport
- Effective communication
- Dealing with conflict
- Recognising and working with different learning styles
- Behaviour Management techniques
- Behaviour Change techniques
- Developing different ways of assessing pupils
- Classroom activities: story writing and reading; use of drawings and metaphors; use of play and drama

Description of training content:

Preparation

Each applicant needs to send a Teacher's Profile 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

Objectives

The course will draw on related disciplines such as Educational Therapy and Neuro-Linguistic Programming and aims to enable participants to develop successful strategies for the classroom. It will require self-reflection and a commitment to personal development

Expected results

As a result of attending this course participants will also be better able to manage "difficult learners" with more competence and confidence. They will also become more confident users of English.

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Sample programme of the training activities day by day:

Please note this is an **example** of a daily programme. Course content may often be usefully adapted to incorporate the needs of each specific group.

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00 - 10:30	Introductions and group bonding. Group formation activities	Emotional literacy and its relevance to the classroom	The effects of trauma and loss on learning	Developing rapport and effective communication	Working with different learning styles
11:00 - 12:30	Needs analysis and goal setting	Early attachment patterns	The effects of family crises on learning.	Dealing with conflict (1)	Behaviour management techniques (1)
Afternoon 14:00 - 15:30	What is a difficult learner and why do we find them difficult?	Psycho-analytic theories and their relevance to teachers.	Overcoming and unlocking learning blocks and limiting beliefs	Dealing with Conflict (2)	Review of week one and goal setting for week 2

WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9:00 - 10:30	Behaviour management techniques (2)	Therapeutic classroom activities 1:	The role I play in this group	Self management and peer support	Key areas revisited. Themes on the course that the group wish to focus on more
11:00 - 12:30	Behaviour change techniques	Therapeutic classroom activities 2:	Effective play and drama techniques	Team teaching and peer observation	As immediately above plus action plan for post course development
Afternoon 14:00 - 15:30	Developing different ways of assessing pupils	Self awareness. And Teaching beliefs	Challenging Boredom A practical approach	Dealing with parent teachers meetings	Course review, including evaluation and farewells

Recommended reading:

- "Teaching the Unteachable" M. Delaney (Worth Publishing) 2008
- "Attachment in the Classroom: The links between children's early experience, emotional well being and performance in school: A Practical Guide for Schools" Dr H. Geddes (Worth Publishing) 2005
- "Attachment Behaviour and the Schoolchild: An Introduction to Educational Therapy" M. Barrett & J. Trevitt (Routledge) 1991

Please note it is not necessary to buy or bring these books to the course with you.

Type of certification awarded:

Attendance certificate detailing topics covered, course content and the number of training hours.

Is this the right course for me?

- Yes, if you want to understand difficult pupil behaviour
- Yes, if you are interested in how therapeutic approaches can be effectively integrated into classroom teaching
- Yes, if you want to work on your personal as well as professional development

If this is not the right course for you, please consider the following:

- **NLP Coaching for Teachers**
- **Teaching English through Multiple Intelligences**
- **Special needs and inclusive learning**

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