

Pilgrims

Teacher Training 2017 SPECIAL NEEDS AND INCLUSIVE LEARNING

Course Dates:
6 August – 19 August

Course Location:
The University of Kent at Canterbury

Course Fees:
£1250

Course Code:
TSN32 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
- You will need **at least an upper intermediate level of English (B2).**

Course summary

Almost every government in the world have adopted positive policies in inclusion and our schools and classes are all made up of learners from diverse communities and backgrounds with a wide range of individual learning needs. Amongst these needs, primarily, are learners who may be identified as having specific learning difficulties, typically including dyslexia, asperger syndrome, attention deficit hyperactivity disorder (ADHD) and dyspraxia. Accommodating these learners and helping them fulfil their potential is a main challenge facing teachers today. This course will explore ways of implementing an anticipatory and proactive approach to creating a classroom culture that recognises and celebrates difference and inclusion. Through examples and activities it will introduce ways of identifying students with Specific Learning Difficulties and strategies to help them learn. Together we will explore methods to promote inclusive learning and embrace difference in the classroom. It will become apparent that adapting our teaching style and materials to accommodate diversity can often benefit all students. Focusing on individuals' different areas of strength can lead to an enhanced learning experience for everybody. The aim is to create a class where the students feel part of a mutually supportive and inclusive TEAM because..... Together Everyone Achieves More! This course also provides a large amount of English practice throughout.

Programme of the training activities

- What is inclusive learning and why is it important?
- What are Specific Learning Difficulties?
- Leadership styles, group dynamics and team building and their relevance for teachers.
- Identifying and working with dyslexic students.
- Understanding ADD and ADHD and strategies for working with these students.
- Developing rapport and effective communication for inclusive learning
- Recognising and working with different learning styles
- Understanding Asperger syndrome and strategies for working with these students
- Ways of working with the gifted child
- Dyspraxia awareness and useful strategies for teaching these students
- Understanding and working with students with Dyscalculia
- Classroom activities that promote inclusive learning
- Whole school approaches and working supportively with parents
- Projects that focus on your context

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 inclusive teaching. It will require self-reflection and a commitment to personal development.

Expected results

As a result of attending this course, the participants will be more knowledgeable, confident and fluent 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 | Course Introduction Introductions and group bonding. Group formation activities | A Top ten framework and approach to inclusion. | Dyslexia: Practical activities that are effective for dyslexic but benefit the whole class. | Asperger syndrome and Autism What is it, how does it manifest itself in learning and supportive strategies? | Working with music and song in developing an inclusive approach |
| 11:00 - 12:30 | Inclusive learning and appropriate terminology. | Practical activities that encourage team building and embracing difference in the classroom | ADD and ADHD. What is it, how does it manifest itself in learning and supportive strategies? | Dyspraxia What is it, how does it manifest itself in learning and supportive strategies? | Working with music and song in developing an inclusive approach |
| Afternoon 14:00 - 15:30 | Medical and social Models of inclusion. What teachers can notice and do. | Dyslexia: What is it? Identifying and working with dyslexic students | Guest speaker Understanding learning – UK policy and practice | Guess speaker Accessibility, and engagement, inclusion and supporting learners with sensory impairments | Review of week one and goal setting for week 2 |

| WEEK 2 | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------------|---|---|--|---|---|
| Morning 9:00 - 10:30 | Planning week 2 A focus on differentiation | English for resilience – working with refugees, migrants and learners from conflict zones | Guest Speaker Working with learners with language and speech difficulties | Group/individual presentations and feedback | Key areas revisited. Themes on the course that the group wish to focus on more |
| 11:00 - 12:30 | Working with learners with complex family relationships | Planning group projects | Guest Speaker Working with learners with language and speech difficulties | Group/individual presentations and feedback | Key areas revisited. Themes on the course that the group wish to focus on more |
| Afternoon 14:00 - 15:30 | Guest speaker – Kineasthetic and movement approaches | Planning group projects | To be decided Pilgrims Plenary session. | Working with and supporting parents | Course review, including evaluation and farewells |

Recommended reading:

- “Teaching children and young people with special educational needs and disabilities, Sarah Martin-Denham, Sage Publications, 2015.
- “The SEN Handbook” Wendy Spooner, Routledge/NASEN, 2001.
- “Ways of Learning” 3rd Edition, Alan Pritchard, Routledge, 2014.
- “The Gift of Dyslexia: Why Some of the Smartest People....” R.D. Davis with E.M. Braun (Perigee Trade) 1997
- “Educating children with complex conditions”, Winand H, Dittrich and Rona Tutt, Sage/NAHT, 2008.
- <http://www.nasen.org.uk>

Please note you do not need to buy or bring these books to the course with you.

Type of the 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:

- ***Dealing with Difficult Learners***
- ***NLP Coaching for Teachers***
- ***Teaching English through Multiple Intelligences***

Contact details:

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