

TEACHING DIFFICULT LEARNERS

Course dates

22 July - 4 August

Course fees

£1376

Course location

University of Kent

This course is liable for VAT

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may have social, emotional and behavioural difficulties; may be de-motivated and disengaged from learning; may be withdrawn and uncommunicative; or may already be diagnosed with a special educational need such as ADHD (Attention Deficit Hyperactivity Disorder.)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. We explore how we can create a more inclusive and child friendly learning environment developing better responses to "difficult" situations which can be helpful for learners and an element of personal development for teachers. This course also provides a large amount of English practice throughout.



Course content

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

Social, emotional and behavioural issues

ADHD – myth or reality

The impact of societal factors on learning such as trauma, health and family circumstances

Working with parents and other supporting professionals

Developing the mind set to respond differently

Lessons from high performance learning environments

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



Sample Programme

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

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30	Introductions Identifying our needs and wants	Social emotional and behavioural difficulties and differences	Speech and language communicatio	Assessment for Learning	Creating positive learning states and safe spaces
11.00-12.30	Difficult learners or difficult learning? Language of inclusion	Social emotional and behavioural difficulties and differences	Working with case studies	Devising assessment for learning tasks – group work	Working with the creative arts
14.00-15.30	Teaching for all: approaches to inclusive quality learning	Attention deficit hyperactive 'disorder' Myth or reality?	Learning preferences and styles?	Grounding and spacial awareness for teachers	Feedback on week one
Week 2					
9.00-10.30	Recap from week 1 Personality in classroom	Language and NLP to assist change	Dealing with conflict	Giving effective feedback including NVC model	Project presentation
11.00-12.30	Building rapport with classes and families	Overcoming learning blocks	Managing Behavioural change	Project planning and creative approaches	Project presentation
14.00-15.30	Encouraging High potential state for learning	Increasing your confidence and creativity -living your values	Maintaining calm and de-stressed in the face of difficult classes	Preparing for project	Course closure and final feedback

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’s not necessary to buy or bring those books to the course.

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.

To see this course in Erasmus+ course catalogue click here:

https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue/detail.cfm?sid=48161

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