

## Teacher Training 2014 SPECIAL NEEDS AND INCLUSIVE LEARNING

<b>Course Dates:</b> 3 August – 16 August 2014	<b>Course Location:</b> The University of Kent at Canterbury	<b>Course Fees:</b> £1,100	<b>Course Code:</b> TSN32
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### 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 an upper intermediate level of English or above to successfully participate in this course

### Course summary

Our classes are often made up of students from diverse communities and backgrounds with a wide range of individual learning needs. Amongst them we are almost sure to encounter some with Specific Learning Difficulties, including Dyslexia, Asperger Syndrome and Attention Deficit Hyperactivity Disorder (ADHD). Accommodating these students and helping them fulfil their potential is one of the greatest challenges 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. 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!

### 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

### Description of training content:

#### Preparation

Each applicant to send an action plan 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.

#### Is this the right course for me?

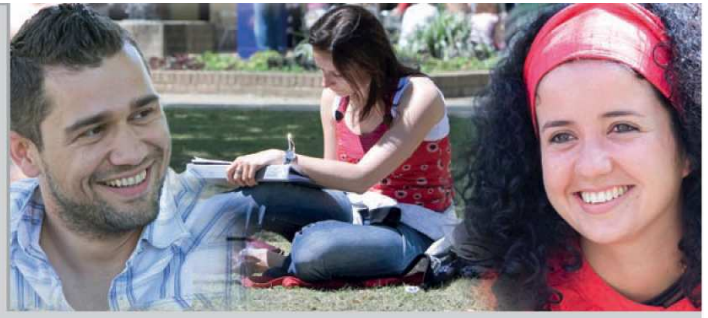
- Yes, if you want to understand difficult pupil behaviour
- Yes, if you are interested in how therapeutic approaches can be effectively integrated into classroom teaching
- Yes, if you want to work on your personal as well as professional development

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

- **Dealing with Difficult Learners** - if you want to learn a variety of strategies and approaches which will help you teach “problem students” more effectively.
- **NLP for Teachers** – If you are interested in exploring Neuro-Linguistic Programming, “the study of excellence” and learning styles in more depth
- **Teaching through Multiple Intelligences** - if you are interesting in Howard Gardner's pioneering work which takes into account the many different ways that people learn effectively and with enjoyment

**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
AM 9.00– 10.30	Introductions and group bonding. Group formation activities	Leadership styles, group dynamics and team building and their relevance to the classroom	Dyslexia: What is it? Identifying and working with dyslexic students	ADD and ADHD. What is it and how does it manifest itself in the classroom?	Developing rapport and effective communication. Language and inclusive teaching
11.00– 12.30	Needs analysis and goal setting	Practical activities that encourage team building and embracing difference in the classroom	Dyslexia: Practical activities that are effective for dyslexic but benefit the whole class.	Strategies and teaching techniques to help engage these students.	Recognising and working with different learning styles: MI and NLP
PM 14.00- 15.30	Specific learning difficulties and 'inclusive learning'.	Guest speaker (e.g. from special needs unit at Whitstable Community College)	Visit to Dyslexia Unit at Kent College or interview with a dyslexic student?	Interview with a student with ADHD. Preparation for presentations	Review of week one and goal setting for week 2

**Week 2**

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Understanding Asperger's Syndrome	Inclusive classroom activities	Dyspraxia and Dyscalculia: understanding and working with students	Group/individual presentations and feedback 1	Key areas revisited. Themes on the course that the group wish to focus on more
11.00– 12.30	Strategies and techniques for working with these students	Lessons which enable, lessons that teach	Assessment for learning	Group/individual presentations and feedback 2	As immediately above
PM 14.00- 15.30	Guest speaker – Clare Roberts from Meadowfields School	The gifted child	Visit Disability Support Unit at UKC Or UCCA	Guest speaker or visit	Course review, including evaluation and farewells

**Recommended reading:**

- “A-Z of Special Needs for Every Teacher. 2<sup>nd</sup> Edition” J. Buttriss & A. Callander (Optimus Education) 2008  
 “The Gift of Dyslexia: Why Some of the Smartest People....” R.D. Davis with E.M. Braun (Perigee Trade) 1997  
 “Special Educational Needs, Inclusion and Diversity: A Textbook” N. Frederickson & T. Cline (Open University Press) 2002  
**Please note you do not need to buy or bring these books to the course.**

**Type of the certification awarded in the language of the training:**

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

**Contact details:**

Centre Manager: Lizzie Wojtkowska-Wright  
 Email [lizzie@pilgrims.co.uk](mailto:lizzie@pilgrims.co.uk) Tel 0044 1227 762111 Mob: 0044 774848 7013  
 4-6 Orange Street, Canterbury, CT1 2JA