

CREATING AN INCLUSIVE SCHOOL ENVIRONMENT

Course dates
25 July – 31 July

Course fees
€770

Course location
University of Limerick

Target audience

Teachers of English and other languages

Subject teachers of all age groups who teach through English or other foreign languages

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

This course is focused on supporting a learner or learners with all their communication and language needs through a variety of strategies helping them to get the most out of learning. By understanding the different kinds of needs and knowing some useful teaching strategies we can really make a difference for our learners and help them to experience enjoyable and successful language learning. This course, though it primarily focused on the methodology of inclusion will also support teachers in developing their own language skills.



Course content

What is inclusive learning and why is it important?

How can we define specific learning difficulties?

Understanding an integrating a top ten approaches to inclusive teaching and learning framework

How can we support learners with language, speech and communication needs

Identifying and working with dyslexic

Understanding SEBD's and ADHD and strategies for learning

Developing rapport and effective language communication for inclusive learning

Understanding Asperger syndrome and strategies for learning
Ways of working with the gifted and talented learners

Dyspraxia and dyscalculia awareness and useful strategies for learning

New innovative approaches to differentiation

Classroom activities that promote inclusive learning for language learning

Whole school approaches and working supportively with parents

Projects that focus on your context

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	Identifying our needs, and wants.	Top ten approaches to inclusive quality teaching and learning	Understanding dyslexia	Working with case studies	Creating positive learning states and safe space
11.00-12.30	SEN and understanding of language of inclusion	Understanding the Autism Spectrum(s), Asperger's and supportive strategies	Understanding dyslexia and supportive strategies	Understanding dyscalculia and supportive strategies	Working with the creative arts – especially music
14.00-15.30	Special Educational Needs or inclusion?	Understanding Autism Spectrum(s) and supportive strategies	Multi-sensory approaches	Understanding dyspraxia and supportive strategies	Feedback
Week 2					
9.00-10.30	Supporting learners with speech difficulties	Social, emotional and behaviour.	Assessment for learning.	Whole school approaches – how can we make a difference	The difference that can and will make a difference.....
11.00-12.30	Supporting learners with language difficulties	Strategies and solutions	Planning time.	Whole school approaches – how can we make improvements.	The difference that can and will make a difference.....
14.00-15.30	Social emotional and behaviour (SEBD's) introduction	Understanding (ADHD) and how to support our learners	Strategies for supporting ADHD needs	Grounding and spacial awareness	Whole group course closure session

Recommended reading

“Teaching children and young people with special educational needs and disabilities, Sarah Martin-Denham, Sage, 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

Please note you do not need 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



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

Contact

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