

Inclusive education: tackling with classroom diversity and early school leaving

Scope

Managing diversity in classrooms, supporting all students with individual education plans, prevention of early school leaving.

ECVET points: 3.5

Target groups

Staff at all types of education and training organizations:

Directors / headmasters

School psychologists and counselors

Administrative staff

Teachers / trainers

Learning outcomes

Upon completion of the training course, the participant is expected to:

Understand diversity and identify students with learning difficulties

Be able to determine students individual learning needs and appropriate methods of assessment

Be able to design curricula and lessons to support all students

Be able to draw individual education plans

Master different teaching and learning techniques, responding to different individual needs

Be able to collaborate with the education community and with parents to support all students

Develop plans for preventing early school leaving

Methodology

Presentations

Examples and case studies

Workshops and exercises facilitated by the trainer

Thematic units

Diversity in classrooms: supportive and inclusive education

Assessment for learning

Curriculum design and programming to support all students

Individual Education Plans

Effective teaching and learning: Supporting all students

Monitoring, recording and reporting student learning

Working collaboratively with families, the school community and allied professionals

Using the knowledge in your own school

Learning material

The learning material consists of presentations and support material in English language.

Day 1

1.1 Diversity in classrooms: Supportive and inclusive education

1.2 The term 'inclusion' and its historical development

1.3 Terms used when catering for students with special educational needs

1.4 Insight into coping with a learning difficulty

1.5 Types of learning difficulties

1.6 Characteristics of each type of Learning difficulties

1.7 Legislations

1.8 Statistics from European Commission

1.9 Activity: Ways in which learning difficulties and disabilities impact on the learning of students

1.10 Assessment for learning

1.11 How to determine a student's learning needs, using multiple sources of information

1.12 How to determine which form of assessment is appropriate for different learning tasks

1.13 The process of 'curriculum-based assessment'

1.14 Learning Theories

Day 2

2.1 Curriculum design and programming to support all students

2.2 Different models of programming to support the learning of all students

- 2.3 Devise a model of programming and reflect on classroom practice
- 2.4 Understand the range of differentiation options available for meeting the needs of students with learning difficulties and disabilities
- 2.5 Individual Education Plans
- 2.6 Purpose of Individual Education Plans (IEP)
- 2.7 How to manage the process of developing an IEP for a student
- 2.8 Identification strategies for involving others in the development of an IEP
- 2.9 Identification of school structures and processes that support the dynamic use of an IEP
- 2.10 Activity: Developing Individual Education Plans

Day 3

- 3.1 Challenges for Teachers- elements for meetings challenges successfully
- 3.2 Strategies that can be used to enhance teaching and learning for students with learning difficulties and disabilities
- 3.3 Identification of the strategies that can be used in classrooms
- 3.4 Effective teaching and learning: Supporting all students
- 3.5 Processes for effective teaching
- 3.6 Meaning of 'effective instruction' and 'explicit teaching'
- 3.7 Understand what is meant by 'strategy instruction'
- 3.8 Working collaboratively with families, the school community and allied professionals
- 3.9 The nature and value of collaborative relationships
- 3.10 Features of effective collaborative relationships
- 3.11 Ways of working with para educators
- 3.12 Ways of effectively collaborating with other educators and allied professionals

Day 4

- 4.1 Early school leavers – definition
- 4.2 Why early school leaving is so important for Europe
- 4.3 Factors that influence early school leaving
- 4.4 Strategies to minimize/eliminate the phenomenon- examples of European countries
- 4.5 Key conditions for a 'whole school approach' to early school leaving

4.6 Profile of early school leavers

4.7 Teacher's professional attitude

4.8 Tips for helping students to improve their self-esteem, self- confidence

4.9 How we can help students to perform discipline and persistence

4.10 Students motivation

4.11 Solution focused method

4.12 Strategies to teach all students

Day 5

5.1 Monitoring, recording and reporting student learning

5.2 Processes for monitoring and reporting student learning

5.3 How evidence from student learning maybe used to evaluate the effectiveness of teaching

5.4 Processes for monitoring and recording

5.5 Identification of a range of reporting approaches that provide rich information to families about their children's learning

5.6 How develop an action plan for your classroom and school

5.7 Activity: Early school leaving prevention plan

Using the knowledge in your own school

Certificates – Europass Mobility

Closure and farewell