

Course code CLA.1.DILE

Last update 04/08/2021

Course information

Title	Designing Inclusive Learning Environments (ILE) to Support all Students (DILEs)
Concept by	<u>Marco Fenici</u>
Course URL	<u>teacheracademy.eu/course/inclusive-education/</u>
N. of participants	Min. 4 - Max. 14
Course length	One week (6 days, Monday - Saturday)
Language	English. Other languages may be available upon request
Locations and starting dates	<ul style="list-style-type: none"> • <u>Florence</u> - Second and fifth Monday of the month • <u>Athens</u> - Third Monday of the month • <u>Nafplio</u> - Please see our website for dates • <u>Nice</u> - First Monday of the month • <u>Helsinki</u> - Fourth Monday of the month <p>On request, we can organize this course directly at your school. Discover all the dates at <u>teacheracademy.eu/courses-dates/</u></p>
Free time activities offered	All courses include at least one city guided tour and one full-day Cultural Activity.
Type of certification awarded	Certificate of Attendance, including a description of the course contents (80% of attendance required); other Certificates may be available upon request
Price	Starting from 480€ * * Our courses are eligible to be completely funded by the Erasmus+ KA1 funds and several other programs.

Course contents

Description	<p>Inclusive education can be seen as a process of strengthening the capacity of an educational system to reach out to all learners in the community.</p> <p>This course has been tailored for teachers dealing with classroom diversity and disadvantaged learners, including those with special educational needs or a migrant background. Specifically, participants will acquire or improve their knowledge regarding:</p> <ul style="list-style-type: none">• Defining inclusive education, key principles, and values;• Understanding the process of inclusion/Addressing barriers to participation, learning and resources to support all students within schools;• Using ICT tools to support all learners in inclusive settings;• Collaboration within school communities (teachers, teaching assistants, students, parents/carers) in order to establish a framework of inclusive values and practices (e.g. co-teaching involving a general education and a special education teacher). <p>Upon completion of the course participants using reflective techniques such as “Index for Inclusion” are expected to develop intervention plans through a range of activities (e.g. case studies, hands-on activities) aimed towards enhancing participation, learning and achievement of inclusive mainstream education for all students, specifically for disadvantaged learners, including those with special educational needs and migrant background, thereby fostering social inclusion.</p>
Learning outcomes	<ul style="list-style-type: none">• Face diversity and identify the barriers to participation and learning arising within schools;• Draw up development priorities and planning interventions to support diversity (e.g. curricula adaptations, design of differentiated lessons);• Use alternative learning practices, techniques, materials, and associated assessment tools to review development;• Use ICT to support all learners in inclusive settings;• Foster collaboration within the school community (teachers, students, parents/carers) in order to establish a framework of inclusive values and support students’ participation and achievement in sustainable school systems;• Understand the key features of an inclusive learning environment.

Tentative schedule*

Day 1 – Course introduction & models of disabilities	Day 2 – Analysing dynamics
<ul style="list-style-type: none">• Introduction to the course, the school, and the external week activities;• Icebreaker activities;• Presentations of the participants' schools. <p>Models of disabilities</p> <ul style="list-style-type: none">• Social and individual/medical models of disabilities.	<ul style="list-style-type: none">• Diversity, identification of barriers to participation and learning arising within schools and resources to support students;• Group discussion and individual/teamwork practical activities.
Day 3 - Supporting diversity	Day 4 – Reviewing development
<ul style="list-style-type: none">• Drawing up development priorities and planning interventions to support diversity (e.g. curricula adaptations, design of differentiated lessons);• Slides presentation, individual/teamwork practical activities.	<ul style="list-style-type: none">• Alternative learning practices, techniques, materials and associated assessment tools to review development;• Hands on activities, individual/teamwork practical activities.
Day 5 – Using ICT	Day 6 – Excursion & Course closure
<ul style="list-style-type: none">• Using of ICT to support all learners in inclusive settings;• Collaboration within school community (teachers, students, parents/carers) in order to establish a framework of inclusive values and support students' participation and achievement in sustainable school systems.	<ul style="list-style-type: none">• Course evaluation: round-up of acquired competencies, feedback, and discussion;• Awarding of the course Certificate of Attendance;• Excursion and other external cultural activities.

*The schedule describes likely activities but may differ significantly based on the requests of the participants, and the trainer delivering the specific session. Course modifications are subject to the trainer's discretion. If you would like to discuss a specific topic, please indicate it at least 4 weeks in advance.

Links and resources

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