

Inclusive teaching, family and social counselling for disadvantaged students and in order to prevent the early dropout

C1. 20-25 noiembrie 2017, Vasto, Italia : 1 profesor diriginte+1 învățător

<http://www.polarisformazione.it/polaris/consulenza-ed-euro-progettazione/courses-for-staff-in-school-and-adult-education-ka1/1725-2/>

Polaris Formazione develops training courses, teaching assignments and job-shadowing for educational staff, such as educators, teachers, caring for children, trainers, guidance counselors, mentors, tutors of education. Polaris support its partners in the recognition and validation of learning outcomes with Europass, ECVET and Polaris certificates.

Introduction

The course aims to develop skills and competences of teachers to design effective educational tools to meet the needs of students and to go towards educational inclusion in school and to prevent the early dropout.

Educational inclusion is seen as the global policy prescribing development towards a regular school that welcomes all students with their unique individual characteristics, interests, abilities and learning needs, all children with and without special needs and disabilities.

The School which combats discriminatory attitudes and offers a meaningful and individually adapted education to every student benefits the community of the class and the school.

We need to rethink the learning oriented to new pedagogical approaches, to develop and to strengthen the students' awareness of their own learning process playing an active role in it.

An inclusive school must ensure the right to education of all learners taking into account the specific characteristics of each, so teaching practices are needed and procedural models are aimed at supporting the situations of learning difficulties, at strengthening learning skills.

Learning objectives

To know the characteristics of an inclusive school

To know the techniques for optimistic management of class

Making an inclusive pedagogy

To know and how to use the technologies in inclusive education and the use of maps in learning

Knowing how to facilitate communication processes and develop emotional competence in teachers, pupils, parents; learn how to grow the school motivation and self-esteem

To know how to promote the continuity of education and teaching

Training Program

1) Content Training in classes

The Programming of the Head teacher

The co-responsibility in education and training of teachers

Positive classroom climate: multi sensorial approach

Techniques of learning-teaching

The right evaluation

The strategic collaboration with the teacher of support

Principles of inclusive pedagogy

Methodological, didactical and emotional Implications

Establishment of Special Support Plan (SSP): areas of excellence of each one

Interactive Whiteboard: strengths and weaknesses

The use of mind maps

Active listening and sharing problems with students and parents

Techniques and strategies for reduction of the levels of conflict and stress and to increase team working, trade relations and sharing emotional experiences between students and parents

Tools to develop within the students the ability to think, recognize and to put into words the emotions underlying the painful experiences: multi sensory-approach

Protocol for the transition between kindergarten and primary school, primary and secondary school and secondary school degree

2) Practical Training

Analysis and discussion of cases

Construction of a Protocol for inclusive teaching

Making a lesson with interactive whiteboard, creation of a digital book and realization of conceptual maps to study

Meeting with Director and teachers of a kindergarten school; focus on techniques used in inclusive teaching and family counselling

Meeting with Director and teachers of a primary school; focus on the use of techniques used in inclusive teaching and family and social counselling

Socialization games with active mediation and listening techniques for teachers and pupils

Workshop and role-plays

Target groups: teachers in childhood and school education

Trainers: the trainers involved have gained a strong experience in the field of *“Inclusive teaching, family and social counseling for disadvantaged students”*.

Dr. *Fulvia Cetrullo*, pedagogist, founder and director of a Montessori School (3-6 aged and 6-11 aged), trainer accredited by [IMI](#) (International Montessori Institute), trainer at University of Barcelona in the [Master of Montessori Pedagogy](#) for children 0-6 aged

Dr. *Rachele Giammario*, therapist of neuro and psychomotor developmental age, psychologist, educator, primary school teacher and lecturer at the University of L'Aquila, Regional President of AIDAI (Italian Association of ADHD)

Educational: teacher's slides and operative cards.

Other activities provided

On the arrival and departure days: transfer to accommodation from Vasto terminal bus or train station is provided.

The last day of the course includes evaluation of the course, awarding of Certificates of Participation (2 hrs) and farewell dinner in a typical Italian restaurant offered by Polaris.

The program provides also cultural activities as visits to the city and surrounding area to discover the art, traditions, history, nature, typical foods, wine and culinary products of the Abruzzo area.

Free support in reservation phase for the transfer from the airports to Vasto and in research of a comfortable and suitable accommodation is provided based on the participants needs and at Polaris' sole and absolute discretion.

Designing Inclusive Educational Environments

C3. 15-22 iulie 2018, Nafplio, Grecia: 1 profesor+1învățător

<http://www.europass.it/en/special-editions/inclusive-education.html>

EUROPASS Teacher Academy is a Training Organization recognised by the Regional Council of Tuscany.

Since 1992, the institute has been dedicated to the teaching of Italian language and culture, and to teachers' further education. With approximately 30 collaborators, every year the institute welcomes around 600 students of Italian language and culture and approximately 1000 teachers from all over the world who attend our teacher training courses.

The centre plans and organizes customized courses for schools and institutes specifically designed to suit their staff professional needs.

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.

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:

- 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;
 - Designing lessons and activities to support increasing diversity in contemporary classrooms (e.g. adaptations to ensure access to curricula, differentiated lessons and activities, authentic/alternative assessment tools);
 - 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);
- Upon completion of the course, participants using reflective instruments such as "Index for Inclusion" are expected to develop learning strategies, techniques and resources through a range of practical activities (e.g. case studies, hands on activities) aiming towards enhancing participation, learning and achievement for all students in sustainable educational environments.
- Follow the calendar of the upcoming confirmed course sessions on our [Facebook Page](#)
- TARGET AUDIENCE**
- Teachers (primary, secondary, vocational, adult, special needs); Teacher trainers; Careers officers, educational guides and counsellors; Headteachers; principals; managers of schools/organisations offering adult education;

CREATIVE METHODS IN SPECIAL NEEDS EDUCATION - COURSE DESCRIPTION

C2. 18 februarie- 1 martie 2018, Barcelona, Spania: 2 profesori

C4. 16-27 septembrie 2018, Oslo, Norvegia: 2 învățători

<http://www.pricalica.org/creativemethods-in-special-needs>

Pričalica is a non-government, non-profit organization established in Virovitica, Croatia in 2008 with the aim of encouraging, representing and researching drama and theatre education. We believe education and training are an important step towards a better and a more just society and culture is a bridge to get people to live and work together in tolerance and mutual respect. Through the regular programme of our organization as well as our projects we try to integrate, promote and disseminate innovative and creative ideas in culture and education.

Introduction

This course is aimed at teachers and school staff from pre-school level to primary, secondary, vocational, adult and special needs education, staff of non-government organizations, government and policy makers and company staff as well as students and all those who are interested in integration and inclusion and the use of creative, artistic and game based methods in special needs education. Participants are expected to have at least B1 level of English proficiency.

Methodology

Methodology is based on theoretical lessons and presentations of examples of good practice as well as discussions and experience comparisons. The course will focus on social, art and game based activities which enhance development of support factors. Some other tools used will consist of project work, role play, simulations, laboratory practice, reflection and evaluation.

Objectives

Understanding of theoretical background of special needs education.

Improving the participants' entrepreneurship competences.

Understanding how social, art and game based activities can enhance the development of support factors.

Identification and understanding of risks, factors and barriers for integration and inclusion.

Developing communication, collaboration, presentation, problem solving, negotiation, critical and creative thinking skills.

Learning student-centered approaches in special needs education context such as task based learning and problem based learning within a fictional context of process drama.

Enhancing understanding of the potential simulations and role play have for integration, inclusion and learning in special needs education.

Providing and exercising creative ideas and practical resources for successful implementation of creative methods in special needs education in different settings

Improving English fluency (official language of the course).

Promoting intercultural awareness.

Sharing experiences of special needs education from different organizations in order to help each of us to be more effective in our work.

Developing the online collaboration platform for preparation, dissemination and networking in order to develop future partnerships and projects.

Strengthening the European collaboration among people involved in special needs education and practicing creative methods in different contexts.

Providing insights into different education systems.

Preparation

We will publish all the information about the course and all necessary forms and documents on our website and invite participants to join the online collaboration platform. All those who wish to apply will be asked to register and to declare their English proficiency level. We need this information in order to carry out a potential selection aimed at creating a homogeneous group, suitable for the objectives of the course. After registration participants will receive pre-course questionnaire which will be used by trainers to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to publish a presentation about themselves, their professional context and their culture. The presentation will be public and available on our website and the virtual collaboration platform. It will be used during the first meeting, but it will also be available on the web to the other participants so that they can have a preliminary knowledge of the group they are going to be part of. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Since they will all join the virtual collaboration platform they will be able to further discuss and deepen the understanding of the themes of this course in special forums and therefore keep on learning. Moreover, they will be encouraged to publish materials showing how they are using what they have learned in their everyday work in terms of ideas, photos, videos, lesson plans, assessment and self-assessment forms, etc. creating an open educational resource available to everyone. Thanks to the virtual collaboration platform they will all be networked which will provide greater opportunities to develop future partnerships and projects. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by trainers. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Each participant will get a course attendance certificate and the Europass Mobility Document.