



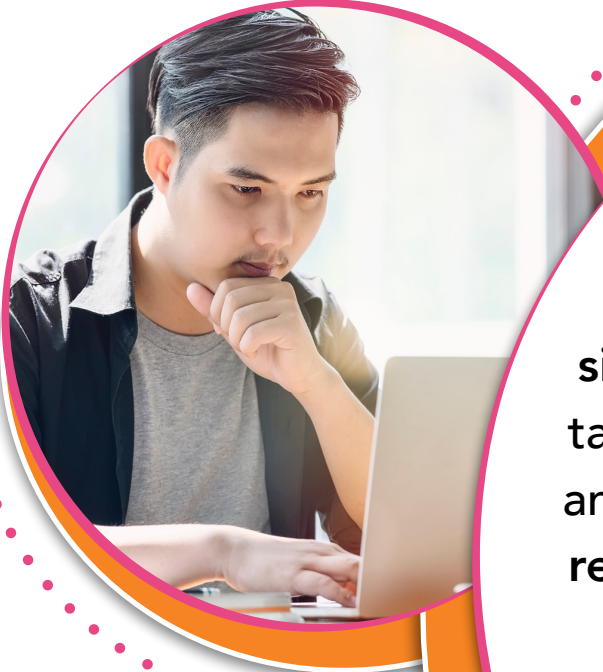
**Global Inclusive**  
Teaching Initiative

## STRUCTURE AND PROCESS



**Understanding the GITI structure**

## OVERVIEW



This **online** course places emphasis on **practical application** and is designed to be studied in '**bite-size**' pieces of learning with activities and tasks for **teachers to trial** in their teaching and planning. Teachers are encouraged to **reflect** on and **review** their knowledge and practice at regular intervals. Above all the Initiative is designed to be **stimulating** and **enjoyable**, as well as being **relevant** across a range of settings.



## STRUCTURE

### LEARNING MODULES

The Learning Modules collectively cover differentiation and inclusion in the classroom. Find out more [here](#). The **Learning Modules** titles are broad themes which are broken down into **Units**.

### UNITS

For continuity, each Unit is the work of one author, and covers one specific topic within the **Module**. Each unit is made up of **Parts**.

### PARTS

Parts are small 'chunks' of learning. Each part comprises of four key elements: **'Watch-Read-Do-Review'**



## KEY ELEMENTS OF STUDY



**WATCH** - a short video on a specific theme.  
Each video is around 5 minutes long.



**READ** - expert guidance.  
The reading is concise - mostly 1 or 2 illustrated pages that you are asked to consider within the context of your class, group or setting.



**DO** - practical actions to take back into the classroom.  
You can complete your form online and your write up is intended to consist of brief notes that capture the highlights of your action research in your setting.



**REVIEW** - the impact on your knowledge and practice.  
You can complete your form online. Your review is intended to identify the key points and impact of your classroom-based task.



## PROCESS

As teachers progress through the course they complete short practical tasks. Their responses are processed automatically and they are awarded points that indicate the progress made through the content. Points relate to coverage of the whole course and not the content of individual responses.



Teachers receive their Global Inclusive Teaching Initiative Certificate of Completion at the end of each Module.

Each school or college can identify one or more 'Group Leader' who is able to review submitted tasks at any time to monitor submissions. Group Leaders are able to review and adjust points if required.

