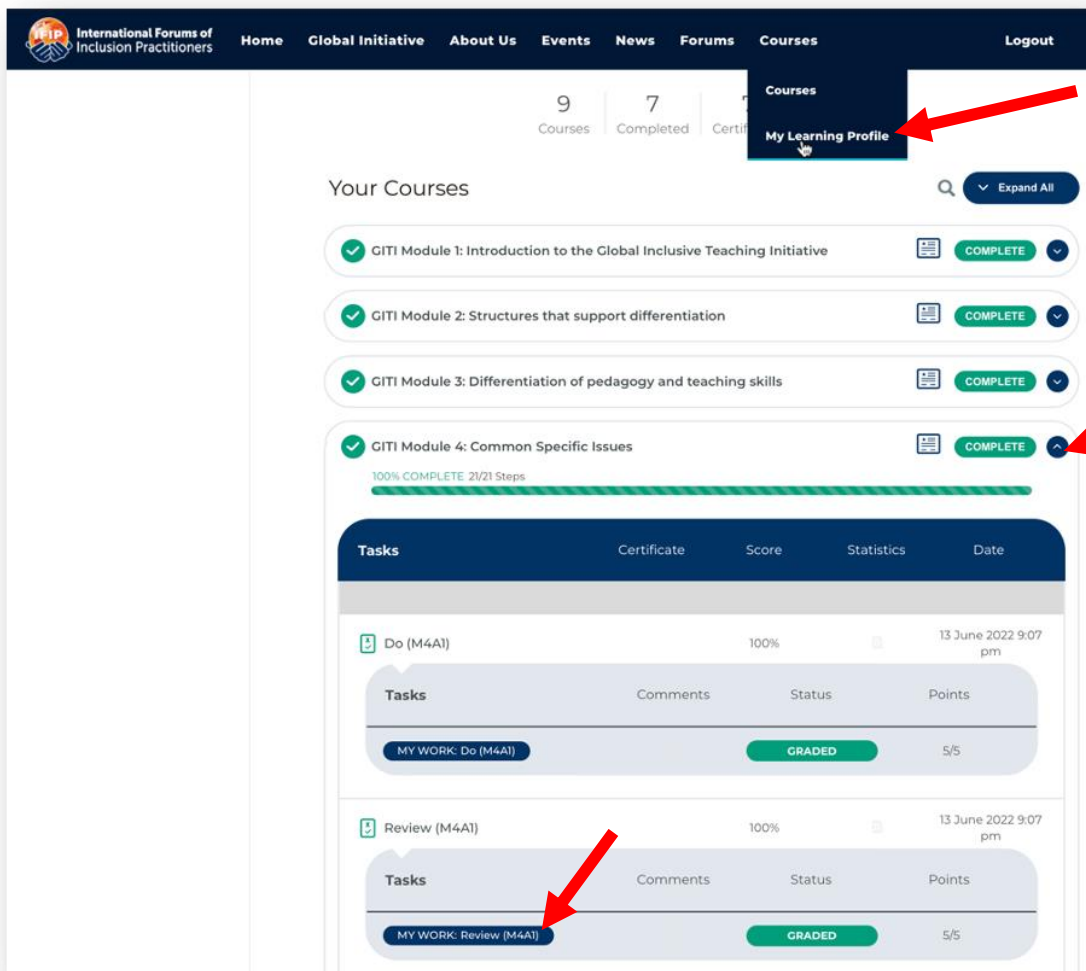


‘My Learning Profile’: Your GITI Course Journal

The place to find all your completed tasks, track your progress and download certificates.

All your online completed ‘Do’ and ‘Review’ entries can be found under ‘Courses’ and ‘My Learning Profile’ - see below. Teachers can click on the down arrow to reveal their completed units and exercises within each module.



The screenshot displays the user interface for the Global Inclusive Teaching Initiative (GITI). At the top, there is a navigation bar with the following items: Home, Global Initiative, About Us, Events, News, Forums, Courses, and Logout. Below the navigation bar, there are statistics: 9 Courses, 7 Completed, and Certificates. A dropdown menu is open under 'Courses', showing 'Courses' and 'My Learning Profile' (highlighted with a red arrow). The main content area is titled 'Your Courses' and lists four completed modules, each with a 'COMPLETE' button and a dropdown arrow (highlighted with a red arrow). The fourth module, 'GITI Module 4: Common Specific Issues', is expanded to show a progress bar (100% COMPLETE 21/21 Steps) and a table of tasks. The table has columns for Tasks, Certificate, Score, Statistics, and Date. Two tasks are listed: 'Do (M4A1)' and 'Review (M4A1)', both with a score of 100% and a date of 13 June 2022 9:07 pm. Below each task, there is a 'Tasks' section with a 'Comments' column, a 'Status' column (showing 'GRADED'), and a 'Points' column (showing '5/5'). A blue 'MY WORK' button is visible for each task (highlighted with a red arrow).


If teachers click on the blue ‘My Work’ buttons for each section – they can see what they entered (as can their Group Leaders.)



Example of a completed 'Do' exercise.

In this activity (in Module 2, Unit A, Part 4) users are asked to:

Read the practical 'Do' task in the PDF below. Think about how you might adapt this to use within your own class, group or setting. Plan it into a session and write up what you do and how it goes. Enter your findings into the report form below.

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4. Watch: Inclusive group work

DO (M2A4)

My response:

Child A

Sensory Need

Auditory

Visual & Visual Perceptive

Tastes and smell

Tactile

Proprioceptive and Vestibular

Potential Challenges

- Working in groups can lead to the child becoming either over or under stimulated as their visual stimuli changes.
- Group work can lead to an increase in anxiety for some children which in turn can lead to a refusal of participation.
- Dependent on the task at hand it can become hard to focus due to increases in noise levels which can again cause over or under stimulation this in turn can cause issues and unsettle the child even more leading to sensory changes, the need to be close to an adult, flapping or on occasion jumping into a carpet full of children.
- Activities which use lots of resources can impact on the child's sensory needs and be quite overwhelming
- Child A has limited spatial awareness which can result in jumping into the children (in a crowd surfing manner) as well as stroking the face of familiar peers.

Possible solutions

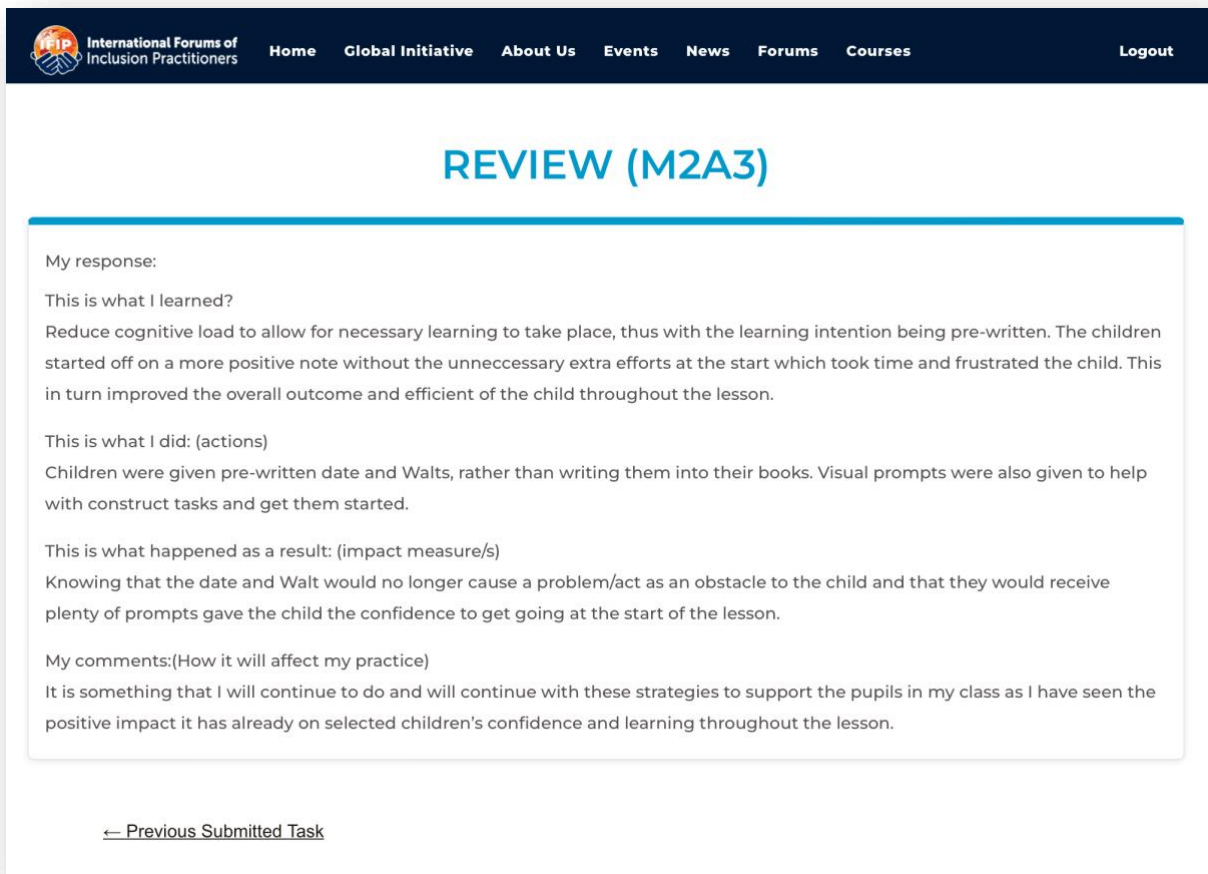
- reduce noise level and visual stimulation
- introduce one child to the group at a time.
- keep resources to a minimal and ensure they are familiar to the pupil.

Example of a completed 'Review' exercise.

In this activity (in Module 2, Unit A, Part 3) users are asked to:

Read the practical 'Review' task below. Think about how you implemented your 'Do' activity within your own class, group or setting. Reflect on what you did and what happened as a result. Enter your findings into the report form below.

- *This is what I learned (learning outcomes)*
- *This is what I did (actions)*
- *This is what happened as a result (impact measure)*
- *My comments (How it will affect my practice)*



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REVIEW (M2A3)

My response:

This is what I learned?
Reduce cognitive load to allow for necessary learning to take place, thus with the learning intention being pre-written. The children started off on a more positive note without the unnecessary extra efforts at the start which took time and frustrated the child. This in turn improved the overall outcome and efficient of the child throughout the lesson.

This is what I did: (actions)
Children were given pre-written date and Walts, rather than writing them into their books. Visual prompts were also given to help with construct tasks and get them started.

This is what happened as a result: (impact measure/s)
Knowing that the date and Walt would no longer cause a problem/act as an obstacle to the child and that they would receive plenty of prompts gave the child the confidence to get going at the start of the lesson.

My comments:(How it will affect my practice)
It is something that I will continue to do and will continue with these strategies to support the pupils in my class as I have seen the positive impact it has already on selected children's confidence and learning throughout the lesson.

[← Previous Submitted Task](#)