



# Global Inclusive Teaching Initiative

## COURSE CONTENTS

- **Creating an International Standard for Differentiation**
  - **All Teachers Meeting the Needs of ALL Children**

Demonstrate your Commitment to Inclusion

## INITIATIVE OVERVIEW

The Initiative is composed of five Learning Modules.

Each Learning Module is comprised of a number of Themed Units.

Each Themed Unit comprises several Parts of bite-sized learning utilising our bespoke 'Watch-Read-Do-Review' system.



WATCH



READ



DO



REVIEW

### 1 LEARNING MODULE ONE

#### INTRODUCTION - Welcome to the Global Inclusive Teaching Initiative

##### UNIT A - Introduction from the authors

- An Introduction to the Global Inclusive Teaching Initiative presented by the 5 authors; Professor Carol Ann Tomlinson, Daniel Sobel, Helena Wallberg, Louise Dawson and Abigail Gray. They each explain their rationale behind being part of this initiative, how it is going to benefit you and how you are supporting the United Nations Sustainable Development Goal 4 (SDG4) and UNESCO.



##### UNIT B - Contents and user guide

- How to navigate your way through the programme with a detailed content and user guide.

##### UNIT C - A literature review lecture

- The Research and Rationale behind the Global Inclusive Teaching Initiative. Written and presented by Daniel Sobel, this unit takes a deep dive into the literature supporting and exploring inclusion in education.

### 2 LEARNING MODULE TWO

#### Structures That Support Differentiation

##### UNIT A - How to Pre-Empt the Five Most Common Fault Lines of The Average Lesson - Daniel Sobel

Students will:

- be able to identify the five key areas of the average lesson which can lead to difficulties for children who are vulnerable or who have additional learning needs.
- learn ways to minimise these difficulties through preparation and understanding of students' needs.



##### UNIT B - Lesson Structure with Differentiated Activities (8 Phases of the Lesson) - Helena Wallberg

Students will:

- understand the difference between lesson plan and lesson design.
- be able to create eight-part structures with a focus on understanding how students think, work, learn and perform.

##### UNIT C - Developing a Memorable Approach to Differentiation - Abigail Gray

Students will:

- learn key considerations and adaptations that teachers can make to build a learning environment in which all children can enjoy learning and achievement.

### 3 LEARNING MODULE THREE

#### Differentiation Of Pedagogy and Teaching Skills

##### UNIT A - Communicating Effectively - Prof. Carol Ann Tomlinson

Students will:

- understand the importance of effective communication.
- learn how to communicate effectively with pupils.



##### UNIT B - Framing Units and Lessons - Prof. Carol Ann Tomlinson

Students will:

- understand how the process of 'framing' enables students to navigate their way through the lesson with confidence.
- be able to devise ways to implement this process in their own practice.

##### UNIT C - Effective Questioning in the Classroom - Prof. Carol Ann Tomlinson

Students will:

- improve their questioning skills, and how to use open and closed questions to enrich the learning experience for both the teacher and pupil.

##### UNIT D - Differentiated Assessments of Learning - Helena Wallberg

Students will:

- build an understanding of 'learning goals'.
- develop strategies to use 'learning goals' effectively in the classroom to improve the students' learning experience.

##### UNIT E - How to Give Highly Effective Differentiated Feedback - Helena Wallberg

Students will:

- be able to deliver differentiated feedback so that it is an effective part of the teaching and learning process.

### 4 LEARNING MODULE FOUR

#### Common Specific Issues

##### UNIT A - How to Support Children with English as an Additional Language (EAL) - Louise Dawson

Students will:

- understand how to support children where English is an additional language.
- develop a range of strategies to support and enhance the learning experience.



##### UNIT B - How to Best Work with your Support Staff - Abigail Gray

Students will:

- develop strategies to build effective collaboration between teachers and support staff.

##### UNIT C - How to Create Stretch and Challenge - Louise Dawson

Students will:

- understand the terms 'gifted and/or talented' and 'more and or exceptionally able'.
- be able to differentiate to successfully stretch and challenge pupils.

##### UNIT D - How to Navigate the Digital World - Helena Wallberg

- students will be able to make effective use of technology in a safe and productive manner.

## 5 LEARNING MODULE FIVE

### The Conceptual and Practical Foundations of Inclusive Teaching

#### UNIT A - Creating an Optimal Learning Environment - Daniel Sobel

Students will:

- understand the importance of creating a welcoming learning environment matched to students' individual needs.
- learn strategies to build an optimal learning environment where students can succeed.



#### UNIT B - Building on Children's Strengths - Prof. Carol Ann Tomlinson

Students will:

- develop their understanding of the value in recognising students' strengths.
- be able to use observations and reflections to plan different approaches to building on students' strengths in the classroom.

#### UNIT C - Understanding the Child - Louise Dawson

Students will:

- develop their awareness of the range of pupil information available to them.
- be able to incorporate their knowledge and understanding of their peoples into their planning and teaching.

#### UNIT D - Memory and Processing - What are the 3 Common Problems? - Abigail Gray

Students will:

- broaden their knowledge of memory and processing, and understand how these impact on the learner.
- develop strategies to support pupils with memory and processing difficulties.



**"No matter what year or phase you teach, wherever you are working and wherever you are in your career, we are confident that you will take something from this course..."**

**"The Global Inclusive Teaching Initiative is a highly flexible and adaptable course, you can start at any point you like..."**

#### What experience or knowledge do teachers need before they start?

This course truly is aimed at classroom teachers with any level of experience; they could be at the start of their teaching career, or on your school's leadership team. It is for:

- busy classroom teachers and teaching assistants who want to understand more about the children in their class
- teachers at the earliest stages of their training or professional career
- staff with responsibility for welfare or pastoral care in boarding schools
- teachers looking to move into the SEN sector
- teachers interested in furthering their career progression



SCHOOL MEMBER 2022-23

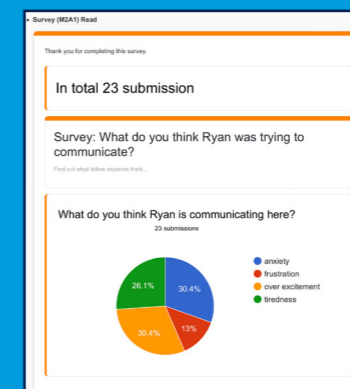
Every school that joins the Global Inclusive Teaching Initiative will receive an emblem to display on their website and marketing materials to show they have joined the Initiative.



Every Teacher will receive a **Certificate of Completion** for each Module they complete. That's 5 Certificates to obtain.

#### TEACHING SURVEYS

Each Watch-Read-Do-Review part includes a variety of thought provoking surveys linked to the reading and practical activities. Compare your views anonymously with the views of other teachers and practitioners from all around the world.



**Our teachers are incredibly busy and time-poor; how will they find time to complete the Initiative?**

This course is written by practitioners who collectively have taught in classrooms for nearly 150 years; they know how demanding a classroom job can be. As a result, and unlike many other time-consuming courses, it has been designed so the learning is not sequential. You and your teachers can choose how quickly to work through the content. For example; subject matters can be handpicked appropriate to your current needs and completed in a few weeks or a term or, you could choose to complete the whole course over one or two academic years. Its versatility means you can adapt it to your school setting and to your teachers' availability.





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Teaching Initiative**

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**EVERY TEACHER, EVERY CHILD**

