



The inclusive classroom

This course description is an overview of the type of content you can expect to cover in this programme. Courses are tailored according to the teaching context of the participants. All courses support key outcomes required under the Europe 2020 Strategy in various formats with Europass available.

Who is this course for?

English Language Teachers working in primary and secondary schools with students with disparate learning needs. Participants should have a minimum language competence of B1 (intermediate).

Course outcomes:

- A greater awareness of the broad range of differences among students, including social, linguistic and cultural diversity
- A greater understanding of the vulnerability of learners from ethnic minority backgrounds
- Improved ability to identify common barriers to learning as experienced by students with learning difficulties and disabilities, and equally those of gifted and talented learners
- Increased opportunities to discuss international perceptions of disability (identification and perception) and inclusive practices
- Increased confidence in how to bridge the ability divide through practical classroom strategies and create and sustain an inclusive learning environment
- Enhanced appreciation for how the classroom environment and use of different teaching methods can accommodate students with sensory impairment and different learning preferences
- A new perspective on the application of team-teaching and task-differentiation in the inclusive classroom
- A greater appreciation for the necessity of flexibility in demonstration of student understanding and assessment of learning
- Increased capacity to trigger changes in terms of modernisation and international opening within educational organisations

Course aims

This course aims:

- to help teachers become more knowledgeable and confident in their understanding of diverse classrooms and of the needs of all pupils, including those with special educational needs; those of high ability; those who speak other home languages; those with disabilities
- be able to use and evaluate distinctive teaching approaches to engage and support them.

Course programme

This course explores the issue of diversity in classrooms and presents strategies for teachers to address the many differences among learners in order to help every student fully engage, learn and achieve. The sessions are practical in orientation and focus on equipping and enabling teachers to plan, teach and assess learning in diverse and inclusive classrooms. The content and methodology is underpinned by relevant, evidence-informed educational approaches. It will cover some or all of the following topics, depending on your professional needs and priorities, and those of your context:

- Understanding hyperdiversity: the inclusive classroom
- Understanding and addressing the impact of social, linguistic, cultural and educational diversity
- Effects of learning difficulties or disabilities on learning: learners who are deaf or hearing impaired, blind or visually impaired; learners with physical impairments, long-term health conditions, acquired brain injury, memory difficulties, mental health difficulties, dyslexia and related specific learning difficulties, learning difficulties, autistic spectrum disorders and Asperger syndrome.
- Meeting the needs of gifted and talented learners
- Removing barriers to learning
- Access for all: creating safe and inclusive classrooms and schools
- Multisensory learning techniques
- The role of technology in supporting the learning of students with special educational needs



- Inclusive assessment

Bell Teacher Campus



This course will take place at Bell Teacher Campus in Cambridge, based at Homerton College which is part of the University of Cambridge. Homerton College is an outstandingly beautiful college in secluded wooded grounds with easy access to Cambridge town centre. It has first-class learning and social facilities. Half-board accommodation is available in single en-suite rooms on site. The training staff at Bell Teacher Campus are all highly qualified, many of whom are materials writers and conference speakers. Afternoons entail a conference style approach with participants able to join an interesting variety of workshops, cultural talks and a special lecture each week from a prominent speaker.

Further information

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