



## COURSE DATES 2016

**11 – 15 July**

**17 - 21 October**

## TARGET AUDIENCE

This course is for all professionals working in education, whether in the classroom, in management, marketing or administration, who want to better understand the challenges of teaching adults with dyslexia. Participants need to be at a B1 level of English.

## COURSE SUMMARY

By following this course, you will develop an understanding of the challenges of teaching adults with dyslexia. You will learn how to recognise the traits of dyslexia, break down any misunderstandings about the condition, manage learning styles, create trust with learners, recognise different types of discriminatory or exclusive behavior and become familiar with areas of EU law concerning dyslexia. You will also be given practical ideas for working with those with dyslexia, whether in the classroom, in management, marketing or administration.

## PREPARATION

This course does not require any mandatory preparation but suggested reading lists will be provided. Participants will also be sent a pre-course questionnaire to assess their educational contexts and how they feel they need to develop their understanding of the topic to support their professional context. This will help to fully customise the course to their educational contexts. They will also receive information about York to help them prepare for their cultural experience.

## OBJECTIVES

The primary aim of this course is to support any form of educator involved in teaching / training adults, including those involved in English language and communication skills, and those who may have dyslexia, to understand how to integrate an understanding of the challenges of teaching and training people with dyslexia, into their working contexts. Participants will develop an understanding of the skills needed to resolve these challenges and how these skills can be developed within the classroom and the wider teaching / training environment.

We aim to provide:

- solid understanding of key challenges including recognising the traits of dyslexia, breaking down misunderstandings concerning the condition, understanding the positives of dyslexia, becoming acquainted with areas of EU law concerning dyslexia, managing learning styles, creating trust, recognising different types of discriminatory or exclusive behaviour, etc.
- practical ideas on how to teach those with dyslexia as well as those without, without creating extra work for the teacher; and how to build a positive and accessible environment both inside and outside the classroom
- an environment for participants to share best practices and transfer of knowledge to others

## METHODOLOGY

This course will be taught interactively with expert facilitator input, video case studies, group work, peer coaching and feedback. Participants are expected to take an active role in all the sessions, developing their own skills while thinking about how to support others, including their colleagues. The training will also stimulate a great deal of personal reflection in participants as to their own approaches to core interpersonal challenges, with excellent opportunities for personal growth.

## FOLLOW UP

At the end of the course, participants will summarise their learning points and complete a personal action plan to assist them transfer the learning to practice. Participants will be provided with a wide range of references and institutional addresses for further reading and potential personal development. They are invited to join the York Associates Community, which allows networking and contact with the trainers and fellow colleagues, and with participants from other courses.



## SAMPLE COURSE PROGRAMME

### DYSLEXIA IN THE TEACHING ENVIRONMENT

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 10.30	Group work: examining attitudes to dyslexia  Group work: signs and symptoms of dyslexia	Legal aspects of dyslexia in the UK and EU (legislation) Group work: navigating the legal minefield (case studies)	Discussion: applying the cognitive approach to teaching practice	Dyslexia and your teaching situation	Input: setting goals for personal and institutional improvement Creating a personal action plan for the future
10:45 - 12.15	Video session: listening to interviews with dyslexic people (their experience)	Input: ethical dilemmas with dyslexia How dyslexic people see themselves / their struggles with others' attitudes	Pair work and input: multi-sensory approaches to teaching Input: reporting on and assessing dyslexia in others	What is a dyslexia-friendly website? Group work: can we change our: - training establishment - learning environment?	Group work: Presentations (delivery of pre-lunch)
13:30 - 15.00	Input: deepening our understanding of dyslexia – three approaches: - cognitive - scientific - pragmatic Group work: "Famous dyslexics"	Group discussion - what is discrimination? - ethical issues involved with dyslexia - how should these ethical issues be resolved?	Informal presentations – how diagnostic reports can help trainers Dyslexics reporting on their experiences in the classroom	Pair work: creating an informal 'code of practice'	Individual work: "A letter to myself – where I want to be in the future" Next steps: resources, further qualifications, certification etc.

### PROGRAMME PACKAGE

<b>Course Fee</b>	<b>£280</b>
<b>Programme and accommodation placement fee</b>	<b>£100</b>
<b>Accommodation (homestay 6 nights)</b>	<b>£180</b>
<b>Total one-week programme fee</b>	<b>£560</b>

#### Programme Package fee includes:

Course fee

Registration fees

Training / Tuition: 22.5 hours over 5 training days (1 Week Programme)

Host family accommodation (6 nights single room stay on Half Board basis, with Breakfast/Dinner daily). Further accommodation options available on request.

Accommodation placement fee

End of Course Certificate

All programmes have a Saturday or Sunday arrival with a Monday course start day.