



DAILY PROGRAMME

Every Child is Special

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Better teaching or different teaching? — and explicit instruction	DAY 2 Making thinking visible: cognitive and metacognitive strategies	DAY 3 Scaffolding — and the plan for taking it away	DAY 4 Flexible grouping — and why fixed ability groups backfire	DAY 5 Technology as a strand, assembling the repertoire, evaluation
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Day by day

Day 1

Better teaching or different teaching? — and explicit instruction

- **Icebreaker:** "Describe it without the label" — in pairs, describe a lesson that did not land for someone in your class, using no diagnostic or framework vocabulary at all; the terms come later, if at all
- Introduction to the course and participants; presentation of the schools of the participants
- **The question the week answers:** is there a special pedagogy for special educational needs, or is there high quality teaching used flexibly? What the international evidence review behind the EEF's guidance report concluded
- **The uncomfortable finding:** pupils identified with the highest level of need can spend over a quarter of their time away from the mainstream class (in the English study the report cites, pupils aged 9–10), mostly with other pupils identified as low-attaining or as having SEND — being on the roll is not the same as being in the teaching
- **Baseline:** each participant works through the EEF's reflection questions on their own practice across all five strategies and records where they currently stand
- **Strategy one, explicit instruction:** teaching in small steps, examples and non-examples, clear and unambiguous language, planning for the misconceptions you can predict, and stripping out what distracts from the essential content
- **Why it is not "lecturing":** teacher demonstration, then guided practice, then independent practice — and where teachers usually skip the middle step

- **Practicum:** take one concept from the supplied material, break it into steps, build the non-example set that marks its boundary, and rehearse the think-aloud with a partner
- **Output:** one concept planned for explicit teaching — step sequence, non-example set, and the checks for understanding placed where they belong

Day 2

Making thinking visible: cognitive and metacognitive strategies

- **Warm-up:** "How do you actually check your own work?" — a quick round in which participants narrate their own thinking out loud, which is the skill the whole day rests on
- **The distinction that matters:** cognitive strategies are the ways we learn something; metacognitive strategies are the ways we monitor and direct that learning
- Graphic organisers, the cognitive strategy with the strongest research base for this group: Frayer models, Venn diagrams, T-charts, event chains — and choosing the right one for the shape of the concept
- **Practicum:** build a graphic organiser for a concept from the supplied set that students routinely mangle, then test it on a partner who teaches a different subject
- **Modelling your own thinking:** how a teacher makes an invisible process audible, and why "I'll show you how I'd start" changes what a struggling student does next
- **Metacognitive talk in the classroom:** prompts for planning, monitoring and evaluating, and how to set a level of challenge that makes self-regulation necessary rather than optional
- **The honest split:** of the evidence report's metacognition recommendations, which ones a single teacher can act on alone and which are genuinely school-level asks
- **Output:** one graphic organiser ready to use, plus a set of three metacognitive prompts written into a specific lesson

Day 3

Scaffolding — and the plan for taking it away

- **Scaffolding as the report defines it:** temporary support that lets a student do now, with help, what they cannot yet do alone — and that is removed as they become able
- **The assessment problem underneath it:** a scaffold is only the right size if you know what the student can currently do without one
- **The three forms — visual, verbal, written:** writing frames, partially completed examples, task checklists, and sentence-level support
- **Failure mode one, the permanent scaffold:** how support quietly becomes dependence, and what a fade looks like in stages — whole-class frame, then headings on the board, then questioning alone
- Failure mode two, the scaffold that marks a child out: offering support at whole-class level and letting students opt in, so using it is a choice rather than a signal
- **Practicum:** take the concept from Day 1, build its scaffold, then write the fade plan — what is removed, at which point, and what tells you the student is ready
- **Levelled materials, honestly:** when different versions of a text help and when they simply lower what is expected
- **Output:** one scaffolded task with a written three-stage fade plan and the evidence that triggers each stage

Day 4

Flexible grouping — and why fixed ability groups backfire

- What the wider EEF evidence says about streaming and setting for low-attaining pupils, and why the classroom version — the permanent table of the same children — carries the same risk
- **Flexible grouping defined precisely:** groups allocated temporarily on current mastery of specific content, formed for an explicit purpose and disbanded once that purpose is met
- **The logistics nobody teaches:** what evidence puts a student in today's group, how you announce it without stigma, how long it lasts, and what tells you it is over
- Stations, rotations and small-group teaching rebuilt on this logic — familiar classroom arrangements, now with entry and exit criteria attached
- **Peer tutoring and collaborative work:** what makes a group learn from each other rather than divide the worksheet between them
- **Practicum:** using the supplied class profile and unit outline, plan two weeks of grouping — which groups form, on what evidence, for what purpose, and when each ends
- **Output:** a two-week grouping plan for one unit, with the disbanding point written in advance for every group

Day 5

Technology as a strand, assembling the repertoire, evaluation

- The fifth strategy, kept where the evidence report puts it: technology as a tool inside ordinary teaching, not a separate subject — apps that instruct, apps that support learning such as note-taking tools, speech-generating tools for students with communication difficulties, and speech-to-text for students whose thinking outruns their writing
- **The teacher side:** using a visualiser or projector to model a worked example live, to share a student's work, or to rework an incorrect model together in front of the class
- **Choosing honestly:** when a piece of technology removes a barrier and when it adds a second thing to learn
- **Practicum:** go back to one worked example you made earlier in the week and decide whether one of these tools would remove a barrier in it or add a second thing to learn — then write the version with the tool, or the reason for leaving it out
- **Output:** a fifth worked example — one piece of your own teaching with the technology decision written under it
- **Assembly:** each participant builds their repertoire card — the five strategies with their own worked example under each, and a note of where each one will be hard in their own classroom
- **Re-scoring:** the same EEF reflection questions used on Monday, answered again, so the week ends with a visible difference rather than a feeling
- **The three-way split:** what you can change alone, what needs one colleague, and what you will ask your school leadership for — written as a request with a named person to ask

- **Course evaluation:** reflecting on acquired competencies, feedback and discussion
- Issuance of the Certificate of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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