



DAILY PROGRAMME

Inclusive Education and Special Needs

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 What inclusion claims, and how you actually see difference	DAY 2 Supporting all learners: the learning, and the support around it	DAY 3 Well-being and belonging: the area the framework had to add	DAY 4 Working with others: the learner, the family, the colleague	DAY 5 Your own professional learning, and the plan
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Day by day

Day 1

What inclusion claims, and how you actually see difference

- **Icebreaker:** "the word you would never use" — in pairs, name a term used about students in your school that you avoid, and say why; the framework's own section on the language of labelling comes afterwards
- Introduction to the course and participants; presentation of the schools of the participants
- **The framework:** who wrote it, what it is for, and why it covers teaching assistants, school leaders and specialists as well as teachers
- Four core values and ten areas of competence — and the three elements every area is written in: attitudes and beliefs, knowledge and understanding, skills
- **The working test for the whole week:** inclusion as presence, participation and achievement — access to education, quality of the learning experience, and the outcomes that follow
- Area one, conceptions of inclusion, equity and quality education: what the framework says a professional believes here, and what follows from believing it
- **Area two, views of learner difference:** difference as a resource rather than a problem to be managed, and the consequences of the words we use to describe, label and categorise learners

- **Baseline:** each participant completes the self-assessment across all ten areas, once the framework has been introduced but before any of it has been worked on, recording attitudes, knowledge and skills separately
- **Output:** your starting position on all ten areas, plus one statement per element in areas one and two that you cannot yet honestly claim

Day 2

Supporting all learners: the learning, and the support around it

- **Warm-up:** "what counts as learning here" — each participant names something a learner they work with learned last term that no assessment recorded — no names, nothing that identifies anyone
- Area three, promoting academic, practical, social and emotional learning: what it means to be committed to all four rather than to the first one with the others as a bonus
- Working with the framework's statements for this area, element by element, and marking where your own practice sits
- Area five, effective teaching approaches and the flexible organisation of support: the area teachers often feel most confident about, assessed honestly against what the framework actually describes
- **Where the boundary sits:** this week measures this area rather than building it, and names where the building is done
- **Practicum:** take a supplied lesson and read it through presence, participation and achievement for a specific learner in the accompanying class profile — which of the three is it delivering, and which is it assuming
- **Output:** one lesson rewritten at the level of decisions, not activities, with the assumption that made it exclusionary named in writing

Day 3

Well-being and belonging: the area the framework had to add

- Why the revision added this area, and what its absence meant in practice: a learner can be present, and even achieving, and still not belong
- **Area four, supporting all learners' well-being:** the framework's own statements on belonging, achievement and mental health as a single professional responsibility
- **The boundary, stated plainly:** this is your professional responsibility for belonging, not a social and emotional curriculum for students
- **Practicum on the supplied vignettes:** a learner who has stopped participating — working backwards through the possible reasons without reaching for a diagnosis
- What a professional can notice, what a professional should refer, and where the line between the two sits
- Working with the framework's statements for this area, and recording where your knowledge is thinner than your attitudes
- **Output:** a written account of one vignette read through the framework, and your own note on which of the three elements is your weakest here

Day 4

Working with others: the learner, the family, the colleague

- Area six, giving learners a true voice — the second area the revision added: the difference between consulting students and letting what they say change a decision
- **Area seven, working with parents and families:** what the framework expects of a professional here, and what usually happens instead when the meeting is difficult
- Area eight, working with a range of education professionals: shared responsibility with assistants, specialists and colleagues who see the same learner differently
- The three rehearsals, run in small groups from the supplied briefing cards, with a partner who pushes back: asking a learner something you may not want the answer to; a family conversation that has already gone wrong once (a scenario on the card, not one of your own); and asking a colleague to change something that is theirs, not yours
- Debrief on what actually changed the conversation, and what only sounded good
- Working with the framework's statements for all three areas, and recording your position
- **Output:** three rehearsed conversations, with the sentence that worked in each written down while you still remember it

Day 5

Your own professional learning, and the plan

- Area nine, being a member of an inclusive professional learning community: what the framework means by shared responsibility for learning, and why it treats professional learning as collaborative rather than individual
- Area ten, professional learning that builds on initial teacher education: naming the learning you still need rather than listing the training you have already had
- **Re-scoring:** the same self-assessment taken on Monday, completed again across all ten areas, with the two versions side by side
- **Building the plan:** the ten areas sorted into what you can change alone, what needs one colleague, and what you will have to ask your school leadership for, each planned change checked against presence, participation and achievement
- **Drafting the ask:** the one request you will actually make, addressed to a named role, with the reason a school would say yes to it
- **Output:** your Monday and Friday self-assessments side by side, a development plan in three columns, and the one request already drafted

- **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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