

Course Title: Supporting Literacy and Numeracy for persons with Specific Learning Difficulties

Overview:

Five days of interleaved learning: presentations, workshop activities, introduction to the importance of multi-sensory learning, practical adjustments that can be made, discussion, feedback from tasks set between sessions.

Course Outline

- ⇒ Overview of learning barriers – understanding learning differences
- ⇒ Reasonable adjustments that can be made in a classroom
- ⇒ Learning Styles and Multi-sensory teaching
- ⇒ Supporting Reading Accuracy and Comprehension
- ⇒ Supporting Spelling and Writing
- ⇒ Supporting Numeracy
- ⇒ Collaborative working in the classroom
- ⇒ Useful resources and how to provide purposeful evaluation for teachers
- ⇒ Improving interactions with pupils

Who is it for

This course is suitable for those who teach or support individuals with learning difficulties such as T.A.s or support workers. It is relevant to those working with learners of all ages and levels.

This course will provide learners with knowledge and skills around supporting persons with learning difficulties.

Learning Outcomes

participants will:

- ⇒ Have defined learning difficulties and considered its tell tale signs.
- ⇒ Have developed an understanding of the potential difficulties that an individual might experience.
- ⇒ Have an awareness of lots of practical ways of supporting individuals with learning difficulties.
- ⇒ Have acquired ideas for practical teaching strategies and multisensory lesson plans.

Details

Duration	5 full days
Mode of Delivery	Face-to-face training session
Date	
Venue	Kratu Premises/Client
Fee	Rs. 20,000 per partici-

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The model of delivery would focus on these areas of effective practice

1. Questioning skills

- ⇒ Raising awareness of the skills involved
- ⇒ Focusing on the importance of quality questioning
- ⇒ Classroom resources

2. Supporting and developing independent learning skills

- ⇒ Developing TA-to-pupil talk – dialogic talk
- ⇒ Supporting metacognition – from questioning skills to thinking skills
- ⇒ Growth mindsets

3. The TA as scaffolder

- ⇒ Principles of scaffolding and the scaffolding process
- ⇒ A scaffolding framework for TA-pupil interaction
- ⇒ Classroom strategies

4. Providing feedback

- ⇒ Assessment of learning
- ⇒ Assessment for learning
- ⇒ Linking learning in intervention sessions with learning in the classroom

5. Promoting effective group work

- ⇒ Pupil-to-pupil scaffolding
- ⇒ Helping pupils in asking for support from and providing support to peers
- ⇒ Supporting collaborative group work
- ⇒ Developing exploratory talk

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