



## Teacher Training 2010 DEALING WITH DIFFICULT LEARNERS

<b>Course Dates:</b> 18 July – 31 July 2010	<b>Course Location:</b> The University of Kent at Canterbury	<b>Course Fees:</b> £855	<b>Course Code:</b> TDL30
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### Target Audience

- Teachers of all age groups
- Teachers in schools and units for pupils with Special Educational Needs
- Educational Managers and Advisors
- Teachers Trainers
- Educational Psychologists
- You will need an upper intermediate level of English or above to successfully participate in this course
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### Course Summary

Teachers find some pupils difficult to teach. They seem unable to make use of the learning environment and the teacher. These pupils may have social, emotional and behavioural difficulties; may be de-motivated and disengaged from learning; may be withdrawn and uncommunicative; or may already be diagnosed with a special educational need such as ADHD (Attention Deficit Hyperactivity Disorder.) This course will look at why these learners cause difficulties for teachers and how we can develop a better understanding of the underlying reasons for their behaviour.

### Programme of the training activities

- What is a difficult learner and why do we find them difficult?
- Emotional Literacy and its relevance to the classroom
- Early attachment patterns and their relevance to learning
- Psycho-analytical theories of Bion and Winnicott and their relevance for teachers
- The effects of trauma and loss on learning
- The effects of family crises on learning; domestic violence; abuse and neglect; parental addiction and/or mental illness
- Overcoming and unblocking learning blocks and limiting beliefs
- Developing rapport and effective communication
- Dealing with conflict
- Recognising and working with different learning styles
- Behaviour Management techniques
- Behaviour Change techniques
- Developing different ways of assessing pupils
- Classroom activities: story writing and reading; use of drawings and metaphors; use of play and drama

### Description of training content:

#### Preparation

Each applicant to send in action plan 4 weeks before the course outlining hopes and objectives for achievement as a result of attending this course.

#### Objectives

The course will draw on related disciplines such as Educational Therapy and Neuro-Linguistic Programming and aims to enable participants to develop successful strategies for the classroom. It will require self-reflection and a commitment to personal development

#### Expected results

As a result of attending this course, the participants will be more knowledgeable, confident and fluent users of English.

#### *Is this the right course for me?*

- Yes, if you want to understand difficult pupil behaviour
- Yes, if you are interested in how therapeutic approaches can be effectively integrated into classroom teaching
- Yes, if you want to work on your personal as well as professional development

**If this is not the right course for you, please consider the following:**

- **NLP for Teachers** – If you are interested in exploring Neuro-Linguistic Programming, “the study of excellence” and learning styles in more depth
- **Teaching through Multiple Intelligences** - if you are interesting in Howard Gardner’s pioneering work which takes into account the many different ways that people learn effectively and with enjoyment

**Programme of the training activities day by day:**

Please note this is an **example** of a daily programme. course content may often be usefully adapted to incorporate the needs of each specific group.

**Week 1**

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Introductions and group bonding. Ice breakers and group formation activities	Emotional literacy and its relevance to the classroom	The effects of trauma and loss on learning	Developing rapport and effective communication	Recognising and working with different learning styles
11.00– 12.30	Needs analysis and goal setting	Early attachment patterns and their relevance to learning	The effects of family crises on learning. Domestic violence, abuse and neglect, parental addiction and/or mental illness	Dealing with conflict 1	Behaviour management techniques 1
PM 14.00- 15.30	What is a difficult learner and why do we find them difficult?	Psycho-analytic theories of Bion and Winnicott and their relevance to teachers	Overcoming and unlocking learning blocks and limiting beliefs	Dealing with conflict 2	Review of week one and goal setting for week 2

**Week 2**

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Behaviour Management techniques 2	Therapeutic classroom activities 1 Drawings and metaphors	The role I play in this group. Noticing my behaviour patterns	Self management and peer support. Co – counselling for teachers.	Key areas revisited. Themes on the course that the group wish to focus on more
11.00– 12.30	Behaviour change techniques	Therapeutic classroom activities 2 Play and Drama	Dealing with “what is” rather “wishing things were different.” A practical approach	Team teaching and peer observation for “problem classes”	As immediately above
PM 14.00- 15.30	Developing different ways of assessing pupils	Self awareness Teaching beliefs and values and the impact they have upon the teacher/student relationships	Challenging Boredom A practical approach	Parent teachers meetings	Course review, including evaluation and farewells

**Recommended reading: Please note it is not necessary to buy or bring these books to the course.**

**“Teaching the Unteachable” (2008) Marie Delaney. Worth Publishing.**

“Attachment in the Classroom: The links between children’s early experience, emotional well being and performance in school: A Practical Guide for Schools” Dr Heather Geddes (Worth Publishing) 2005

“Attachment Behaviour and the Schoolchild: An Introduction to Educational Therapy” Barrett and Trevitt (Routledge) 1991

“Playing and Reality” D. Winnicott (Routledge) 2005

**Type of the certification awarded in the language of the training:**

Attendance certificate detailing topics covered and course content.