To enrol for any of these courses email Education.Courses@swansea.gov.uk or 637165 Sarah Rees at Oldway Centre

For further course information contact Cheryl Jones, Inclusion Teacher Adviser 562660 email Cheryl.Jones3@swansea.gov.uk

ATTENTION ALL TEACHERS!!

GRADUATE DIPLOMA COURSES IN SEN
2010/2011

The cost of these courses is covered by City and County of Swansea Payment for supply cover is to be made by the school
Teaching Pupils with Specific Learning Difficulties (Dyslexia)

Three modules will lead to the University of Wales award of Graduate Certificate in Education. Six modules, when successfully completed with assignments, within four years from the date of initial enrolment, would lead to the award of the Graduate Diploma in Education. Swansea Metropolitan University offers a full range of modules (see website) which can also contribute to the above-mentioned awards. The Graduate Diploma programme can serve as an excellent foundation for both the MA (Ed) and for professional qualifications such as the NPQH.

Teaching Pupils with Specific Learning Difficulties (Dyslexia) with Approved Teacher Status (British Dyslexia Association) – this course is accredited with the British Dyslexia Association. Successful teachers may apply for Approved Teacher Status and if they wish to take their studies further may undertake a module at MA (Ed) level. SpLD (Dyslexia) Teacher Assessment for Intervention with AMBDA (Associate Membership of the British Dyslexia Association) and will be awarded a Post Graduate Certificate in SpLD (Dyslexia). Each module is assessed by means of a coursework assignment. A full programme of this training can be obtained from: The Partnership Unit, Swansea Metropolitan University, Townhill Road, Swansea SA2 0UT.

Aims:
- To provide candidates with the expertise to work with pupils with specific learning difficulties and on successful completion of 3 assignments, portfolios and observed practice to receive accreditation.
- To develop an understanding of the theoretical background and assessment techniques in current use. It focuses on enabling teachers to differentiate classroom resources and select appropriate strategies to support pupils with dyslexic difficulties.

Learning objectives:
- On successful completion of 3 assignments the candidate will gain 3 units towards the Graduate Diploma of Professional Development in Education.
- Following a practical supervised teaching element consisting of at least 20 hours over 2 terms, BDA Approved Teacher Status may be awarded.

Outcomes:
Teachers will be able to address the needs of pupils with dyslexic difficulties by:
- Early recognition
- Detailed assessment
- Multi-sensory, cumulative support using a structured language programme

Dates
1.30pm: 18 November 2010.
9.00am – 4.00pm: 14 October 2010, 24 February 2011.

Venue
Swansea Metropolitan University, Townhill Road, Townhill, Swansea.

Tutors
Debbie Avington, visiting tutors and experienced practitioners

Target Audience: Class/subject teachers, support teachers, SENCOs, headteachers and deputy headteachers.

Participants must be teachers with at least two years experience and be prepared to undertake three assignments. A detailed programme and reading list will be given to course participants at registration.
Teaching Pupils with Autism and Autistic Spectrum Disorder
Graduate Diploma/Graduate Certificate  60 credits

Target audience
Class/subject teachers, support teachers and SENCOs in mainstream schools.

This is a 6 day course and there are 3 modules.

Topics include:
- an understanding of the characteristics associated with Autistic Spectrum Disorder (ASD);
- the triad of impairment and its implications for learning;
- the relationship between behaviour and the triad of impairments;
- a range of strategies for effective assessment, teaching and learning;
- evaluation of participants own experiences and to compare and contrast practice in their own and other schools.

At the end of the course participants will be familiar with:
- the nature of ASD;
- the implications of the triad of impairments;
- effective strategies to support pupils with ASD;
- working in partnership.

Dates
13 October, 11 November, 25 November 2010,
12 January, 15 February, 16 March 2011.
9.00am – 3.00pm on all dates.

To gain accreditation participants will need to submit an assignment after completion of each module.

Venue
Clydach Education Centre.

Coordinator
Cheryl Jones, Teacher Adviser for Inclusion.

Teaching Pupils with Speech, Language and Communication Difficulties in Mainstream
Graduate Diploma/Graduate Certificate  60 credits

Target audience
Class/subject teachers, support teachers and SENCOs in mainstream schools.

This is a 9 day course and there are 3 modules.

Objectives of the course are to enable teachers to:
- identify a range of speech and language difficulties;
- make an assessment of a pupil’s speech and language difficulties;
- review the teaching/learning process in construction of IEPs;
- use different materials and strategies to support a pupil with speech and language difficulties;
- use a range of specific assessment tools;
- construct a speech and language profile;
- develop and use materials for a named pupil.

Teachers will increase their confidence in:
- identifying and assessing a range of speech and language and communication difficulties;
- selecting and using appropriate materials and strategies to provide effective support;
- extending expertise in using specific assessment tools and drawing inferences.

Dates
7 October, 20 October, 10 November 2010,
27 January, 9 February, 23 March 2011,
11 May, 15 June, 6 July 2011.

To gain accreditation participants will need to submit an assignment after completion of each module.

Venue
Clydach Education Centre.

Tutor
Helen Sheterline, Specialist Teacher Speech and Language.
Promoting Positive Behaviour
Graduate Diploma/Graduate Certificate   60 credits

We are pleased to offer 3 modules as part of the Graduate Diploma programme, in Promoting Positive Behaviour. This will be the third time this successful and highly relevant course has been offered and feedback from previous participants was extremely positive.

The course aims to present a broad consideration of the nature of social, emotional and behavioural difficulties and positive approaches to behaviour management. Participants will consider how to identify and meet the needs of pupils with Social, Emotional and Behavioural Difficulties (SEBD). They will explore a range of strategies to support the inclusion of such children and understand the role of the adult in creating a positive learning environment for all pupils and staff.

Days 1 and 2 (module 1) will consider:
- what is meant by SEBD;
- the importance of language in communication;
- strategies to promote a positive learning environment;
- analysing behaviour and supporting behavioural improvement;
- the importance of working in partnership.

Days 3 and 4 (module 2) will consider:
- what is meant by the term ‘challenging behaviour’;
- analysing and managing challenging behaviour;
- the importance of Emotional Literacy in Promoting Positive Behaviour and addressing challenging behaviour;
- connections between thoughts, feelings and behaviour and the role of schools in developing pupil awareness, and understanding of, their own, and others' emotions.

Days 5 and 6 (module 3) will consider:
- an introduction to Restorative Practices;
- possible impact of Restorative Practices on behaviour in schools;
- evaluation of action research undertaken as part of the assessment.

Dates
12 October, 9 November 2010, 1 February, 8 March 2011 and two dates in the Summer Term 2011 – to be advised.

Venue
Swansea Metropolitan University, Townhill Road, Townhill, Swansea.

Tutor
Mrs Lesley Williams, retired Teacher Adviser for Behaviour.

Assessment will be through presentation of a portfolio and two assignments, each of 4,000 words, at the end of each module.

Implementing and Managing the SEN Code of Practice
Graduate Diploma/Graduate Certificate   60 credits

Target audience
SENCOs, Inclusion managers, aspiring SENCOs and support teachers considering further professional development.

This is a 8 day course (plus 2 twilight sessions) and there are 3 modules. This constitutes as a qualification for SENCOs.

Module 1: Inclusion – What is it? Looking at different contexts, etc.
Module 2: Code of Practice, Role of SENCO, Individual Education Plans, Policy development, Management of TAs.
Module 3: Record Keeping, Assessment, Tracking Pupil Progress, Strategies to support.

Course objectives:
- to enable participants to pay due regard to and to implement the requirements of the SEN Code of Practice for Wales in order to meet the needs of pupils who have SEN;
- to equip participants with the knowledge and skills to fulfil the role of SENCO as laid down in the SEN Code of Practice for Wales.

Teachers will be able to:
- comment critically on practices and procedures necessary to fulfil the managerial role of the SENCO as described in the SEN Code of Practice for Wales;
- demonstrate an understanding of the implications of the implementation of Code of Practice;
- evaluate their own experiences and compare and contrast practice in their own and other schools.

Dates
Module 1: 21 October, 9 November, 30 November 2010.
Module 2: 18 January, 17 February, 24 March 2011 + twilight TBA.
Module 3: Dates TBA + twilight TBA.

To gain accreditation participants will need to submit an assignment after completion of each module.

Venue
Clydach Education Centre.

Tutor
Cheryl Jones, Teacher Adviser for Inclusion.