

Global Inclusive Teaching Initiative

EVERY TEACHER, EVERY CHILD

- **Creating an International Standard for Differentiation**
- **All Teachers Meeting the Needs of ALL Children**

Demonstrate your Commitment to Inclusion

Global Inclusive Teaching Initiative

The Global Inclusive Teaching Initiative (GITI) is a new, ground breaking, global, teaching programme, supporting SDG4 and UNESCO.

Establishing an international standard for differentiation, it will help **all** teachers to effectively meet the needs of **all** children in the classroom, in a truly inclusive way.

The Initiative is **relevant in every country; culturally sensitive** to the diversity of the world's children; and **accessible to all learners.**

Written by the world's leading authorities in inclusion, we believe this initiative is **singly the best training** anyone involved in the education of children can do.

Hear from the authors directly about what this training can do for you, your school and all teachers around the world.

WATCH THE VIDEO NOW...



World-class Training for Teachers in Differentiation.



The learning is flexible... so your staff can integrate the course into their day however you and they choose, working at a time and pace that best suits.

The content is practical... it's actionable and straightforward, with specific tips and advice that can be used in your classrooms today.

The course is online... you'll access our sophisticated virtual platform with unique video content, case studies, directed reading and suggestions for putting your learnings into action.

The Initiative is composed of five Learning Modules, which collectively cover what your teachers need to know about Inclusion in the classroom.

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GLOBAL INCLUSIVE TEACHING INITIATIVE
SCHOOL MEMBER 2022-23

The IFIP is committed to helping 'Every Teacher teach Every Child' and support UNESCO and the United Nations in our common goal.

Working together with partners around the world we will help bring this training to those schools that do not have the means. By joining the Initiative, you are demonstrating your true commitment to inclusion and helping us to bring the practice of inclusion into every classroom globally.

All schools participating in the programme will receive a **GITI School Member** emblem to proudly display on their website.

JOIN US TODAY
and be part of the change!



'For the first time, the leading authors and trainers in differentiation have come together to create a global standard for all teachers to be able to include all children, through high-quality bitesize learning, in support of UNESCO's Global Mission.'

Daniel Sobel, Chair, IFIP

The Course Writers are Experts

You'll learn from the most highly-regarded authors and thought-leaders in inclusive practice, globally.

Professor Carol Ann Tomlinson (USA), widely regarded as 'the mother of differentiation', whose books have been translated into 14 languages.

Daniel Sobel (UK), Founder of Inclusion Expert and advisor to the Department for Education, the European Union and the United Nations.

Helena Wallberg (Sweden), an authority in inclusion who has supported numerous schools, groups of schools and municipalities.

MEET THE AUTHORS HERE.



Global Inclusive Teaching Initiative



What Does It Cover?

- The programme is designed tc provide all that teachers need to know, to effectively teach all children in the classroom.
- From structures that support differentiation to the differentiation of pedagogy and teaching skills.
- Covering common specific issues to the conceptual and practical foundations of inclusive teaching.

How Much Content Is There?

The programme is super rich in content delivered directly by Global Inclusion Experts:

5 Learning Modules

19 Themed Units

70 Bite-sized 'Watch-Read-Do-Review' Parts



ABOUT THE COURSE

The course is accessed via the **International Forums of Inclusion Practitioners (IFIP)** online Hub (www.ifip.group). All participants will be given free membership to the **IFIP Hub** where they can learn, share and network with thousands of teachers from around the world.

Although this is an online course, the emphasis is extremely practical and is designed in small 'bite-size' pieces that teachers can try out in their lessons. Each Learning Module is made up of units that are written by different authors. Each unit is made up of several short parts composed of four key elements and using our unique **'Watch-Read-Do-Review'** system;

WATCH - A short video on a specific theme. They are mostly 3-5minutes long.

READ - Expert guidance. The reading is concise – mostly 1 or 2 illustrated pages that you are asked to consider within the context of your own class, group or setting.

DO - Practical actions to take back into the classroom. You can complete your forms online and your write up is intended to consist of brief notes that capture the highlights of your action research in your setting.

REVIEW - A reflection of what you have learnt and the impact of your practical task. Again, you can complete your forms online. Your review is intended to identify the key points and impact of your classroom-based task.

INITIATIVE OVERVIEW

The Initiative is composed of five Learning Modules.

Each Learning Module is comprised of a number of Themed Units.

Each Themed Unit comprises several Parts of bite-sized learning utilising our bespoke 'Watch-Read-Do-Review' system.

WATCH READ DO REVIEW

1 LEARNING MODULE ONE

INTRODUCTION - Welcome to the Global Inclusive Teaching Initiative



UNIT A - Introduction from the authors

- An Introduction to the Global Inclusive Teaching Initiative presented by the authors; Professor Carol Ann Tomlinson, Daniel Sobel, Helena Wallberg, They each explain their rationale behind being part of this initiative, how it is going to benefit you and how you are supporting the United Nations Sustainable Development Goal 4 (SDG4) and UNESCO.

UNIT B - Contents and user guide

- How to navigate your way through the programme with a detailed content and user guide.

UNIT C - A literature review lecture

- The Research and Rationale behind the Global Inclusive Teaching Initiative. Written and presented by Daniel Sobel, this unit takes a deep dive into the literature supporting and exploring inclusion in education.

2 LEARNING MODULE TWO



Structures That Support Differentiation

UNIT A - How to Pre-Empt the Five Most Common Fault Lines of The Average Lesson - Daniel Sobel

Students will:

- be able to identify the five key areas of the average lesson which can lead to difficulties for children who are vulnerable or who have additional learning needs.
- learn ways to minimise these difficulties through preparation and understanding of students' needs.

UNIT B - Lesson Structure with Differentiated Activities (8 Phases of the Lesson) - Helena Wallberg

Students will:

- understand the difference between lesson plan and lesson design.
- be able to create eight-part structures with a focus on understanding how students think, work, learn and perform.

3 LEARNING MODULE THREE



Differentiation Of Pedagogy and Teaching Skills

UNIT A - Communicating Effectively - Prof. Carol Ann Tomlinson

Students will:

- understand the importance of effective communication.
- learn how to communicate effectively with pupils.

UNIT B - Framing Units and Lessons - Prof. Carol Ann Tomlinson

Students will:

- understand how the process of 'framing' enables students to navigate their way through the lesson with confidence.
- be able to devise ways to implement this process in their own practice.

UNIT C - Effective Questioning in the Classroom - Prof. Carol Ann Tomlinson

Students will:

- improve their questioning skills, and how to use open and closed questions to enrich the learning experience for both the teacher and pupil.

UNIT D - Differentiated Assessments of Learning - Helena Wallberg

Students will:

- build an understanding of 'learning goals'.
- develop strategies to use 'learning goals' effectively in the classroom to improve the students' learning experience.

UNIT E - How to Give Highly Effective Differentiated Feedback - Helena Wallberg

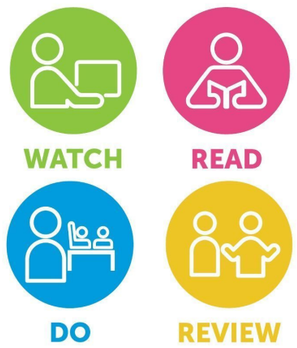
Students will:

- be able to deliver differentiated feedback so that it is an effective part of the teaching and learning process.

4 LEARNING MODULE FOUR



Common Specific Issues



UNIT D - How to Navigate the Digital World - Helena Wallberg

- students will be able to make effective use of technology in a safe and productive manner.

5 LEARNING MODULE FIVE

The Conceptual and Practical Foundations of Inclusive Teaching

UNIT A - Creating an Optimal Learning Environment - Daniel Sobel



Students will:

- understand the importance of creating a welcoming learning environment matched to students' individual needs.
- learn strategies to build an optimal learning environment where students can succeed.

UNIT B - Building on Children's Strengths - Prof. Carol Ann Tomlinson

Students will:

- develop their understanding of the value in recognising students' strengths.
- be able to use observations and reflections to plan different approaches to building on students' strengths in the classroom.

"The Global Inclusive Teaching Initiative is a highly flexible and adaptable course, you can start at any point you like..."

What experience or knowledge do teachers need before they start?

This course truly is aimed at classroom teachers with any level of experience; they could be at the start of their teaching career, or on your school's leadership team. It is for:

- busy classroom teachers and teaching assistants who want to understand more about the children in their class
- teachers at the earliest stages of their training or professional career
- staff with responsibility for welfare or pastoral care in boarding schools
- teachers looking to move into the SEN sector
- teachers interested in furthering their career progression



"No matter what year or phase you teach, wherever you are working and wherever you are in your career, we are confident that you will take something from this course..."

Global Inclusive Teaching Initiative

MEET THE AUTHORS - GLOBAL INCLUSION EXPERTS

Five of the world's most prestigious, well-regarded experts in inclusion.

Unlike other courses you might come across, our authors are internationally renowned, award-winning, published authors, and experienced practitioners.

They have worked in classrooms, led schools, and trained hundreds of teachers. Their works have been published by Bloomsbury (Sobel), Routledge (Grey) and Gothia (Wallberg).



Prof. Carol Ann Tomlinson (USA)

Carol is William Clay Parrish, Jr. Professor Emeritus at the University of Virginia's School of Education and Human Development where she served as Chair of Educational Leadership, Foundations, and Policy, and Co-Director of the University's Institutes on Academic Diversity. Prior to joining the faculty at UVA, she was a teacher in public schools for 21 years, during which she taught students in high school, preschool, and middle school and also administered programmes for struggling and advanced learners. Carol is author of over 300 books, book chapters, articles, and other educational materials; her books on differentiation are available in 14 languages. In 2021, she was ranked #16 in the Education Week Edu-Scholar Public Presence Rankings of the 200 'University-based academics who are contributing most substantially to public debates about schools and schooling', and as the #4 voice in Educational Psychology.



'I just wanted you to know that in the dark times that this pandemic has produced, you have been my beacon of hope.'

'I am forever grateful to have been one of your students and have taken your lessons with me throughout the many places and adventures of my life.'

Daniel Sobel (UK)

Daniel is a global leader in inclusion. He is a highly-regarded speaker at national and international conferences, and has advised the UK Government and international organisations such as the European Union and the United Nations. As the founder of Inclusion Expert, one of the UK's most respected education organisations, he and his team have supported thousands of schools to become truly inclusive and hundreds of teachers to complete post-graduate programmes. He has written three best-selling books (Bloomsbury Press), and has written over 80 articles in publications around the world, a series for the Guardian on Inclusive Schools and regular columns in Headteacher Update and SecEd. He shares his thoughts on education and inclusion with his 30,000 LinkedIn followers. In 2020, he established the International Forums of Inclusion Practitioners (IFIP).



'Working with Daniel is one of the few times in my career that I've not only had a lightbulb moment but an experience that changed my perceptions of learning forever.'

'His work challenges educators and policymakers alike to accept learners' diversity as a gift to teaching and learning.'

Helena Wallberg (Sweden)

Helena has 22 years' experience of teaching high school English, French and Pedagogy. Formerly with the Swedish National Board of Education, she is now a teacher trainer and an inclusion consultant.

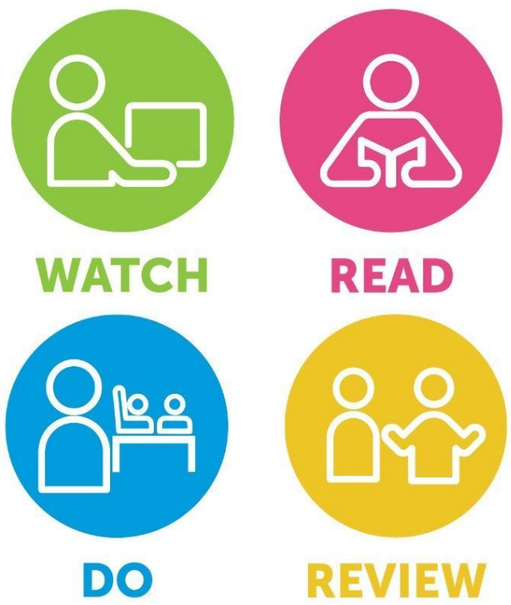
Helena has authored several books on assessment, feedback and lesson design, specifically about explicit and differentiated instruction as tools to engage all learners. She writes articles and booklets that are distributed across Sweden for teacher learning communities, a concept about which she is passionate.

Helena works with teacher groups of all kinds to develop their ability to meet all students in practice.



'Have just read Lesson Design by Helena Wallberg and am really inspired. Exciting and inspiring.'

'Wallberg succeeds in putting into words the silent knowledge that experienced teachers have about how they plan and carry out their lessons in a simple way.'





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www.ifip.group

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