**Overview of the teacher training modules**

| **Module** | **Brief description** | **Key topics covered** |
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| **Module 1: Introduction to inclusive education** | Introduces the concepts and theories of inclusive education and the theoretical basis for its implementation; and introduces active participatory learning methods which participants will experience throughout the training. | Inclusive education definition and discussion  Policy frameworks and legislation  Learning styles  Active learning  Barriers to inclusive education including discrimination, teacher attitudes and systemic hurdles.  Action research and appreciative enquiry. |
| **Module 2: School Inclusion Teams** | Provides information for teachers and other relevant stakeholders, such as school support staff, District Education Board officers, community members and other stakeholders who want to plan, develop and manage a school inclusion team in their school. | Building school inclusion teams  Guidance on selecting members  Awareness of power dynamics |
| **Module 3: Identifying Out-of-School Children** | Provides a broad overview of the issue of out-of-school children in both local and global terms; and explores why some children are out of school, and the chain of causes and effects which result in them being absent from school. | Rights based approaches to out of school children  Policy frameworks and legislation  Out of school children in Zambia  Strategies and solutions |
| **Module 4: Screening and Identification of Learning Needs** | Promotes a move away from the ‘special needs’ / medical model approach to identifying learners’ learning needs, and encourages an approach which focuses on identifying barriers impacting learning and development (‘social’ model approach). | Inclusive approaches to education in practice  Inclusive principles for identification, screening and assessment  Learning styles  Barriers to education  Impact of impairments on learning  Understanding wider contexts affecting the learner  Organising support for the learner and for schools |
| **Module 5: Creating Individual Education Plans** | Supports understanding of what an individual education plan (IEP) is, its characteristics, and the reasons why schools develop and use IEPs; and looks at some of the benefits of IEPs and which learners can benefit from having one. | Individual Education Plans: definition  What is included in an IEP  How to develop an IEP  Collaborating on IEPs  Running successful IEP meetings  Monitoring, reviewing and revising IEPs |
| **Module 6: Exploring the Role of a School Inclusive Education Co-ordinator** | Explores the role and effectiveness of a school Inclusive Education Co-ordinator (IECo), looking at how the school IECo can co-ordinate special educational needs and/or disability and inclusive education activities, and how they can network and be a catalyst for change towards a whole-school approach to inclusive education for all. | School Inclusive Education Coordinator definition  Characteristics of a SIECo  Whole school approaches  Establishing and adapting learning bases for effective inclusion support |
| **Module 7: Promoting Active Learning in the Classroom** | Provides ideas for inclusive teaching strategies for active learning that are effective in diverse settings, including under-resourced schools with large class sizes. These strategies support differentiation and highlight the effectiveness of mixed-ability groupings in promoting achievement. | Committing to inclusive education  Active learning  Developing learning objectives  Group work  Differentiation in teaching and learning  Organising classrooms – physical and psychosocial environments  Asking questions  Feeding back  Assessing learning |
| **Module 8: Developing Learner Participation** | Enables teachers to further develop learner participation in their school through peer support, peer mentoring, peer tutoring, and involving learners in making decisions that affect them. | Commitment to learner participation  Developing peer support  Developing independent learning and critical thinking  Supportive environments and safe spaces  Barriers to participation |
| **Module 9: Including Learners in Transition** | Provides ideas to promote the achievement of learners who are in transition. Education transition refers to learners who are leaving, arriving or newly arrived in an education setting, or moving mid-year. Transition can be from home to early learning centre, from there to primary and then secondary and tertiary education, from education to employment, and so on. | Understanding transition between education levels  Managing inclusive transitions  Planning guidance  Teacher checklists  Observations  School self-evaluation |
| **Module 10: Including Learners who have Intellectual and/or Developmental Impairments** | Introduces and explores effective methods of including learners with intellectual and/or developmental impairments. Offers practical ideas for meeting learners’ needs in the classroom and gives participants opportunities to problem-solve for difficulties they have experienced as educators. This module is designed to equip teachers with skills to enable the process of identification and support. | Basic assessment for intellectual and/or developmental impairments  Discrimination and challenges  Exploring support from the school inclusive education co-ordinator and the learning support base  Practical classroom strategies |
| **Module 11: Making Teaching and Learning Aids from Locally Available Resources** | Advice for trainers of trainers to develop teaching and learning aids from locally available resources. | Identifying teaching and learning aids  Creating teaching and learning aids |
| **Module 12: Including learners with additional needs** | Basic information about differing additional needs, how to identify additional needs, how additional needs can exclude learners and practical tips and ideas for teachers on supporting learners with additional needs in the school and classroom environment. | Identifying impairments  Understanding barriers faced by individuals with specific impairments.  Practical approaches, hints and tips for teachers on:   * Cognitive or learning impairments * Speech and communication difficulties * Behavioural, emotional and social difficulties * Visual impairments * Hearing impairments * Physical impairments * Health problems * Multiple impairments * Gifted and talented learners |