

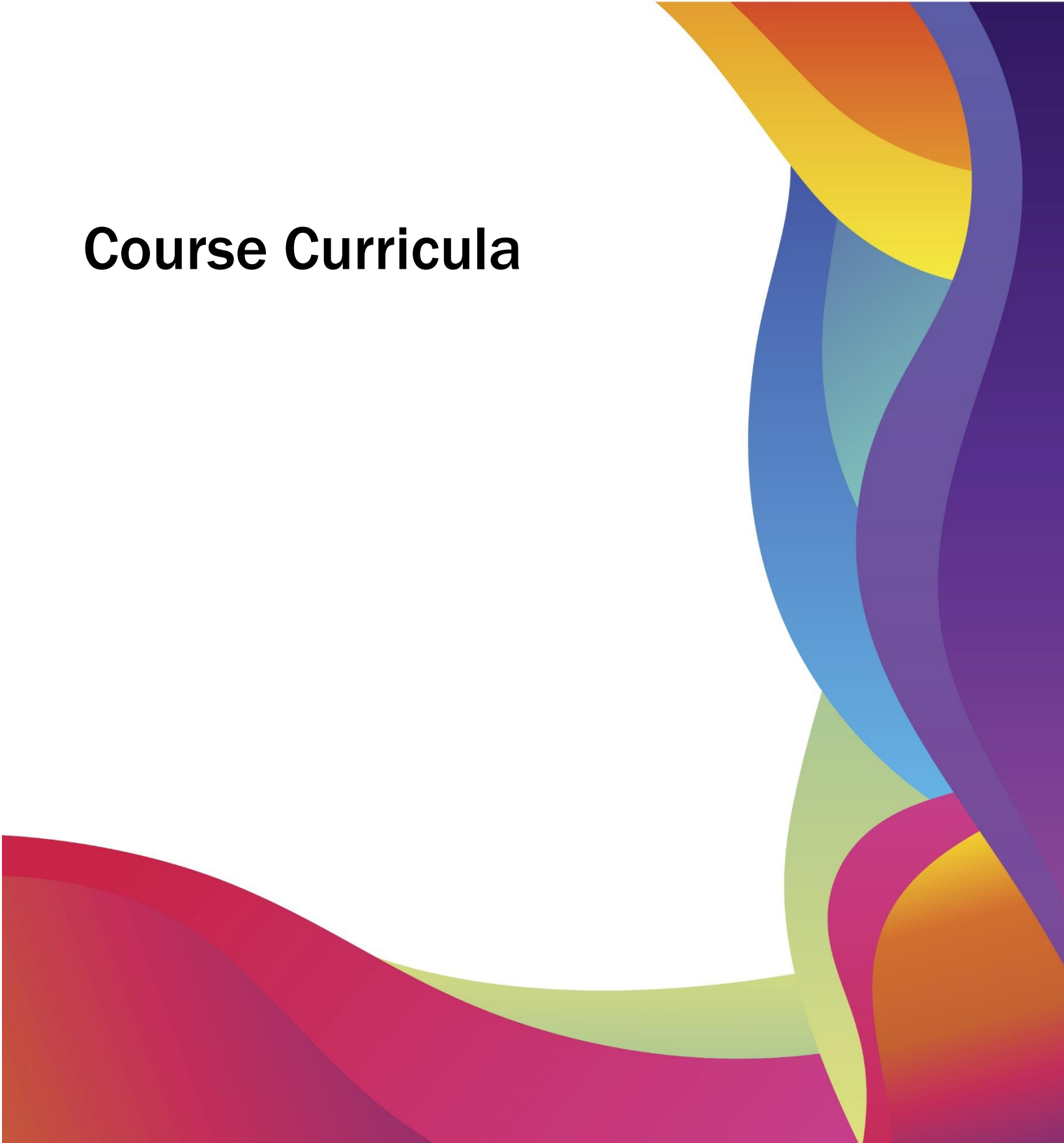


**YARD4ALL**

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Erasmus+ Programme  
of the European Union



# Course Curricula



<b>Title</b>
<b>Training Course to implement the Peer to Peer Support Model</b>
<b>General description</b>
Development of an <b>Innovative training</b> to increase teachers' knowledge about special education needs (SEN) issues and how to deliver a supportive model to develop and include peers with special needs.
<b>Intended audience</b>
Targeting <b>teachers and trainers (peer to peer supporters)</b> , who will apprehend a Child-to-child peer support model.
<b>Keywords and phrases</b>
Disabilities; Special Education Needs; inclusive education; peer to peer support; School leadership and development leadership skills in children.
<b>Language of instruction</b>
Language of each partner country (English; French; Portuguese; Hungarian; Spanish and Romanian)
<b>Course delivery</b>
<p>The course will be object-based learning, which means, that the delivery can be tailored to fit within a specific learning path. It is possible to select and organize training contents from a portfolio of session plans, with the correspondent teaching resources and training activities. So, it is possible to use course materials with flexibility according to countries' and target group needs. Training providers can easily configure the synchronous sessions of the training course in terms of teaching materials, resources, length/duration of the sessions, internet or face-to-face based sessions, and observation components.</p> <p>The course is organised in two main phases: Phase 1 and Phase 2. Phase 1 is a mandatory part of the training and the learner must attend the sessions in order to receive the certificate. The phase 2 is a facultative one and is designed to be delivered in a face-to-face format.</p> <p>Although the flexibility of the course curricula, the trainers must ensure that during the sessions:</p> <ul style="list-style-type: none"> <li>- It is provided guidance on theoretical knowledge;</li> <li>- It is Guaranteed time for discussion and guidance related to all written assignments;</li> <li>- Knowledge on subject area is build and working environment is in place, and;</li> <li>- Teachers' competencies are developed using active methods.</li> </ul> <p>In detail:</p> <p><b>Phase 1</b></p>

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It comprises 3 central modules that were designed to be delivered using a format of synchronous and asynchronous sessions.

- *Module* – Inclusion at School
- *Module* – Peer to Peer Support Model
- *Module* – Cooperative Learning

The modules will be prepared and made available in English language.

## **Phase 2**

additional and facultative part of the training course. It was designed to be delivered in a face-to-face format.

Module - Sensitisation and awareness raising about disabilities

Module - Inclusive environment at school

Module - Examples of good practices related with inclusion practices in schools

Module – School Leadership

Module - Working Leadership with Children

Module - The efficacy of interventions: theory of change and key ingredients

The face to face modules will be worked using worksheets with practical exercises to adapt the contents to the school context.

The modules will be prepared and made available in English language.

## **Objectives**

- Develop a programme that trains local leaders implement support peer to peer models;
- Increase the tools to promote the children acceptance towards their peers with SEN, improving their knowledge and awareness about disability;
- Handsel the peer support model and support managers in the delivering of the project at local level;
- Disseminate a peer to peer model that Increase happiness, wellbeing, improved self-esteem, confidence and improved social skills for all students.

## **Learning outcomes**

By the end of this course the learner will be able to:

- Understand the concept of special education needs;
- Understand the evolution of the concept an its relation with education;

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- List examples of special education needs;
- Identifying good practices of inclusive schools;
- Understand the peer support model;
- Apply the peer to peer support model;
- Define cooperative learning;
- Develop leadership competencies in school context.

## Course content

### PHASE 1- 100% online

#### Welcome meeting (2h online)

- **Inclusion at School – 4 hours (2h asynchronous – 2h synchronous)**
  - What is disability
  - Types of disability
  - Disabilities from sociological approach
  - Attitudes toward people with disabilities
  - Emotional competences of children with SEN
- **Peer to peer support model – 4 hours (2h asynchronous – 2h synchronous)**
  - The concept of peer to peer support model and the link with cooperative learning
  - What is a peer to peer support model
  - Reasons for setting up a peer to peer support model at schools
  - Different forms of peer support
  - The Effectiveness of Peer Support to Increase Positive Social Interaction for Students with Special Needs
  - The efficacy of interventions - Theory of change and key ingredients for efficacy of interventions
- **Cooperative learning – 4 hours (2h asynchronous | 2h synchronous)**
  - Definition of cooperative learning
  - Types of cooperative learning
  - Effectiveness of cooperative learning
  - Peer teaching
  - Leadership competences
  - Leadership in school context

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## PHASE 2

- **Sensitisation and awareness raising about disabilities (4h face-to-face)**
  - Personal experiences of people with disabilities
  - Lifeway of a family with a child with disability
  - Disability models
  
- **Inclusive environment at school (4h face-to-face)**
  - Disabilities in school (diagnoses, functional difficulties, examples of diagnosis)
  - Quality of life of people with disability
  - Effect of disability on self-image
  
- **Leadership in School context (4h face-to-face)**
  - Definition of school leadership
  - School leadership in a multi-level approach
  - School leadership in a multidisciplinary team
  - Definition and understanding of key-actors in education
  - Definition of inclusive and flexible management
  - Definition of quality in education
  - Understand skills for scholar leadership
  
- **Developing Child's Leadership (2h face-to-face)**
  - Leadership styles
  - Innovation in School & Use of innovative teaching methods and approaches
  - Innovative tools for emotional intelligence education
  - Well-being and emotional health in school
  - Benefits of developing leadership skills
  - Challenges of leading school projects in local contexts
  - Conflict resolution
  - Effective communication skills
  - Leaders Model Yard4All
  
- **Examples of good practices (2h class)**
  - Relevant practices in the education field

### Learning hours

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The training period should, overall, take 4 days and a half and includes formal online and class training and evaluation.

Welcome session: 2h

Online sessions: 12 hours (Mandatory)

Face to face sessions: 16 hours (Facultative)

Total: 30 hours

### Teaching and learning methods

Within the e-learning platform, the learner will be able to locate suitable learning support materials such as articles, presentations, legislative documents and other relevant publications, learners will be asked to provide at least **one** written assignment (Quiz) to assess their overall understanding of core concepts in the first phase of the training.

During workshop sessions (May'21 - Lille) the relevant concepts will be supported by practical examples, and learners are encouraged to share their experiences. Discussion based on the practical examples will also take place using case studies, role-plays and other techniques.

### Assessment method

Self-assessment of competences (pre and post)

Observation

Individual assignments

Group assignments and activities (collaborative writing, role plays)

### References

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### Code of conduct

Is requested that learners regularly attend sessions and arrive punctually.

Class participation is desirable to enhance the achievement of learning outcomes.

Learners must fulfil the online assignments on time as part of the agreed learning plan.

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