



Pioneer Educational Trust

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Free Training Courses for Professionals



Training Courses for Professionals

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Understanding Autism (Level 1)

Course	Provider	Learning Outcomes	Duration
Understanding Autism (Level 1)	Open University	<p>After studying this course, you should be able to:</p> <ul style="list-style-type: none"> • outline what is meant by autism, why it is considered a spectrum and how it affects different individuals and families • appreciate different approaches to understanding autism, including theoretical and clinical perspectives and personal accounts • outline key features of psychological, neurobiological and genetic explanations of autism • explain key aspects of diagnosis, intervention, education and life-span development • understand topical issues including neurodiversity perspectives, autism prevalence in women and autism in global context. 	24 hours free study
Week 1:	Introducing the autism spectrum		
Week 2:	What is autism like?		
Week 3:	Identifying and diagnosing autism		
Week 4:	Explaining autism: mind and brain		
Week 5:	Addressing challenges: approaches to intervention		
Week 6:	Family life and education		
Week 7:	Adulthood		
Week 8:	Reflecting back, looking forward		
<p>To access this course, please visit:</p> <p>https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab#</p>			

Understanding Autism

Course	Provider	Learning Outcomes	Duration
Understanding Autism	University of Kent (Future Learn)	<p>By the end of the course, you'll be able to...</p> <ul style="list-style-type: none"> • Explain what autism is, and evaluate how we know that it exists • Identify social communication skills and explain what happens if they do not develop as expected • Summarise knowledge of sensory and repetitive behaviours, and whether such behaviours are advantages or disadvantages • Explain why many people on the autism spectrum have co-occurring conditions • Identify the origins of strengths and difficulties experienced by people on the autism spectrum • Explore and discuss lived experiences of people on the autism spectrum 	12 hours free study over 4 weeks
Topic 1:	What is autism and how do we know whether it exists?		
Topic 2:	Social communication skills		
Topic 3:	Sensory sensitivities and repetitive behaviours		
Topic 4:	Co-occurring conditions		
Topic 5:	Strengths and difficulties of people on the autism spectrum		
Topic 6:	Lived experiences of people on the autism spectrum		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/autism</p>			

SMART-ASD: Matching Autistic People with Technology Resources

Course	Provider	Learning Outcomes	Duration
Smart-ASD: Matching Autistic People with Technology Resources	University of Bath (Future Learn)	<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> • Explore the nature of Autism Spectrum Disorder (ASD) and Intellectual Disability (ID) • Discuss how technology can best support children with ASD/ID • Identify the most appropriate technology to support children with ASD/ID • Assess the needs of children with ASD/ID using the SMART-ASD app 	12 hours free study over 4 weeks
Topic 1:	What is ASD and Intellectual (or learning) Disability (ID)?		
Topic 2:	How can technology best support children with AD and ID?		
Topic 3:	How to choose the most appropriate technology to support children with ASD and ID.		
Topic 4:	SMART-ASD: Matching autistic people with technology – how recommendations can be made, specific to each child.		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/supporting-autism</p>			

Certificate in Understanding Autism

Course	Provider	Learning Outcomes	Duration
Understanding Autism	Milton Keynes College	By the end of this course you will have a greater understanding of Autism	3-4 hours study per Unit
Unit 1:	Introduction to autism		
Unit 2:	Using a person-centred approach to support individuals with autism		
Unit 3:	Communicating and social interaction in individuals with autism		
Unit 4:	Sensory processing, perception and cognition in individuals with autism		
Unit 5:	Supporting positive behaviour in individuals with autism		
Unit 6:	Supporting individuals with autism to live healthy and fulfilled lives.		
<p>To access this course, please visit:</p> <p>https://www.mkcollege.ac.uk/courses/distance-learning/level-2-certificate-in-understanding-autism/</p>			

Good Practice in Autism Education

Course	Provider	Learning Outcomes	Duration
Good Practice in Autism Education	University of Bath (Future Learn)	<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> • Identify the educational requirements of children on the autism spectrum with and without intellectual (learning) difficulties • Explain the concept of inclusion to promote inclusive culture, policies and practices within mainstream schools • Reflect on what constitutes good practice for autism within educational settings • Compare specific examples of good practice in autism education 	12 hours free study over 4 weeks
Topic 1:	Understanding autism and intellectual disabilities		
Topic 2:	Developing an inclusive curriculum		
Topic 3:	Good practice in autism education		
Topic 4:	Sharing good practice		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/autism-education</p>			

Psychological Perspectives in Education and Primary Care (PPEP Care)

Course	Provider	Learning Outcomes	Duration
Psychological Perspectives in Education and Primary Care (PPEP Care)	RBWM	The PPEPCare training aims to help staff in primary care and education to: 1. Better recognise and understand mental health difficulties in children and young people. 2. Better support these children, young people and their families by providing psych-education and drawing on relevant psychological techniques (using a cognitive behavioural framework).	3 hours per training session
Supporting young people with depression using behavioural activation techniques	RBWM		Tuesday 14th May 2019 1.30pm – 4.30pm
Understanding anxiety in adolescence and using CBT techniques to support young people	RBWM		Thursday 23rd May, 2019 1.30pm – 4.30pm
Robust-ED Promoting Resilience	RBWM		Tuesday 6th June, 2019 1.30pm – 4.30pm
All sessions take place at: Council Chamber, Town Hall, St Ives Road, Maidenhead, Berkshire, SL6 1RF			
To book a free place on any of the training dates, please contact Fozia Salar on the number below or email edpsych@achievingforchildren.org.uk For more information, please contact Rebecca Askew, Senior Educational Psychologist on: 01628 796688			

Dyslexia

Course	Provider	Learning Outcomes	Duration
Understanding Dyslexia (Level 1)	Alison.com (accredited CPD provider)	<ul style="list-style-type: none"> Identify and discuss the issues that relate to the definition, explanation and remediation of 'abnormal' psychological functioning; Understand the complexities involved in identifying, explaining and managing dyslexia. 	3 hours free study per module – see the module breakdown below
Module 1: Approaches to the Definition of 'Abnormality'	<ul style="list-style-type: none"> Definitions of 'Normality' (Part 1) Medical Approaches to Normality (Part 2) Experiencing Dyslexia (Part 1) What is Dyslexia? (Part 2) Defining Dyslexia Positive Indicators for Dyslexia 		
Module 2: Dyslexia as a Distinctive Condition	<ul style="list-style-type: none"> Differentiating Dyslexia from other Reading Difficulties Differentiating Dyslexia from other Developmental Conditions Reflecting on Definitions of 'Abnormality' 		
Module 3: Explanations of Dyslexia	<ul style="list-style-type: none"> Behavioural, Cognitive and Biological Perspectives Cognitive Explanations of Dyslexia (Part 1) Cognitive Explanations of Dyslexia (Part 2) Cognitive Explanations of Dyslexia (Part 3) Biological Explanations of Dyslexia Differences in Brain Architecture (Part 1) Differences in Brain Architecture (Part 2) Biochemical Factors Environmental Explanations of Dyslexia Reflecting on Explanations of Abnormal Development – The Case of Dyslexia 		
Module 4: Treatment and Management	<ul style="list-style-type: none"> Thinking about Intervention Behavioural Approaches Cognitive Approaches (Part 1) Cognitive Approaches (Part 2) Biological Approaches Evaluating Intervention Studies (Part 1) Evaluating Intervention Studies (Part 2) Reflecting on Dyslexia Concluding Remarks 		
Module 5: Understanding Dyslexia Assessment	<ul style="list-style-type: none"> Understanding Dyslexia Assessment: You must achieve 80% or above to pass this assessment 		
<p>To access this course, please visit:</p> <p>https://alison.com/courses/understanding-dyslexia/content</p>			

SEND

Course	Provider	Learning Outcomes	Duration
Working with Students with Special Educational Needs	Alison.com (accredited CPD provider)	In this module you will learn how to correctly define special education and the main responsibilities of teachers who teach students with special educational needs. You will be introduced to the concept of least restrictive environment and how to modify assessments for students with special educational needs.	3 hours free study per module – see the module breakdown below
Module 1: Introduction to Special Education	<ul style="list-style-type: none"> • Special Education - Learning Outcomes • Special Education and Legalisation • Teachers' Responsibilities for SEND • The Individual Education Plan • The Value of Inclusive Education • Categories of Disability • Special Education – Lesson Summary 		
Module 2: Learning Disabilities	<ul style="list-style-type: none"> • Learning Disabilities – Learning Outcomes • Introduction to Learning Disabilities • Case Study – Assisting a Student with a Learning Disability • Learning Disabilities – Lesson Summary 		
Module 3: Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> • ADHD – Learning Outcomes • Introduction to ADHD • Teaching Students with ADHD • ADHD – Lesson Summary 		
Module 4: Intellectual Disabilities	<ul style="list-style-type: none"> • Intellectual Disabilities – Learning Outcomes • Introduction to Intellectual Disabilities • Teaching Students with Intellectual Disabilities • Intellectual Disabilities – Lesson Summary 		
Module 5: Behavioural Disorders	<ul style="list-style-type: none"> • Behavioural Disorders – Learning Outcomes • Introduction to Behavioural Disorders • Teaching Students with Behavioural Disorders • Behavioural Disorders – Lesson Summary 		
Module 6: Physical Disabilities and Sensory Impairments	<ul style="list-style-type: none"> • Physical Disabilities and Sensory Impairments – Learning Outcomes • Introduction to Physical Disabilities and Sensory Impairments • Teaching Students with Hearing Loss • Teaching Students with Visual Impairment • Physical Disabilities and Sensory Impairments – Lesson Summary 		
Module 7: Course Assessment	<ul style="list-style-type: none"> • Course Assessment: Working with Students with Special Educational Needs 		
To access this course, please visit:			
https://alison.com/courses/working-with-students-with-special-educational-needs-revised/content			

Making Sense of Mental Health Problems

Course	Provider	Learning Outcomes	Duration
Making Sense of Mental Health Problems (Level 2)	Open University (Open Learn)	<p>After studying this course, you should be able to:</p> <ul style="list-style-type: none"> describe key theories and concepts that have informed debates about mental health diagnosis outline how diagnostic systems have been developed and implemented explain why diagnostic systems are challenged in the mental health field. 	10 hours free study
Module 1: Assessing Mental Health Problems	<ul style="list-style-type: none"> Assessing Mental Health Problems Assessing Mandy's Situation 		
Module 2: Medical Perspectives	<ul style="list-style-type: none"> Medical Perspectives Diagnostic Handbooks Scientific Advances in Understanding Mental Health Problems A Psychiatrist's Perspective 		
Module 3: Psychological Perspectives	<ul style="list-style-type: none"> Psychological Perspectives Psychological Formulation A Psychologist's Perspective 		
Module 4: Social Need Perspectives	<ul style="list-style-type: none"> Social Need Perspectives A Social Worker's Perspective 		
Module 5: Diagnosis and its Alternatives	<ul style="list-style-type: none"> Diagnosis and its Alternatives Alternative Approaches 		
	Conclusion		
<p>To access this course, please visit:</p> <p>https://www.open.edu/openlearn/health-sports-psychology/making-sense-mental-health-problems/content-section-0?active-tab=description-tab</p>			

Understanding Depression and Anxiety

Course	Provider	Learning Outcomes	Duration
Understanding Depression and Anxiety (Level 2)	Open University	<p>After studying this course, you should be able to:</p> <ul style="list-style-type: none"> describe how stressful life events may be linked to emotional disorders such as depression and anxiety describe the main features of the physiological stress response evaluate the role of genetic and environmental factors in emotional disorders describe the different kinds of biological abnormalities that have been linked to emotional disorders. 	8 hours free study
Module 1:	Understanding the Role of Stress		
Module 2:	Stress and the Brain		
Module 3:	The Life Cycle Model of Stress		
Module 4:	Insights from Anti-depressants		
Module 5:	The Network Hypothesis of Mood Disorders		
Module 6:	Genes and Environment: Bringing it all Together		
<p>To access this course, please visit:</p> <p>https://www.open.edu/openlearn/health-sports-psychology/health/understanding-depression-and-anxiety/content-section---learningoutcomes</p>			

Inclusive Education: Knowing What We Mean

Course	Provider	Learning Outcomes	Duration
Inclusive Education: Knowing What We Mean (Level 3)	Open University	<p>After studying this course, you should be able to:</p> <ul style="list-style-type: none"> • understand more systematically the knowledge and be more critically aware of issues in inclusive education • reflect critically upon and analyse perspectives regarding inclusion • analyse and develop successful inclusive learning practices • identify conceptual frameworks appropriate for investigating inclusion issues, examining the inclusivity of systems and for developing inclusive education • develop techniques relevant to research scholarship. 	8 hours free study
Module 1:	Inclusive Education: Knowing What We Mean		
Module 2:	Models of Thinking		
Module 3:	<p>Transforming Learning:</p> <ul style="list-style-type: none"> • Who is to be Included? • A broad view of inclusion • From integration to inclusion • The Salamanca Statement • Centre for Studies on Inclusive Education 		
<p>To access this course, please visit:</p> <p>https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/inclusive-education-knowing-what-we-mean/content-section---learningoutcomes</p>			

Certificate in Understanding Specific Learning Difficulties

Course	Provider	Learning Outcomes	Duration
Understanding Specific Learning Difficulties	Milton Keynes College	By the end of this course you will have a greater understanding of Specific Learning Difficulties	3-4 hours study per Unit
Unit 1:	Understand Specific Learning Difficulties		
Unit 2:	Understand the effects of Specific Learning Difficulties		
Unit 3:	Understand the diagnosis of Specific Learning Difficulties		
Unit 4:	Understand supporting individuals with Specific Learning Difficulties		
Unit 5:	Understand the context of Specific Learning Difficulties		
To access this course, please visit: https://www.mkcollege.ac.uk/courses/distance-learning/level-2-certificate-in-understanding-specific-learning-difficulties/			

Certificate in Understanding Behaviour That Challenges

Course	Provider	Learning Outcomes	Duration
Understanding Behaviour That Challenges	Milton Keynes College	By the end of this course you will have a greater understanding of Behaviour that Challenges	3-4 hours study per Unit
Unit 1:	Understand behaviour that challenges		
Unit 2:	Understand how to support positive behaviour		
Unit 3:	Understand the importance of effective communication and the management of behaviour that challenges		
Unit 4:	Understand the role of reflection and support for those involved in incidents of behaviour that challenges		
To access this course, please visit: https://www.mkcollege.ac.uk/courses/distance-learning/level-2-certificate-in-understanding-behaviour-that-challenges/			

Certificate in Children and Young People's Mental Health

Course	Provider	Learning Outcomes	Duration
Children and Young People's Mental Health	Milton Keynes College	By the end of this course you will have a greater understanding of Children and Young People's Mental Health	3-4 hours study per Unit
Unit 1:	Understand children and young people's mental health in context		
Unit 2:	Understand factors which may affect children and young people's mental health		
Unit 3:	Understand children and young people's mental health concerns		
Unit 4:	Understand the impact of children and young people's mental health concerns		
Unit 5:	Understand how to support children and young people with mental health concerns.		
<p>To access this course, please visit:</p> <p>https://www.mkcollege.ac.uk/courses/distance-learning/level-2-certificate-in-understanding-children-and-young-peoples-mental-health/</p>			

Certificate in Understanding Safeguarding and Prevent

Course	Provider	Learning Outcomes	Duration
Understanding Safeguarding and Prevent	Milton Keynes College	This qualification is for anyone who is responsible for the safeguarding of people and for helping prevent radicalisation. It gives learners an understanding of recognising the signs of abuse, how to reduce the risk of radicalisation and the potential consequences of illegal online activity. By the end of this course you will have a greater understanding of Safeguarding and the Prevent Strategy	3-4 hours study per Unit
Unit 1:	Understand the Prevent duty		
Unit 2:	Understand the terms radicalisation, extremism and terrorism		
Unit 3:	Understand how to reduce the risk of radicalisation		
Unit 4:	Understand the term safeguarding		
Unit 5:	Understand the national and local context of safeguarding and protection from abuse		
Unit 6:	Know how to recognise signs of abuse or potential harm		
Unit 7:	Know how to respond if abuse or harm is disclosed, suspected or alleged		
Unit 8:	Understand the potential consequences of inappropriate or illegal online activity		
Unit 9:	Understand how to reduce the risks posed online		
Unit 10:	Know about potential signs and behavioural changes that could cause concern.		
<p>To access this course, please visit:</p> <p>https://www.mkcollege.ac.uk/courses/distance-learning/level-2-certificate-in-understanding-safeguarding-and-prevent/</p>			

Exploring Children's Learning

Course	Provider	Learning Outcomes	Duration
Exploring Children's Learning (Level 2)	Open University (Open Learn)	After studying, you should be able to: <ul style="list-style-type: none"> describe the key features of behaviourist, social learning, constructivist and social constructivist theories of development evaluate critically these four theories illustrate their application to practical issues in child development. 	20 hours study
Module 1: Child Development	<ul style="list-style-type: none"> Development as discipline; Development as natural stages; Development as experience; Development as interaction. 		
Module 2: Behaviourism	<ul style="list-style-type: none"> Psychology as an objective science Classical Conditioning Operant Conditioning Use of punishment: spare the rod? Application: applied behavioural analysis Evaluating Behaviourism Summary 		
Module 3: Social Learning Theory	<ul style="list-style-type: none"> The role of observation Observation and imitation of aggression Application: children and television violence Evaluating Social Learning Theory Summary 		
Module 4: Constructivism	<ul style="list-style-type: none"> Genetic epistemology The origins of Piagetian theory Processes of development Structure and stages Application: discovery learning Evaluating Constructivism Summary 		
Module 5: Social Constructivism	<ul style="list-style-type: none"> Cultural Tools Thought and Language Teaching and Learning Application: Deaf-blind education Evaluating Social Constructivism Summary 		
	<ul style="list-style-type: none"> Conclusion: development as discipline – behaviourism; development as experience – social learning theory; development as 'natural stages' – constructivism; development as interaction – social constructivism 		
<p>To access this course, please visit:</p> <p>https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/exploring-childrens-learning/content-section-0?intro=1</p>			

Introducing Assessment for Learning: Develop your teaching of STEM subjects

Course	Provider	Learning Outcomes	Duration
Introducing Assessment for Learning: STEM	National STEM Learning Centre (Future Learn)	<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> • Identify the main principles of assessment for learning • Reflect on the role of intentional dialogue in supporting teaching in a formative way • Develop your use of hinge-point questions to elicit evidence from students • Collaborate with peers, educators and mentors to try out activities and share thinking, in order to develop your teaching practice 	9 hours study over 3 weeks
Topic 1:	Key principles of assessment for learning		
Topic 2:	Intentional dialogue as a form of evidence of students' understanding		
Topic 3:	Hinge-point questions to respond to students' learning		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/introducing-assessment-for-learning</p>			

Teaching STEM Subjects: Differentiation for Learning

Course	Provider	Learning Outcomes	Duration
Teaching STEM Subjects: Differentiation for Learning	National STEM Learning Centre (Future Learn)	<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> Assess some of the research literature about Differentiating for Learning Identify a number of approaches for differentiating by task using examples from the STEM subjects Explore the links between Differentiating for Learning and Assessment for Learning Engage with some key principles of effective differentiated learning Collaborate with peers, educators and mentors to try out activities and share thinking in order to help shift practice Evaluate a range of practical ideas that can be used to elicit evidence from students and differentiate for their learning Collect and analyse evidence from students on changes implemented in the classroom in order to critically reflect on own practice in order to prioritise next steps in own development 	15 hours study over 5 weeks
Week 1:	<p>Key principles of Differentiating for Learning</p> <ul style="list-style-type: none"> Key Principle No. 1 - Everyone can develop knowledge, understanding and skills Key Principle No. 2 - All students need to be challenged in their thinking in order to learn Key Principle No. 3 - All learners in the classroom need to be motivated to learn 		
Week 2:	<p>Importance of diagnosing current levels of understanding</p> <ul style="list-style-type: none"> How do Assessment for Learning and Differentiating for Learning link Assessing understanding Modelled diagnostic activities 		
Week 3:	<p>Differentiating for Learning by Task - Part 1</p> <ul style="list-style-type: none"> Different ways of differentiating the learning Enabling students to access the learning Differentiating for Learning by Task - pyramids of learning Differentiating for Learning by Task - quadrants 		
Week 4:	<p>Differentiating for Learning by Task - Part 2</p> <ul style="list-style-type: none"> Enabling students to access the learning through scaffolding Differentiating for Learning by Task - thinking organisers and help desks 		
Week 5:	<p>Evaluating practice and next steps</p> <ul style="list-style-type: none"> Reflecting on learning Linking back to key principles 		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/differentiating-for-learning-stem</p>			

Managing Behaviour for Learning

Course	Provider	Learning Outcomes	Duration
Managing Behaviour for Learning	National STEM Learning Centre (Future Learn)	<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> Assess how your own behaviour influences the behaviour of your students. Apply rules and routines to achieve consistency. Apply recognition intelligently to motivate students. Demonstrate how to reduce friction when students behave badly. 	15 hours study over 5 weeks
Topic 1:	<ul style="list-style-type: none"> Managing your own behaviour to influence your students' behaviour: controlling yourself, adult behaviour and interacting with students. 		
Topic 2:	<ul style="list-style-type: none"> Using rules and routines to achieve consistency: routines, rules and habits. 		
Topic 3:	<ul style="list-style-type: none"> Intelligent use of recognition to motivate students: recognition, classroom techniques and communicating home. 		
Topic 4:	<ul style="list-style-type: none"> Reducing friction when students behave badly: diverting and diffusing, scripted interventions. 		
Topic 5:	<ul style="list-style-type: none"> Reparation and restorative practice: punishments and restoration. 		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/managing-behaviour-for-learning</p>			

Professional Development for Early Career Teachers

Course	Provider	Learning Outcomes	Duration
Professional Development for Early Career Teachers	University of East Anglia (Future Learn)	<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> • Develop your understanding and use of reflective practice to review and identify your own professional development needs. • Reflect on, develop and extend your understanding and application of a range of behaviour management strategies. • Reflect on and develop your assessment for learning (AFL) approaches to identify the learning needs of your students. • Reflect on and develop your pedagogical approach to teaching and learning, including providing appropriate challenge and support for your students. • Develop effective strategies for managing and prioritising workload. 	15 hours free study over 5 weeks
Topic 1:	Reflective practice and how this can be used to review and develop teaching and learning.		
Topic 2:	Strategies for managing workload.		
Topic 3:	Approaches to effective behaviour management in order to promote behaviours for learning.		
Topic 4:	The use of assessment for learning (AFL) strategies to effectively assess the progress and learning needs of children.		
Topic 5:	Approaches for providing appropriate challenge and differentiation.		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/early-career-teachers</p>			

Understanding ADHD: Current Research and Practice

Course	Provider	Learning Outcomes	Duration
Understanding ADHD: Current Research and Practice	King's College, London (Future Learn)	See below	8 hours study over 4 weeks
<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> • Discuss the prevalence and impact of ADHD in children, adolescents and adults. • Discuss ADHD as a disorder and how it differs from normal behaviour. • Be able to critically assess key factors in the conceptualisation and understanding of the disorder. • Discuss the core challenges faced by those with ADHD, their families and relevant professionals. • Discuss wider issues related to ADHD, such as labelling and stigma from multiple perspectives. • Demonstrate an empathic understanding of the experiences of people living with ADHD. • Describe core principles, tools and techniques used in the screening and diagnosis of ADHD, and the factors that may impact on the accuracy of a diagnosis. • Explain how ADHD is distinguished from, and relates to, other common neurodevelopmental, behavioural and mental health problems. • Reflect upon and discuss current evidence for the genetic and environmental vulnerability for ADHD, and associated neurological mechanisms for ADHD. • Critically discuss the current evidence base for both pharmaceutical and non-pharmaceutical interventions for ADHD. • Evaluate the rationale, mechanism, and limitations of the primary medical and psychosocial treatments for ADHD. • Evaluate practical strategies to support the educational and personal development of those living with ADHD. • Be able to identify resources and relevant support services for those living with ADHD. • Evaluate the biological and environmental risk factors for ADHD. 			
Topic 1:	What ADHD is, and the controversies raised by the concept of ADHD		
Topic 2:	Latest neuroscientific and psychiatric research base on the mechanisms, symptoms and impairments of ADHD		
Topic 3:	ADHD as a developmental disorder throughout the lifespan: genes, environments (protective and risk factors)		
Topic 4:	Latest neuroscientific and psychiatric research base on the various means of screening and assessing for child ADHD		
Topic 5:	Latest neuroscientific and psychiatric research base on the mechanisms, diagnosis and treatment of adult ADHD		
Topic 6:	Understanding best practice in treatment for ADHD Mechanisms and efficacy of psychosocial treatments, pharmacological treatments supporting positive outcomes for those with ADHD and their families.		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/understanding-adhd</p>			

Education for All: Disability, Diversity and Inclusion

Course	Provider	Learning Outcomes	Duration
Education for All: Disability, Diversity and Inclusion	University of Cape Town (Future Learn)	<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> • Describe the principles and approaches of inclusive education • Identify environmental and social barriers to inclusion • Discuss the role of the family and the community in supporting inclusive education • Explore how to create an inclusive school environment • Apply ideas for inclusive education practices in the classroom • Explore the impact of attitudes on one's ability to implement inclusive education 	18 hours study over 6 weeks
Week 1	Why inclusion?		
Week 2	Education begins at home		
Week 3	Creating an inclusive school		
Week 4	Community partnerships for success		
Week 5	Changing classroom practices		
Week 6	Building networks		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/education-for-all</p>			

Digital Skills for Teachers: Making Technology Work for You

Course	Provider	Learning Outcomes	Duration
Digital Skills for Teachers: Making Technology Work for You	Girls' Day School Trust (Future Learn)	<p>By the end of the course, you'll be able to:</p> <ul style="list-style-type: none"> • Identify gaps in digital skill set and select strategies to help meet these. • Recognise how to build successful partnerships and identify tools to support this. • Explore online communities of practice and reflect on how these can support continuing professional development • Apply CPD preferences to your own working environment. • Produce a professional learning plan to support your digital skills development • Evaluate online training provision and apply this to your own context 	8 hours study over 4 weeks
Topic 1	What role does digital technology play in the classroom?		
Topic 2	How can teachers can build confidence with digital tools?		
Topic 3	How can teachers take part in meaningful continuing professional development?		
Topic 4	How can teachers share knowledge and build successful digital relationships?		
<p>To access this course, please visit:</p> <p>https://www.futurelearn.com/courses/digital-skills-for-teachers</p>			