

*WP3 DEVELOPMENT: DESIGN AN IMPLEMENT A TRAINING COURSE ON INCLUSIVE  
EDUCATION FOR UNIVERSITY TEACHERS IN CHINA*

**SYLLABUS**

**Hosted University:** *Southwest University, Chongqing.*

**University:** University of Bath

**Dates:** 14, 15, 16 September 2017

**Title of the training course:** Working together collaboration and team work.

**Trainer:** Andrea Abbas

**Addressed to:** 40 university teachers, ten from each Chinese Universities.

**Skills (competence):**

1. To be able to develop a model to support primary school teachers to evaluate the core factors that facilitate inclusion\exclusion of different groups of students in their schools.
2. To be able to support primary school teachers to identify relevant sources of partnership: a) across their teaching and support teams in their school; b) across relevant school networks; c) from relevant governmental agencies – regional and national; d) drawing upon relevant NGO's, charities etc.; e) including relevant professionals'; and f) parents and the wider community.
3. To be able to develop a model to support primary school teaches to be able to identify those aspects of inclusion that could be improved with closer partnership working.
4. To be able to create supportive teaching methodologies for supporting primary school teachers to develop an understanding of how they could use this knowledge and develop practices within their schools.

**Learning outcomes:**

**On successful completion of this short course participants will have the knowledge and skills to be able to:**

1. Critically evaluate what is needed to tackle different forms of inequality and exclusion and identify the range of partners that primary school teachers may draw upon to address different forms of inequality and exclusion.
2. Support primary school teachers to critically evaluate current partnership models in different countries aimed at addressing different forms of exclusion and developing inclusive education.
3. Draw upon a range of theoretical models and existing empirical research to throw light on the reasons for (un)successful collaborations and team work.
4. Evaluate how primary school teachers different perspectives on the causes of exclusions will affect their sense of relevant partnership working.
5. Develop strategies to support primary school teachers to gain insight how their perspectives may facilitate or hinder effective partnership working.
6. Support primary school teachers to design the process of collaboration between the different educational agents for the wider support that students might need in order to make them successful

**Contents:**

1. Partnerships, networks and collaborative approaches to tackling (dis)abilities and special educational needs, economic exclusion, ethnic inequalities and gender inequalities in primary schools in different countries.
2. Models of partnership working (e.g. individual educational plans, multi-agency approaches).
3. Policies for partnership working.
4. Supporting teachers to design partnership working for their own context.

### **Methodology\Approach\Philosophy**

The workshop will combine face to face teaching and on line materials. The platform of the project (MOODLE) is going to be one of the main channels of communication and interaction for the on line learning, while the in-person classes will be delivered over a three day period (12 hours in total).

As part of the online activities participants will be expected to complete a variety of exercises both individually and in groups. The focus will be on developing appropriate knowledges to support primary school teachers. They will be evaluating existing approaches and considering the range of agencies that are drawn upon in case study material pertaining to different aspects of exclusion and inequality. Interactive exercises will focus on designing and considering what policies and practices are needed in primary schools. The perspective will be based on the notion that university lecturers and primary school teachers can be change agents if they can engage the range of partners and the practices that are needed. Hence, the group will work together to develop models of how this might work and how teachers can be supported.

By the end of the workshop example partnership and team working plans will be produced drawing upon the materials and aimed at tackling different forms of exclusion and inequality.

### **Timing:**

20 hours: 12h face to face, 8h on line.

### **Assessment:**

1. Activities and works.
2. Self-assessment

### **References**

### **To be developed.**