



AGRUPAMENTO DE ESCOLAS D. PEDRO I
Sede: Escola Básica D. Pedro I



REPÚBLICA
PORTUGUESA

EDUCAÇÃO

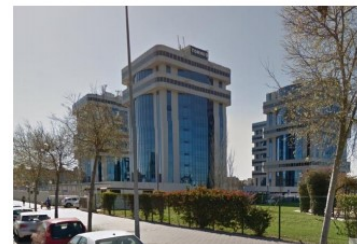


Erasmus + KA1

Projeto *Escola para Todos*



Agrupamento de Escolas D. Pedro I
Curso Estruturado KA1
All Children are Special
2 a 6 de setembro de 2019
Sevilha



General competences :

- Competences for improving the quality of training and activities for the benefit of students
- Competences for strengthening social cohesion in Europe
- Competences for the exchange of best practices
- Competences for personal development by managing their own learning
- Competences for achieving changes through modernization and international openness in the school
- Internationalisation competences
- Competences for ensuring the quality of a project
- Keeping abreast of the times
- Contributing to the creation of a new open-minded and all-inclusive school
- Increased motivation for professional development

Retirado da brochura do curso



DAY BY DAY PROGRAMME 1

Day 1 (5 hours) MODULE 1: I AM SPECIAL AND YOU?

- We know each other. Presentation activity, where participants will share their experiences related to work with disabled children and the expectations towards the workshop.
- Introduction of the course content and learning outcomes to be acquired.
- Reality is not a problem. What does special needs really mean? Inclusive education.
- What we can dream of. We'll make an exercise to identify what they want to reach, the limitations they found and the resources needed. And later we'll work in little groups to have brief discussion about what the modern education system offers for students with special needs. Analysis of the present situation and discussion about possible changes and improvements.

Day 2 (5 hours) MODULE 2: IF YOU HAVE A WHAT FOR? YOU WILL FIND HOW

- If I change. The greatest challenges of the disabled children' teacher.
- What I want. Scheme of Human Behaviour. Special Needs Children. Rational Emotive Therapy + Behavior modification.
- Individualized Education Program (IEP) that distinguishes child particular needs. Code of successful practice, the analysis of the most important areas of special needs: cognitive, learning, social, emotional, behavioral, communication, interaction, sensory, physical.

Day 3 (5 hours) MODULE 3: CREATING CONTEXTS TO MAKE MAGIC ARISES

- Details are everything. How school can support the development of special needs children. We will analyze tools to work with, creating a supportive classroom environment.
- How? How to work with special needs children. Presentation of successful methods that may be introduced in the participants' teaching program.
- Need to belong. How to integrate disabilities student with classmates.
- Together is easier. Cooperation between parents and teachers. Communication tips.
- Step by step. Evaluation of learning progress of special needs children.

Day 4 (5 hours) MODULE 4: BUILDING BRIDGES NOT WALLS.

- Identify to change. Disability discrimination.
- 21 days of empathy. Students, teachers and parents attitudes towards the inclusion of children with special educational needs in the ordinary school. Advantages and disadvantages of integration.
- The tribe. Support group for special needs children.
- Case study. We analyze cases of daily practice in small groups, following a scheme of problem solving that helps clarify and systematize.

Day 5 (5 hours) MODULE 5: TO DO OR NOT TO DO. THAT'S THE QUESTION.

- Tips. Resistances to change and how to overcome them.
- With a map is better. Workshop during which the participants will create the good practice guidelines book with tips related to creation of friendly learning environment for special needs children.
- What we know. Presentation of the workshop results.
- We have the power. Summary, conclusions and commitments.

Retirado da brochura do curso

01.02.2019

Chegada a Sevilha com 7 horas de atraso



Refeições partilhadas



02.09.2019

Os seis formandos na Praça de Espanha



03.09.2019

Em formação



Locais de aprendizagem saudáveis



Esperamos, agora,
pela **FORMAÇÃO**
no Agrupamento
de Escolas D. Pe-
dro I



All Children are Special