

## **Free online training AEN - relevant to C+L**

### **1) From Future Training** (under the `teaching' tab)

[HTTPS://WWW.FUTURELEARN.COM/](https://www.futurelearn.com/)

They have a big range of courses, including the following:

- **Introduction to teaching vocabulary**

4 weeks for 2 hours each week

By the end of the course, you'll be able to...

- Explore some of the research focused on vocabulary teaching and the word gap
- Identify effective strategies for teaching vocabulary and apply them in your own context
- Discuss and reflect on the outcomes of the work you undertake in your context
- Reflect on the role and importance of metacognition in vocabulary teaching

This course is for educators involved in teaching vocabulary. This includes teachers of all levels, school leaders, subject leaders for English, literacy coordinators, teaching assistants, librarians, early years practitioners, and those currently in teacher training.

- **TESOL: Supporting ESL students in the mainstream classroom**

3 weeks for 4 hours each week

By the end of the course, you'll be able to...

- Explore the multiple dimensions involved in learning a language
- Discuss how language learners can differ in their circumstances and needs
- Interpret the different registers and genres of language at work in school settings
- Design strategies and activities that can support language learners in mainstream classes

This course is for practising teachers, both primary and secondary.

- **Using Technology in Evidence-Based Teaching and Learning**

4 weeks for 3 hours each week

By the end of the course, you'll be able to...

- Evaluate current practices around the use of technology in your context
- Recognise how decisions around the use of technology can be made

- Interpret the relevance of research about communication, collaboration, memory and feedback to the use of technology
- Compare technology uses to support effective teaching and learning
- Select appropriate technologies and implementation approaches to support effective teaching and learning in your context.

This course is for all teachers and education professionals in either the primary or secondary school setting. It would also be of interest to teachers in further and higher education, teaching assistants, and anyone with a supporting role in the classroom.

- Supporting Successful Learning in Primary School

4 weeks for 3 hours each week

Week 1: You and others

An introduction to values, beliefs and attitudes

Understanding the unconscious

Looking at your own biases and reflecting upon them

Reflecting on your own values

Week 2: How people learn

An introduction to how people learn

Exploring a child's view of their environment through their eyes, as well as hearing about their world views

Looking at the expectations we have of children

Building on what children know and what they should know

Week 3: The environment for learning

An introduction to the learning environment and what consists of

Exploring misconceptions about managing a classroom and finding out what teaching is like in reality

Introduction of student behaviour through a case study: The sofa

Understanding the psychology behind primary and secondary behaviours

Week 4: Communication, language and literacy

Introduction to aspects of communication within teaching

Learners to take part in activities that include communicating and listening

Exploring the importance of asking the right question

Share examples of good practice

How to plan effective questions for the classroom

- Supporting Successful Learning in Secondary School

4 weeks 3 hours

(Please note that you don't get a certificate if you access the courses for free, but you could do a screenshot if you want a record of completion.)

## 2) Open University

Using visualisation in maths teaching (6 hours of study) level 2 statement of completion

After studying this course, you should be able to:

- demonstrate an engagement in a number of activities that involve visualisation and learning from personal experiences what it means
- understand the views of a well-known mathematics educator talking about visualisation and find out how personal views compare with those of some other secondary-school mathematics teachers
- identify some ways that visualising could be incorporated into a classroom and consider a number of resources that might be useful.

<https://www.open.edu/openlearn/education-development/using-visualisation-maths-teaching/content-section-0?active-tab=description-tab>

## 3) DFE links

<http://www.complexneeds.org.uk/>

The training materials cover the following areas of special educational needs (SEN) and special educational needs and disabilities (SEND):

- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Complex learning difficulties and disabilities (CLDD)

They are presented in 16 modules within four subject groups and look into topics such as communication and interaction, the context of specialist teaching, insights from neuroscience, working with families, and the legislation around SEND.

The materials can be used by and are relevant to a wide range of people. Whether you're a teaching assistant, trainee teacher, qualified teacher, school leader, local authority, training provider, or family member of a child with SEND, you can browse through the resources to find the information you need.

Each resource within a module is associated with a study level, so information will be appropriate to your knowledge and experience. If you feel that the resources are too detailed for your requirements, or you need further information, you can change your level of study at any time.

#### **4) The Communication Trust**

The Communication Trust is a coalition of over 50 not-for-profit organisations. They offer a range of SLCN resources including info packs, videos and projects. This is their introduction:

Working together we support everyone who works with children and young people in England to support their speech, language and communication. Our work focuses on supporting children and young people who struggle to communicate because they have speech, language and communication needs (SLCN) as well as supporting all children and young people to communicate to the best of their ability.

<https://www.thecommunicationtrust.org.uk/>

- A) Alternative Paths to Literacy: literacy for children and young people who use AAC
- B) EAL Best Practice Case Studies
- C) No pens day resources

SENCoS might consider talking to subject leaders about this course if they want to increase their knowledge of SEN:

#### Effective SEN Support Provision – Middle Leaders

It's 15 hours but you do it at your own pace. There's a certificate of completion.

Course objectives:

- Understand how middle leaders can support strategic SEND provision while identifying opportunities to coordinate with other leaders in the school
- Consider how effectively whole school approaches are implemented in your subject area
- Reflect on how line management can support effective SEND provision: Identify strategies and resources to support colleagues, including early career teachers, within a department to develop their practice
- Reflect on how subject specific content can be presented to pupils with SEND
- Consider how assessment and tracking can support the identification of pupils with SEND
- Assess the learning environment for pupils with different needs, then identify and implement key strategies and resources that will support them