InterAct

LEARNING PROGRAMME

Inclusive Education in Practice (Universal Design for Learning and Differentiation for Diverse Classrooms)

10-DAY COURSE

50 learning hours | Course programme

Inclusive Education in Practice (Universal Design for Learning and Differentiation for Diverse Classrooms) – 10-Day Course

Introduction and Description

Inclusive education has become a central priority for European education systems, as classrooms increasingly reflect a wide range of learner profiles, abilities, languages, cultural backgrounds, and social realities. Teachers are therefore expected not only to accommodate diversity, but to design learning environments that proactively remove barriers and ensure meaningful participation and success for all learners. This course, *Inclusive Education in Practice: Universal Design for Learning (UDL) and Differentiation for Diverse Classrooms*, responds directly to this need by equipping educators with research-informed frameworks and practical strategies for inclusive lesson design across subjects and school levels.

The course is grounded in the principles of Universal Design for Learning (UDL) and differentiated instruction, positioning inclusion as a pedagogical approach rather than a set of individual accommodations. Participants explore how learner variability can be anticipated and addressed through flexible learning goals, multiple means of engagement, representation, and expression, as well as through responsive differentiation of content, process, and outcomes. Emphasis is placed on shifting from deficit-oriented models toward strengths-based and learner-centred perspectives that value diversity as a resource for learning.

Throughout the programme, participants critically examine common barriers to learning and participation embedded in curricula, assessment practices, classroom routines, and instructional materials. Through case studies, collaborative lesson redesign, and applied workshops, teachers learn how to scaffold learning effectively, create flexible learning pathways, and support learner autonomy without lowering expectations. The course also addresses inclusive assessment and feedback practices, focusing on transparency, formative assessment, and equitable opportunities for learners to demonstrate understanding.

Special attention is given to inclusive strategies for neurodiverse learners, students with learning difficulties or disabilities, multilingual and culturally diverse learners, and those with social-emotional or behavioural needs. Beyond individual classroom practice, the course situates inclusive pedagogy within broader school contexts, highlighting collaboration, co-teaching, and whole-school approaches to inclusion.

By the end of the course, participants will have developed concrete inclusive lesson plans or action plans tailored to their own educational contexts, ensuring strong

transfer to practice. The programme supports educators in strengthening professional competence, reflective practice, and alignment with European priorities for equity, quality, and inclusive education.

Methodology and Assessment

The course adopts an experiential and reflective professional learning approach, combining short theoretical inputs with collaborative workshops, case study analysis, peer learning, and practical lesson-design activities. Methodologies include guided reflection, group discussion, scenario-based problem solving, and hands-on redesign of participants' own teaching materials using UDL and differentiation frameworks. Participants are encouraged to connect theory with practice through continuous reflection and feedback.

Assessment is formative and process-oriented, focusing on professional growth rather than formal testing. Participants' learning is assessed through active participation, reflective tasks, collaborative work, and the development and presentation of an inclusive lesson plan or action plan. Peer feedback and self-assessment are integral components, supporting sustained transfer of learning into participants' classroom and school contexts.

Learning Objectives

Understanding Inclusive Education and Learner Diversity

- Develop a shared conceptual understanding of inclusive education as a rights-based and pedagogical approach.
- Analyse learner diversity through cognitive, linguistic, social, emotional, and cultural lenses.

Applying Universal Design for Learning (UDL)

- Understand and apply the core principles of UDL to lesson planning and curriculum design.
- Design learning experiences that offer multiple means of engagement, representation, and expression.

Implementing Differentiated Instruction

- Differentiate content, process, and learning outcomes in response to learner readiness, interests, and profiles.

- Use flexible grouping and instructional strategies without reinforcing labels or fixed ability grouping.

Scaffolding and Removing Learning Barriers

- Design effective cognitive, linguistic, and emotional scaffolds that support learner independence.
- Identify and remove structural, curricular, and attitudinal barriers to participation.

Inclusive Assessment and Feedback

- Apply inclusive and flexible assessment strategies aligned with learning goals.
- Use formative feedback to support motivation, self-regulation, and learner growth.

Transferring Inclusive Practice to School Contexts

- Adapt inclusive strategies across subjects and educational levels.
- Develop actionable classroom or school-level inclusion plans aligned with European priorities.

Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday

Day 1	Foundations of Inclusive Education
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Inclusive education in European and school contexts
11.15 - 11.30	Break
11.30 - 12.15	Understanding learner diversity
12.15 - 13.00	Barriers to learning and participation
Day 2	Universal Design for Learning (UDL): Core Principles
09.00 - 09.45	Introduction to Universal Design for Learning
09.45 - 10.30	Multiple Means of Engagement (the “why” of learning)
10.30 - 11.15	Multiple Means of Representation (the “what” of learning)
11.15 - 11.30	Break
11.30 - 12.15	Multiple Means of Action and Expression (the “how” of learning)
12.15 - 13.00	UDL as a proactive inclusion framework
Day 3	Inclusive Lesson Design with UDL
09.00 - 09.45	Analysing traditional lessons through a UDL lens
09.45 - 10.30	Learning goals vs. learning means
10.30 - 11.15	Designing UDL-aligned learning activities
11.15 - 11.30	Break
11.30 - 12.15	Inclusive materials and resources
12.15 - 13.00	Collaborative lesson redesign workshop
Day 4	Differentiated Instruction: Concepts and Approaches
09.00 - 09.45	Differentiation and inclusion
09.45 - 10.30	Differentiating content, process, and product
10.30 - 11.15	Flexible grouping and classroom organisation
11.15 - 11.30	Break
11.30 - 12.15	Differentiation without labelling
12.15 - 13.00	UDL and differentiation – complementary frameworks

Day 5	Scaffolding Learning for Diverse Learners
09.00 - 09.45	The role of scaffolding in inclusive classrooms
09.45 - 10.30	Cognitive and language scaffolds
10.30 - 11.15	Emotional and motivational scaffolding
11.15 - 11.30	Break
11.30 - 12.15	Gradual release of responsibility
12.15 - 13.00	Designing scaffolded learning sequences
Day 6	Inclusive Assessment and Feedback
09.00 - 09.45	Assessment as part of inclusive learning design
09.45 - 10.30	Flexible assessment methods
10.30 - 11.15	Success criteria and transparency
11.15 - 11.30	Break
11.30 - 12.15	Feedback for learning
12.15 - 13.00	Inclusive assessment design workshop
Day 7	Inclusion for Specific Learner Profiles
09.00 - 09.45	Supporting learners with learning difficulties and disabilities
09.45 - 10.30	Neurodiversity-affirming classrooms
10.30 - 11.15	Linguistically and culturally diverse learners
11.15 - 11.30	Break
11.30 - 12.15	Social-emotional and behavioural needs
12.15 - 13.00	Case study analysis
Day 8	Inclusive Classroom Climate and Participation
09.00 - 09.45	Building an inclusive classroom culture
09.45 - 10.30	Student choice and agency
10.30 - 11.15	Cooperative and peer-supported learning
11.15 - 11.30	Break
11.30 - 12.15	Managing diversity positively
12.15 - 13.00	Reflection on personal teaching practices

Day 9	From Individual Lessons to Whole-School Inclusion
09.00 - 09.45	Inclusive pedagogy across subjects
09.45 - 10.30	Collaboration with colleagues and support staff
10.30 - 11.15	Family and community perspectives on inclusion
11.15 - 11.30	Break
11.30 - 12.15	Inclusive school policies and practices
12.15 - 13.00	Designing an inclusive action plan
Day 10	Individual support, presentations & Closing
09.00 - 09.45	Reviewing key concepts and frameworks
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.