InterAct

LEARNING PROGRAMME

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

5-DAY COURSE

25 learning hours | Course programme

Inclusive Education in Practice (Universal Design for Learning and Differentiation for Diverse Classrooms) – 5-Day Course

Introduction and Description

Inclusive education has become a core priority for European education systems, as schools are increasingly characterised by learner diversity in terms of abilities, languages, cultural backgrounds, learning profiles, and socio-emotional needs. In this context, teachers are required to move beyond individualised support measures and adopt pedagogical approaches that proactively remove barriers to learning and participation. The 5-day course *Inclusive Education in Practice: Universal Design for Learning (UDL) and Differentiation for Diverse Classrooms* is designed to support educators in developing inclusive, flexible, and equitable learning environments across subjects and educational levels.

The course is grounded in the principles of Universal Design for Learning (UDL) and differentiated instruction, positioning inclusion as an integral element of lesson design rather than a reactive response to learning difficulties. Participants explore how learner variability can be anticipated through clear learning goals, flexible pathways, and multiple means of engagement, representation, and expression. Differentiated instruction is addressed as a complementary framework that enables teachers to respond to learners' readiness, interests, and profiles without reinforcing fixed labels or lowering expectations.

Throughout the programme, participants critically examine common barriers to learning embedded in curricula, assessment practices, classroom routines, and instructional materials. Through applied workshops and collaborative lesson redesign, teachers learn how to scaffold learning effectively, support learner autonomy, and create meaningful opportunities for participation. Particular attention is given to inclusive assessment and feedback practices, emphasising transparency, formative assessment, and diverse ways for learners to demonstrate understanding.

The course also addresses inclusive strategies for supporting neurodiverse learners, students with learning difficulties or disabilities, multilingual and culturally diverse learners, and those experiencing social-emotional challenges. Inclusion is further explored as a shared responsibility within schools, highlighting collaboration, co-teaching, and alignment between classroom practices and whole-school inclusion policies.

By the end of the course, participants develop an inclusive lesson plan or action plan tailored to their professional context, ensuring strong transfer to practice. The

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

Methodology and Assessment

The course follows an experiential and reflective professional learning approach, combining focused theoretical inputs with collaborative workshops, case study analysis, guided reflection, and hands-on lesson design. Methodologies include peer learning, scenario-based problem solving, group discussion, and practical application of UDL and differentiation frameworks to participants' own teaching contexts. Continuous reflection supports the connection between theory and practice.

Assessment is formative and process-oriented, focusing on professional development rather than formal testing. Participants' learning is evidenced 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 sustainable transfer of inclusive practices to 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: 400 €

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 (25 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Foundations of Inclusive Education and Learner Diversity
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	Differentiation and Scaffolding for Diverse Learners
09.00 - 09.45	Differentiated instruction as inclusive practice
09.45 - 10.30	Flexible grouping and classroom organisation
10.30 - 11.15	Scaffolding learning effectively
11.15 - 11.30	Break
11.30 - 12.15	Gradual release of responsibility
12.15 - 13.00	Designing differentiated and scaffolded activities
Day 4	Inclusive Assessment, Feedback and Participation
09.00 - 09.45	Assessment for inclusive learning
09.45 - 10.30	Flexible and accessible assessment methods
10.30 - 11.15	Feedback that supports learner growth
11.15 - 11.30	Break
11.30 - 12.15	Inclusive classroom climate and participation
12.15 - 13.00	Case study analysis
Day 5	Individual support, presentations & Closing
09.00 - 09.45	Inclusion across subjects and school levels
09.45 - 10.30	Designing inclusive lesson or action plans

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.