

COURSE INFORMATION SHEET

DATE OF ISSUE: AUGUST 2024



MALTA UNIVERSITY CONSULTING

COLLABORATIVE WORKING IN SCHOOLS

Days/Dates	November: *13 th ,*18 th , *25 th December: 2 nd and 16 th <i>*Sessions will be held online</i>
Time	Online sessions 16:00 – 18:00 Face to face sessions 16:00 -19.00
Number of Hours	Total: 12 Hours
On-site or Online	Hybrid – The online sessions will be held via Zoom platform and the face to face sessions will be held at Dar Manwel Magri, Tal - Qroqq
Fee	€ 194
Deadline	6 th November 2024
Aims/ Objectives	This course aims to introduce participants to a evidence -based collaborative, whole school approach. The ultimate aim is to enable educators to support and enhance the participation of all children in the school and classroom with a focus on capacity building. The focus will be on the early years and primary schooling (3 to 10 year olds).
Who should attend	This course will be of interest to Educators (Educational Leaders, Teachers, LSE.s and other support staff) Therapists (OTs PTs SLPs, Creative Arts Therapists, Play Therapists), and any other professionals (psychologists, literacy specialists, etc) and Parents who have an interest in this topic and want to understand and learn about different approaches to support children in the school environment. Participants will be invited to discuss and consider the advantages of using a solution focused vs an impairment- based approach.
Course content	<p>Delivery of this course will take a workshop style with room for interaction between participants and with hands-on involvement relevant to teaching and learning in the context of the everyday classroom. Participants will understand the ingredients behind a collaborative approach. The course will introduce participants to a whole school multi-tiered approach that is solution focused aiming to build the capacity of all stakeholders working in the school and classroom to support all childrens' participation in their daily occupations.</p> <ul style="list-style-type: none">• Session 1: Understanding Teaching and learning from a Child Rights, childhood occupation and occupational science perspective. What are the main childhood occupations and why are they important? (2 hours)• Session 2: Critical elements of a Whole School Approach; The Tiered Model; Collaborative Consultation, and Solution -Focused Approaches (2 hours)• Session 3: Understanding the challenges of the physical and social environment of the school and classroom to enable neurodiverse children to participate. (2 hours)• Session 4: Understanding school occupations through Activity Analysis. (3 hours)• Sessions 5 and 6: Sensory Processing knowledge to support ALL children and learners. (3 hours) Universal and Practical School and Home Tools for learning.
Course Outcomes	<ol style="list-style-type: none">1. Participants will understand the importance of childhood occupations (the activities that young children engage in on a daily basis) in teaching and learning .2. Participants will gain knowledge on the key concepts behind collaborative consultation and the importance of capacity building.3. Participants will have the opportunity to challenge their thinking and consider strengths- based ,solution - focused approaches .

For further information kindly contact Malta University Consulting, Campus Hub,
Block 'O' Level 7, University of Malta, Msida.

Tel: 21240746; Website: www.maltaconsulting.mt ; Email : trainingservices@muhc.com.mt

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4. Participants will gain an understanding of a tiered approach to teaching and learning and how this works in practice within a school setting.
5. Participants will have the opportunity to discuss the evidence on the main barriers and enablers to children's participation in the classroom and curriculum and gain knowledge on how to adapt the environment of the classroom to optimize student learning.
6. Participants will be guided where and how to access online resources and tools along the sessions to complement their teaching and learning.

Trainer/s Bio Dr Nathalie Buhagiar	Dr Nathalie Buhagiar, an expert Paediatric Occupational Therapist, has worked in this field for more than 30 years locally, in the UK and the USA. Nathalie has also worked for a number of years as an educational leader in a primary school supporting inclusion. Through her doctoral research on school-based practice in these past 8 years, she has developed evidence-based recommendations for local schools in line with best practice and international evidence. Nathalie is a Fulbright Scholar and in 2008 was awarded the first Allied Health Professions Award for excellence in healthcare. She is currently a lecturer within the Faculty of Health Sciences at the University of Malta. She continues to be involved in outreach work with children and their families in the community.
Certification	Upon successfully completing the course with 80% attendance, attendees will receive a Certificate of Attendance from Malta University Consulting

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