Programme Information

Dyscalculia Association

SEND Group

OCN London

Level 3 and Level 5 Certificate in

Dyscalculia and Mathematical Learning Difficulties: Identification and Intervention

A Practical and Pragmatic Teacher Training Course.

Course Introduction

Level 3 and Level 5 courses: Accredited by OCN for London

Thank you for your expression of interest in these courses. We have designed the content so that you have the option to follow either the Level 3 programme or the Level 5 programme.

The course is in 3 parts. Parts 1 and 2 are common to both Level 3 and Level 5 Part 3 is for Level 5 students only.

You can register for Level 3 and then add on the Level 5 content at a later date if you so wish.

Successful Level 5 participants will gain accreditation from the Dyscalculia Association as Specialist Dyscalculia Teachers.

The course was developed by the Dyscalculia Association in 2018. The Dyscalculia Association was set up by Professor Steve Chinn and Judy Hornigold to promote understanding of dyscalculia and to provide specialist training for teachers. Between them, Steve and Judy have over 80 years of teaching experience working in a variety of academic disciplines, including SEN / Inclusion, Dyslexia, Dyscalculia, Leadership and Management, educational research and professional development.

The course is an online course with live (via Zoom) support sessions offered on a monthly basis.

Course Tutors

The course has been written and designed by the highly experienced and regarded Dr Steve Chinn and Judy Hornigold using the latest research and resources.

Dr Steve Chinn
PhD FRSA AMBDA
stevechinn.co.uk
mathsexplained.co.uk

Judy Hornigold
BSc PGCSpE FHEA AMBDA
judyhornigold.co.uk

Programme Rationale and Philosopy

The rationale and philosophy of the programme emphasises the key relationship between identification of need, planning of specific tailored intervention and evaluation of the effectiveness of such intervention. The programme has been designed to enable participants to have the professional attributes, skills, knowledge, attitudes and confidence necessary to act as a specialist teacher for dyscalculia in line with the current inclusion debate. It is strongly rooted in effective practice with the focus on improving the provision available for dyscalculic learners.

The programme will examine many areas including:

- Current research into dyscalculia
- Identification of dyscalculia and maths learning difficulties
- Potential barriers to learning
- A range of appropriate intervention strategies and teaching approaches
- Effective lesson planning
- The affective domain and the impact of maths anxiety

Programme Aims and Outcomes

The Programme aims:

- To enable participants to develop and deepen their knowledge of Dyscalculia/Maths Learning difficulties
- To explore the screening and assessment for learners with dyscalculia and maths learning difficulties
- To enable participants to understand the potential impact of maths difficulties and dyscalculia on well-being and self esteem
- To examine the potential barriers to learning, including the ways in which teachers themselves may contribute to the difficulties experienced by individuals with dyscalculia/ maths learning difficulties

Who is the course for?

The course is aimed at

- **Teachers and Teaching Assistants**
- **Maths Tutors**
- **SENCOs**
- **Dyslexia Specialists**

Accredited

Delivered Online

Level 3 and Level 5

10 Modules (L3)
14 Modules (L5)

6 Months (L3)
12 Months (L5)

Programme Delivery

The course has been written by Professor Steve Chinn and Judy Hornigold and is underpinned and informed by relevant research.
It is designed to be as practical and as relevant as possible, focusing on a range of interventions and strategies that put the learner at the heart of the teaching, enabling them to achieve their potential in maths and to ensure that the participants feel confident and well equipped to teach learners with dyscalculia and maths learning difficulties.

The programme will be delivered via an eLearning platform, hosted by SEND Group (https://www.sendgroup.co.uk/ and thesend.academy . Judy will provide tutorial support via email and Zoom.
The course will consist of pre-recorded presentations, guest speakers, videos, activities, such as quizzes, written assignments and live discussions. There will be a reading list of suggested supplementary books and journal articles.

Programme Cost

Level 5

Current Price

UK residents:£1490 inc VAT
Overseas Students:£1240

Price from September 2023

UK residents:£1690 inc VAT
Overseas Students:£1409

Level 3

UK residents:£790 inc VAT
Overseas Students:£660

Paying by Direct Debit (UK Only)

Level 5

Current Price

£267 inc VAT per month for 6 months
Total: £1602 inc VAT and Fees

Price from September 2023

£299 inc VAT per month for 6 months
Total: £1764 inc VAT and Fees

Level 3

£142 inc VAT per month for 6 months
Total: £852 inc VAT and Fees

Assignments

During the course, once certain sessions have been completed you will be required to submit practicum tasks. These are detailed below:

Practicum Tasks:

Practicum Task 1

To be completed after studying all three sessions of Part 1 of the course.

Select one factor, such as poor short term memory or maths anxiety, that has a negative influence on learning maths and describe three examples you have experienced of this with learners, what intervention(s) you tried and appraise the outcome.

(Suggested word count 500-1000 words)

Practicum Task 2

To be completed after studying sessions 1 and 2 of Part 2 of the course.

Discuss the impact of poor retrieval of basic facts, including slow retrieval and inaccurate recall. Provide data on the extent of this issue for your students. If possible, explore this for a range of ages and explain the impact of these issues at different stages in learning maths.

(Suggested word count 500-1000 words)

Practicum Task 3

To be completed after studying sessions 3 and 4 of Part 2 of the course.

To be completed after studying sessions 3 and 4 of Part 2 of the course.
Discuss the principles behind the Singapore approach and how they may support learners with maths difficulties or dyscalculia.

(Suggested word count 500-1000 words)

Practicum Task 4

To be completed after studying session 5 of Part 2 of the course..

Discuss Mahesh Sharma's three key components of mathematics and the six levels of knowing.

(Suggested word count 500-1000 words)

Practicum Task 5 (Level 5 only)

To be completed after studying Part 3 of the course

Explain how dyslexia, dyspraxia and ADHD can impact on the learning of maths and thus dyscalculia.

(Suggested word count 500-1000 words)

Final Assignment Level 5 only:

To be completed after studying all three parts of the course and after delivering 10 lessons.

1) Submission of 10 annotated and evaluated lesson plans. (no maximum word count)

2) Essay: The essay should be critical evaluation of and reflection on the lessons that you have delivered.

Covering the following:

The nature of dyscalculia and general maths difficulties, referencing this to current research where appropriate.

Why you chose the learner that you have worked with and what difficulties in Maths they are displaying.

The rationale behind your intervention and lesson structure/content.

Reflection on how successful you feel the intervention has been. Is there anything that you would have changed - what worked well and what didn't work?

How has the course impacted on your teaching practice and what will be your next steps in terms of working with learners with maths difficulties and dyscalculia?

(Suggested word count 2000 words)

Participant Responsibilities

Participants are expected to engage with all the online content and to complete the activities and assessments detailed in the course materials.

The course will have various start dates throughout the year with the first cohort having started in July 2020.

New cohorts will be starting at the beginning of August, September and October. Thereafter the start dates will depend on demand.

Level 5 participants will have 12 months from the commencement of the course to submit their final assignment.

Level 3 participants will have 6 months from the commencement of the course to submit their final assignment.

You can also complete the course in a shorter time frame if you prefer.

If you are undertaking the Level 5 course you will need to have a current DBS certificate.

If your circumstances change and you need extra time, this can be arranged via discussion with Steve and Judy.

Qualification

Participants who have completed the Level 5 certificate will be accredited as specialist dyscalculia teachers by the Dyscalculia Association.

For UK teachers

This course does not qualify you to formally diagnose dyscalculia unless you already hold a Level 7 or equivalent qualification in assessing for Dyslexia.

If you already have Level 7 or equivalent in Dyslexia then this course will qualify you to assess for Dyscalculia as well, providing that you meet the requirements of the current SASC guidelines for assessing for dyscalculia.

Teaching Practice - Level 5 participants

You will be required to teach **10 one-hour lessons** with a learner with maths difficulties or dyscalculia. These lessons may be delivered online if necessary. One of these lessons will need to be recorded and sent to Judy for evaluation and feedback

To apply to start learning visit:

thesend.academy/dyscalculia-reg-form/