MODULE SPECIFICATION

Programme(s) to which Module applies

Master in Education (Diversity and Inclusion)

1.   Title of Module

The Role of Education Partners in Inclusive Education

2.   Module Code

ET7082

3.   Entry Requirements (if applicable)

Core module

4.   Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

5.   Module Size (hours and number of weeks)

On-campus face-to-face lectures (12 hours) Online synchronous and asynchronous lectures and workshops (8 hours) Reflective reading (72 hours) Assignment (110 hours)

6.   ECTS Value

10

7.   Rationale and Aims

Rationale This module examines the types of support available to educators as they respond to diversity and create more inclusive educational environments. Key education partners provide students in this module with detailed insights into the distinct roles of support personnel (including special education support and support for students experiencing educational disadvantage) and support from agencies outside their educational setting. Students will also learn about international perspectives on support and will be encouraged to link these debates to earlier modules on the idea of universal support in education. *Aims*   - Develop an understanding of the role of education partners with a specific focus on evolving aims of objectives within government agencies and voluntary organisations working on the education of children and young people;   - To understand the support infrastructure within and beyond schools for children and young who experience barriers to learning;   - To evaluate the nature of collaborative relationships involved in supporting the learning of diverse children and young people

8.   Learning Outcomes

The lecturer reserves the right to alter the course at any stage during the year.

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On successful completion of this module, the student will be able to
- ML04.1: Critically engage with national and international literature and policy on support provision for children and young people who experience barriers to learning;
- ML04.2: Demonstrate an understanding of the distinct and complementary roles of professionals involved in support provision from within and outside the school;
- ML04.3: Develop insights into the role of government and voluntary organisations the participation of parents/families in collaborative relationships with professional staff within and outside the school

9.   Course Content and Syllabus

Whole school approach to support provision within and outside school
The roles of support personnel within schools (such as Special Needs Assistants)
The role of voluntary and government organisations (such as National Council for Special Education, Inclusion Ireland)

10.   Teaching and Learning Methods

Universal Design for Learning

This module is also designed using the Universal Design for Learning framework with its three guiding principles forming the basis of teaching and learning. The UDL guidelines are based on the idea that there is no such thing as a 'typical' or 'average' student, that all students learn differently and that to successfully teach for all students, we have to introduce greater flexibility in to teaching and learning practice (AHEAD, 2022).

The three core principles include:

Provide multiple means of engagement: this principle addresses the 'why' of learning and the emphasis is on making the material relevant to students and their personal goals and motivations. This principle focuses on stimulating interest and motivation for learning for every student. Strategies used in this module include providing options to students to recruit interest, sustaining effort and persistence, and self-regulation. When implemented, learners are attentive to what is being taught and are motivated to learn more (CAST, 2018).

Provide multiple means of representation: this principle addresses the 'what' of learning and the emphasis lies on what students are expected to learn, engage with, and access in order to succeed in the module. To achieve this information and content is presented in different ways including options for perception, language and comprehension (CAST, 2018).

Provide multiple means of action and expression: this principle focuses on the 'how' of learning and the emphasis is on how students engage in different learning experiences and demonstrate what they know and what they are learning. This principle focuses on differentiating the ways that students express what they know. This includes providing options for students to engage in physical action, expression and communication, and executive functions (CAST, 2018).

11.   Required Equipment and Resources (if applicable)

Computer, data projector, audio-visual and other equipment as required.

12.   Methods of Assessment (for example, essay, seminar paper, examination, presentation)

The assessment for this module has been designed using the UDL principle of multiple means of action and expression. Students are therefore provided with choice in their assessment of learning. Choice is offered in the mode of assessment with options for written and video / audio submissions.

Summative:
The essay or video should communicate in an engaging way the key elements, concepts and theories in relation to a chosen issue within the module. Sourcing relevant literature and policy, it should set out the key theories, empirical evidence and/or examples of practice (from the literature and your own practice) in relation to the role of education partners (Inclusion Ireland, NCCA, NCSE, OCO or organisations from your own national contexts if you wish) in creating inclusive school environments. Where possible, reference to conflicts or tensions in the role of such organisations and schools wishing to achieve inclusive education should be highlighted.

It should be written/presented in an appropriate academic style following referencing conventions set out in the M.Ed. handbook.

Formative:
During the module, students will be offered feedback and support through:
- Informal feedback in class through Q and A;
- informal feedback during in-class presentations based on their selected assignment topic.

13. Pass Requirement

Pass as per School of Education M.Ed. regulations

14. Method of Supplemental Assessment

Re-submission of assignment (if failed)

15. Recommended Reading Materials / Indicative Resources

National Council for Special Education. *Policy Advice on Special Schools and Classes. An Inclusive Education for an Inclusive Society? Progress Report*; NCSE: Trim, Ireland, 2019

Department of Education and Skills. *Special Educational Needs: A Continuum of Support*; DES: Dublin, Ireland, 2019

National Council for Special Education. *Delivery for Students with Special Educational Needs*; NCSE: Trim, Ireland, 2014

Ombudsman for Children's Office (2021) Mind the Gap Barriers to the realisation of the rights of children with disabilities in Ireland, Dublin: OCO.

Online:
https://cslstudy.ie/
www.ncca.ie
www.ncse.ie
www.oco.ie
https://inclusionireland.ie

https://www.education.ie/en/

16.   Evaluation

Student evaluation (module survey)
Regular teaching team reviews to consider student input

17.   Module Co-ordinator

Dr. Joanne Banks

18.   Module Teaching Team

Dr Finian O'Shea
Guest lectures from education partners including: the Ombudsman for Children's Office; National Council for Special Education; National Council for Curriculum and Assessment, Inclusion Ireland and others.