Master in Education Diversity and Inclusion

Module 1 Equality, Diversity and Inclusion EDPT7079

This module introduces learners to the origin and history of disability, special educational needs, and inclusive education. It focuses on increased diversity in the student population and highlights the educational experiences of students who experience barriers to their learning in mainstream education. It provides an understanding of conceptual understandings of inclusion as well as the legislative and rights perspective on inclusion and exclusion in education. The module provides learners with an understanding of how we, as a society, define and view difference by focussing on how systems of education structured internationally.

The aim of this module is to stimulate debate and discussion around the meaning of terms such as disability, special educational needs, and inclusion. The module also seeks to challenge assumptions held around how society 'treats' or 'responds' to difference with a focus on students who experience barriers to learning due to disability, ethnicity, socio-economic background, and sexuality. The module aims to provide students with a strong policy and legislative understanding of inclusion within the context of ongoing theoretical debates on inclusion and exclusion. Students will be encouraged to situate their own experiences as educators within the contentious debates.

Module 2 Inclusive Practice Through a UDL Lens EDPT7080

This module aims to enhance the student's knowledge of Universal Design for Learning (UDL), and inclusive pedagogy within their planning and practices. It focuses on developing the practitioner's toolkit to critically appraise and embed more inclusivepractices to respond to the diversity of their learnersthrough a UDL lens. Continual refl ection in context, both individually andwith learners, is integral to the module. The module examines key literature pertaining to, and generate awareness and understanding of, the principles of UDL in education. It provides opportunities for students to review, reflect upon and critically evaluate planning, teaching, learning, and assessment practices through a UDL lens, and in partnershipwith their learners. Finally the module seeks to support students in designing, implementing, andembedding quality assured inclusive practices and assessments which respond flexibly to the diversityof learners in their context.

Module 3 Responding to Student Diversity in Education EDPT7080

This module has been designed to enable students to continue to develop their understanding of student diversity and enable them to build capacity. It will draw on insights from students who experience barriers to their education and educators working with a range of students from marginalised communities. The module encourages students to specialise in one or more key themes covered in the module and draw on their own professional practice to gain further understanding of how to teach to diversity. It enables students to generate critical thinking around student diversity in education. It focuses on specific issues or disabilities that affect how students learn including: students from socio-economically disadvantaged backgrounds; students with intellectual disabilities, students with Autism and students with mental health difficulties. Students on this module examine specific policies and interventions aimed at addressing the needs of students who experience barriers to learning including the Trinity Access Programme and the DEIS programme; the Trinity Centre for People with Intellectual Disabilities; specific interventions for students with Autism and wellbeing policy and curriculum development.

Module 4 The Role of Education Partners in Inclusive Education EDPT7081

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. Students 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. The module explores our understanding of support infrastructure within and beyond schools for children and young who experience barriers to learning. Students are encouraged to evaluate the nature of collaborative relationships involved in supporting the learning of diverse children and young people.