

Liverpool John Moores University

Title: INCLUSION AND THE CHALLENGING SCHOOL
Status: Definitive
Code: **7002PGTF** (104433)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Paul Killen	Y

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 32
Total Learning Hours: 200
Private Study: 168

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Off Site	20
Tutorial	12

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Critical narrative based on professional practice, which identifies principles for personalising learning, analyses identification of individual needs and reflects upon how these needs may be responded to with respect to selected relevant research.	100	

Aims

This module will enable each participant to appreciate the interplay between theory and practice in relation to different educational needs informing practice within the

classroom. It will enable participants to recognise and respond to the diversity of learners.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse professional practice to demonstrate the link between a theoretical construct and practical empiricism
- 2 Identify and critically reflect on areas for professional or school development relating to the identification and delivery of support for a student with specific inclusion requirements
- 3 Demonstrate systematic knowledge and understanding of personalised learning to support individual children
- 4 Engage in critical evaluation and reflection upon teaching and learning in relation to children with specific learning needs.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Critical Narrative	1	2	3	4
--------------------	---	---	---	---

Outline Syllabus

Understanding challenging schools

Approaches to Pedagogy

Personalised Learning

Barriers to Learning (the range of children's needs)

Working with other Professionals and their role in supporting inclusive practice

Key theoretical perspectives on inclusive teaching and learning

Current issues in learning, teaching and assessment

Gifted and Talented children

Classroom and behaviour management strategies

Assessment and Assessment for Learning

Planning for Learning to include all children

Race and ethnic diversity

English as an Additional Language

Learning Activities

Weekly progress meetings with subject mentors

Formative review meetings with professional mentors

Tutor and mentor led seminars

Structured lesson observations

Different modes of collaborative teaching, enabling participant to focus on particular aspects of the teaching process according to participant development point and needs

Participation in activities covering the full range of professional responsibilities of a practising teacher

Direct sustained experience of independent planning, teaching, assesment and evaluation

Structured school-based tasks, which introduce participant to a wide range of reading, research and other literature

Interactive online learning activities

Independent study linked to recent and relevant literature/reading including; the writing og professional development statements at key points in the programme; participant monitoring og participant own progress using the school experience Journal; the compliation of a development Portfolio.

Notes

This module aims to equip participants with an understanding of the range of children's educational needs, the skills on how these needs may be met through personalisation of learning and knowledge of how other professional can support meeting individual needs to ensure that all children are able to maximise their individual potential.