



SYLLABUS	
Course:	Special education
Subject:	Theory of inclusive education
Department	Department of Pedagogy
Study Level	Master degree
Semester	Spring
ECTS Credits	4 (30hrs)
Teaching methods	Lecture (15hrs) + Workshop (15hrs)
Content	<p>Lectures:</p> <ol style="list-style-type: none">1. The phenomenon of social exclusion - definitions, basic concepts. Selected theories of social exclusion. Areas and symptoms of social exclusion. Basics of the process of exclusion. Disadvantaged groups - characteristics. Causes of the threat of social exclusion. Consequences of educational and social exclusion. Policies against social exclusion in Poland.2. Social attitudes. Stereotype, stigma, stigma. Strategies to counter discriminatory attitudes.3. Inclusive and mainstream education - explanation of terms. Special educational needs. Postulatory dimension of inclusive education. Philosophical, including axionormative bases of the process of inclusion. Cultural conditions of the process of inclusion. Inclusion, and the fundamental rights of the person. Social and psychological dimensions of inclusive education.4. The theoretical basis of inclusive education. The concept of common and specific needs of students and its consequences for the educational process. Genesis of inclusive education in Poland and the world.5. The legal dimension of inclusive education. International legal acts related to the issue of social inclusion including educational inclusion. Polish legal basis for inclusive activities.6. The system of inclusive education in Poland. Types of schools and their characteristics. Statement of special education needs in Poland - procedures and size of adjudication.7. Financing of education of students with special educational needs in Poland. Organization of support for inclusive education.8. Training of personnel for inclusive education. System of support and in-service training of teachers. <p>Workshops</p> <ol style="list-style-type: none">1. Identification of areas of social exclusion, the course of the process of social exclusion, its causes, symptoms, consequences - case analysis.2. Model of inclusive education in Poland- a mind map.



	<ol style="list-style-type: none">3. Analysis of the competence of teachers in light of the needs of a student with special educational needs in inclusive education - knowledge, skills, social competence. Assumptions versus reality- Meta plan.4. Personality traits of a special educator- working with the person.5. Role and tasks of the special educator in inclusive education- creation-pyramid of priorities.6. Self-development, self-improvement, continuing education of the teacher. Professional development plan.7. Cooperation with other teachers to improve the teacher's workshop. Analysis of forms of cooperation and design of own solutions.
Grading policy	The method of calculating the grade for a lecture is as follows: 80% exam , 20% class participation. The method of calculating the grade for exercises is as follows: 80% evaluation of group work; two projects choose from : 1) case analysis of a socially excluded person, 2) to choose: personality traits of a special educator-persona, a plan for professional development; 20% active participation in classes.
References	<ol style="list-style-type: none">1. Anderson, P.L. (2012). Case Studies for Inclusive Schools. Austin, TX: proed.2. Clough P., Corbett J. (2011) Theories of Inclusive Education. A students' guide, SAGE.3. Graham L. (2019) Inclusive Education for the 21st Century: Theory, policy and practice, Routledge;4. Richards G., Armstrong F., Teaching and Learning in Diverse and Inclusive Classrooms (2011), Routledge.5. International Journal of Inclusive Education
Prerequisites	Language: English, CEFR level B1 or higher
	Other:
Teacher	Assoc Prof. Anna Zamkowska
	Location: ul. Malczewskiego 22 room 109
	Email: a.zamkowska@urad.edu.pl
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Tuition fees	do not apply for EU/EEA citizens or exchange students