

MAEL 203 - The Educational Leaders and Inclusion

ECTS Value: 5 ECTS

Overall Objectives and Outcomes

This module is intended to help Educational Leaders become critical of education policy and practice at macro and micro level with regard to how these facilitate or inhibit equality and integration in society and the community. Educational Leaders will be expected to identify and develop their own personal position and to challenge normative assumptions with a view to promote transformation towards equity and social justice. This module also helps educational leaders learn and relearn about other cultures and religions (context based). It will help Educational Leaders to empower educators and lead them towards adopting the right tools to teach students learn to accept and tolerate different students coming from different cultural backgrounds and needs. The course also provides Educational Leaders with tools and pedagogical assistance on how to be more culturally sensitive and self aware of students' needs, disability, socio-economic barriers, racism, xenophobia, islamophobia, extremist views and radicalisation. It provides them with tools to critically self-assess their own positioning. As learners progress through the module they will be encouraged to engage with critical theory to investigate equity and diversity to transform their practices making them more inclusive. Themes of ethnicity, disability, religion, gender and poverty and the interaction between them will be considered, with an emphasis on how they influence the individual and their socio-cultural context.

By the end of this module, the learner will be able to:

Competences

- a. Demonstrate critical awareness of current 'inclusive' practices at educational institutions;
- b. Identify common attributes in inclusive Educational Organisations;
- c. Guide educators in adapting classroom tasks and resources for learners to access the curriculum;
- d. Encourage educators to set aside his/her own personal beliefs or preconceived idea to create a harmonious environment for all students in the school;
- e. Develop strategies that create an equal level playing field for all the students in school;
- f. Engage in effective communication with the students when sensitive subjects about citizenship, values, religion and traditions arise in the classroom or within the Educational institution.

Knowledge

- a. Comprehensively define inclusive education and identify features of inclusive Educational Organisations;
- b. Critically assess several factors that can support Education leaders in the process of developing inclusion;
- c. Systematically identify accommodations and class interventions to use with learners with diverse needs;
- d. Describe how environments can be structured so that diverse learners can benefit maximally from instruction;
- e. Demonstrate how educators can identify ways to show students that independently from their religion or nationality, democratic values are there for everyone to respect and safeguard;
- f. Propose and introduce reforms and/ or new measures to facilitate integration and acceptance of foreign students to meet their needs. E.g. zero tolerance to discriminatory behaviour, prayer

rooms, canteen food, host-country language classes, developing registers on islamophobic or xenophobic incidents within the school;

- g. Critically review education policy and understand that it is much more than formal policy documents but includes processes of policy implementation in which teachers can support, subvert or transform the original intentions of policy makers;
- h. Explore how empowerment, social cohesion and recognition of human rights for all can only happen when learners are equipped to transform society;
- i. Instigate educators to be proactive and seize opportunities to recognise and criticise unjust policies and practices taking place around them.

Skills

- a. Comprehensively identify the characteristics of inclusive Educational Organisations;
- b. Identify accommodations and class interventions to use with learners with diverse needs;
- c. Describe how environments can be structured so that learners with diverse needs can benefit maximally from instruction;
- d. Collaborate with and build partnerships with relevant organizations and entities in the field;
- e. Develop empowering classroom practices that enhance students' critical engagement with their own learning;
- f. Tackle and address issues related to racism, islamophobia, xenophobia through an effective use of pedagogical instruments as well as the curriculum;
- g. Use culturally sensitive pedagogy and instruction to avoid cultural dissonance;
- h. Raise awareness amongst students about the importance of tolerance, acceptance, shared humanity and respect towards democratic values;
- i. Collaborate with and build partnerships with relevant organizations and entities such as NGO's and Youth Organisation.

Assessment Methods

This module will be assessed through: Workshop and Critical Analysis.

Suggested Readings

These will be provided by the lecturer.