

MAEL 109 - The Educational Leaders and Inclusion

ECTS Value: 5 ECTS
Self-Study Hours: 75

Contact Hours: 25
Assessment Hours: 25

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.

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 sets 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 Organizations;
- 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: Presentation and Critical Analysis

Suggested Readings

Core Reading List

1. Ball, S. J. (2008); *The Education Debate*. Bristol, United Kingdom: Policy Press
2. Banks, J.A. & Banks, Cherry A. McGee, (2007); *Multicultural Education. Issues and Perspectives*; 6th Edition; John Wiley and Sons Inc.
3. Hallinger, P. & Heck, R.H. (2010); "Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning"; in *School Leadership and Management*, 30 (2), 95 – 110.
4. Leonardo, Z. (2010); *Handbook of Cultural Politics and Education*. Sense Publishers.
5. Modood, T. (2013); *Multiculturalism*. Polity Press.
6. Salend, S.J, (2011); *Creating inclusive classrooms: Effective and reflective practices* (7th ed) Columbus, OH: Pearson Education
7. Sen, A. (2007); "Leadership with a shared vision in the 21st century: Lessons from Ataturk". in *Journal of Global Strategic Management*, 2,13 – 30.
8. Smith, D., & Tyler, N (2011); "Effective inclusive education: Equipping education professionals with necessary skills and knowledge." in *Prospects*, 41 (3), 323 – 339.
9. Young, I.M. (2011); *Justice and the Politics of Difference*. Princeton University Press.

Supplementary Reading List

1. Barton, L., & Slee, R., (1999); Competition, selection and inclusive education : Some observations . *International Journal of Inclusive Education*, 3 (1), 3 – 12.

2. Biesta, G. (2015); "What is Education For? On Good Education, Teacher Judgment, and Educational Professionalism." in *European Journal of Education*, Vol. 50, no. 1.
3. Calabrese, R.L. (2002); *The leadership assignment: Creating changes*; Allyn and Bacon, Boston, MA
4. Duke, D. (2004); *The Challenges of educational change*; Pearson, Boston, MA
5. De Lissovoy, N. (2013); "Pedagogy of the Impossible: neoliberalism and the ideology of accountability." In *Policy Futures in Education*. Vol. 11, No. 4.
6. Gorard, S. (2010); "Education Can Compensate for Society - a Bit." In *British Journal of Educational Studies*, 58: 1, p. 47-65.
7. Lambert, L. (2002); "A framework for shared leadership" in *Educational Leadership*, 59 (8) 37 – 40
8. Leeman, Y. (2008); "Education and Diversity in the Netherlands." in *European Educational Research Journal*, Vol. 7 No. 1
9. Pels, T. & De Ruyter, D.J. (2012); 'The Influence of Education and Socialization on Radicalization: An Exploration of Theoretical Presumptions and Empirical Research.' *Child Youth Care Forum*, 41, p.311-325.
10. Ragazzi, F. (2016); "Suspect community or suspect category? The impact of counter-terrorism as 'policed multiculturalism.'" in *Journal of Ethnic and Migration Studies*, 42:5, p. 724-741.
11. Rich, S. & Troudi, S. (2006); "Hard times: Arab TESOL students' experiences of radicalization and othering in the United Kingdom." In *TESOL Quarterly*, 40, p. 617.
12. Santoro, N. and Forghani-Arani, N. (2015); "Interrogating practice in culturally diverse classrooms: what can an analysis of student resistance and teacher response reveal?" in *European Journal of Teacher Education*, Vol. 38, no.1, p. 58-70.