



MODULE HANDBOOK

ECAD5003

The Rights of the Child: Inclusion and Diversity

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

Level 5

**Faculty of Education and
Communities**

2018-2019

1. Points of contact

If you need to discuss anything relating to the module contact:

Nanna Ryder 01267 676795 n.ryder@uwtsd.ac.uk
(Module coordinator)

2. Our expectations

We hope that you will enjoy the module and programme and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all sessions.

Please read the University Regulations for Students.

Please read the Study Skills Handbook.

AIMS

- To explore barriers to achievement and participation that impact upon learning.
- To develop trainees' knowledge and understanding of supporting individual pupils to fulfil their full potential.

LEARNING OUTCOMES

By the end of this module trainees should be able to:

- demonstrate in-depth knowledge and understanding of children's diverse additional learning needs based on theoretical perspectives and models of inclusive practice;
- explore in detail a range of issues that impact on holistic learning experiences;
- evaluate how individual learning needs are supported including differentiation and equal opportunities;
- demonstrate skills in problem-based learning, including collaborating with others;
- organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

4. Essential background reading/tasks

The following reading material/tasks will be useful background reading for some of the themes explored within this module. You will be directed to some of these during sessions

ALN (General)

- Download and read the 'Individual Development Plan' document from the SNAP Cymru website: www.snapcymru.org.uk .
- Welsh Assembly Government. (2008) *Personal and Social Education Framework for 7 to 19-year olds in Wales*, Cardiff: Welsh Assembly Government.
- Welsh Government ALN Transformation Programme - www.gov.wales/ALN

Children's Rights

<https://www.complantcymru.org.uk/>

- National Assembly for Wales. (2005) *Children and Young People: Rights to Action*. Cardiff: National Assembly for Wales.

Poverty and social exclusion

- Look at the Joseph Rowntree Foundation website: www.jrf.org.uk and identify key articles that focus on poverty and education in Wales. Consider how this links to elements of the Curriculum Cymreig.

Autistic Spectrum Disorder

- www.autism.org.uk/cymru
- www.autismspeaks.org
- www.autism.com

Specific Learning Difficulties

- *Department for Education and Skills (2015) Specific Learning Difficulties Framework, Cardiff: Welsh Government.*
- Download and read the leaflet 'Information for Teachers' from the Dyslexia Scotland website: www.dyslexiascotland.org.uk .

ICT

- Read: Advanced internet searching techniques uploaded onto the Moodle e-learning platform.
- Discussion based on key question in the Moodle forum.
- Web links uploaded to Moodle.
- Ensure you are "up to date" with spreadsheet software – if necessary use an online tutorial to revise your skills such as:
http://www.baycongroup.com/excel2007/01_excel.htm View instructional video uploaded onto Moodle.

5. Module summary

The order of these sessions may change according to circumstances and availability of tutors and there will be some overlap in the themes covered. Students will be encouraged to visit a special unit/school for a half/whole day for observational purposes before the end of this module. They will be responsible for organising their own placement and the module co-ordinator will monitor and provide support in finding suitable locations. This will broaden understanding of ALN provision both within and beyond mainstream education.

Session	Lecture Summary	QTS Standard/s
1 Week 8	Additional Learning Needs 1: Introduction and background to ALN, focusing on disability, access and inclusion as well as current developments in Wales.	S1.8 S2.6 S1.1
2 Week 9	Additional Learning Needs 2: ALN and inclusion in the classroom – exploring behaviour management strategies, person centered planning, and Individual Development Plans (IDP).	S1.1, S1.4, S1.8, S2.6 S3.1.2, S3.2.13, S3.2.6, S3.2.7, S3.3.4
3 Week 25	Additional Learning Needs 3: An introduction to the module assessment. An overview of The United Nations Convention on the Rights of the Child.	S1.1, S1.4, 1.8, S2.6 S3.1.2, S3.2.13, S3.2.6, S3.2.7, S3.3.4
4 Week 25	ICT Tutorial 1: Using advanced internet search methods for gathering information.	S2.5
5 Week 25	Additional Learning Needs 4: Seeing the world through a different lens - supporting pupils on the autistic spectrum.	S1.1 S3.3.1 S3.3.4
6 Week 25	ICT Tutorial 2: Creating questionnaires using specific IT skills and the ethical considerations involved. Using questionnaires for research purposes.	S2.5

7 Week 26	Additional Learning Needs 5: Specific learning differences - the gifts of dyslexia and dyscalculia. Workshops to explore multi-sensory methods and strategies to support learning.	S1.1 S3.3.1 S3.3.4
8 Week 26	ICT Tutorial 3: Illustrating data to analyze using spreadsheets and charts.	S2.5
9 Week 26	PBL Session 1 An opportunity for groups to discuss and revise the questionnaire informally with a tutor. An appointment system will be set up.	
10 Week 26	Additional Learning Needs 6: The impact of poverty and social deprivation on barriers to learning and achievement for pupils in Wales. This session will explore links to the Curriculum Cymreig.	S1.1 S3.3.14
11 Week 26	Additional Learning Needs 7: Multilingualism and cultural diversity, e.g. English as an Additional Language. This session will explore links to the Curriculum Cymreig.	S1.1, S2.4 S3.2.4, S3.3.4 S3.3.1
12 Week 27	PBL Session 2 An opportunity for groups to discuss and revise the questionnaire informally with a tutor. An appointment system will be set up.	
13 Week 27	Additional Learning Needs 8: Children's well-being – exploring mental and emotional issues.	S1.1, S2.4 S3.2.5 S3.3.5
14 Week 28	PBL Session 3 An opportunity for groups to discuss and revise the questionnaire informally with a tutor. An appointment system will be set up.	
15 Week 28	Additional Learning Needs 9: A Question and Answer session with guest speakers.	S1.1, S1.4, S1.8, S2.6 S3.1.2, S3.2.13, S3.2.6, S3.2.7, S3.3.4
16 Week 29	Additional Learning Needs 10: Supporting pupils with diverse needs in accessing the curriculum, e.g. physical, medical etc.	S1.1 S2.4 S3.2.6
17 & 18 (by end of module)	Additional Learning Needs 11: Visit to a special school or unit for observational purposes. Students will be responsible for organising their own placement and the module co-ordinator will monitor and provide support in finding suitable locations.	S1.1 S2.4 S3.2.6
19 Week 30	Revision session: Reflecting on the content of the module and final preparation for the assessment.	S1.1, S1.8 S2.4, S2.6

6. Assessment tasks

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5003	The Rights of the Child: Inclusion and Diversity	Written assignment – small scale research project and analysis. (Equivalent to 4,000 words) 100%
<u>Submission date: 30/04/19</u>		

School requirements when submitting assignments

1. All trainees **MUST** submit a self-assessment checklist for each assignment (see appendix F of the *Study Skills Handbook*). Make sure you tick off each element that you have completed.
2. All trainees **MUST** include a completed copy of the assessment reporting (AR) sheet for each assignment. The AR sheet is presented in the *Assessment task and guidance* section of each module handbook (an e – version of all module handbooks will be available on Blackboard).
3. All trainees **MUST** place their student number on the AR sheet and also complete the self evaluation component of the AR sheet for every assignment.
4. When submitting work **please ensure that it is presented securely e.g. in a zip folder or button file that can be closed**. If there are different elements being submitted on the same submission date please make sure that they are physically connected and “secure”, and if possible in one folder. An electronic version **MUST** also be included (CD rom, pen drive etc). It is the responsibility of trainees to retain copies of their work.
5. All trainees **MUST** ensure that there is a correct student number on each page of their work and on any item (no matter how small) that they include as part of an assessment. CD roms **MUST** be marked in permanent pen with the student number, the module and any relevant assignment title.
6. All trainees **MUST** include the correct submission slip including their student number, the **CORRECT** module code and the **CORRECT** name for the Module Coordinator (these can be found in each module handbook).
7. All CDs included as part of the assessment **MUST** be checked for content by the trainees themselves – the trainees are **fully responsible** for ensuring that this content is present and is saved correctly.
8. Each printed page submitted **MUST** meet the School of ITET specifications (e.g. paragraphing, line spacing etc) listed in the Study Skills Handbook.

You should always check with the Module Co-ordinator for any other specific requirements.

Essential

- Department for Education and Skills (2014) *Re-writing the Future*. Cardiff: Welsh Government.
- Department for Education, Lifelong Learning and Skills. (2016) *Inclusion and Pupil Support*, Cardiff: Welsh Assembly Government. Available at:
<http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf>
- Donaldson, G. (2015) *Successful Futures*. Crown copyright. Available at:
<http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf>
- Farrell, M. (2012) *Educating Special Children*. 2nd edn. Oxon: Routledge.
- Glazzard, J., Hughes, A., Netherwood, A., Neve, L., & Stokoe, J. (2015) *Teaching Primary Special Educational Needs*, (2nd ed.) [Online], Exeter: Learning Matters Ltd.
- Peer, L. & Reid, G. (eds.) (2016) *Special Educational Needs – A Guide for Inclusive Practice*, (2nd ed.) London: Sage.
- Spooner, W. (2011) *The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants*. 2nd edn. [Online], Oxon: Routledge.
- Welsh Assembly Government. (2008) *Personal and Social Education Framework for 7 to 19-year olds in Wales*, Cardiff: Welsh Assembly Government.
- Welsh Assembly Government. (2010) *A Curriculum for All Learners*, Cardiff: Welsh Assembly Government.
- Welsh Government (2017) *Draft Additional Learning Needs Code*. Available at:
<http://www.senedd.assembly.wales/documents/s59527/Draft%20Additional%20Learning%20Needs%20Code%20February%202017.pdf>

Recommended

- Estyn. (2005) *Equal Opportunities and Diversity in Schools in Wales*, Cardiff: Estyn.
- Estyn. (2011) *Review of Disability Equality Schemes and Practice in Schools and Pupil Referral Units – June 2011*, Cardiff: Estyn. Available at:
<http://www.estyn.gov.uk/english/docViewer/202101.9/review-of-disability-equality-schemes-and-practice-in-schools-and-pupil-referral-units-june-2011/?navmap=30,163>,
- Estyn. (2011) *Tackling Child Poverty and Disadvantage in Schools – Working with the Community and Other Services – July 2011*, Cardiff: Estyn. Available at:
<http://www.estyn.gov.uk/english/docViewer/1774.5/tackling-child-poverty-and-disadvantage-in-schools-january-2010/?navmap=30,119,169>,
- Frederickson, N. & Cline, T. (2009) *Special Educational Needs, Inclusion and Diversity*, [Online], Maidenhead: Open University Press.
- Welsh Government, (2013) *Literacy and Numeracy Framework*. Welsh Government:
<http://learning.gov.wales/resources/browse-all/nlnf/?lang=en>

Journals

- British Journal of Special Education* [e-journal]
Journal of International Special Needs Education
Journal of Research in Special Educational Needs [e-journal]
Special
Special Children

Websites

Bevan Foundation - www.bevanfoundation.org
Centre for Studies on Inclusive Education – www.csie.org.uk
Commission for Racial Equality – www.cre.gov.uk/publ
Joseph Rowntree Foundation - www.jrf.org.uk
Learning Wales – www.learning.wales.gov.uk
NASEN - www.nasen.org.uk
National Association for Language Development in the Curriculum – www.naldic.org.uk
SNAP Cymru – www.snapcymru.org.uk
SurveyMonkey - www.surveymonkey.net
The National Association for Able Children in Education – www.nace.co.uk
Welsh Government – www.wales.gov.uk

Student teachers will be directed to a range of additional reading material and websites during the module delivery.