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| **Course unit**  **Descriptor** | **Faculty of Education** | | logo_UNS.png |
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| **GENERAL INFORMATION** | | | |
| Study program in which the course unit is offered | | Primary Teacher Education, Preschool Teacher Education | |
| Course unit title | | Basics of inclusive education | |
| Course unit code | |  | |
| Type of course unit[[1]](#footnote-1) | | Compulsory | |
| Level of course unit[[2]](#footnote-2) | | Bachelor | |
| Semester when the course unit is offered | | Summer | |
| Year of study (if applicable) | | Second year | |
| Number of ECTS allocated | | 4 | |
| Name of lecturer/lecturers | | Associate Professor Gordana Nikolić  Assistant Marija Cvijetić | |
| Mode of course unit delivery[[3]](#footnote-3) | | Face-to-face | |
| Course unit pre-requisites (if any) | | - | |
| **PURPOSE AND OVERVIEW (max 5-10 sentences)** | | | |
| To enable students to understand the needs of children of atypical development from the period of early development to starting school;  Understanding of strategic trends in the development of integration and inclusion in preschool institutions. | | | |
| **LEARNING OUTCOMES (knowledge and skills)** | | | |
| Understanding and acquired knowledge related to the policy of upbringing and education focused on children's rights and inclusive approach;  Developed positive attitudes towards children whose educational needs are specific;  Acquired basic knowledge on the preparation of the child's pedagogical profile. | | | |
| **SYLLABUS (outline and summary of topics)** | | | |
| ***Theory:***  Theoretical framework and practical experiences of the process of integration and inclusion in preschool and school institutions.  Historical context, understanding of terminology and definition.  Theoretical presentation and practical experiences in developing the least restrictive environment in institutions.  ***Practice:***  Introduction to different models in the development of social inclusion in preschool institutions using SWOT analysis. Introduction to the form for individual support plan and individual educational plan and ways to fill it out.  Case study analysis, preparation of pedagogical profile and maps for children with special educational needs. | | | |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods) | | | |
| Plenary presentations, group work, interactive teaching-discussions, problem situations, conclusions and explanations; individual work tasks; consultations | | | |
| **REQUIRED READING** | | | |
| Underwood, K., Valeo, A., & Wood, R. (2012). Understanding inclusive early childhood education: A capability approach. *Contemporary Issues in Early Childhood*, *13*(4), 290-299.  Ainscow, M., & Miles, S. (2009). Developing inclusive education systems: How can we move policies forward. *La educación inclusiva: de la exclusión a la plena participación de todo el alumnado*, 167-170.  Ainscow, M., Dyson, A., & Weiner, S. (2013). *From Exclusion to Inclusion: Ways of Responding in Schools to Students with Special Educational Needs*. CfBT Education Trust. | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | |
| Pre-exam obligations:  Seminar paper - 30 points  Test - 20 points  Final exam:  Oral exam – 50 points | | | |
| **LANGUAGE OF INSTRUCTION** | | | |
| English | | | |

1. Compulsory, optional [↑](#footnote-ref-1)
2. First, second or third cycle (Bachelor, Master's, Doctoral) [↑](#footnote-ref-2)
3. Face-to-face, distance learning, etc. [↑](#footnote-ref-3)