



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP344 Specialpedagogens roll - samtal och verksamhetsutveckling,
10 högskolepoäng

The role of Special education teacher - Communication and
educational development, 10 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1F

Date of Ratification

Approved 2019-12-18

Revised 2020-09-24 by Faculty of Social Sciences. Revision of the course literature.

The course syllabus is valid from autumn semester 2020

Prerequisites

General entry requirements for second-cycle studies and specific entry requirements as follows:

2PP310 Perspectives on Special Education, 10 credits

4PP341 Special Pedagogics in Different Learning Environments I, 10 credits

4PP309 Professional Approach I, 5 credits

4PP342 Special Pedagogics in Different Learning Environments II, 10 credits
or the equivalent

Objectives

Upon completion of the course, students shall be able to:

- examine and analyse the systematic quality management activities in school based on a special educational perspective,
- analyse and discuss the pre-school/school practice and culture on the basis of research into organisation, leadership and school development,
- analyse and evaluate the role of the special education teacher as a qualified interlocutor and adviser in order to be able to initiate and guide the educational discussion in various contexts,
- critically analyse and discuss the dual task in an equal pre-school/school concerning sustainable development and lifelong learning,
- with reference to scientific, democratic and ethical aspects, analyse and evaluate the importance of intercultural and special education competence.

Content

A constant feature of the course deals with the professional role as a special education teacher. Systematic quality management is analysed and problematized on the basis of the special education perspective. Knowledge of organisation, leadership and school development is discussed in relation to the professional role as a special education teacher, in order to be able to participate in leading the educational inclusive practice for the wellbeing of all children and pupils.

The task of the special education teacher as a qualified interlocutor and adviser on educational issues is discussed. The educational discussion may take place within different contexts and in cooperation with for instance pupil, custodial parents, colleagues, principal and external actors. The dual task within pre-school and school, with an overall perspective of learning, development and socialization and the possibility for equivalence in sustainable learning is discussed and concretized, where the organisational culture, entrepreneurial approach and the digital arena are emphasized as important factors. The course also discusses in what ways understanding and use of scientific, democratic and ethical aspects in relation to intercultural competence influence the professional role as a special education teacher.

Professional Basis and Professional Progression

The course content aims to develop the special education teacher's ability to critically reflect on people's differences, with the emphasis on developing the educational practice. The aim is also that the students' ability to act as a qualified interlocutor in various educational contexts shall be developed, including the ability to run quality management activities in an inclusive pre-school/school.

Scientific Approach and Scientific Progression

The course contributes to the development of scientific skills by means of examining scientific literature and theoretical perspectives, in order to gain an understanding of how various scientific methods may be applied and analysed within the educational practice.

Type of Instruction

Teaching consists of lectures, seminars and work in small groups.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination of the course takes place by means of two written assignments and three oral components.

In order to receive a grade of Pass in the course, the course objectives must be attained. For a grade of Pass with Distinction in the course, it is required that the two written assignments are assessed as Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 4PP246 Special Education Professional Role in Relation to the Dual Task, 10 credits.

Required Reading and Additional Study Material

Bjørndal, Cato R.P. (2017). *Konstruktiva stödsamtal: perspektiv och redskap vid handledning, rådgivning, mentorskap och coachning*. Stockholm: Liber, (296 pages). ISBN 9789147122639.

Cederberg-Scheike, Annika. (2016). *Handledning för kollegialt lärande*. Lund: Studentlitteratur, (148 pages). ISBN: 9789144112541.

Harris, Alma. (2008). "Distributed leadership: according to the evidence", *Journal of Educational Administration*, Vol. 46 Iss 2 pp. 172 – 188, (16 pages).

Hargreaves, Andy & Fink, Dean. (Latest edition). *Hållbart ledarskap i skolan*. Lund: Studentlitteratur, (260 pages).

Hopkins, David, Stringfield, Sam, Harris, Alma, Stoll, Louise & Mackay, Tony. (2014). School and system improvement. a narrative state of the art review. *School Effectiveness and School Improvement: v25 n2*, pp. 257-281, (24 pages).

Håkansson, Jan & Sundberg, Daniel. (Latest edition). *Utmärkt skolutveckling. Forskning om skolförbättring och måluppfyllelse*. Stockholm: Natur och Kultur, (200 pages).

Klang, Nina, et al. (2016) *Enacting the role of special needs educator – six Swedish case studies*. *European Journal of Special Needs Education*, 07/03/2017, Vol. 32(3), pp. 391-405.

Nihlfors, Elisabet. (Latest edition). *Lärarens dubbla uppdrag: enligt den nya skollagen*. Natur och kultur. (192 pages).

Nilholm, Claes (Latest edition). *En inkluderande skola – möjligheter, hinder och dilemman Specialpedagogers/speciallärares arbete i den dagliga skolpraktiken*. Studentlitteratur (170 pages). ISBN: 9789144126241.

Normell, Margareta. (Latest edition). *Pedagog i en förändrad tid: om grupphandledning och relationer i skolan*. Lund: Studentlitteratur, (138 pages).

Sternudd Groth, Mia-Marie & Evermark, Monica (2020). *Skolutveckling genom samtal*. Lund: Studentlitteratur. Selected parts on ca. 200 pages. ISBN: 9789144133355.

Partanen, Petri (2012). *Att utveckla elevhälsa*. Östersund. Skolutvecklarna, Sverige, 129 pages. ISBN: 9789174375701.

Hargreaves, Andy & O'Connor, Michael T. (2019). *Professionell kollegialitet: om att utveckla lärares samarbete*. Edition 1 Lund: Studentlitteratur 160 pages.

Gerrbo, Ingemar (2012). *Idén om en skola för alla och specialpedagogisk organisering i praktiken*. Diss. Göteborg : Göteborgs universitet, 2012. Selected parts, ca. 200 pages. Available on the Internet.

Additional relevant texts, policy documents and scientific publications, approx. 200 pages.