



## Programme syllabus

Faculty of Social Sciences

Speciallärarutbildning, ingår i Lärarlyftet, 90 högskolepoäng  
Special Teacher Programme, 90 credits

### Level

Second Level

### Date of Ratification

Approved 2016-03-11

Revised 2020-03-04 by the Faculty Board within the Faculty of Social Sciences

The programme syllabus is valid from autumn semester 2020

### Prerequisites

General entry requirements for second-cycle studies.

Specific entry requirements:

- Degree of Master of Arts in Primary Education, Degree of Master of Arts/Science in Secondary Education or Upper Secondary Education, Higher Education Diploma in Vocational Education, Degree of Bachelor of Arts in Pre-School Education, or equivalent older degree.
- For the specialisation in language, reading and writing development, it is either required that the applicant has a Master/Bachelor of Arts in Education specialised in teaching the subject Swedish, or that the applicant through their degree is qualified for teaching in the subject Swedish. If the degree is not intended for teaching Swedish, it is required that the teacher is qualified for teaching in the subject through higher education or without required qualification that they have completed supplementary higher education studies comprising a minimum of 22.5 credits in the subject Swedish or in the knowledge field language, reading and writing development.
- For the specialisation in mathematics development, it is either required that the applicant has a Master/Bachelor of Arts in Education specialised in teaching the subject Mathematics, or that the applicant through their degree is qualified for teaching in the subject Mathematics. If the degree is not intended for teaching in Mathematics, it is required that the teacher is qualified for teaching in the subject through higher education or without required qualification that they have completed supplementary higher education studies comprising a minimum of 22.5 credits in the subject Mathematics or in the knowledge field mathematics development.

### Description of Programme

The special teacher programme leads to a professional qualification as a special teacher and comprises 90 credits. The aim of the programme is that students, based on their educational experiences, shall develop a scientific and professional approach for work in

qualified educational activities in accordance with the objectives given for a Postgraduate Diploma in Special Needs Training.

At the Linnaeus University, this contract education for a Postgraduate Diploma in Special Needs Training is given with a specialisation in:

- language, reading and writing development
- mathematical development
- intellectual disabilities

The courses given within the specialisations are partly given as common courses and studied together with the students in the special education teacher programme.

The basic element in the programme is the integrative relation between theory and practice. The students' experience-based knowledge is important in order to be able to interpret and understand the content of the education and thus also develop the competence concerning pupils in need of special support.

In order for students to develop the knowledge and skills required to work independently as a special teacher for pupils in need of special support in their language, reading and writing development, mathematical development or due to intellectual disabilities, the content is discussed on the basis of the individual, group and organisational level.

A Postgraduate Diploma in Special Needs Training with a specialisation is attained upon completion of the course requirements comprising 90 credits.

#### *Degree Project*

In order to obtain a Postgraduate Diploma in Special Needs Training, the student must complete a degree project within the scope of the course requirements, comprising 15 credits.

### Objectives

#### **Qualitative Targets in accordance with the Higher Education Ordinance**

For a Postgraduate Diploma in Special Needs Training, the student shall demonstrate the knowledge and skills required in order to work independently as a special teacher for children and pupils in need of special support.

#### *Knowledge and Understanding*

For a Postgraduate Diploma in Special Needs Training, students shall:

- demonstrate knowledge of the disciplinary foundation of the field and an understanding of the current research and development work as well as knowledge about the relation between science and best practice and the importance to the professional practice,
- demonstrate knowledge of children and pupils in need of special support seen from a historical perspective,
- demonstrate knowledge of impairment, including neuropsychiatric disorders,
- demonstrate advanced knowledge of children's and pupils' language and concept development and stimulance of the same,
- demonstrate advanced knowledge of issues concerning assessment and grading,
- demonstrate advanced knowledge of children's and pupils' development and learning, as well as knowledge of development and learning in children with impairment, including neuropsychiatric disorders, and depending on the chosen specialisation, also demonstrate knowledge of

1. children's and pupils' language, reading and writing development,



2. children's and pupils' mathematical development,
3. children and pupils with intellectual disabilities and their general knowledge development in relation to the teaching subjects or the subject areas.

### *Competence and Skills*

For a Postgraduate Diploma in Special Needs Training, students shall:

- demonstrate the ability to critically and independently take the initiative to analyse and participate in preventive activities and contribute to eliminating obstacles and difficulties in different learning environments,
- demonstrate the ability to participate in the work on constructing and carrying out action programmes for individual pupils together with other actors concerned, and the ability to support children and pupils as well as further develop the learning environments in the practice,
- demonstrate the ability to critically examine different scientific perspectives on neuropsychiatric disorders and apply knowledge of neuropsychiatric disorders in different learning environments,
- demonstrate the ability to, depending on the chosen specialisation, act as a qualified interlocutor and counsellor in questions concerning
  1. children's and pupils' language, reading and writing development,
  2. children's and pupils' mathematical development,
  3. learning and knowledge development in children and pupils with intellectual disabilities.

- demonstrate the ability to independently carry out follow-up and evaluation, as well as manage development of the educational work in order to meet the needs in all children and pupils,
- demonstrate advanced skills in critically and independently carrying out educational assessments and analysing individual difficulties in the learning environments where the child or pupil receives teaching and spends their time during the day in pre-school or school,
- demonstrate advanced skills in applying an individually adapted method for working with children and pupils in need of special support.

Concerning the specialisation in language, reading and writing development or mathematical development, students shall also

- demonstrate the ability to critically examine and apply methods for assessing children's and pupils' language, reading and writing development or mathematical development.

### *Judgement and Approach*

For a Postgraduate Diploma in Special Needs Training, students shall:

- demonstrate self-knowledge and empathic abilities,
- within the field of special education, demonstrate the ability to conduct assessments with reference to relevant scientific, social and ethical aspects, specially taking into account human rights,
- demonstrate the ability to identify ethical aspects of their own research and development work,
- demonstrate an understanding of the importance of cooperation and interaction with other types of school and professional groups,
- demonstrate the ability to identify their own need of further knowledge and continuously enhance their competence.

## Content

### *Programme Overview*



The Special Teacher Programme is given as a distance learning programme with compulsory physical meetings at the Linnaeus university. The programme is held by the use of a virtual learning environment, whereby connection to the Internet is required.

The programme is given in three blocks each comprising 20 credits and is concluded by a fourth block comprising 30 credits.

The first block looks into different perspectives on special education. It is aimed at broadening the students' views on the field of special education and creating a common basis of language and concept acquisition on the basis of a first and second language perspective, and depending on the chosen specialisation also provide the basics of language, reading and writing development, mathematical development or within the field of intellectual disabilities. The aim of the first block is also to lay the foundation of a scientific and professional approach to the educational practice, and the students shall also reflect on their own approach as well as that of others in relation to the encounter with people's differences.

The second block is aimed at developing knowledge of people's and groups' diverse conditions, interests and incentives in relation to different learning environments. By using dialogue as a tool, the scientific and professional progression is developed.

The students then study specific courses based on the chosen specialisation.

The field of specialisation is deepened in block three, as well as the competence required to meet pupils in need of special support. School development and leadership are also studied.

The fourth block focuses on scientific and professional issues in relation to the future educational practice. The students shall also in this final block carry out a degree project within the scope of the course requirements and the chosen specialisation.

*Programme Courses:*

L= studied by students specialising in language, reading and writing development.

M= studied by students specialising in mathematical development.

U= studied by students specialising in teaching students with intellectual disabilities.

The order of the courses may be changed.

***Year 1/Block 1: Meeting and Critically Examining the Field of Special Education, 20 credits***

Course 1: Perspectives on Special Education, 10 credits (GF2)

Course 2L: Language, Writing and Reading Development from a Special Education Perspective I, 5 credits (A1N)

Course 2M: Mathematics Development from a Special Educational Perspective I, 5 credits (A1N)

Course 2U: Perspectives of Intellectual Disability I, 5 credits (A1N)

Course 3: Professional Approach I: Science and Special Needs Educational Practice, 5 credits (A1N)

***Block 2: Understanding People's Differences in Educational Practices, 20 credits***



Course 1: Special Educational Practice to Prevent School Failure, 5 credits (A1N)  
Course 2L: Language, Writing and Reading Development from a Special Education Perspective II, 10 credits (A1F)  
Course 2M: Mathematics Development from a Special Educational Perspective II, 10 credits (A1F)  
Course 2U: Perspectives of Intellectual Disabilities II, 10 credits (A1F)  
Course 3: Professional Approach II: Science and Communication, 5 credits (A1F)

***Year 2/Block 3: Developing the Educational Practice in Relation to People's Differences, 20 credits***

Course 1L: Language, Writing and Reading Development from a Special Education Perspective III, 10 credits (A1F)  
Course 1M: Mathematics Development from a Special Educational Perspective III, 10 credits (A1F)  
Course 1U: Perspectives of Intellectual Disabilities III, 10 credits (A1F)  
Course 2L: Language, Writing and Reading Development from a Special Education Perspective IV, 10 credits (A1F)  
Course 2M: Mathematics Development from a Special Educational Perspective IV, 10 credits (A1F)  
Course 2U: Perspectives of Intellectual Disabilities IV, 10 credits (A1F)

***Block 4: Problematization and Development of the Practice, 30 credits***

Course 1: Scientific Methods and Evaluation, 10 credits (A1F)  
Course 2L: Degree Project in Special Education Teacher Training Program with focus on Language-, Writing- and Reading Development, 15 credits (A1E)  
Course 2M: Degree Project in Special Education Teacher Training Program with focus on Mathematics Development, 15 credits (A1E)  
Course 2U: Degree Project in Special Education Teacher Training Program with focus on Intellectual Disability, 15 credits (A1E)  
Course 1: Professional Approach III: School Development, 5 credits (A1F)

*Societal Relevance*

In order to further develop knowledge acquired in the education and to implement this in practice as well as for this leading to changes in practice, the possibility for reflective processes at the workplace is significant. Major parts of the work-linked aspects of the programme are based on close cooperation with the school management and other personnel at the student's own workplace. Students who during their study period do not have a position as a teacher are required to make contact with a school. The programme includes study visits and field studies within different educational practices where the students' principals, special teachers and special educational needs teachers are offered to participate in meetings during the programme.

*Internationalisation*

Students are in the education being prepared for working in a multicultural school on the basis of an international perspective. Issues on ethnicity, interculturalism, democracy and education are discussed. The students in the special teacher programme are encouraged to study abroad and courses may be replaced by studies at a higher education institution abroad, provided that they are equivalent to the courses to be studied as per the study plan given. Students are offered to participate in the agreements that Linnaeus University maintains with universities abroad. Studies abroad shall be planned in advance together with the programme administration.

*Perspectives in Education*



## **Professional Basis and Professional Progression**

The professional perspective in the special teacher programme becomes evident in the integration of theoretical knowledge, discussions between and within different professional groups and the work-linked parts of the programme. It is through this interaction that the students create a knowledge base of different experiences that lay the foundation of the professional development. The students will gradually develop their understanding of the various dimensions of the special teacher profession, as well as practical skills in planning, implementing and evaluating teaching. The course objectives and examinations given in the syllabuses emphasize the professional progression.

The profession as a special teacher requires communicative skills, and the students shall during their studies enhance their sensitivity and sustainable linguistic skills so that the participant may communicate their knowledge verbally as well as in writing accordingly.

## **Scientific Approach and Progression**

The scientific approach is continuously developed through the close link between the studies and didactic science and the conscious development of a critical approach, analytical skills and the ability to communicate their knowledge verbally as well as in writing. By enhancing their own practical and theoretical knowledge and skills and by acquiring and critically examining research findings, the students learn how to further develop the professional field.

## **Sustainable Development**

Sustainable development is included in the teacher programme as one of the fundamental core value perspectives. The participant's knowledge development is emphasized in sustainable development based on ecological, economic and social perspectives in a global context. Within the special teacher programme, a comprehensive view on children's and pupils' possibilities for learning and socialisation is addressed on the basis of the basic idea of sustainable development, with reference to the physical as well as the psychosocial environment and the importance of the special teacher in this context.

## **Equal Terms**

The teacher assignment includes creating conditions for all pupils to learn and develop. The emphasis of the programme is that the training shall result in that the future special teachers develop a professional approach in order to understand and be able to handle the diverse living conditions of children and young people, in relation to diversity aspects such as gender, ethnicity, religion or other beliefs, impairment or sexual orientation, as well as the ability to work for having a school where equal terms is the norm.

## **Entrepreneurial Approach**

During the programme, students are given the opportunity to reflect on entrepreneurial learning as an educational perspective, and on the entrepreneurial approach in terms of developing the practice.

## **Quality Development**

The board of the Faculty of Social Sciences through the Department of Pedagogy and Learning holds the overall responsibility for the quality of the education and the systematic quality assurance in terms of follow-up of the programme as a whole and the progression of the studies, and shall develop the relevance to people representing outside interests and the relation to current research. Student influence takes place mainly by means of evaluations of each course and the programme. The students' views are used as a basis for quality assurance and results with suggestions on measures received are

as a basis for quality assurance and results with suggestions on measures required are communicated to the students and teachers concerned. Compilations of various evaluations are accessible through the university.

## Degree Certificate

After completed studies in accordance with the objectives specified in the System of Qualifications given in the Higher Education Ordinance and in the Linnaeus University Degree Ordinance, the student can apply for a degree certificate. Students who complete the Special Teacher Programme 90 credits, may obtain the following degree:

*Postgraduate Diploma in Special Needs Training*

*Specialisation: The Development of Language, Writing and Reading*

or

*Postgraduate Diploma in Special Needs Training*

*Specialisation: Mathematics Development*

or

*Postgraduate Diploma in Special Needs Training*

*Specialisation: Learning Disabilities*

The degree certificate is written in Swedish and English. The degree certificate also comes with a Diploma Supplement (in English).

The degree certificate states that the education is a supplementary education to the student's Bachelor or Master of Arts in Education previously awarded.

## Other Information

*Granted by the organiser responsible*

Studies within the government CPD initiative for teachers requires approval by the head of school.

*Entry requirements within the programme*

The entry requirements for the courses included in the programme are specified in the respective course syllabuses. Information about when in the study plan such requirements exist in the programme, is stated in relation to the specialisations under the section *Programme Courses*.

*Additional costs for the students*

Field studies may be included which may involve additional costs that are paid for by the students themselves.