

SUBJECT TEACHING GUIDE

G567 - Inclusive Schools

Degree in Primary Education Teaching

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Primary Education Teaching			Type and Year	Optional. Year 4
Faculty	School of Teacher Training				
Discipline	Speciality in Therapeutic Pedagogy Module: Complementary or Specialised Training				
Course unit title and code	G567 - Inclusive Schools				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
Name of lecturer	ELENA GOMEZ GOMEZ
E-mail	elena.gomezgomez@unican.es
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESORES (305)
Other lecturers	

3.1 LEARNING OUTCOMES

- Critically analyzes the cultures, policies and practices on the most educational communities and promote the construction of more inclusive contexts.
- Reflects on the models of educational support and the role played by the therapeutic pedagogy professional as a dynamic agent of a response to diversity in schools.
- Designs and develops flexible educational proposals that contemplate the different curricular elements and the different agents of change in the centers.
- Shows an ethical commitment with an education inspired by democratic and inclusive values, which is committed to equity, social justice and the cooperation of all educational agents.
- Searches for inclusive educational proposals and is able to discover, taking into account the complexity that characterizes any educational context, to think and raise possible improvements thinking about all the students.
- Applies and transfers the knowledge and theoretical information of the subject to different situations or cases , whether real or hypothetical.
- Adopts a collaborative attitude in carrying out the proposed group activities.
- Relates and integrates the knowledge within this subject and those worked in others.
- Maintains an attitude of active participation and curiosity throughout the course of the subject.

4. OBJECTIVES

- To study in depth into those principles the model of inclusive education is based on.
- To know and analyse some training tools for Infant and Primary School teachers that can be used in order to implement improvements when answering the diversity
- To know the legal and normative development as regards attention to diversity , to understand the implications that its realization has in the schools and question critically some of the decisions taken.
- To know the main roles and tasks of the different services and professionals working in the schools and to analyse the implications the way in which their activity is developed in and outside the schools have.
- To develop collaborative skills and attitudes in the design and development of the different educational situations that the attention-to-diversity professionals can find in infant and primary schools.
- To know some of the innovation and improvement examples that promote the development of inclusive practices in the schools and to go more deeply in them through new proposals.
- To design and plan curriculum strategies that take into account and give an answer to all the students in the classroom.
- To apply some of the analysis and information gathering tools in the classroom and to know how to take decisions according to those obtained data.
- To recognise the meaning of the individual curriculum adaptations in the framework of giving an answer to the diversity and to know the process for drawing up the Individual Document of Curriculum Adaptation .

6. COURSE ORGANIZATION

CONTENTS

1	Inclusive education: innovation and change in schools.
2	Inclusive support in schools.
3	Curriculum and inclusive education.

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Exam	Written exam	Yes	Yes	60,00
work class activities	Work	Yes	Yes	40,00
TOTAL				100,00
Observations				
Observations for part-time students				
<p>Those students with partial enrolment or repeat students who do not attend classes regularly will sit a final exam in those dates established in the Faculty examination timetable. The mark obtained in this exam will be the final mark in this subject. Those students with partial enrolment or repeat students who do attend classes regularly will be assessed with a final exam (40%) and tasks (60%).</p>				

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- AINSCOW, M. (2012). Haciendo que las escuelas sean más inclusivas: lecciones a partir del análisis de la investigación internacional. *Revista Educación Inclusiva*, 5 (1), 39-49.
- ÁLVAREZ URÍA, F. (1998). Retórica neoliberal. La gran ofensiva de los científicos sociales contra las políticas sociales en USA. En F. Álvarez Uría (Ed.), *Neoliberalismo versus Democracia* (pp. 353-384). Madrid: La Piqueta.
- FERNÁNDEZ ENGUITA, M. (2001). *La escuela a examen* (7ª ed.). Madrid: Pirámide.
- BARTON, L. (1998). Sociología y discapacidad: algunos temas nuevos. En L. Barton (Ed.) *Discapacidad y sociedad* (pp. 19-34). Madrid: Morata.
- (1999). Teachers, change and professionalism: what's in a name? En L. Barton y F. Armstrong (Eds.) *Difference and difficulty: insights, issues and dilemmas* (pp. 128-146). Sheffield: Dpt. of Educational Studies.
- BOOTH, T. & AINSCOW, M. (2015). *Guía para la educación inclusiva. Desarrollando el aprendizaje y la participación en los centros escolares. Adaptación de la 3ª edición revisada del Index for inclusion. Developing learning and participation in schools (3rd Edition)*. United Kingdom: CSIE. (Trad. castellano de G. Echeita, Y. Muñoz, C. Simón y M. Sandoval, Guía para la evaluación y mejora de la educación inclusiva. Desarrollando el aprendizaje y la participación en las escuelas).
- CALDERÓN ALMENDROS, I. & HABEGGER, S. (2012). *Educación, hándicap e inclusión. Una lucha familiar contra una escuela excluyente*. Granada: Octaedro.
- CALDERÓN ALMENDROS, I. (2015). Conquistar las escuelas como sitios de esperanza. *Cuadernos de Pedagogía*, 461, 1-4.
- CALDERÓN ALMENDROS, I. y VERDE FRANCISCO, P. (2018). *Reconocer la diversidad. Textos breves e imágenes para transformar las miradas*. Barcelona: Octaedro.
- CONTRERAS, J. y PÉREZ DE LARA, N. (2010). *Investigar la experiencia educativa*. Madrid: Morata.
- FERNÁNDEZ ENGUITA, M. (2001). (7ª ed.). *La escuela a examen* (7ª ed.). Madrid: Pirámide.
- GROSSMAN, D. L. (2008). Democracia, educación para la ciudadanía e inclusión: un enfoque multidimensional. En *Perspectivas*, XXXVIII, 1, 45-60.
- HARWOOD, V. (2009). *El diagnóstico de los niños adolescentes problemáticos. Una crítica a los discursos sobre los trastornos de la conducta*. Madrid: Morata.
- HAYA, I. & ROJAS, S. (2016). Una mirada inclusiva hacia la normativa educativa: limitaciones, posibilidades y controversias. *Revista nacional e internacional de educación inclusiva*, 9(2), 155-170.
- LAWRENCE-BROWN, D. & SAPON-SHEVIN, M. (2013). *Condition Critical. Key principles for equitable and inclusive education*. Teachers College Press: New York.
- KARSZ, S. (2004). *La exclusión: bordeando sus fronteras. Definiciones y matices*. Barcelona: Gedisa.
- MARTÍNEZ DOMÍNGUEZ, B. (2005). Las medidas de respuesta a la diversidad: posibilidades y límites para la inclusión escolar y social. *Profesorado, revista de curriculum y formación del profesorado*, 1 (1), 1-31.
- MEC (1992). *Adaptaciones curriculares. Primaria*. Madrid: MEC.
- MOREL, S. (2015). La medicalización del fracaso escolar en Francia. Una forma contemporánea de etiquetaje de los alumnos con dificultades escolares. *Revista de la Asociación de Sociología de la Educación*, 8(3), 321-33.
- MORIÑA, A. (2008). *La escuela de la diversidad*. Madrid: Síntesis Educación.
- PARRILLA, A. (1996) *Apoyo a la escuela: un proceso de colaboración*. Bilbao: Mensajero.
- PARRILLA, A. (2002). Acerca del origen y sentido de la educación inclusiva. *Revista de Educación*, 327, 11-30.
- PUJOLÀS, P. (2004). *Aprender juntos alumnos diferentes. Los equipos de aprendizaje cooperativo en el aula*. Barcelona: Octaedro.
- ROJAS, S. & OLMOS, P. (2016). Los Centros de Educación Especial como centros de recursos en el marco de una escuela inclusiva. Reseña para un debate. *Profesorado: Revista de curriculum y formación del profesorado*, 20(1), 323-339.
- RUDDUCK, J. y FLUTTER, J. (2007). *Cómo mejorar tu centro escolar dando la voz al alumnado*. Madrid: Morata.
- SAPON-SHEVIN, M. (1999). Celebrar la diversidad, crear comunidad. En S. Stainback y W. Stainback, *Aulas inclusivas* (pp. 37-54). Madrid: Narcea.
- (2007). *Widening the circle. The power of inclusive classrooms*. Boston: Beacon Press.
- (2010). *Because we can change the world. A practical guide to building cooperative, inclusive classroom communities. Second Edition*. Corwin. United Kingdom.
- (2014). *How we respond to differences-and the difference it makes*. In D. Lawrence-Brown & M. Sapon-Shevin (Eds), *Condition Critical. Key Principles for Equitable and Inclusive Education* (págs. 17-32). New York: Teachers College Press.
- SKLIAR, C. (2015). La igualdad a primera vista. Educar y apasionarse por las vidas singulares. *Cuadernos de Pedagogía*, 461, 1-7.
- SKLIAR, C. (2017). *Pedagogías de las diferencias*. Buenos Aires: Noveduc.
- SLEE, R. (2012). *La escuela extraordinaria. Exclusión, escolarización y educación inclusiva*. Madrid: Morata.
- SUSINOS, T. (2005). ¿De qué hablamos cuando hablamos de educación inclusiva?. *Temáticos Escuela*, 13, 4-6.
- SUSINOS, T., CALVO, A. & ROJAS, S. (2014). *El fracaso escolar y la mejora de la escuela*. Madrid: Síntesis.

SUSINOS, T., CEBALLOS, N. y SAIZ, Á. (2018). Cuando todos cuentan. Experiencias de participación de estudiantes en las escuelas. Editorial la Muralla, S.A. Madrid.

STAINBACK, S. y STAINBACK, W. (2007). Aulas inclusivas (7a ed). Madrid: Narcea.

TOMLINSON, C. A. (2001). El aula diversificada. Dar respuesta a las necesidades de todos los estudiantes. Barcelona: Octaedro.

ZEICHNER, K. M. (2010). La formación del profesorado y la lucha por la justicia social. Madrid: Morata.