

Professional Development for Inclusive Education

“Developing Inclusive Practice: the role of the SENCO”

Aims of the course

To assist SENCOs, teachers and other professionals

- Use their knowledge and understanding of a wide range of pupil diversity both within and outside schools to develop the social, physical, cognitive, emotional and behavioural development of pupils;
- Develop through investigation and evaluation of their own or their school's practice, improved means of responding to the needs of pupils, to ensure that they all have access to their curriculum entitlement.
- Co-ordinating provision for pupils with individual learning needs
- Maintaining the school's SEN register and records on all pupils
- Contributing to the professional development of colleagues
- The changing role of LSAs
- Working with external agencies.

Objectives of the course

To support course participants in understanding and developing:

- The strategic direction and development of individual provision for pupil's specific learning needs in schools
- Teaching and learning
- Management of change
- The efficient and effective deployment of staff and resources
- The nature and scope of 'Inclusion' in the wider educational context.

Content

The course builds on the existing professional knowledge and understanding of professionals, their skills and attributes in relation to decision making, problem solving, leadership skills, professional competence, and their expertise and knowledge of the range of teaching resources and techniques appropriate for all pupils particularly those with individual learning needs. School-based enquiry will be used as a basis to investigate and make changes and improvements in policies and practices concerning 'Inclusion'. These could include, for example:

- The day to day operation of the school's inclusion/special needs policy
- Liaising with and advising colleagues

These areas will be developed through:

- Practical workshops on practice- and school-based enquiry
- Seminars and guided reading
- Lectures on themes and issues identified in the practice of the above
- Seminars for participants on the school-based enquiry assessment project. It is expected also that an executive summary of the work undertaken will be presented to the participant's school.

The philosophy underlying the course is that of investigation and reflection in practice. By this we mean that the professional through investigation and reflection upon his or her own practice is able to generate insights and strategies that will enable him or her to gain greater control, self-confidence and expertise in handling and improving work situations. Through the vehicle of research-based studies, the practitioner is able to generate theories, validating courses of action and supporting or arguing against particular policies or practices. In short, the philosophy underlying the course is to support and promote the development of renewed professional action.

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Entry

You will be registered into the part-time MA programme at the *School of Education and Professional Development, University of East Anglia*. **Applicants** should be graduates or should possess a qualification acceptable to the University as of graduate equivalent. Applications from **non-graduates** can be considered on an individual basis where there is satisfactory evidence of ability to undertake the course.

This course is aimed primarily at teachers who have a teaching qualification and are currently working in a school.

Assessment

This will be a practice-based project report of 10,000 words including an executive summary for the participant's school. There will be no examination.

Qualification

Successful completion of the course will qualify you for a *Postgraduate Certificate*. The course is taken as a unit in the University's part-time MA programme, which is a credit-based scheme allowing you to accumulate credits towards the *MA in Advanced Educational Practice*. Each MA unit has a credit rating of 60 credits which can be converted into an award at various stages of accumulation over a period of up to three years as follows:

<i>Postgraduate Certificate</i>	<i>60 credits</i>
<i>Postgraduate Diploma</i>	<i>120 credits</i>
<i>Master of Arts</i>	<i>180 credits</i>

Tuition

The course will be delivered over a period of **at least 60 contact hours**. It will consist of **five full days, ten after-school evening sessions and one Saturday Conference**. The first session will take place on **Friday 30th September 2005, 9am – 4pm**. Full details of course session dates and times are available on request.

Tutors from the University of East Anglia in partnership with Norfolk LEA will organise and present the course. Tutorial support and advice will be given to participants for the negotiation and development of a practice-based enquiry project.

LEA support

This course will take place between **September 2005 – July 2006**. The fee is £1030.00. **A grant from Norfolk LEA funding is available to pay for the course fee and three days' supply cover in your school.**

Priority for the grants will be given by Norfolk LEA to SENCOs, teachers and head-teachers.

It will be necessary to make two applications, one to the University and one to the LEA for the funding.

To find out more about funding for the course please contact:

Alan Jones
Norfolk Education Advisory Service
Professional Development Centre
Woodside Road
Norwich
NR7 9QL

Tel: 01603-433276

For full details of the course and an application form please contact:

Faculty of Social Sciences Admissions Office
School of Education and Lifelong Learning (MA AEP)
University of East Anglia
Norwich
NR4 7TJ

Tel: 01603-593854
Email pgedu@uea.ac.uk
Fax: 01603-451999

**Closing date for applications is
Friday 9th September 2005**

June 2005