

Study program: Class Teacher Education, Boarding School Teacher Education			
Type and level of studies: Master studies			
<b>Course unit: Teamwork in inclusive education</b>			
<b>Teacher in charge : Sunčica Macura Milovanović</b>			
Language of instruction ( <i>English or other foreign language</i> ) English			
ECTS: 5			
Prerequisites:			
Semester ( <i>Winter Semester or Summer Semester</i> ) Winter Semester			
<b>Course unit objective</b>			
Understanding the importance of teamwork in context of inclusive education and the meaning of cooperation with pupils, parents, colleagues, other professionals and institutions.			
<b>Learning outcomes of Course unit</b>			
Understanding the specifics of cooperation with different actors in education: parents, colleagues, pedagogical assistants and other professionals, Understanding of differences between successful and unsuccessful models of communication in school context and consequences of unsuccessful models and feeling in the case of lack of respect, stigmatization and marginalization. Recognizing the asymmetry of power in the school context in the relationship between parents and teacher and understanding of its consequences.			
<b>Course unit contents</b>			
<i>Theoretical classes</i>			
Understanding the concept of cooperation. Cooperation with pupil's parents. Cooperation with pupils. Cooperation among members of individual education plan team. Cooperation with pedagogical assistants. Cooperation with other professional and institutions. Multidisciplinary team work in inclusive education.			
<i>Practical classes</i>			
Teaching and learning seen as individualistic teacher-class activities vs. collaborative school-based activity. Fragmentation vs. holistic approach. Challenges and possibilities. Strategies for enabling collaboration.			
<b>Literature</b>			
<ul style="list-style-type: none"> <li>Johnson, L.J., et all. (1992): <i>A Rationale for Collaborative Consultation</i>. U: Stainback, W., &amp; Stainback, S. (ured.): Controversial Issues Confronting Special Education. Divergent Perspectives. Boston. Allyn and Bacon.</li> <li>Lacey, P. (2000) <i>Multidisciplinary Work. Challenges and Possibilities</i>. U: Daniels, H. (ured.): Special Education Re-formed, Beyond Rhetoric? London: Falmer Press.</li> <li>Stainback, W., &amp; Stainback, S. (1992): <i>Schools as Inclusive Communities</i>. U: Stainback, W., &amp; Stainback, S. (ured.): Controversial Issues Confronting Special Education. Divergent Perspectives. Boston. Allyn and Bacon.</li> </ul>			
<b>Number of active teaching hours</b>			<b>Other classes</b>
Lectures: 2	Practice: 2	Other forms of classes	Independent work:
<b>Teaching methods</b>			
The course seeks to achieve its goal through three main strategies: (1) providing students with a deep understanding of the theoretical and legal issues in this area, through analyses and discussions on selected issues, (2) observing (inclusive) practices and relate their observations to the literature, writing reports on observed practices and (3) providing opportunities for discussion and problem solving with the other students and the teacher.			
<b>Examination methods ( maximum 100 points)</b>			
<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>
Student's activity during lectures	<b>Up to 10</b>	oral examination	
practical classes/tests	<b>Up to 10</b>	written examination	up to 30
Seminars/homework	<b>Up to 50</b>	.....	
Project			
Other			
<b>Grading system</b>			

<b>Grade</b>	<b>No. of points</b>	<b>Description</b>
<b>10</b>	...	Excellent
<b>9</b>	...	Exceptionally good
<b>8</b>	...	Very good
<b>7</b>	...	Good
<b>6</b>	...	Passing
<b>5</b>	...	Failing

**(Table 5.2) Course unit description**