

<b>Study program:</b> Class Teacher Education, Boarding School Teacher Education			
<b>Type and level of studies:</b> Master studies, second cycle degree program			
<b>Course unit:</b> Teamwork in inclusive education			
<b>Teacher in charge:</b> Sunčica Macura, PhD, full professor			
<b>Language of instruction:</b> English			
<b>ECTS credits and course status:</b> 5 ECTS, mandatory			
<b>Prerequisites:</b> /			
<b>Semester :</b> Winter semester (I)			
<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.): Controversal Issues Confronting Special Education. Divergent Persepctives. 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.): Controversal Issues Confronting Special Education. Divergent Persepctives. Boston. Allyn and Bacon.</li> </ul>			
<b>Number of active teaching hours</b>			<b>Other classes:</b> /
Lectures: 30	Practice: 30	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 analisies 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	10	oral examination	
practical classes/tests	10	written examination	30
Seminars/homework	50	.....	
Project			
Other			

<b>Grading system</b>		
<b>Grade</b>	<b>Number of points</b>	<b>Description</b>
10	91-100	Excellent
9	81-90	Exceptionally good
8	71-80	Very good
7	61-70	Good
6	51-60	Passing
5	≤50	Failing