

**Module 1:****Special Education Needs (SEN) and Inclusive Teaching**

According to current Danish legislation the skills and competences taught are as follows:

<b>Competences/Skills taught</b>
Special Education Needs and Inclusive Teaching

<b>Superordinate Goals: General Skills</b>
The student is able to plan, implement, evaluate, and develop inclusive teaching sequences for special-needs learners facing severe challenges in non-adapted learning environments

## Knowledge and proficiency subgoals

<b>Knowledge subgoals</b>	<b>Proficiency subgoals</b>
Paradigms and patterns to attain understanding of students in challenged and complex learning situations and environments as a well as an understanding of normality in learners and learning environments and situations.	To analyse complexities in one's own and one's peers' professional practice in special needs education efforts
International declarations of intent, national legislation, and the implementations of special needs education initiatives by local institutional authorities, regional and local municipal authorities as well as nationwide ministerial initiatives.	To be able to account for the conditions, (organisational) implementation and the potential of special needs education initiatives on a sound theoretical basis.
Methods for systematic continuous observation and assessment of how students' learning and engagement profiles.	To be able to carry out structured observation of individual students and groups of students.
Methods for designing and adjusting action plans for individual students	Devise action plans
Proactive initiatives and interventions and the usage of ICT and other educational technology in everyday teaching	To select actions to do with special needs students and inclusive classrooms on a sound professional basis
Communication and peer and cross-professional co-operation	To be able to cooperate with intra-organisational relevant professionals as well as external professionals

## Module 2: Special Education Needs, Classroom Management, and Inclusive Teaching

<b>Competences/Skills taught:</b>
Competence Area 3 in the Core Skills of the Teaching Professional (LG)
Special Education Needs (SEN) involves planning, implementation, and evaluation of specially designed teaching initiatives addressing students in complex learning situations on an informed and professionally as well as theoretically sound basis

<b>Competence Area 3 in the Core Skills of the Teaching Professional (LG)</b>
Special Education Needs (SEN) involves planning, implementation, and evaluation of specially designed teaching initiatives addressing students in complex learning situations on an informed and professionally as well as theoretically sound basis
<b>ECTS: 10 ECTS</b>

<b>SEN and Inclusive Teaching – A Brief Description of Module Contents:</b>
The course module introduces SEN teaching with special reference to components in pedagogy, psychology, and educational science of importance to planning, implementing, and evaluating (the effectiveness of) teaching efforts addressing students in inclusive and differentiated learning environments. Hence, the course module introduces differentiation and other teaching principles together with a broad range of methods of how to approach SEN teaching as a component integrated in a regular learning classroom environment as well as individual and independent SEN teaching activities. Eventually, the course module focusses on classroom management conceived of as a skill of managing, organising, and collaborating with classrooms in the light of differentiated teaching and SEN pedagogy.

Knowledge subgoals and proficiency areas/objectives

Knowledge subgoals	Proficiency Areas (Objectives)
<ul style="list-style-type: none"> <li>Group dynamics factors of inclusion and exclusion processes which are of importance to SEN teaching sequence planning</li> <li>Educational scientific models and possibilities to devise SEN initiatives with special reference to SEN and differentiated teaching</li> <li>Methods supporting the teaching of SEN learners both in SEN teaching initiatives and in regular learning environments including ICT-based teaching sequences for SEN learners</li> </ul>	<ul style="list-style-type: none"> <li>To be able to organise teaching for students diagnosed with learning disabilities or</li> <li>To be able to include stakeholder perspectives when organising SNE measures</li> <li>Analytical skills on which to base decisions regarding SEN teaching to do with exclusion and inclusion processes</li> <li>To base SEN initiatives on educational science and on this basis devise and develop teamwork-based applications of the models offered for SEN teaching addressing individual as well as groups of SEN learners</li> <li>To be able to plan, implement and evaluate SEN teaching in various formats carried out in as inclusive differentiated teaching in reg-</li> </ul>

## Module 3: Intercultural Competences

English as Lingua Franca and intercultural competence (for grades 1 to 6 – pre-primary and primary)

### Short Module Description

The starting point for this module is the subject matter of culture, including intercultural competence and English as an international language. We focus on culture, identity, and development of intercultural competence in the perspective of a targeted age group. We work theoretically and empirically with authentic English texts and media in the widest sense.

Key Areas:

- Intercultural competence in encounters between different cultures and in relation to one's own culture
- Culture and society in English speaking countries and in relation to global challenges
- Theory of culture and cultural understanding
- Cultural encounters in a global perspective
- Text and media literacy
- Linguistic variation in the English-speaking world
- English as an international language
- International co-operation including IT-based opportunities

We will continuously focus on the teacher student's own linguistic development in terms of the content of this module.

### Competency goals included in this module:

Arguing professionally, the students can plan, implement, evaluate and develop varied English teaching using diverse text types integrating knowledge and skills dealing with society, culture, and cultural encounters in **GRADES 1 TO 6** in the Danish school system.

	<b>Skills Objectives: The students can</b>	<b>Knowledge Objectives: The students have knowledge of:</b>
1	Plan and implement lessons with examples of diverse cultural practices and cultural encounters	Cultural encounters including pragmatic competence and the interaction between language, culture, and identity
2	Linguistic variation from a cultural and social perspective in the English-speaking world as well as the globalized context	Argue for content and meaning in language, culture, and society relevant to English language teaching
3	Use relevant texts, media, and IT in English language teaching	Textual competence, including IT and media
4	Introduce and scaffold processes to support their own as well as the pupils' development of intercultural competence. Convey experiences through narratives and artefacts, and direct the linguistic attention to linguistic variation and accordingly relevant fixed expressions	Intercultural competence
5	Plan and implement international cooperation and intercultural projects in English language teaching	International cooperation, including IT-based opportunities

6	Co-operate in planning interdisciplinary learning projects and organize activities developed for academic immersion focusing on the pupil's general education	The subject's contribution to general education, academic immersion, and its relation to other subjects
7	Plan and implement English language teaching focusing on communication processes and strategies.	Communicative competence, including receptive and productive processes and strategies, discourse- and communication strategies
8	Argue professionally for the individual elements of teaching with a view to optimizing the learning processes for both groups of pupils as well as the single pupil	Legal framework, applicable regulations and guidelines nationally and internationally, including teaching/ learning materials, digital resources, goals and evaluation methods
9	Plan and implement English language teaching and projects that strengthen the pupils' expectations to their own accomplishment, their power to act, and their initiative	Creativity, innovation and entrepreneurship in teaching
10	Argue professionally for implementing and developing goal oriented English language teaching	Theory and methods of analysis relevant to description of learning and teaching English as a foreign language
11	Keep updated and understand the professional debate nationally and internationally.	National and international research in English language teaching practices and ELT didactics