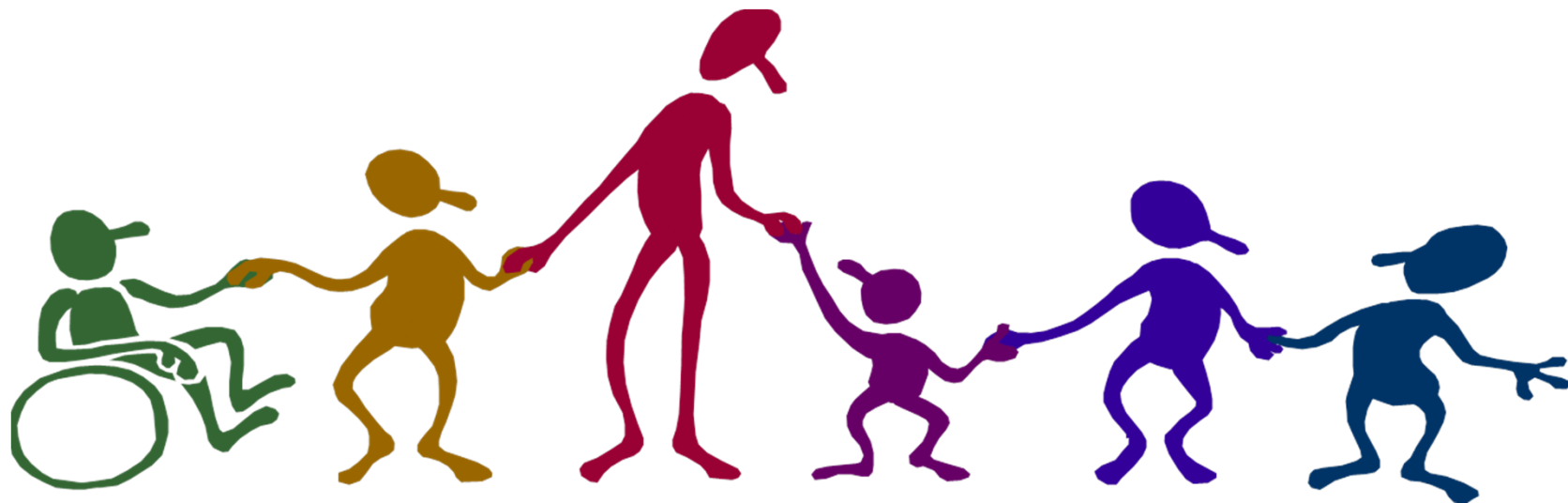


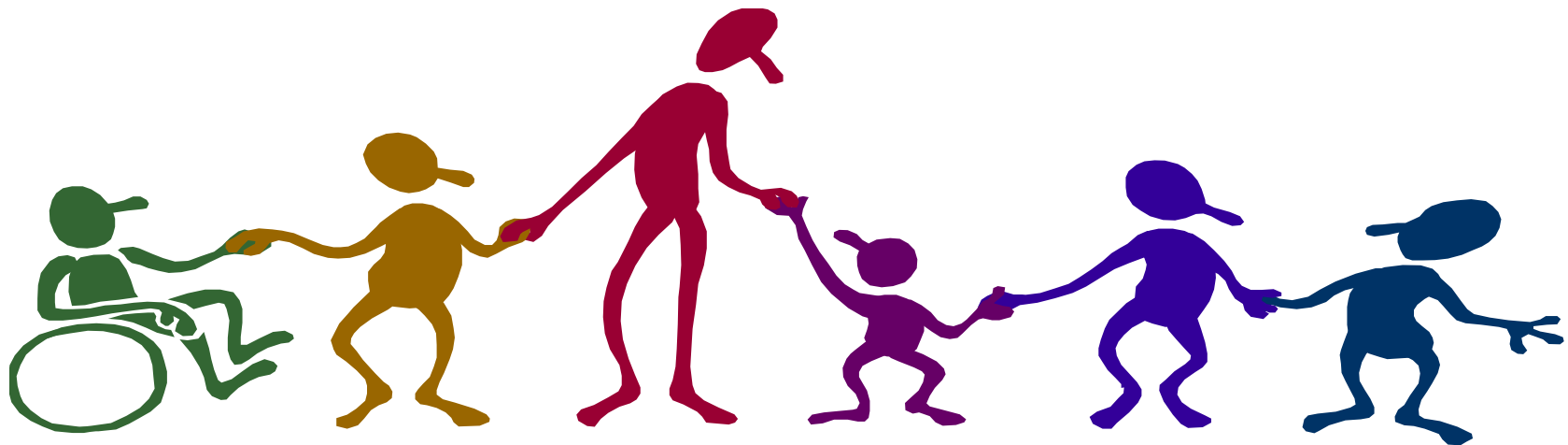
Confessions of a teacher
educator: Teaching for
Diversity and Inclusivity

Dr. Joanne O'Flaherty

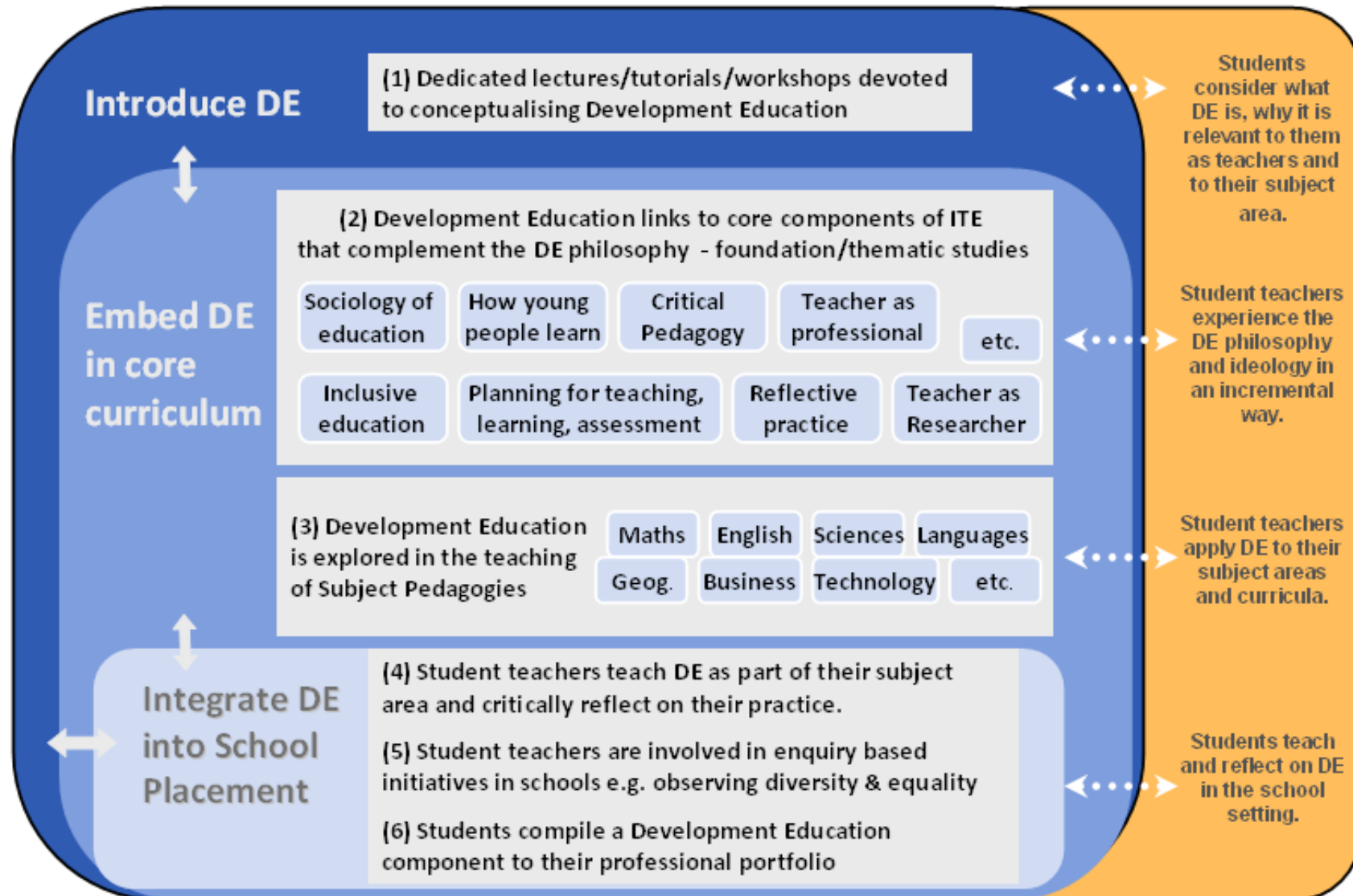


Guiding Question

Does this module provide authentic opportunities for the integration of Development Education cognisant of the context of the four-component model?



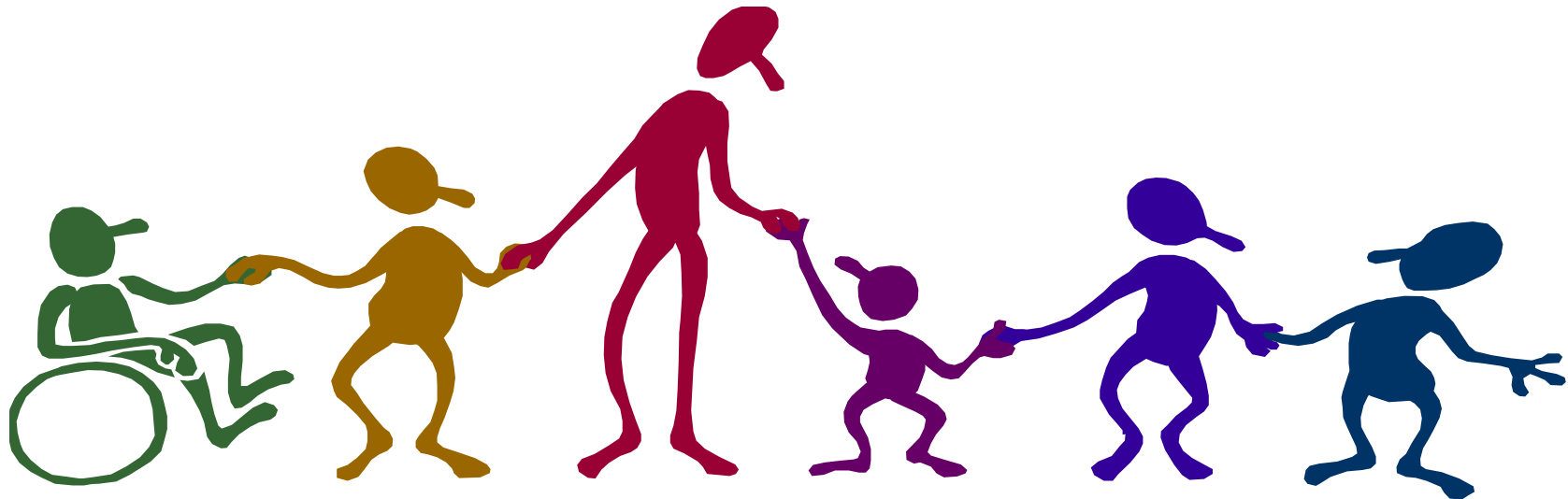
Ubuntu Network: Four Component Model



EN4016: Responding to Diversity in Education – An Overview

What is this module about?

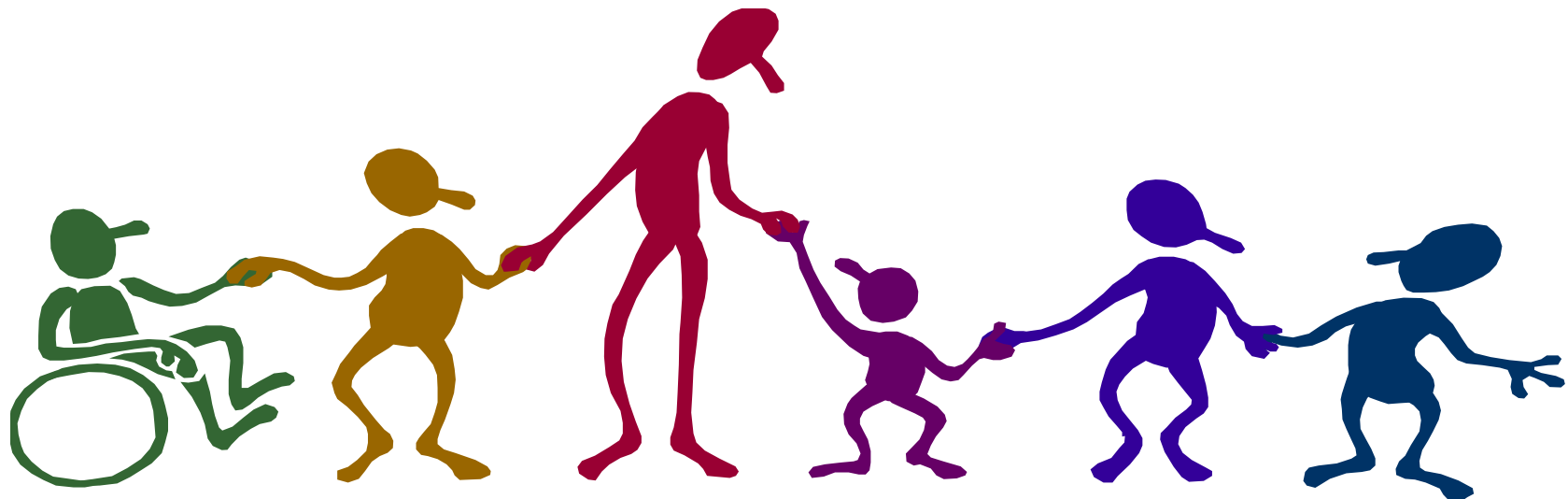
- Increasingly teachers are facing the prospect of having to respond to the changing nature of diversity in their classrooms.
- This module aims to develop in students an awareness and understanding of diversity in society, and to understand the role and implications of diversity for their professional practice.
- This module provides opportunities to discuss and reflect on the challenges that diversity brings to schools.
- Students will learn to recognise diversity within the self and other.



Learning Outcomes

Students will:

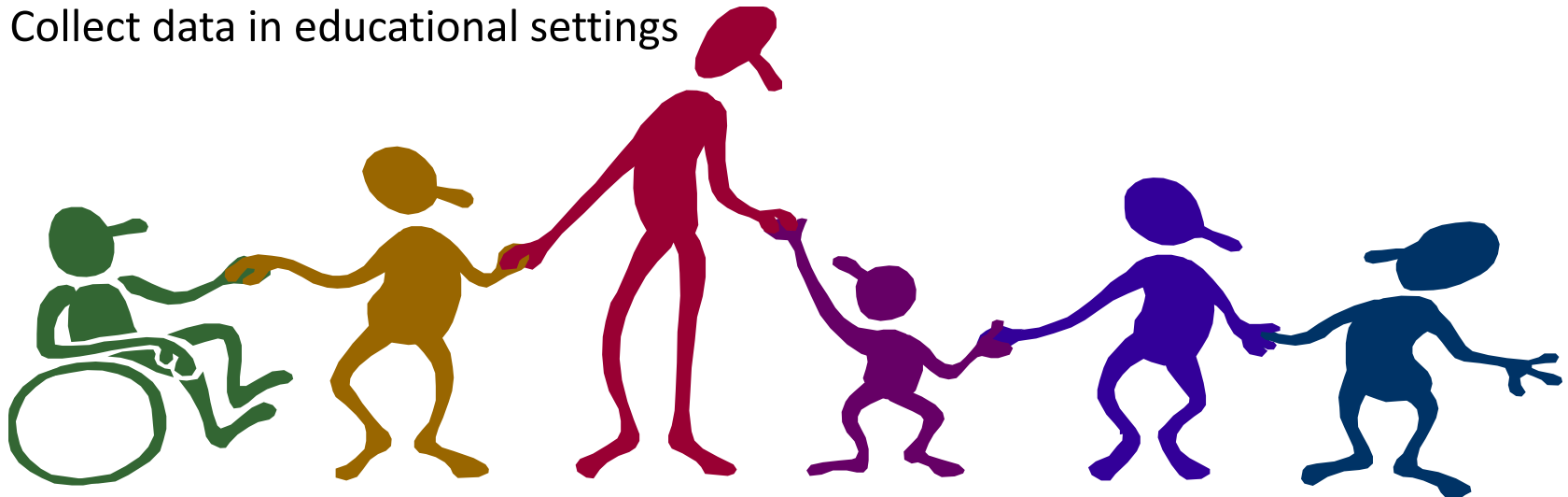
- Critically review the personal, sociological and psychological dimensions of student diversity to be found in Irish classrooms
- Describe the content and implications of recent and relevant law and policies as they relate to such diversity in education
- Identify the implications of this diversity for inclusive educational practice
- Evaluate the benefits and weaknesses of a range of student-centred and differentiate in teaching on active and participatory approaches to learning to respond to the needs of diverse learners
- Contrast the educational provision in an alternative educational setting with that offered in a 'recognised' post-primary school setting



Learning Outcomes

Students will:

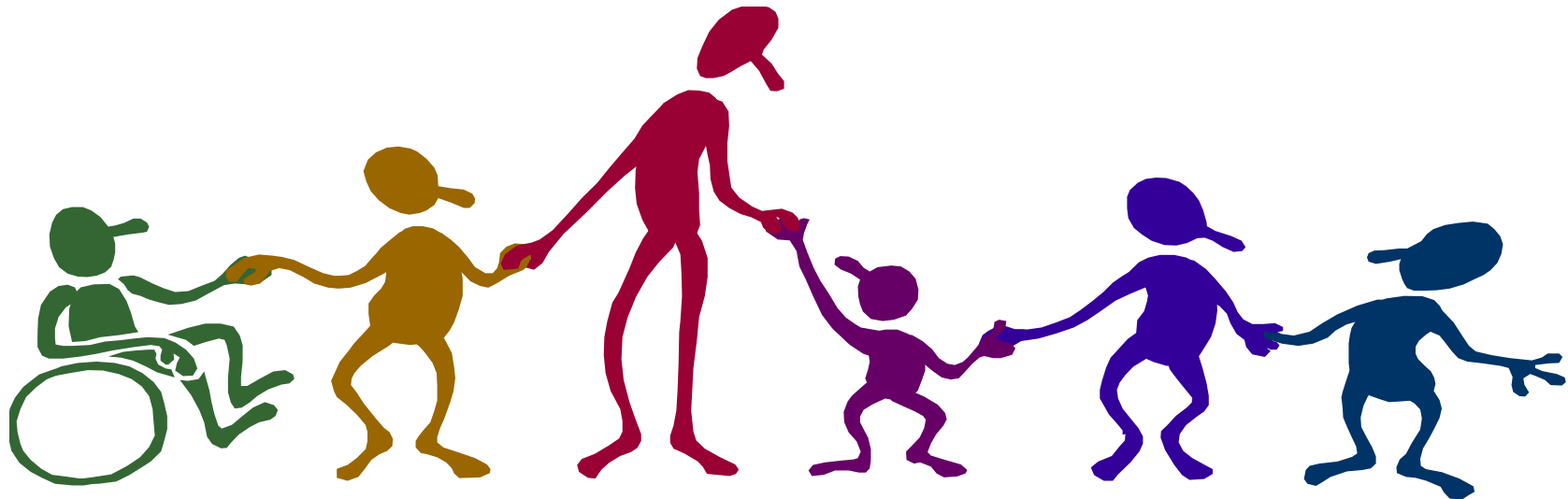
- Recognise the needs of young people from diverse backgrounds and those with a range of learning needs
- Appreciate the challenges of responding to diversity as a professional educator
- Value diversity in the forms it takes in contemporary societies, and the contribution such diversity makes to the learning experiences of students
- Take an ethical stance in their practice informed by principles of equality and non-discrimination, and seek opportunities to respond appropriately
- Plan for student-centred, active and participatory approaches to learning in their own teaching
- Manage their own process of responding to the changing nature of diversity in Irish society and classrooms
- Collect data in educational settings



Alternative Education Experience

Students will:

- Undertake an Alternative Educational Experience completing a minimum of 15 - 20 hours of direct contact and experience within the host agency.
- This contact time can be reflected through engaging in a direct teaching capacity; shadowing / observation of host agency professionals; support work to host agency professionals or other relevant work.
- The hours of experience in an Alternative Educational Experience host agency can be accrued on a phased basis

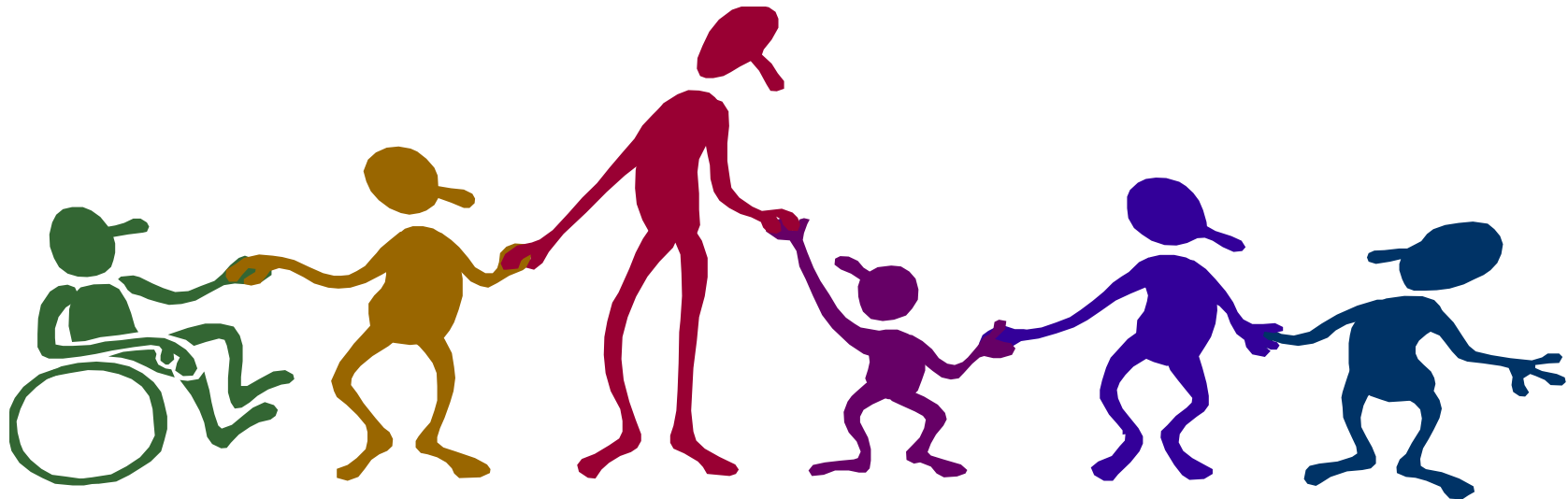


Module Assessment

- 40% of the marks of this module are awarded for engagement in on going assessment tasks and activities.

-

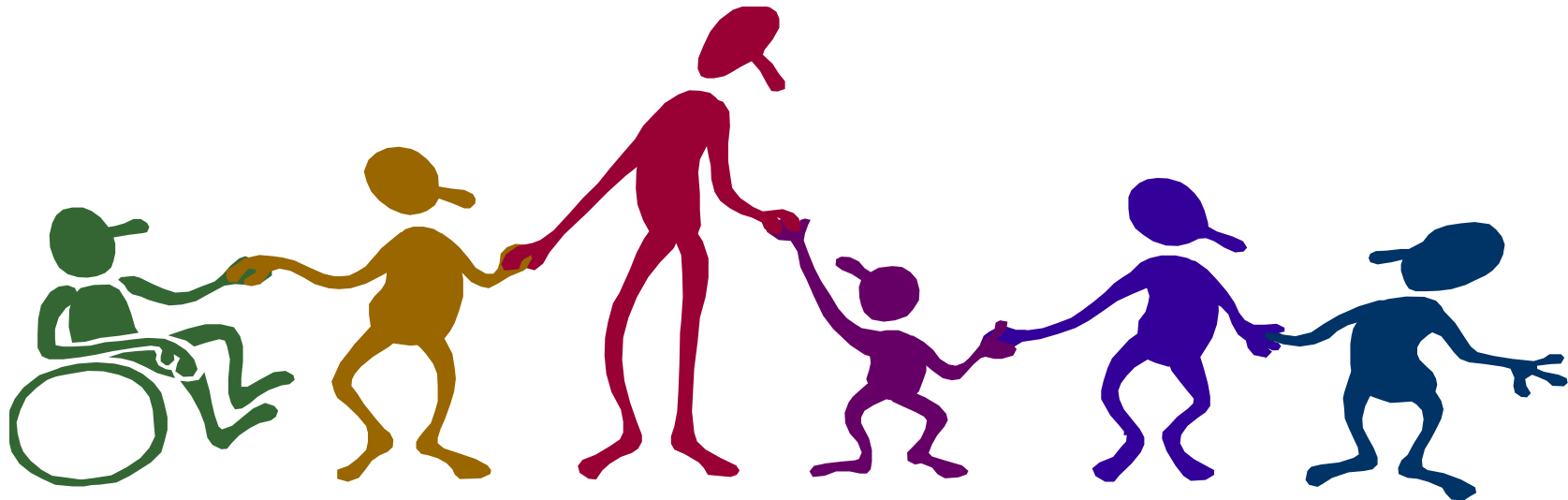
- 60% of the marks of this module are awarded for the Alternative Educational Experience Report.



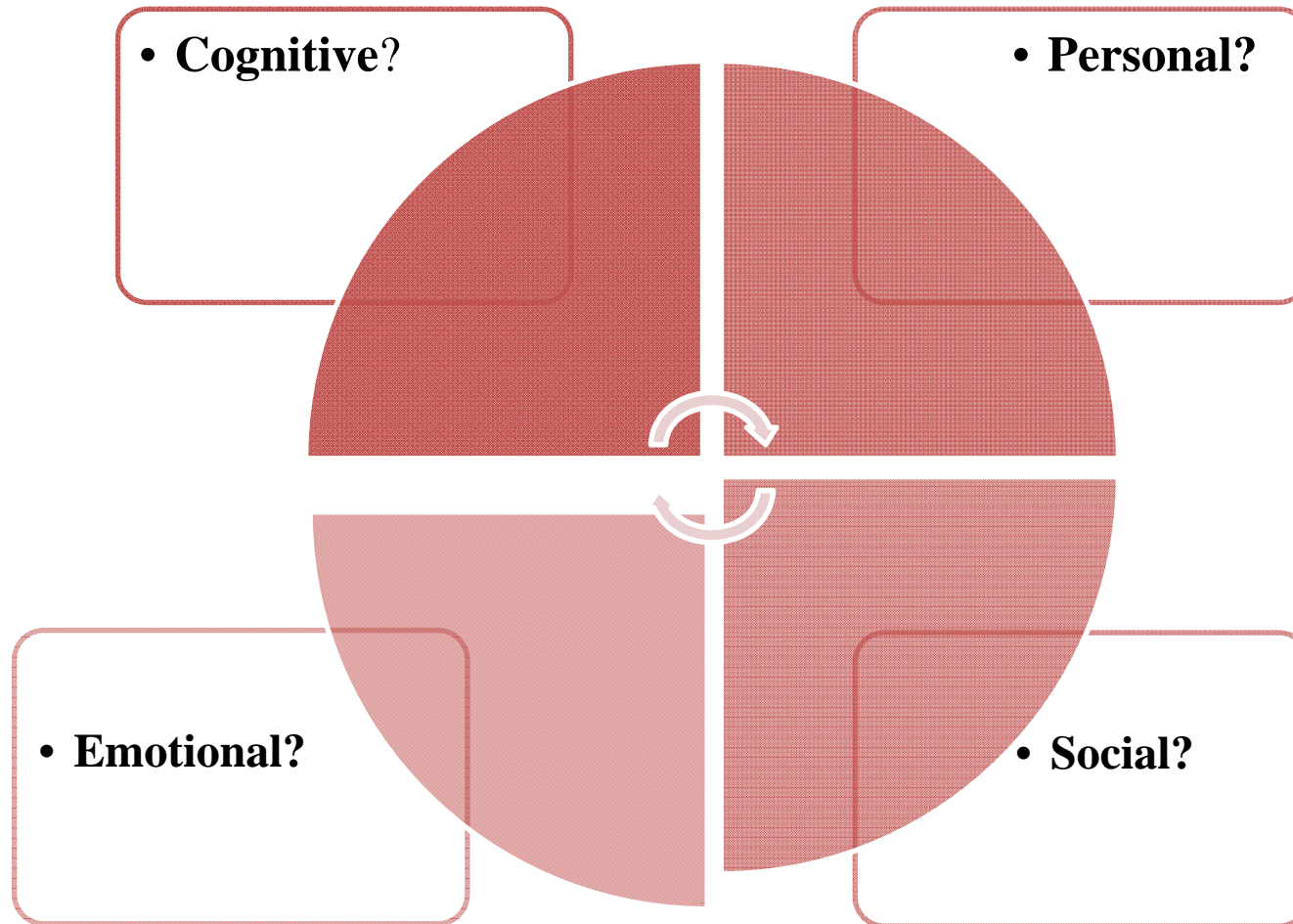
Assessment Example

In multidisciplinary groups:

- Select a concept related to the module content e.g. bullying, mental health, multiculturalism etc.
- Design and deliver a lesson plan related to this diverse issue for a post primary group of students (3rd Years).
- Plans need to reflect student-centred, active and participatory approaches to learning.
- You will be required to submit a rationale for your organisation of the learning experience as well as a Lesson Plan showing evidence of some relevant reading (at least 3-5 sources).
- You will need to address as a group how this concept/pedagogical approach links to your subject area.



Diversity in Education



Diversity: An Introduction



Individual Difference / Identity



Educational Disadvantage



Mental Health / Bullying



Gender Sexual Orientation



Multi-cultural Diversity



Agencies / Supports / Legislation



Social Change



Equality



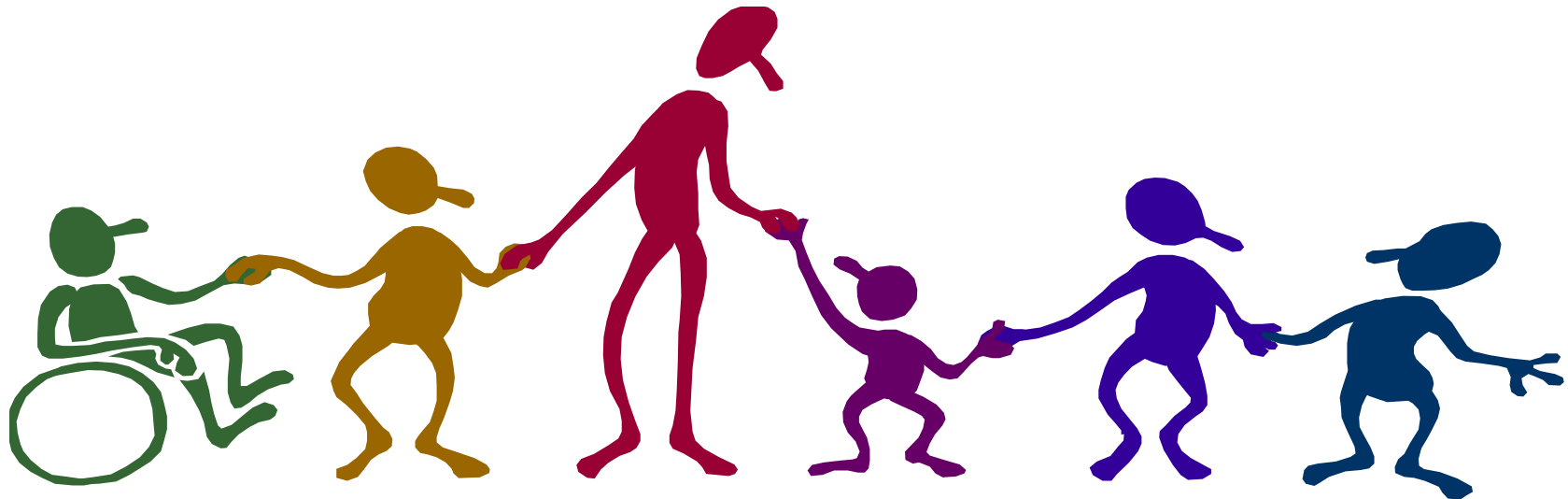
Differentiation – Effective Pedagogical Approaches



Models of Inclusive Schooling

Questions for Consideration

- Potential Links to the Four Component Model
- Core Concepts for Inclusion?
- Engaging a variety of Pedagogical Approaches?
- Authentic opportunities for the integration of Development Education?



More Reflections

- Providing links to DE that are authentic; true; genuine; relevant
- Meeting the core aims of the module?
- Links to professional practice?
- Implications for future professional practice?



Student Feedback?

But this module is a waste of time!!

*Very simple subject matter... quite boring
... seem to just gloss over types of diversity ..*

*The content of this module seems to be
fairly pointless...*