

Current developments and collaborative approaches in SEN and behaviour management

Course level: Masters

CATS value of module: 30 credits

Programme dates:

Friday 17th January 2020
Friday 31st January 2020
Friday 14th February 2020
Friday 28th February 2020
Friday 6th March 2020
Friday 13th March 2020
Friday 27th March 2020

In this module we will consider how SEN and behaviour management policy becomes practice and how we can engage with critical analytical approaches in order to better understand how policy can be adopted to enhance and inform practice in tandem with professional expertise.

We will be examining the relationship between SEN and behaviour management research and practice, particularly in the school context. The link between theory and practice will be the backbone of our seminars, with sessions delivering both a critical framework and an opportunity to discuss new ideas and alternative approaches.

It will be established throughout the course that working with SEN and behaviour management practice may well overlap in places but are not to be conflated with each other. Rather, we are taking the two subjects as examples of inclusion-related practice issues, and thinking about them in terms of challenging a deficit model in order to generate a discussion of alternative views on the subject of inclusion. Students will also have the opportunity to investigate an area of their own choosing.

Audience

This module will be of interest to both primary and secondary teachers engaged in all levels of their career, including Newly Qualified Teachers (NQTs), PGCE mentors, heads of department, heads of year, assistant and deputy head teachers, head teachers, and heads of pastoral activities such as SENCOs and Inclusion managers. It is also relevant to peripatetic and specialist teachers and school governors. It will give the opportunity for practitioners to discuss and debate, as well as reflect on their own working environment and practice. All participants will be encouraged to link theory with practice and further develop their engagement with active professional and school development in the areas of SEN and behaviour management in their own context.

Course activities will include:

- Practical activities - enabling experimentation and the analysis of issues, documents and materials.
- Tutor and documented input – providing the opportunity for the presentation of an extended and coherent line of argument.
- Collaborative tasks - to generate group and individual creativity, discussion and reflection.
- Work based activities – to allow participants to undertake enquiry and/or development work.
- Guided reading and independent study - to enable participants to engage with relevant and appropriate debate.

Learning Outcomes

By the end of the course students will be able to:

- Summarise and critique current developments and collaborative approaches in SEN and behaviour management.
- Discuss principles of inclusion, including the diverse range of need, entitlement within school systems and consider the complexities of inclusive practice in a particular context.
- Consider a range of viewpoints, issues and situations affecting children's learning and wellbeing.
- Demonstrate knowledge and understanding of policy and practice in the area of behaviour management and SEN through focused writing that presents a reasoned yet clear argument.

Method of Assessment

Summative assessment is by a 5000 word assignment. Practitioners are expected to:

- choose a policy area, identifying a focus for development through professional development requirements and/or school improvement planning;
- reflect on their own and/or their school's current practice in this policy area;
- develop a piece of work based in and useful to their school practice (a resource, scheme of learning, extra curricular project or set of policies for example);
- report on this piece of school-based work in a 5000 word essay offering a theoretical analysis of the policy and current research and a subsequent justification for the practice-based document.

Challenging the deficit model

Diagnosing need or in need of diagnosis

Inclusion: are there limits? Issues of equity and access

Doing research with teachers on SEN and behaviour

Introduction to the assessment

ADHD: a case study of participatory research

Autism: ethnographic research into SEN and exclusion

Critical and cultural theoretical approaches to analysing 'behaviour disorders'

Researching and analysing school-based violence

School-wide behaviour policy
& classroom environments

Options

- Stand-alone CPD MA module: £1,125
- Former Goldsmiths students are eligible for a 30% alumni discount
- Delegates may opt to enrol on a full masters and apply for a Postgraduate Tuition fee loan
- Former Goldsmiths PGCE students can usually RPL (Record of Prior Learning) their 60 M level
- PGCE credits into the MA Education Culture, Language and Identity Programme (must be no more than 5 years ago)
- Visit [Goldsmiths website](#) to read about the full MA