

Syllabus

Course Description

Course Title	Primary and Secondary Legislation Related to School Inclusion
Course Code	80878
Course Title Additional	
Scientific-Disciplinary Sector	IUS/09
Language	German
Degree Course	Specialisation course for the teaching of children with special educational needs - German section
Other Degree Courses (Loaned)	
Lecturers	Mag. rer. nat Hansjörg Unterfrauner, Hansjoerg.Unterfrauner2@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/12095
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	3
Teaching Hours	22,5
Lab Hours	0
Individual Study Hours	52,5
Planned Office Hours	0
Contents Summary	In this course, students deal with laws and regulations and take a critical and reflective look at the associated design options for educational institutions. A focus is placed on the quality requirements of inclusive practice and on change processes.
Course Topics	<ul style="list-style-type: none">- International developments and agendas of inclusion-related policies and structures- National and local laws as the basis for an inclusive education system- The Programme Agreement, implementation and comparison with

	new national provisions - Job profiles and their legal responsibilities
Keywords	UN Convention on the Rights of Persons with Disabilities, Programme Agreement, School Autonomy, Special Educational Needs, Individual Education Plan
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Lecture with work assignments that serve as a basis for discussion and exchange.
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>Basic reflexive knowledge of regional and national legislation in the field of integration, inclusion and education.</p> <p>Reflective action knowledge for understanding and conceptualising inclusive school development / kindergarten development.</p> <p>- Knowledge and understanding: Knowledge of the legal basis for inclusion in an inclusive education system.</p> <p>- Applying knowledge and understanding: Derive ways of implementing and applying the legal framework in educational institutions for the best possible support of all children, students, with specific consideration of children, students with special needs</p> <p>- Judgement: critically reflecting on the relationship between legal provisions in one's own educational institution and deriving steps for change</p> <p>- Communication: argumentation and critical-reflective discussion of regulations and presentation of one's own opinion on them</p> <p>- Learning strategies: Independent research, categorisation and understanding of legal provisions and their implications for action</p>
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Written examination: Students work on open questions and reflect on and justify their statements using the lecture material.
Evaluation Criteria	Assignment of a single final evaluation according to the following criteria: - Logical structure - Correctness in the citation of legal sources

	<ul style="list-style-type: none">- Practical relevance- Level of reflection
Required Readings	<ul style="list-style-type: none">- UN Convention on the Rights of Persons with Disabilities- Ig 104/1992 - Framework Act on the Care, Social Integration and Rights of Persons with Disabilities- Ig 170/2010 - New provisions in the area of specific learning disabilities in schools- Provincial Act 7/2015 - Participation and Inclusion of Persons with DisabilitiesBLR 1056/2013 - Programme Agreement
Supplementary Readings	<ul style="list-style-type: none">- Decreto ministeriale 66/2017- Decreto interministeriale n. 182 del 29 dicembre 2020- Booth, T. & Ainscow, M. (2017). Index for inclusion. A guide for school development. Weinheim, Basel: Beltz <p>Instructional Development - IQES (iqesonline.net)</p>
Further Information	
Sustainable Development Goals (SDGs)	Quality education