

contact details

If you would like more information about the MEd in Inclusive Education please contact:

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information about the course can be found
at [www.education.manchester.ac.uk/
postgraduate/taught/courses](http://www.education.manchester.ac.uk/postgraduate/taught/courses)

Apply online [www.manchester.ac.uk/
postgraduate/howtoapply](http://www.manchester.ac.uk/postgraduate/howtoapply)

MEd graduates have the opportunity to progress to doctoral studies in inclusive education

If you need to ask any questions about the way the MEd Inclusive Education is organised, contact:

course director Susie Miles

email Susie.miles@manchester.ac.uk

The University of Manchester is one of the UK's leading research-led universities. It is committed to becoming one of the world's foremost research intensive universities by 2015, focusing on real-world problems and developing innovative mechanisms for user-engagement.

a personalised approach to study

The course builds on students' own professional experience. Activities and assignments are tailored to the personal interests and career aspirations of individuals. Comments from recent graduates illustrate the impact of this approach:

"The course helped me to broaden my perspective. It showed me that there is more to education than just teaching in a special school."

Teacher, India

"It has truly been a life-changing experience."

Specialist teacher, USA

"The course helped me to bring theory into my work and made me aware of educational inclusion world wide."

Senior local authority officer, England

Dissertations

Students are encouraged to conduct a small-scale study related in some way to their own professional practice - preferably in their home country.

Recent graduates have taken up a range of leadership roles

- as researchers in universities
- as teachers and school leaders
- in ministries of education
- in the UK and in countries as diverse as Zambia, Zimbabwe, Palestine, USA, Greece, Malaysia and Hong Kong.

Examples of dissertations include

- Factors to consider in developing inclusive classrooms
- A whole school approach to guidance in Hong Kong secondary schools
- Marginalisation in schools: listening to the views of children
- The educational challenge of including autistic children in primary schools.

MEd Inclusive Education



Preparing leaders, policy makers and practitioners in inclusive education

School of Education
www.education.manchester.ac.uk

introduction

Education systems throughout the world are facing the challenge of learner diversity. In particular there is a need to find more effective ways of reaching out to groups of learners who are vulnerable to marginalisation, exclusion and under-achievement. Some, but not all, of these young people are categorised as having 'special educational needs'.

A key feature of this course is the way that participants are expected to carry out real-world research and development activities in English schools. These school-based projects are carried out as part of the University of Manchester's internationally recognised programme of research.

This innovative course enables participants to develop skills and understandings so that they can take on leadership roles in relation to the challenge of learner diversity. It focuses on ways of bringing about change in the classroom, in schools and at system level.

International perspectives

The course has strong links with EENET which supports and promotes the inclusion of marginalized groups in education world wide. It does this by sharing information between similar contexts in Southern countries, primarily through an annual publication, 'Enabling Education' and through its web site: www.eenet.org.uk

The web site contains hundreds of articles, reports and training guides relating to inclusive education all over the world, but particularly in Africa, Asia and Latin America. It is used by people in 190 countries and is available on CD-ROM for those without Internet access.

MEd Inclusive Education

the MEd team

The MEd in Inclusive Education is led by a team of researchers with considerable international experience:

- **Professor Mel Ainscow** is a specialist in inclusion, teacher development and school improvement. He was director of a UNESCO Teacher Education project on inclusive education which involved research and development in over 80 countries and continues to do consultancy work both in the UK and in a wide range of countries.
- **Professor Alan Dyson** co-directs the Centre for Equity in Education and leads work on education in urban contexts. His research interests are in the relationship between social and educational inclusion and between education and other areas of public policy in urban contexts.
- **Susie Miles** is the Course Director. She was the founding coordinator of the Enabling Education Network (EENET) and has considerable knowledge and expertise in inclusive education in 'developing' country settings.



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course overview

The course includes both taught and research elements

Full-time (12 months)

Students take 4 course units in each semester.

Semester 1 includes core units in: Understanding the Development of Inclusive Education

considers trends in thinking about inclusive education and their implications for the development of policy and practice.

School-Based Inquiry and Development involves processes of collaborative action research carried out in English schools.

Semester 2 includes a core course unit in: Developing Researcher Competence.

provides skills and knowledge for carrying out research in educational contexts. Students are required to conduct a pilot study as preparation for their dissertation.

Students choose a range of other course units, including at least 2 from:

- Psychological Perspectives on Special Educational Needs
- Social Psychology in Education
- School Improvement
- Leadership and Management of Schools as Organisations.

Flexible arrangements for part-time study are available (over 2-3 years). These should be agreed by individual consultation with the Course Director.

Course Details