
Magister profesor inkluzivne pedagogike/magistrica profesorica inkluzivne pedagogike

Selected qualifications

Name of qualification	Magister profesor inkluzivne pedagogike/magistrica profesorica inkluzivne pedagogike
Translated title (no legal status)	Master of Arts in inclusive pedagogy
Type of qualification	Diploma druge stopnje
Category of qualification	Izobrazba
Type of education	Master's education
Duration	2 years
Credits	120 credits

Admission requirements

- A completed first-cycle study programme in a relevant field (education science, pre-school education, general elementary teaching, pedagogy, psychology, special and rehabilitation pedagogy, social pedagogy, social work, defectology); or
- a completed first-cycle study programme in another field, if prior to enrolment the candidate has completed course units essential for further study, totalling 30 credits; or
- a completed professional higher education programme, adopted before 11 June 2004, in a relevant field (education science, pre-school education, general elementary teaching, pedagogy, psychology, special and rehabilitation pedagogy, social pedagogy, social work, defectology); or
- another professional higher education programme adopted before 11 June 2004, if prior to enrolment the candidate has completed course units essential for further study, totalling 30 credits; or
- another academic higher education programme adopted before 11 June 2004; course units essential for further study, totalling up to 30 credits, will be recognised for these candidates prior to enrolment.

ISCED field

Field
Izobraževalne znanosti in izobraževanje učiteljev

ISCED subfield

subfield izobraževalne znanosti

Qualification level

SQF 8
EQF 7
Second level

Learning outcomes

The qualification holder will be able to:
(general competences)

- analyse, synthesise and envisage solutions and consequences in the field of work with students with special needs,
- demonstrate proficiency in research methodology for the needs of inclusive education,
- integrate contents in an interdisciplinary manner,
- rationally implement acquired knowledge in practice,
- develop critical and self-critical judgement of work in classes which include children with special needs,
- participate in various expert teams and lead and organise work,
- organise and encourage successful learning,
- develop tolerance and flexibility in the school environment, observe ethical norms and the professional code of ethics,
- be proactive and autonomous in professional work and create new knowledge,
- demonstrate proficiency in communication skills at various levels of interaction (with children, adolescents, adults, parents, professional staff),
- undertake self-reflection and show a commitment to professional ethics, identify and resolve moral

and ethical dilemmas and problems,

- show a cooperative orientation in different groups with users and other groups,
- undertake project work in an inclusive environment,
- demonstrate a capacity for ongoing professional development,
- identify unexploited possibilities for raising quality,

(subject-specific competences)

- demonstrate knowledge of the concept of inclusion and the key factors enabling effective learning and teaching for all students,
- identify students with special needs and provide assistance in directing them towards suitable education programmes at educational institutions,
- demonstrate a capacity for individualised and differentiated planning of activities in the class (group) which includes each individual, for the purpose of facilitating and encouraging the learning process,
- select and implement suitable approaches, methods, techniques and strategies of work and adapt them with regard to the specific needs of the individual,
- adapt work, learning aids and materials for students with special needs,
- lead and organise individual and group educational counselling work for students with special needs and their families,
- encourage and develop social-emotional learning,
- support and develop cooperation, tutoring and assistance between students in order to improve learning, mutual relations and the acceptance of individual differences,
- provide pedagogical leadership for a class, a group or individuals,
- participate in teamwork with other teachers and professional staff involved in the educational process with students with special needs,
- make a comprehensive assessment of the needs of students with special needs and use suitable procedures, methods and techniques to prepare and implement individualised programmes,
- identify and analyse barriers, obstacles and available resources and address problems proactively,
- autonomously carry out and participate in research and create new knowledge, design new practices,
- demonstrate knowledge of methods of reflection and apply them in own professional development and the development of the profession,
- provide support and cooperation to families of students with special needs,
- evaluate/critically evaluate educational work with students with special needs and the existing practice, policy and research of educational institutions for students with special needs,
- demonstrate understanding of and proficiency in strategies of work with students with special needs (preventive, compensatory, personality-based and socially integrative),
- demonstrate understanding of the importance of pluralism, multiculturalism and marginalised groups in modern society and specific cultures,
- demonstrate knowledge of and identify the different needs of students in a multicultural environment,
- demonstrate knowledge of basic strategies to overcome various specificities of multicultural environments (language difference, literacy, cooperation with parents),
- develop students' capacities for lifelong learning (learning to learn, ICT),
- develop own professionalism, knowledge and understanding in the area of inclusive pedagogy.

Assessment and completion

Examination performance is scored as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum

criteria); 5-1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

Progression

In order to progress to the second year, students must complete 45 (75%) of the 60 ECTS credits available in the first year.

Transitions

Third-cycle doctoral study programmes (SQF level 10)

Condition for obtaining certificate

Students must complete all requirements defined by the study programme in order to complete their studies.

Awarding body

University of Maribor, Faculty of Education

URL

<https://pef.um.si/145/home>
