

Subject card

Subject name and code	Motnitoring and supervising of incusive influences, PG_00149999						
Field of study	Special Pedagogy						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2029/2030		
Education level	uniform Master's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	5		Language of instruction		Polish		
Semester of study	9		ECTS credits		4.0		
Learning profile	academic		Assessment form				
Conducting unit	Division of Special Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Martyna Olszewska				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		0.0		70.0	100
Subject objectives	1. Introducing students to the topic of supervision in inclusive education models, objectives, process, and evaluation. 2. Demonstrating the advantages and potential of supervision for participants in the educational process within an inclusive setting. 3. Preparing students to evaluate the situation of a student with special educational needs within the inclusive system as part of supervisory activities.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[D.2.U.3] Is able to determine therapeutic areas and indications for a child or student with special educational needs	The student can define areas of support and therapeutic recommendations for students with extensive support needs within a supervision framework.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[D.2.W.1] Knows and understands the concept and process of diagnosing special educational needs; assumptions of differential and functional diagnosis; diagnostic criteria (ICD, DSM, ICF); selected tools for diagnosing educational needs	The student understands the importance of diagnosing and evaluating special educational needs in the context of support supervision. The student knows and understands the goals, models, and stages of supervision in inclusive education.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[D.2.K.2] Is prepared to act in accordance with the principles of professional ethics in the process of recognizing special educational needs and determining therapeutic indications.	The student is prepared to act in accordance with professional ethics in the process of diagnosis and supervision in inclusive education.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[D.2.K.1] Is ready to take responsibility for decisions made related to the organisation of the educational and therapeutic process in inclusive education;	The student is ready to take responsibility for decisions related to the organization and monitoring of support for students with extensive support needs.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[D.2.U.4] Is able to design the evaluation process of individual educational program	The student is able to design the evaluation process for support activities provided to students with extensive support needs in an inclusive school.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
Subject contents	1. Areas of evaluation and supervision in inclusive education. 2. Models and concepts of supervision. 3. Evaluation as a tool for improving the inclusion process. 4. Evaluation techniques. 5. The role of the supervisor in relation to the teacher/teaching team. 6. The role of communication in supervision. 7. The supervision process in school from goal/contract to outcomes/evaluation practical exercises based on case studies. 8. How to initiate the supervision process in a school possibilities and limitations within the Polish education system. 9. The ecosystem model of inclusive early education. 10. Supervision in inclusive education in Poland and worldwide case studies.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Nie dotyczy.	51.0%	100.0%
Recommended reading	Basic literature	Nie dotyczy.	
	Supplementary literature	Nie dotyczy.	

	eResources addresses	Adresy na platformie eNauczenie:
Example issues/ example questions/ tasks being completed	1.Completion of a final project analysis and evaluation of a student's situation in the process of inclusion in the education system, based on an interview conducted with individuals involved in this process. 2. Student presentations on selected models of supervision. 3.Case studies and practical exercises related to supervision, evaluation, and the supervision process.	
Work placement	Not applicable	

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