TE4I

Profile
of
Inclusive Teachers

The goal of ITE

- Developing the capacity of new teachers to be more inclusive in their practice

- Developing new teachers who are effective in their teaching, as well as experts in subject content

Profile of Inclusive Teachers

- Developed as one of the main outputs of the Teacher Education for Inclusion (TE4I) project

- A specific request coming from Agency country representatives was for concrete information on the necessary competences, attitudes, knowledge and skills required of *all* teachers working in inclusive settings

Intended use

- The Profile has been developed as a guide for the design and implementation of ITE programmes for all teachers – not a script for ITE content

- The Profile should be considered stimulus material for ITE for identifying relevant content, planning methods and specifying desired learning outcomes for ITE

Target Audience

- Teacher educators and decision makers – managers and policy makers for Initial Teacher Education (ITE) – who are in a position to influence policy for teacher education for inclusion and then initiate and implement changes in practice

Parameters (1)

1 - Inclusion is a principled, rights-based approach to education underpinned by a number of central values

2 - There are practical and conceptual difficulties in focussing upon isolated competences for teaching in inclusive education and for the Profile to be relevant for different countries and stakeholders, a broad approach to the idea of using competences was needed

Parameters (2)

3 – The political priorities and effects of social policies within individual countries cannot be ignored, but there is a framework of international and EU level policy that all countries subscribe to that impacts upon inclusive education and teacher education

Objectives of the Profile

1 - Identify a framework of core values and areas of competence that are applicable to any ITE programme

2 - Highlight the essential core values and areas of competence necessary for preparing **all** teachers to work in inclusive education considering all forms of diversity

3 - Highlight key factors supporting the implementation of the proposed core values and areas of competence for inclusive education within all ITE programmes

4 - Reinforce the assertion that inclusive education is the responsibility of all teachers and that preparing all teachers for work in inclusive settings is the responsibility of all teacher educators working across ITE programmes

Methodology

- A developmental process from 2009 until now
- Country experts' inputs on drafts and redrafts
- Over 400 country stakeholders' inputs
- Over 70 written responses
- Validation and verification activities in the 2011 country study visits
- Identification of key factors supporting the implementation of the Profile

The Profile Model

- Four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education.

- These core values are associated with areas of teacher competence

- For each area of competence identified, the essential attitudes, knowledge and skills that underpin them are presented

Areas of Competence

Made up of three elements: attitudes, knowledge and skills

A certain *attitude* or belief demands certain *knowledge* or level of understanding and then *skills* in order to implement this knowledge in a practical situation

For each area of competence identified, the essential attitudes, knowledge and skills that underpin them are presented

Valuing Learner Diversity

Learner difference is considered as a resource and an asset to education:

- Conceptions of inclusive education
- The teacher's view of learner difference

Supporting All Learners

Teachers have high expectations for all learners' achievements:

- Promoting the academic, social and emotional learning of all learners

- Effective teaching approaches in heterogeneous classes

Working with Others

Collaboration and teamwork are essential approaches for all teachers:

- - Working with parents and families
- - Working with a range of other educational professionals

Personal Professional Development

Teaching is a learning activity and teachers take responsibility for their lifelong learning:

- Teachers as reflective practitioners

- Initial teacher education as a foundation for on-going professional learning and development

Supporting country work

- The Profile text is non-copyright material

- In the final report there will be a separate 'removable' copy of the Profile text that can be copied

- Electronic, editable versions in all Agency member countries' languages, will be available to download on the website

- Users are free to modify and 're-purpose' the Profile text providing that a reference to the original source is given

TE4I project web area

http://www.european-agency.org/
agency-projects/teacher-education-
for-inclusion

Home > Agency projects > Teacher Education for Inclusion

Teacher Education for Inclusion

Teacher Education for Inclusion

Country Information
Annexes to Project Synthesis Report
TE4I Project Recommendations linked
to Sources of Evidence
Country Study Visits

Welcome to the Teacher Education for Inclusion project web area.

The topic of Teacher Education for Inclusion has been highlighted by all Agency country representatives as being of top priority. The project started in 2009 and ends with a final project conference in February 2012. All information from the project activities is available here.

The project has addressed the following key issues:

- What kind of teachers do we need for an inclusive society in a 21st century school?
- What are the essential teacher competences for inclusive education?

Project activities have focused upon:

- The training of mainstream, general teachers and how they are prepared to work in inclusive settings;
- The initial training phase as a priority.

More Information

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