

Outsider's Reflections

Therese M.S. Tchombe
Professor Emeritus & Honorary Dean
UNESCO Chair for Special Education Needs/I
University of Buea/ CRCFDE Limbe

Outline

- Main Current Issues for Teacher Education for Inclusion
- Some of the Challenges,
- Available Opportunities,
- European perspectives and Cameroon's perceptions,
- Some reactions to the Project Profile for Inclusive Teachers,
- Potential usefulness of the document for Cameroon's working situation,
- What can be done?

Map of Africa



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Main Current Issues for Teacher Education for Inclusion

- Policy defining the inclusive school cultural such as:
 - Structure/ management/ content of inclusive curriculum and pedagogic practices for TE
 - Expected profile of the inclusive teacher-with specifications about the required competences beliefs and professional skills
 - Teacher education and Training for inclusive practices for both general and special education teachers
 - Expected profile and role of teacher educators.

Some of the Challenges (1)

- Need for new orientations about the theory driven character of teacher education to prepare competent professional inclusive teachers.
- Need for training modules to provide training that is flexible and eclectic providing students teachers with the capacity to transform and represent their understanding of inclusive issues for pedagogic purposes such as making each child to contribute or give each child a sense of belonging.

Challenges (2)

- Identify skills for creating an inclusive classroom that is learning-friendly
- Identify learning and teaching practices that are collaborative and cooperative

Challenges (3)

- Identify and translate required competences for inclusion in teacher training programmes to address diverse instructional strategies fundamental to Inclusive Practices
- Ensure higher achievement by developing competences to address the barriers of inflexible curricular materials and instructional methods

Challenges (4)

- Make teachers be able to integrate technology for inclusive teaching
- Encourage teachers to realize that understanding diversity is a means for commitment to inclusion
- Illustrate how special education and general education teachers can cooperate and work as a team.

Challenges (5)

- The reports should specify the complexities in inclusive practices and make specific suggestions on how teacher education can address skills, competences and orient for optimal effective training.
- Create a topology of transforming fundamental elements that are behavioural, attitudinal and pedagogical to be used for professional development.

Some Opportunities

- Network for creating learning community for inclusive practices that can support TE programmes
- Sharing best practices and materials as evident in the reports
- Collaborative research
- Exchanges for split-site learning opportunities
- Identification and use of technological devices.

European perspectives and Cameroon's perceptions

- The common concern is capacity building for inclusive practices.
- The search for profile characteristics required is a common problem.
- The nature of the human scale in terms of space and class size for connectedness may vary.
- Partnership to design modules for TE capacity building in inclusive practices is a necessity, given the concept of the global philosophy.

Some Reactions to the Project Profile of Inclusive Teachers

Since actual contact with learners resides in teaching, the culture of teaching must be well defined addressing teacher's beliefs, values, habits and assumed ways of doing things especially coping with classroom dilemmas.

The culture of teaching helps give meaning, support and identity to teachers and their work .

Reactions (2)

Emerging views requiring operational clarifications are:

- New pedagogy of cooperation and collaboration
- Collective endeavours through discussions and exchanges
- Special kind of professionalism in teacher formation based on innovative approaches for inclusion.

Reactions (3)

- Clear guidelines for implementation of project views in TE and how to identify the required resources
- Clear orientations for establishment of and the functioning of monitoring and evaluation mechanisms

Reactions (4)

The project report must spell out its position on the following:

- an integrated inclusive curriculum
- an inclusive friendly school environment
- The role of guidance and counseling in the inclusive practice
- The personnel required for an inclusive classroom and their respective functions

Potential usefulness of the document for Cameroon's working situation

- The document is valuable for teacher education at national and international levels
- Gives new orientations for reflections on specific competences in building capacity for inclusive practices.

What can be done

- Define skills, strategies, competences to be acquired through well defined academic and practice activities in training
- Provide training programmes for the capacity building of teacher educators and inspectors of pedagogy
- Emphasize on the use of dual training modes; Institutional and Distance at the initial and in-service stages with emphasis on practice component
- Partnership, Seminars and workshops

What can be done (2)

- Put in place an inclusive responsive school management system
- Emphasize on training in inclusive responsive pedagogy
- Conduct research on the effect of teaching/ learning/ materials-technology in inclusive practices
- Move beyond access to ensuring quality education; what does this require?

Inclusive classrooms in Cameroon: What messages? Where do we go from here? Can we work together?



What is going on?



Teaching is teacher-centred.



Human scale is not addressed.

END

- THANK YOU FOR THIS GREAT OPPORTUNITY

&

- THANK YOU FOR LISTENING