

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Developing professional learning support for education professionals



What is teacher professional learning?

Teacher professional learning (TPL) covers initial teacher education, induction and continuing professional development for all teachers, school leaders and teacher educators.



What is teacher professional learning for inclusion?

Teacher professional learning for inclusion (TPL for inclusion) covers professional learning of all education professionals involved in quality education for all. It refers to the collaborative and reflective practice and personal competence development in the areas outlined in the Profile of Inclusive Teachers and the Profile for Inclusive Teacher Professional Learning.

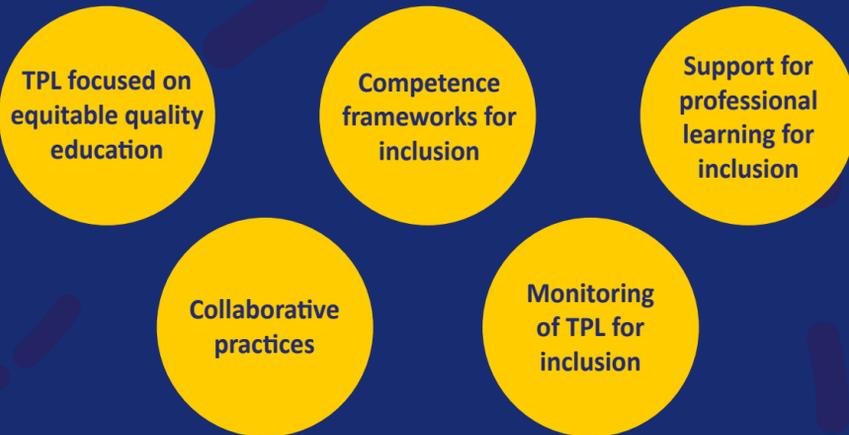


Why do we need TPL for inclusion?

Support for TPL for inclusion ensures equitable quality education for all. Preparing all education professionals for inclusion and supporting them in inclusive practice throughout their careers is essential for the development of inclusive education systems.



A review of TPL for inclusion policies across 26 European countries and regions found the need for:



Recommendations for TPL for inclusion at different education system levels



National/ regional level

- Focus on meeting all learners' needs
- Highlight core values
- Monitor the language of equity and inclusion
- Bridge the gaps between different stages of an education professional's career
- Design a continuum of support for all education professionals



Community level

- Foster collaboration between schools, teacher education institutions, support services and local authorities
- Align vision and strategic plans with professional learning needs
- Offer effective strategies to create TPL opportunities



School level

- Address all school staff involved in teaching and learner support, regardless of qualifications and roles
- Facilitate mutual learning and support through collaborative professional learning and inclusive leadership



Individual level

- Create flexible and adaptable professional learning paths that offer and value school practice, peer learning and peer feedback opportunities

At all levels, competence frameworks underpinned by the core values of inclusion are essential to guide education professionals' personal and team competence development.

Profile for Inclusive Teacher Professional Learning

Building on the Teacher Education for Inclusion (TE4I) Profile of Inclusive Teachers, the Profile for Inclusive Teacher Professional Learning addresses all education professionals to further develop and strengthen competences for inclusive education through career-long and collaborative learning.

The Profile for Inclusive Teacher Professional Learning is underpinned by the core values of inclusion



As the lessons learned from the literature on teacher education for inclusion show, this attention should not take the form of another layer of competencies and training based on the assumption that teachers are insufficiently prepared and therefore deficient. This would run the risk of many teachers perceiving teacher professional development as an encumbrance rather than a support at best, or worse, the responsibility of specialists. To move forward, TPL for inclusion should be linked to existing frameworks.



Aligning Competence Frameworks for Teacher Professional Learning for Inclusion, 2021, p. 15

The European Agency for Special Needs and Inclusive Education implemented the Teacher Professional Learning for Inclusion (TPL4I) project to identify the essential policy elements needed to prepare all teachers to include all learners. TPL4I activities included a literature review, a policy mapping activity, a survey and a cluster activity.

Find out more about TPL for inclusion policies in Europe and the Profile for Inclusive Teacher Professional Learning by visiting:

www.european-agency.org/activities/TPL4I

