



# TEACHER EDUCATION FOR INCLUSION

## Country Study Visit

Borås, Sweden, 25<sup>th</sup>-27<sup>th</sup> May 2010

### Theme for the visit

How teacher educators can all ensure students are prepared to be inclusive teachers, specifically how these professionals can work in inclusive ways so as to model inclusive practice for their students.

### Summary of discussions

The following provides a summary of the key points arising during discussions that took place across the three day study visit.

- The principles of 'education for everyone' and equal access to the 'school for all' are crucial. There is a need to make inclusion 'visible' and recognise the impact on society.
- Teachers and teacher educators need an ideology/ world view which includes 'Menschen Bild' - a view of the human self - which reflects the importance of relationships with others and attitudes and values.
- There is a need to bridge the theory practice gap with more input on SEN and more practical experiences. Knowledge, skills, values and attitudes need to be 'connected'.
- Good teaching is good teaching for all learners.
- Teacher educators need to consider what outcomes are valued – not only academic but also wider learning. There is a need to strengthen students' ability to assess progress in a variety of ways and understand the limitations of testing.
- Students need to understand the dangers of labelling/categorising learners and the possible impact on expectations.
- Teacher educators need to stress to students the importance of self-esteem and developing children as self-reliant learners.
- Programmes should include consideration of the move from a medical model to social/socio-cultural model to stress the importance of recognising individual identities and valuing diversity.
- New teachers need to be aware of the 'reality' gap.
- Teacher educators must recognise the importance of students' personal experiences and build on these to develop attitudes/values.
- There is a need to pay attention to research evidence and develop integrated policies between education/other areas.
- Teacher educators should model effective inclusive practice – across all subjects/areas of study.
- There is a need to consider the understanding and use of terms such as differentiation/individualisation/personalisation/universal design for learning.
- Heterogeneity is important in teacher education – in student and teacher educator populations.
- Teacher education programmes should include:
  - Human rights approach
  - Confidentiality issues



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- Developing the thinking and basic skills of learners
  - Classroom management, practical strategies
  - Whole school development
  - Assessment and 'responsive' feedback
  - Dangers of stereotyping and 'fixed' ideas about cognitive development
  - Disability studies/information on different ethnic/cultural/religious backgrounds