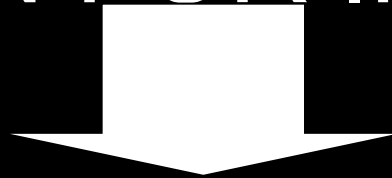




# «Teachers Training for Inclusion in ESEP»

# CHALLENGE FOR THE TEACHERS: DEVELOPMENT OF PRACTISE EDUCATION FOR INCLUSION



“ The pedagogic differentiation is a right what the student will have to have access, it is a question of the Rights of the Child ” (Niza, 2000, cit. for Resendes and You sound, 2002, p. 18).

## Teachers training Curriculum towards Inclusion

**Differentiated Teaching**

**Pro-active**

**supported in processes of qualitative nature**

**supported in the processes of evaluation**

**Promotes “ multiple approaches to the content, process and product ”**  
(Tomlinson, 2008, p.17)

**mobilizes of diversified strategies of organization of the group**

**Basic Education Teaching 1st Cycle**  
Pedagogical Practise III  
Introduction to Especial Education

**Basic Education Course**  
Inical Professional Practise I,II,III  
Special Education and Inclusion

**Teaching Practise in Basic Education degree represents 16 ECTS of a total overall of 180 ECTS (8.8%).**

**Professional, Social and ethical**

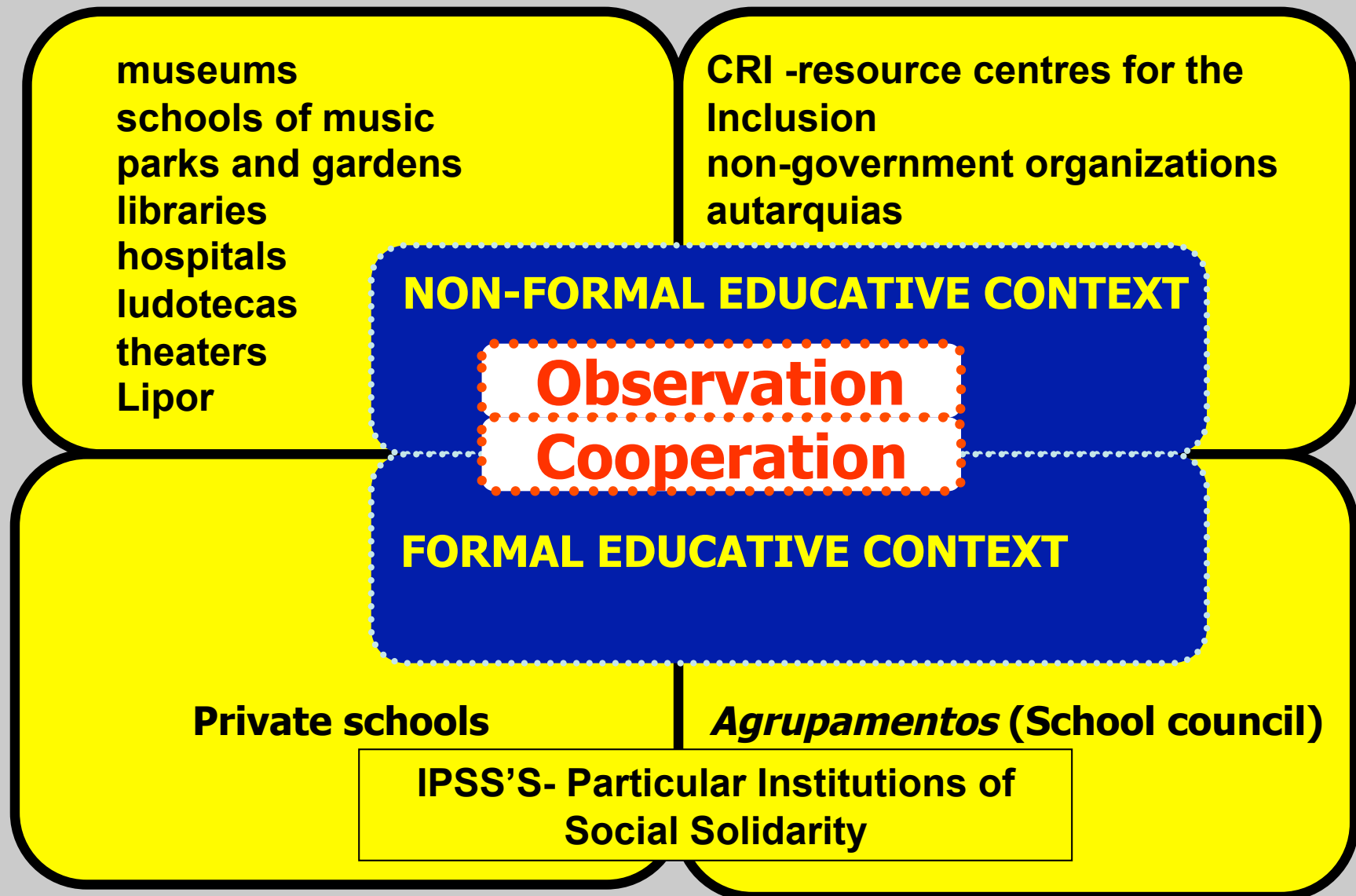
**Teaching and learning development**

**School participation and relationship with the community**

**Lifelong professional development**

**Dec.Law nº 240/2001 of 30th August**  
**School Teacher General Teaching Profile**

# CONTEXTS PROMOTING OF INCLUSION



- . **Associação Portuguesa de Pais e Amigos do Cidadão Deficiente Mental (APPACDM)**
- . **Associação de Pais e Amigos das Crianças Inadaptadas (APACI)**
- . **Associação do Porto de Paralisia Cerebral (APPC)**
- . **Associação para a Educação de Crianças Inadaptadas (APECI)**
- . **Centro de Recuperação Infantil (CRI)**
- . **Cooperativa de Educação e Reabilitação de Cidadãos Inadaptados (CERCIS)**

<http://www.min-edu.pt/np3/3593.html>



## “TEACHERS EDUCATION INCLUSION “– Country Study Visit



**Biblioteca Municipal Almeida Garrett**



**Ludoteca da Junta de Freguesia de Matosinhos**



6th May 2010

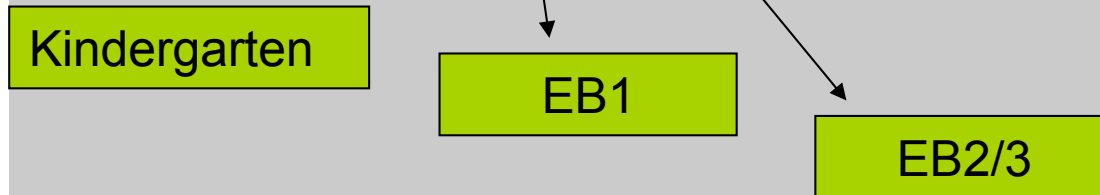
UTC -Supervision in Pre-School  
Justina Vieira and Elisabete Assis



## “TEACHERS EDUCATION INCLUSION “– Country Study Visit

- Public

- Agrupamentos



- Private

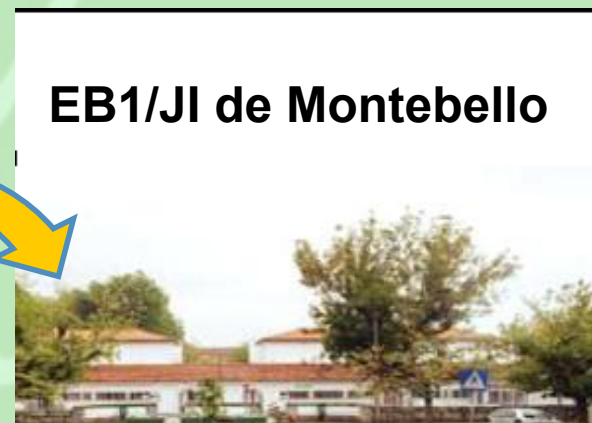
- Private Schools (3 levels of education/teaching)
  - Nursery
  - Kindergarden



**EB1/JI da Caramila**



**EB1/JI da Maia**



**EB1/JI de Montebello**



**ESEP**



**EB1 Costa Cabral**



**EB1 J. Gomes Ferreira**



**EB1/JI da Pasteleira**



**EB1/JI Fontinha**

Concelho do PORTO

Ald...

Cr...

issare

Mira

Vila Nova de Gaia

## “TEACHERS EDUCATION INCLUSION “– Country Study Visit

How many and how big are the mountains  
to cross over?

The current world-wide crisis

Affects de budget for education

Higher Education Institutions

Basic Teaching Schools

## “TEACHERS EDUCATION INCLUSION “– Country Study Visit

### Higher Education Initial teacher training

Reducing the hours for supervision practise

Increases the number of estudantes by supervisors

No time to contact each educative center, promoting a real colaborative training between the supervisors and the teachers of the sschool

No time to promote atitudes of critical reflection, in real time supervision practise with the students as well as the teachers or others professionals of the school

But...

Inclusion

Is it everything about money?

Or is it about ourselves?

## “TEACHERS EDUCATION INCLUSION “– Country Study Visit

**What do you think  
about yourself?**



6th May 2010

UTC -Supervision in Pre-School and 1st Cycle Teaching Basic Education  
Justina Vieira and Elisabete Assis

ARE WE REALLY READY?

FOTOFSEARCH



## “TEACHERS EDUCATION INCLUSION “– Country Study Visit

For...  
Team work, for example?



### *UNDERSTANDING* (Morin, 2000)

**" To resist the cruelty of the world is a principle that needs the human understanding.**

**A thing that touches me very much is not only the incomprehension that we regard towards people who have a religion different from ours, another nationality, other customs, but also the incomprehension that the most closest *beings have from each other*, incomprehension in the heart of a family, between parents and children, between brothers and between friendly persons.**

**If we do not understand each other, how can we hope to have a larger understanding among other human beings ?**

**This problem of the understanding seems to me absolutely basic and needs an auto-reflection, respect for other, the will of understanding other. The understanding is one of the manners of resisting the cruelty of the world. "**

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- Decreto-Lei N.º 240/2001 de 30 de Agosto. Diário da República I, Série A, n.º 201 – Perfil geral de desempenho profissional do educador de infância e dos professores dos ensino básico e secundário.

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