A Country View on Competence Approaches in Teacher Education for Inclusion

Switzerland

Reto Luder
Teacher's degrees

Regular class teacher
Degree from university of teacher education
- pre-priary and primary education:
  Bachelor
- secondary education:
  Master

special education teacher
  additional master at university for special education
KEY COMPETENCES FOR LIFELONG LEARNING

European Reference Framework

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression
1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
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Ausbildungsmodell NOVA 09
Kompetenzstrukturmodell

PH Zürich Ausbildung
Standards Zurich University of Teacher Education

1. domain specific knowledge and skills
2. learning, thinking and development
3. motivation and interest
4. heterogeneity
5. cooperation, participation and social context
6. communication
7. planning and performing instruction
8. diagnose and assessment
9. quality management and professional development
10. school and society
11. school as an organisation
12. profession within life balance
Initial and in-service training: Goals in SEN

PHZH graduates’ key responsibilities:

- Collaboration and Cooperation with specialists
- Cooperative Assessment Meetings (CAM)
- IEP: educational diagnoses, goal-setting, and intervention

PHZH graduates (regular teachers)

- are able to participate in the whole IEP process in accordance with their specific role
- can prepare and carry out «CAM»
- know the cantonal services for special educational support (integrative teaching support, school psychology, therapies, special schools and classes, other services)
- can adapt teaching strategies to a variety of needs and levels
- can cooperate with team teaching partners (SEN teachers)
SE: Compulsory

Basic Module
SE
1.5 ECTS
3. Semester, All Students

«Learning Field»:

Observation, Assessment, Intervention
4 ECTS

- Foreign Languages
- German
- Science

Student research projects pre-/primary level

4.5 ECTS
5./6. Semester
Basic Module SEN

1. From separation to inclusion
2. Discussion with disabled people
3. Institutional framework
4. Models of Disability, ICF
5. Cooperative Assessment Meetings / IEP
6. Reading and Writing
7. Mathematics
8. Cognition and Intelligence
9. Behaviour
10. Motor Skills and Emotions
11. Case Study CAM/IEP
12. Case Study (cont’d)
13. Case Study (cont’d)
14. Presentation of Case Studies

- 1.5 ECTS
- 24h (direct) instruction, 21h self-regulated learning
- Supported by eLearning (knowledge base, forums)
- Compulsory for all students
**LAISE**

Learning Area Inclusive Special Education

- The LAISE combines the methods of problem based learning (PBL) and blended learning to offer realistic learning contexts for students in the field of inclusive education.

- A broad amount of competences in the area of SEN is developed as the students are working in collaborative settings with realistic situations and materials.

- On the eLearning platform cases of children with SEN in inclusive settings are provided in form of documents, descriptions, videos and interviews. Students take in groups the role of a school team working with the child and have the task to develop an individual educational plan and the adequate measures to support the child in school.
### LB A101 - Integrierte Sonderschulung

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- Zeigen
- Verwalten
- Sortierung
- Text-/Media-Editor
Optional Track SE 1, pre-/primary level

Contents and Structure

**Modules**

- Behaviour and Attention (2 ECTS)
- Learning and Developmental Difficulties/Disorders (3 ECTS)
  - Language
  - Cognition
  - Social Skills (esp. Autistic Spectrum)
  - Emotional/mental Disorders
  - other
- Ethical Foundations of Special Education (1 ECTS)

- 6 ECTS
- 50% self-regulated learning
- 5th semester
Optional Track SE 2, pre-/primary level

Content and Structure

*Modules*

- Models of Good Practice (3 ECTS)
- Adaptive Teaching (0.5 ECTS)
- Learning and Developmental Difficulties/Disorders (1.5 ECTS)
  - Mathematics
  - Perception
  - Body and Motor Skills
- Ethical Foundations of Special Education II (1 ECTS)

- 6 ECTS
- 50% self-regulated learning
- supported by eLearning
- 6th semester