

Teacher Education for Inclusion
Country Study Visit
Porto, Portugal

**DEVELOPING
TEACHERS' ATTITUDES
FOR INCLUSIVE EDUCATION**

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What is Inclusion?

Consequence for teacher competencies from considering it:

An ethical paradigm

An agenda based on rights and values;

On the intrinsic value of human life;

Belonging and self-realization, as in Maslow perspective.

Increased tolerance to diversity

The needs of individuals;

Predominantly centered on distributive justice;

Basic needs satisfaction;

Belief

"help to interpret and simplify classroom life, to identify relevant goals, and to orient teachers to particular problem situations. Because of the complex and multidimensional nature of classroom life, knowledge alone would be inadequate in making sense of classroom situations and prioritizing problems to be tackled and actions to be undertaken" (Calderhead, 1995).

What is inclusion?

“a philosophy of acceptance and about providing a framework within which all children (...) can be valued equally, treated with respect and provided with equal opportunities at school” (Thomas, 1997, p.103).

What is Education for Inclusion ?

- Education for inclusion requires supporting teachers to intercept, in daily educational situations, the *content knowledge to teach* and *the knowledge of how to teach it*, so that teaching is a way of building social viability for everyone.
- Scientific narrative.
- Reality window interpretation.

Profile of Competencies for Inclusive Education.

1. What kind of Teachers competencies we need to Teacher Education for Inclusion?

And

- How can the initial and continuing teacher education to contribute to the gestalt between values and knowledge?

Teacher Education

A gestalt between scientific knowledge and values.

How to teach teachers in a such a way that in *what to do* they are guided by the inclusive values and *in how to do*, by the scientific and pedagogical knowledge.

1. It is urgent to transform the proposition '*teaching is a complex act*' into the proposition '*teaching is a simple act*'.
 - We must stop playing the game *find the differences to find the matches*
 - The training must help teachers to understand themselves so that others can understand them and
 - The stable references that can reduce the uncertainties are the *values*.
 - Look beyond genetics.