



TEACHER EDUCATION FOR INCLUSION

Country Study Visit

Eger, Hungary 11th-13th May 2010

Theme for the visit

Considering the content areas of a competence profile, then specifically considering what form of initial training is needed to develop the knowledge and skills in such a profile.

Summary of discussions

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

- Skills of communication, co-operation and teamwork are key in inclusive practice;
- New teachers need to appreciate the need for continuous professional development and updating;
- Teachers need to take responsibility for ALL learners and have a commitment to social justice and inclusion;
- Expectations for learners with additional support needs must be realistic but with some challenges;
- Disability studies should be included in teacher education courses;
- A holistic view of teaching is needed with inclusion and learners well-being as an integral part;
- The focus should be on:
 - Learners individual growth, growth as a member of a local community then consideration of the global community
 - Promoting and leading learning
- Clear definitions are needed of inclusion and related terms;
- The political will is needed to move from a two track system of mainstream and special schools;
- Good partnerships are needed between universities, colleges and schools to support an audit of the impact of teacher education courses;
- School leaders play a key role in developing inclusive practice;
- We need to be aware of some possible drawbacks of a competence-based system if it leads to a tick box approach;
- Values and attitudes need to be demonstrated as well as skills and knowledge;
- Competences should include:
 - Knowledge of psychology, child development and social development
 - Knowledge of the law and key developments such as UN Convention on the Rights of the Child and UN Convention of the Rights of People with Disabilities



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- Awareness of importance of education in a democratic society and development of appropriate attitudes
 - Knowledge of historical development and philosophy of social justice and human rights
- We need to consider how competences are assessed:
- Do competences show what teacher education students should achieve by the end of their programme?
 - How is progress measured towards competences?
 - What is the relationship to benchmarks, standards, outcomes?
 - How are competences used by tutors and by students to record progress and achievement?