

Inclusion in Latvian Education

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The right to education

- The former law on education till 1991
- The way of implementation
- The consequences in schools and society
- The social aspects (exclusion)

The problem groups

- Disabilities
- Motivation
- Social background

Inclusive education today

- Education policy in Latvia
- Schools
- Professional and higher education
- Leisure time activities

Attitudes to inclusion/integration

- Relations in educational institutions
- Attitudes in the society
- Attitudes of the people with problems

Teachers and the diversity

- Teacher's competences
- Teacher's work conditions
- The learning environment for inclusion/integration:
 - in education
 - in society

Support opportunities

Teacher education

Teacher's Standard for Inclusion

- Responsibilities and tasks
- Knowledge (from separated to integrated)
- Skills
- Competences

Principles of development

- Contextual significance
- Situational approach
- Functionalism (why , what and how)
- Inetgrated approach
- Holistic approach

Tasks

- To learn to recognize pupils' diverse needs
- To define aims and tasks responding to pupils' diverse needs and interests
- To take into account pupils' rights to education
- To organize supportive and inclusive learning environment
- To ensure opportunities for allround personality development
- To promote participation
- To respect and understand all pupils, take into account their abilities, needs, interests
- To differentiate the teaching/learning process and see to each pupils' individuality

Knowledge

- Protection of children's rights
- Personality development
- Communication and cooperation
- Development of learning environment

Competences

- To understand teachers' own influence on pupils' development
- To recognize issues in pupils' development and health
- To promote pupils' learning motivation, creativity, active involvement in all activities
- To promote development of pupils' positive self-respect
- To include pupils with diverse abilities, interests, experiences in educational processes
- To promote positive communication among pupils, cooperation, understanding and tolerance
- To cooperate with people with different experiences and views
- To act in multicultural settings, understand cultural, ethnic, national, religious and contextual differences
- To carry out continuous professional development

Skills and abilities

- To promote and support individual development of pupils
- To promote development of pupils' critical thinking, creativity, independence, responsibility
- To manage teaching/learning process taking into account individual abilities, needs, motivation, learning styles
- To develop supportive and inclusive environment
- To help pupils adapt in new social and physical environments
- To promote development of values, citizenship, multicultural understanding
- To recognize, observe, investigate developmental processes and disturbances and find solutions