

INCLUSIVE TEACHER COMPETENCES FROM INSIDE

... make your social intercourse as broad and as constant as possible. Do not take the world too seriously, nor let too many social conventions oppress you. Keep sweet your sense of humor, and above all do not let any morbid feelings of inferiority creep into your soul. You will find yourself sensitive enough to the sympathy of others, and if you do not find people who like you and are willing to meet you more than halfway, it will be because you have let your disability narrow your vision and shrink up your soul. It will be really your own fault, and not that of your circumstances. In a word, keep looking outward; look out eagerly for those things that interest you, for people who will interest you and be friends with you, for new interests and for opportunities to express yourself. You will find that your disability will come to have little meaning for you, that it will begin to fade quite completely out of your sight; you will wake up some fine morning and find yourself, after all the struggles that seemed so bitter to you, really and truly adjusted to the world.

**Teacher Competences in Hungarian Regulations
Ministry of Education (ME) Decree 15/2006 (April 3)**

1. (ME) To shape student's personality

ELTE Faculty of Pedagogy and Psychology (ELTE FPP)

1. (ELTE FPP) To shape student's personality

1.1. Understanding learners, learning and education

1.2. Comprehensive personality development

Inclusion (Incl.)

*** To respect human values**

**2. (ME) To support and develop student groups and communities;
to exploit the pedagogical potential inherent in learner communities;
to assist an understanding of individual differences;
to make use of intercultural education programmes;
to develop cooperation-skills**

2. (ELTE FPP) To support and develop student groups and communities

2.1. To develop student groups and community values

2.2. To create opportunities in pedagogical and school practices

2.3. Inter/multiculturalism

*** (Incl.) Ability to learn how to value all kinds of skills that students bring to class, not just the academic skills**

3. (ME) To develop educational methods

4. (ELTE FPP) to plan the pedagogical process

*** (Incl.) Ability to plan the pedagogical process making use of students' diversity**

*** Ability to determine how to modify assignments for students;
How to design classroom activities with so many levels that all students have a part**

4. (ME) To use professional skills to increase student's knowledge, skills and competences

3. (ELTE FPP) To apply knowledge of subject matter, pedagogy and curriculum

3.1. Knowledge of subject matter

3.2. Knowledge of curriculum

*** Ability to make advantage of children's individual interests and use their internal motivation for developing needed skills**

*** Ability to provide daily success for all students.**

*** Teachers have to work to counteract the message all students get when certain students are continually taken out of class for special work**

5. To develop the foundation of lifelong learning

5.2. (ELTE FPP) to provide learning environment

5.3. To prepare students for self-regulated learning

*** (Incl.) Ability to use students' individual interest and internal motivation to promote lifelong learning**

**6. (ME) To develop varied teaching and learning methods;
to select appropriate learning resources;
to use new information and communication technologies;
to create an effective learning environment**

5. (ELTE FPP) To Manage the learning process

5.1. To choose the educational strategy

5.2 To provide learning environment

5.3. To prepare students for self-regulated learning

*** To provide the most suitable learning environment for each student**

**7. To use a variety of educational assessment methods;
to organise and lead the learning process**

**6. (ELTE FPP) To assess pedagogical processes and continuous
development of students' personalities**

6.1. to choose methods of assessment

6.2. To choose and prepare assessment materials

*** (Incl.) Ability to set high but alternative expectations that are
suitable for the students; this means developing alternative
assessments.**

*** Ability to make appropriate expectations for EACH student**

8. (ME) Professional collaboration and communication

7. (ELTE FPP) Professional collaboration and communication

7.1. Cooperation with different players of education

7.2. Effective communication

*** Ability to work in a team and cooperate with special education teachers**

9. (ME) A commitment to professional development and learning

8. (ELTE FPP) Commitment, professional responsibility

8.1. Accepting and playing professional roles

8.2. Self-respect, mental health

8.3. ICT knowledge

8.4. Research and development

*** Keeping pace with trends of special education**

Competences general education teachers need in an inclusive environment:

- A realization that every child in the class is their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.**
- Knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs.**
- Working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.**
- Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix.**
- Flexibility and a high tolerance for ambiguity.**

We propose:

To include

Disability Studies (1 term)

Studies on different disabilities (1 term)

In teacher training

Sources

Bourne, Randolph: The Handicapped (1911) The Ragged Edge Magazine (2001/3)

www.ragged-edge-mag.com/0501/0501ft2-1.htm

**„Objectives of teacher training, key professional competences”
in Appendix 4 to Ministry of Education Decree 15/2006 (April 3)**

Dingle, M.; Falvey, M. A.; Givner, C. C.; Haager, D.: Essential Special and General Education. Teacher Competencies for Preparing Teachers for Inclusive Settings (2004) Issues in Teacher Education, v13 n1 p35-50.
www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ796426

EUROPEAN COMMISSION Directorate-General for Education and Culture Common European Principles for Teacher1 Competences and Qualifications

www.see-educoop.net/education_in/pdf/01-en_principles_en.pdf

Thank you for your attention!

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Eger, 11th May 2010