

INCLUSIVE TEACHER EDUCATION

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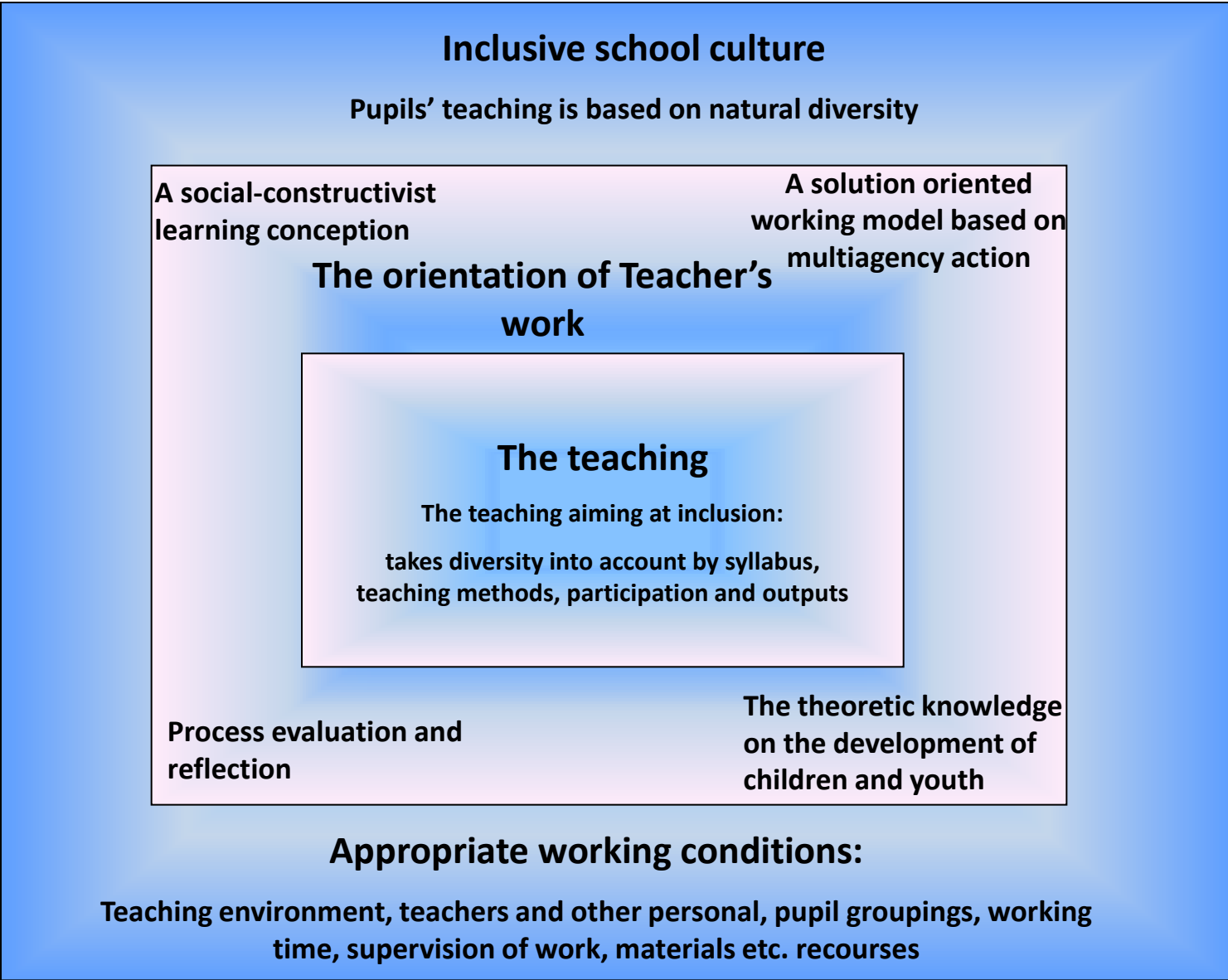
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INCLUSIVE TEACHING PRACTICE

- AIM: Students learn how to teach in heterogeneous classes
- METHOD: Two teacher training school teachers are supervising teacher students together
- Students get two perspectives: special and general education which combines to basic (~inclusive) education
- Teaching practice is based on the co-operation of a special education and a class teacher
- DURATION: The whole practice lasts for 5 weeks students practice co-operatively, teaching at least 4 lessons or more, in final practice maybe more, depends on the teacher trainers



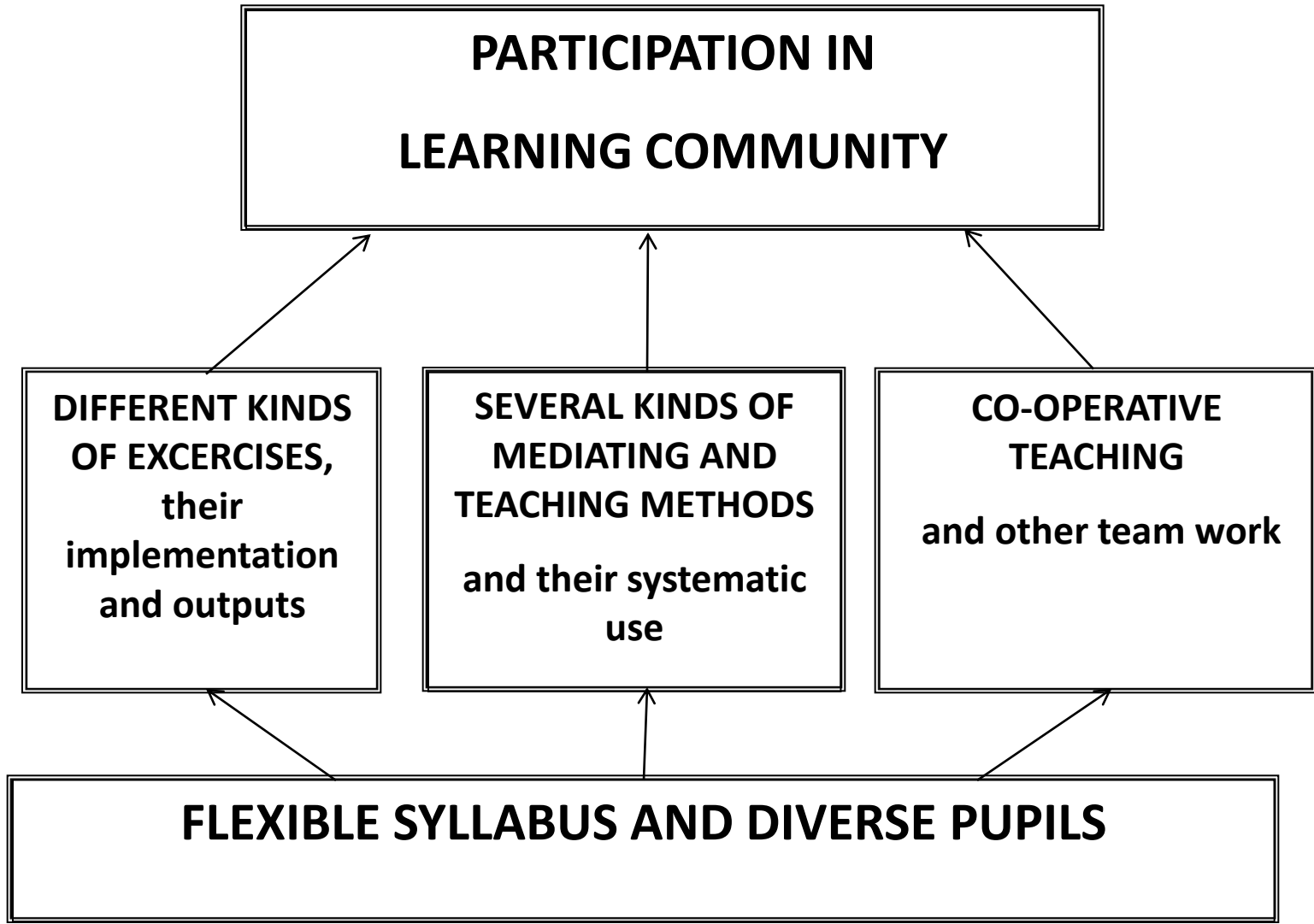
The plain model of inclusive teachership Lakkala 2008

The orientation of Teacher's work

- **1.) The social-constructivist learning conception:**
- requires reflective, interactive and mediative teaching methods
- **2.) The Process evaluation and reflection:**
- requires experiential learning (Kolb)
- requires skills to explore yourself, your feelings etc.
- requires possibilities to “fail”
- makes possible to combine theoretic issues into practice

The orientation continues...

- **3.) A solution oriented working model based on multiagency action:**
- discussions about how to solve difficult situations
- how to modify learning environments
- how to get help from other experts
- **4.)The theoretic knowledge on the development of children and youth**



The teaching aiming at inclusion Lakkala 2008

- Lakkala Suvi: Inclusive Teachership. An action research in teacher education. Rovaniemi: University of Lapland 2008. Acta Universitatis Lapponiensis 151. Dissertation: University of Lapland.