



Teacher education for Inclusion

Linz, 17th of May 2011

Competences Approach

- Competences Approach in Danish Educational System – General perspective in relation to European Framework
- Danish Initial Teacher Education (ITE) – a short overview
- Danish ITE and the the Profile of inclusive Teachers



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Competences Approach in Danish Educational System – General perspective

The Danish educational system is generally moving towards a competence approach

All learning goals and outcomes are formulated in terms of competences



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Danish ITE – a short presentation

ITE for primary and lower secondary school (grade 1 – 10)

Delivered by University Colleges

The overall aims of the ITE training programme are to

- provide the students with the necessary academic and educational insight and practical training,
- Contribute to furthering the students' personal development, and
- Contribute to developing the students' interest in and ability to participate actively in a democratic society.



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Danish ITE – a short presentation

The teacher-training programme takes 4 years / 240 points ECTS .

The programme consists of the following for all students:

- Educational subjects in the form of general educational theory, psychology and educational science (a total of 33 ECTS points)
- Christian studies/livsoplysning/citizenship (17 ECTS points)
- 2 or 3 main subjects (a total of 144 ECTS points)
- A Bachelor of Education project (10 ECTS points)
- Teaching practice (36 ECTS points)



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Danish ITE – a short presentation

The educational subjects are especially concerned with

- Planning, implementing and evaluating the teaching (in general educational theory),
- Children and young people's learning, development and social interaction (in psychology), and
- Teaching, formation, education, upbringing and socialization in a societal context (in educational theory and practice).



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In addition to this, the educational subjects are concerned with, among other things, leading classes and topics relating to cooperation between the school and the home.

Furthermore, through the educational subjects the students acquire the fundamental social educational competences and basic knowledge about how best to organise, implement and evaluate the teaching of bilingual children.



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Danish ITE – a short presentation

The educational institution coordinates the teaching practice with the other parts of the training programme in accordance with the following key requirements, in particular:

- The teaching practice has a total duration of 24 weeks.
- Educational progression takes place in every teaching practice period.
- The major part of the student's teaching practice hours are organised in programmes running over whole weeks.
- A coherent teaching practice period - school period - of 7-9 weeks is placed in the third or fourth year of study and is concluded with the students independently being in charge of the teaching.



Danish ITE and the Competences Approach of the Inclusive Teacher

1. Valuing pupil diversity

Generally the Danish school system support this approach – also in ITE at a general level – but how in concrete practice?

Focus in special education subject and in teaching practice

2. Supporting all learners

General debate in Denmark: supporting only the weak students? Or supporting the strong students too?

Teachers asking for effective methods / effective teaching approaches



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3. Working with others

The students are very concrete working with enhancing these competences in the teaching practice period.

Developing the teaching practice in the project 'Expert in teaching'. – Good description of the very key point in Danish teacher education.

Moving from

- 'Private practitioner' to
- 'Collective practitioner'



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4. Continuing personal professional development

'Teachers as reflective practitioners' – very good expression. -
Bach. Project: Combination of own reflection and investigation projects

'Teachers must accept responsibility for their own lifelong learning'.
Yes – but what about the school leaders and the school authorities (municipalities)?

If you want to change the schools you cannot (solely) rely on ITE –
you must invest in CPD.

