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Teacher Education for inclusion

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Despite differences between countries there is an explicit framework of international and EU level policy that impacts upon inclusive education and teacher education

Research does not support the use of ability grouping or differentiated special education

Inclusive education is about all learners – not only those who have school related difficulties

Therefore inclusive education is the responsibility of general education – not that of special education. Inclusive education is about all teachers – not only those who have specialist education

This implies that inclusive education is the responsibility of initial teacher education.

In many countries declining results on PISA, TIMMS and PIRLS are often met by a stronger emphasis on subject theoretical knowledge and national testing at the price of maintaining inclusive learning environments

Inclusive education is not part of a discourse of deficits. Instead it concerns issues of gender, ethnicity, socioeconomic conditions, well-being and human rights where access, participation and achievement are fundamental components

Within higher education with all its academic cultures and traditions, teacher education needs to compete with other value hierarchies in a way that schools may not have to

In addition teacher education is characterised by diverse interests that may guide the identification of necessary teacher competencies and how knowledge and values are identified, understood and transferred

In identifying a profile of inclusive teachers and inclusive teacher educators, four core values have been formulated as a result of the Agency's work with teacher education experts in 25 European countries

- Valuing learner diversity
- Supporting all learners
- Working with others
- Continuing professional development