


Profile of Inclusive Teachers – Reactions and Reflections

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Profile of Inclusive Teachers – Reactions and Reflections

- Focus of profile is on teacher pre-service training and new qualified teacher induction
- Give a history of induction in Malta
- Mentoring implications

Profile of Inclusive Teachers – Reactions and Reflections

- Essential question is ‘how all teachers are prepared via their initial education to be inclusive’. Question for management is; how well is the structure we are providing, including employee support and training services, facilitating and motivating teachers to be inclusive? It is useless for teachers to attempt, to value inclusivity if the structure they are working in, the organisation, is not built on a philosophy of inclusion and does not hold the value of inclusion close to heart. This value, this philosophy needs to be concretely evident and present in policies, procedures and guidelines issued.

Profile of Inclusive Teachers – Reactions and Reflections

- Formulation of profile sound and inclusive in itself – involvement of experts, parents, students and other stakeholders is crucial not solely for information purposes but a sense of ownership of the profile itself
- Exercise is not solely important for institutions who are responsible for teacher training but also for employers especially with regard to training and induction programmes in the first few years of service.

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- Profile is also valid for paradigm shift in mentality that is needed with experienced teachers
- Questions I take from this is; how are our induction programmes going to include the essential areas of competence that need to be developed in ALL teachers? What changes need to be made to our mentoring programmes so as to address these areas of competence?

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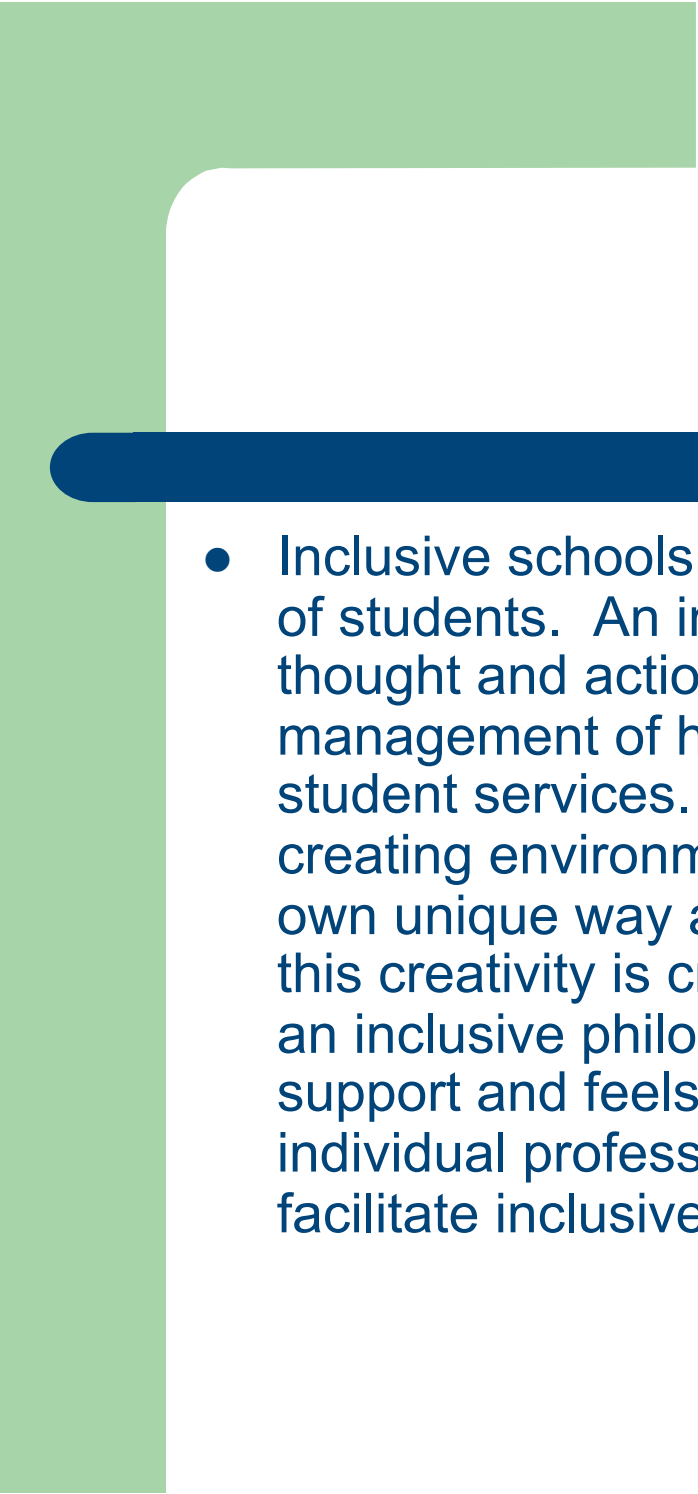

- Inclusive education is the responsibility of all teachers. I would extend this to stating that inclusive education is the responsibility of all educators. The Directorates are investing heavily in multidisciplinary team in schools, as well as, the setting up of a myriad of support services so as to enable teachers to be more inclusive; SEBD specialists, inclusive education specialists, INCOs, youth workers, trainee counsellors, trainee psychologists
- Out of class services also have the precise remit of re-integration into class (LSZs, nurture groups, LSCs)

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- “Inclusive education is an over-arching concept impacting on different policies and implementation approaches in compulsory, higher and teacher education.” I would also extend this to “Inclusive education is an over-arching concept impacting on different policies and implementation approaches to educational service delivery, as well as, curriculum development, management and implementation.”

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- “The goals of inclusive education are achieved within settings and systems that value everyone equally and see schools as community resources that promote sustainability”. – The College experience in Malta is proving to be an essential community resource.

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- Inclusive schools are not there solely for the respect of diversity of students. An inclusive philosophy also entails inclusivity in thought and action in school resource management, in the management of human resources, as well as, the provision of student services. Respecting the diversity of teachers and creating environments that allow them to be creative in their own unique way and support the professional development of this creativity is crucial in instilling, inculcating and encouraging an inclusive philosophy. A teacher who feels respect, feels support and feels motivated, with specific reference to their own individual professional diversity, is more likely to create and facilitate inclusive environments in their own class.

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- Identifying core values for inclusive education is a challenging task and one that is effected by culture, time and belief systems.
- This is indeed an ambitious task but one that helps us policy makes and educational leaders to think, reflect and implement.

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- General Principles underpinning the areas of competences proposed for inclusive education
- Inclusive education is the responsibility of all teachers.
- All educators, not solely teachers and all policies, procedures and guidelines need to reflect this responsibility. If inclusive education is also essentially a human rights issue and a question of entitlement then it follows that teachers need to include all students in their teaching and not use a one size fits all approach that marginalises some students – Focus on the Malta experience
- Colleges
- 11+
- Networking
- Curriculum Review
- Support Services
- Inclusion of Resource Centres in to Colleges
- Syllabi
- Levels of Learning
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Profile of Inclusive Teachers – Reactions and Reflections

- Areas of competence for inclusive education do not only focus upon meeting the needs of specific groups of learners; they provide all teachers with the foundation they need to work with learners with a diverse range of needs within a mainstream classroom
- Differentiated Teaching
- Reality: Fear, Phased in Approach

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- Areas of competence identified for ITE are the foundation of key attitudes, knowledge and skills that need to be built upon during induction and further teacher education opportunities
- Implications for induction and mentoring programme

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- Areas of competences all teachers need to work in inclusive settings are not in contradiction to the specialist education and training for SNE teachers who may support mainstream teachers in their work
- Encouraging to note and support the development of student specialist support services, INCOs, inclusive education specialists, counsellors, psychologists, youth workers, resource workers, occupational and speech therapists, SEBD specialists – all there to support teacher in the classroom. Literacy support teachers, core competencies teachers, etc

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- Areas of competence identified in this profile are deliberately broad to support the development of teachers as lifelong learners and reflective practitioners
- Profile is not solely a guide, a motivator to initial teacher education programmes but provides a map, a route for lifelong teacher training and professional development.

Four Core Values

Valuing Pupil Diversity

- Underpinning basic value at the core is **ALL STUDENTS CAN LEARN**. This belief then motivates teachers to find ways of making that learning accessible.

Four Core Values

- Supporting All Learners
- Malta – 0.36% of the total school population attend resource centres. The absolute majority are in mainstream schools. This is an achievement to be celebrated. We are now focusing about what is happening in the mainstream schools.

Four Core Values

- Working with Others
- Experience of networking in the Colleges.
- Continuing Personal Professional Development
- A teacher who is inclusive in her approach must not only be professionally competent to teach but should uphold a number of basic principles that include valuing all students equally, supporting all learners and collaborating with stakeholders. Continuous professional development is another responsibility that teachers must understand and practice. This is a challenge in Malta where this is seen as an obligation and not as something teachers firmly believe in and strive to achieve.

Implications for Education Directorates

- How is the curriculum framework we are going to propose going to be more inclusive in its development and implementation?
- How is school infrastructure encompassing this inclusive philosophy?
- How are school resources being distributed to reflect this inclusive education approach and belief?
- How is our human resource management reflecting this value of inclusivity?
- Planning
- Customer Care
- Recruitment
- Performance Appraisal

Implications for Education Directorates

- How are our student services developing so as to support teachers to develop the competences listed in the profile?
- What is the experience of students? Are they feeling more included?
- What about parents?
- What about the community?
- Are our doors open to diversity while still allowing a structure, a framework to guide?

Implications for Education Directorates

- What investment do we need to make in our school leadership so as to have leaders who are beacons in the development of such competences?
- How does one transform the school culture to be more inclusive in its approach?



Directorate for Educational Services



Thank You