Teacher Education for Inclusion - Denmark

May 2011
UCsyddanmark
Expectations for the meeting and country view of the profile

- The aims of the meeting from the hosts’ perspective
  - Aims of the visit
    - Through presentations, discussions and reflections develop the profile
    - To be more perceptive on the inclusion project in the initial teacher education in DK and how to match the inclusive process in the Municipalities
    - To get inspiration to our further development
    - To hear your views and experiences on how to develop an inclusive milieu in the initial teachers training
Expectations for the meeting and country view of the profile

- Items:
  - How the Municipalities work with inclusion
  - How the Danish teacher education implement inclusive thinking
  - Provide summary information on the National context for teacher education and
Experiences from former visits

- From former visits - through earlier presentations about the Danish initial teachers training – reflected in other countries projects

- Realized - that we have some work to do
View of competence approaches

- In DK Inclusion is in focus
  - Politically
    - National – governmental – inclusion as a task, support inclusive projects
    - Local level - municipality policy
    - In mainstream schools
    - In the teacher education
Initial Teacher Education

- Will be presented by ph.d. Christian Quvang and Decan Nils – Georg Lundberg
Municipality policy for inclusive schools – Mainstream schools

The focus is on
- More children in the mainstream classroom (not in special settings)
- classroom management
- the teacher’s personal influence on inclusive education and the learning environment

Schools are becoming more aware of recognising learners’ learning opportunities. (learning styles)

The focus is on evidence-based factors to create inclusive learning environments
Mainstream schools

- Special education and general education
  - Still different areas (SEN teachers and general teachers, but is changing
  - All teachers take responsibility for all learners – is in progress
  - Many institutions and special schools are changing, children from special school to mainstream
Mainstream schools

- Teachers need more knowledge to meet the diversity. Need to believe themselves as qualified
- Teachers need to take the responsibility for all learners
- Teachers need to see the possibilities and not just the economy measure
- Teachers collaboration between subjects
A Danish mobile task force
- 2010

Recommendations for the school system

- Teachers competences
- School leaders competences
- Research in school development
- Sharp goals for pupils
- Stronger focus on results
- More pupils in mainstream
- Effective support for SEN pupils
- More flexibility for the Municipalities
- Bigger schools and better scientific education

- From the newspaper / May 2011
  - The Teaching Profession must be more attractive
A Conference about inclusion and SEN competences – KL

- May 4th

- Competences to meet the complexity of inclusion:
  - Analyzing and reflective competence
    - To meet the complexity of the classroom milieu
  - Flexibility and ready to meet challenges
  - Able to see his own professionalism and self-understanding as a teacher
  - Able to combine different forms of knowledge – learning abilities, diagnoses, neuroscience, cooperation, IT and so on
The European Framework for Key Competences for Lifelong Learning

- The European Framework for Key Competences for Lifelong Learning identifies and defines eight key competences necessary for personal fulfilment, active citizenship, social inclusion and employability in a knowledge society:
  1. communication in the mother tongue;
  2. communication in foreign languages;
  3. mathematical competence and basic competences in science and technology;
  4. digital competence;
  5. learning to learn;
  6. social and civic competences;
  7. sense of initiative and entrepreneurship;
  8. cultural awareness and expression.

- Initial education and training should support the development of these key competences to a level that equips all young people — including the disadvantaged — for further learning and working life. Adult education and training should give real opportunities to all adults to develop and update their key competences throughout life.