



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 proces 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



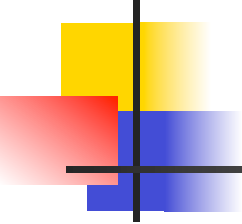
View of competence approaches

- 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
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- 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 (7) 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.