



TEACHER EDUCATION FOR INCLUSION

The Agency project on Teacher Education for Inclusion (TE4I) has explored how all teachers are prepared via their initial education to be 'inclusive'. The project set out to identify the essential skills, knowledge and understanding, attitudes and values needed by everyone entering the teaching profession, regardless of the subject, specialism or age range they will teach or the type of school they will work in.

The Project Report 'Teacher Education across Europe – Challenges and Opportunities' (2011) makes recommendations for teacher education and recommendations for wider policy that will support the development of teachers. Teacher education throughout Europe needs to be further developed if it is to effectively prepare teachers to meet the needs of more diverse learners in the classroom.

The TE4I project findings reinforce the main concerns highlighted at European policy level and clearly indicate the need to:

- Develop more effective recruitment and selection processes;
- Improve teacher education systems including initial teacher education, induction, mentoring and continuing professional development;
- Strengthen the profession and ensure the quality of teacher educators;
- Improve school leadership.

Most importantly, the TE4I project findings argue for the need to improve teacher competences and promote professional values and attitudes and Agency country representatives requested concrete information on the necessary competences, attitudes, knowledge and skills required of all teachers working in inclusive settings. As a result, a Profile of Inclusive Teachers has been developed.

Four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education. These core values are associated with areas of teacher competence. The areas of competence are made up of three elements: attitudes, knowledge and skills. A certain *attitude* or belief demands certain *knowledge* or level of understanding and then *skills* in order to implement this knowledge in a practical situation.

The Profile has been developed around this framework of core values and areas of competence:

Valuing Learner Diversity – learner difference is considered as a resource and an asset to education.

The areas of competence within this core value relate to:

- Conceptions of inclusive education;
- The teacher's view of learner difference.

Supporting All Learners – teachers have high expectations for all learners' achievements.

The areas of competence within this core value relate to:

- Promoting the academic, social and emotional learning of all learners;
- Effective teaching approaches in heterogeneous classes.



Working with others – collaboration and teamwork are essential approaches for all teachers.

The areas of competence within this core value relate to:

- Working with parents and families;
- Working with a range of other educational professionals.

Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning.

The areas of competence within this core value relate to:

- Teachers as reflective practitioners;
- Initial teacher education as a foundation for ongoing professional learning and development.

Teacher Education – European Parliament Round table – 10.45-11.15

Introduction: which criteria do teachers need to meet to become inclusive teachers?

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Feedback from:

Micheline Sciberras, Director General, Directorate for Educational Services, Ministry of Education, Malta. As Director-General her responsibilities are to ensure the effective and efficient operation and delivery of services to the Colleges and schools within an established framework of decentralisation and autonomy.

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Floor open to questions