Teacher Education for Inclusion
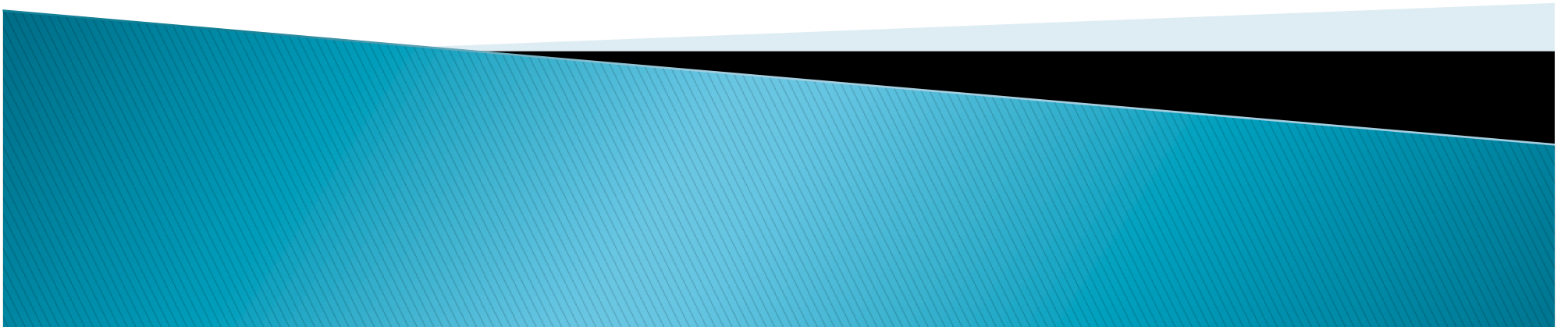
The Welsh Context
Huw Roberts, University of Wales, Bangor

All Wales Developments

- Government Requirements
- Equal Opportunity
    - *Children and Young People: Rights to Action (2005)*
- The Learning Country: Vision into Action (2007)
    - supported by legislation re:
    Human Rights Act (1998)
    Curriculum Orders (2008)
    Disability Discrimination (1995)
    Sex Discrimination (1975)
   SEN and Disability Act (2001)
    Equalities Act (2006)
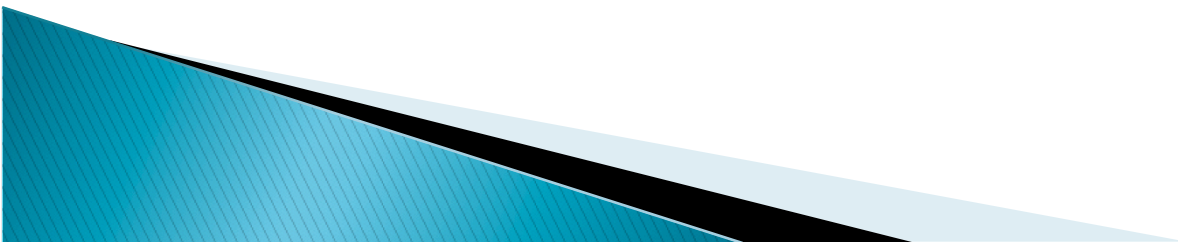
Rethinking Statutory Requirements

- The term Additional Learning Needs (ALN)
- Pilots
  - Profound and severe difficulties (2%)
  - Non – complex needs
  - Co-ordinating ALN
  - Quality Assurance (+Funding)
- Pilots informing training for inclusion in
  - ITE, induction and CPD
  - SENCO and co-ordination for ALN
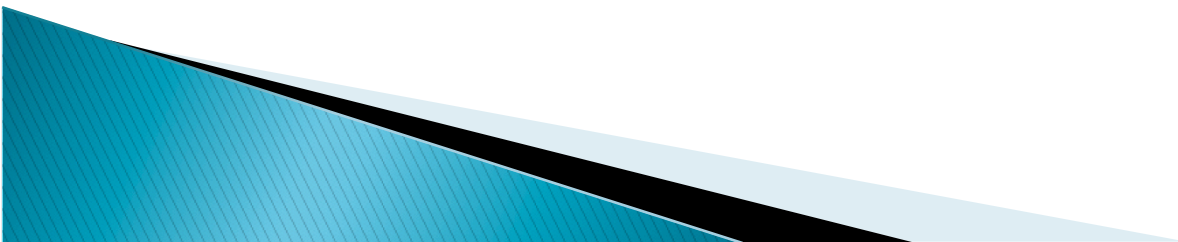
# Standards and Competences and General Developments

- Review of CPD and Professional Development Framework – overarching standards
- Continuum of Training and Standards
- School Effectiveness Framework
- A curriculum for all learners
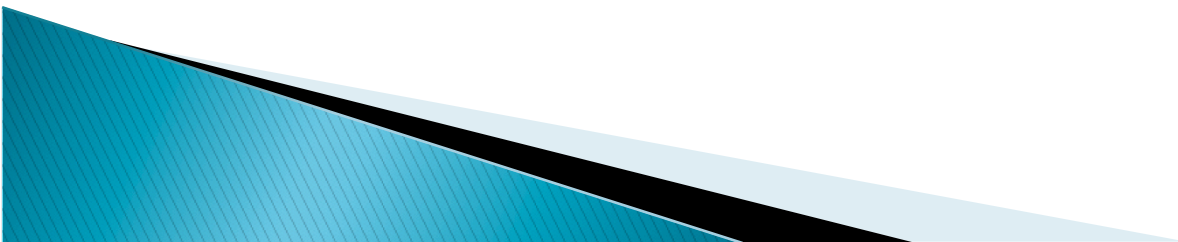
# Within European Context

...building on diverse individual competencies, the differing needs of learners should be met by ensuring equality and access to those groups who due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfil their educational potential.

Key Competences for Lifelong Learning
European Reference Framework (2007)
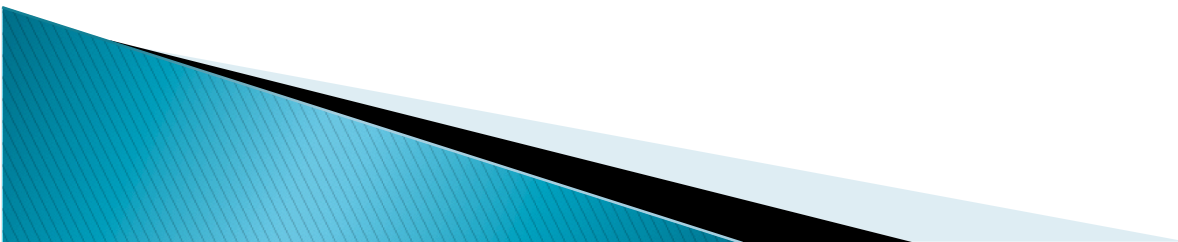
European Key Competencies covered in Guidance on Standards

- Welsh Assembly Guidance Becoming a Qualified Teacher: Handbook of Guidance (2009)
- Standards as Outcomes for Trainees covering all statutory requirements and non statutory guidance
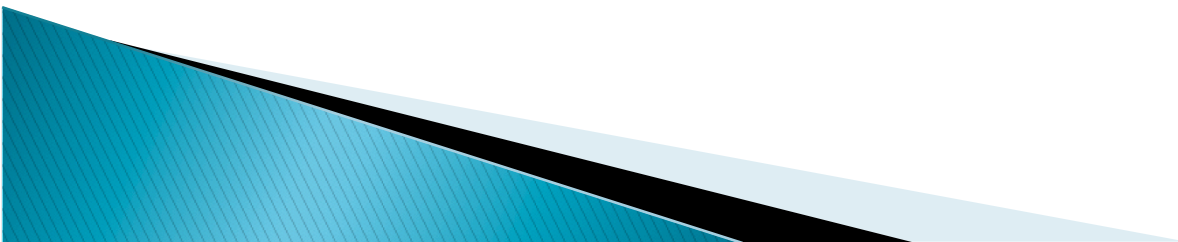
European Key Competences and Wales

- Communication in mother tongue

- Foreign Languages

- A bilingual Country and rights of the Welsh language

- Secondary school age Curriculum

Europe

Wales

European Key Competences

- Mathematics, science and technology, digital competence

- A curriculum for all learners (all the curriculum)
- Including all learners statement
- Planning to include all learners to access relevant skills. knowledge and understanding at every phase.
- Skills Framework 3-19 (2008)

Europe	Wales

European Key Competences

- Learning to learn

- Within all curriculum guidance – a problem solving approach
- Pupil self assessment guiding learning
- Basic skills

| Europe | Wales |

European Key Competences

- Social and civic
- Initiative and entrepreneurship
- Cultural awareness and expression

- An inclusive curriculum
- Personal and social education framework
  - active citizenship
  - health and emotional well being
  - moral and spiritual
  - Preparing for lifelong learning
  - Sustainable development and global citizenship
  - Skills Framework
  - Curriculum Cymreig (Particular Welsh/local Identity in all areas)

Europe

Wales

Guidance Structure

- S1: Professional values and practice: the attitudes and commitment to be expected of anyone qualifying to be a teacher.

- S2: Knowledge and understanding: to be confident and authoritative in the subjects they teach and to have a clear understanding of how all pupils should progress and what teachers should expect them to achieve.

- S3: Teaching: skills of planning, monitoring and assessment, and teaching and class management underpinned by the values and knowledge covered in the first two sections.
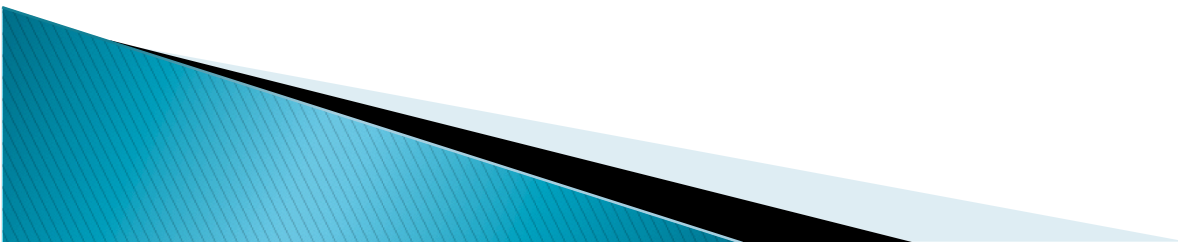
Particular Standards

- **S1.1 Understanding everyone's learning needs, maximising potential and demonstrating commitment**

- To gain QTS, trainees must show that demonstrate that they understand the diverse learning needs of learners
- Teachers are expected to have a professional commitment to raising the educational achievement of all learners
- Teachers need to know how to draw on their understanding of their learners' social, cultural, linguistic, religious and ethnic backgrounds to support learning
- Teachers who are aware of the experiences and interests that learners bring to their learning are better able to address their learning needs. This Standard is about the <u>attitudes of trainees and their professional relationships</u> with their learners

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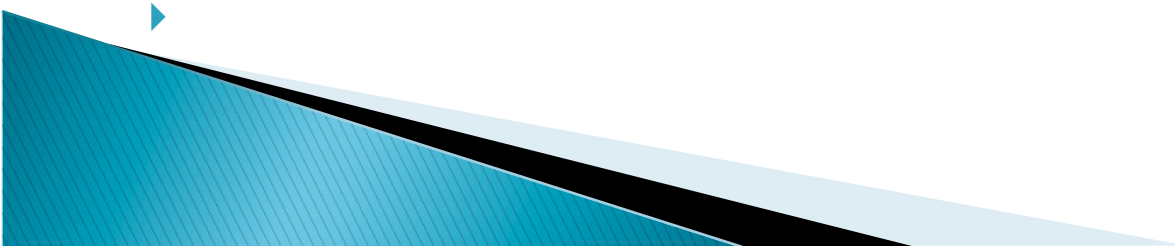
Welsh Guidance Structure

> Standards

> Scope – Explaining Standards

> Evidence required
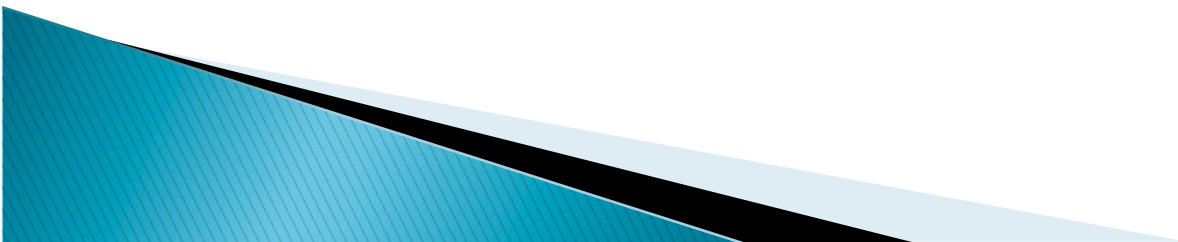
Examples of Guidance

   S2.6 To gain QTS, trainees must demonstrate that they understand their responsibilities under the SEN Code of Practice for Wales and know how to seek advice from specialists on less common types of special educational needs.

- This Standard requires trainees to be aware of their responsibilities, the legislative requirements relating to SEN (ALN) and disability, and the rationale for the inclusion of those with special educational needs and disabilities in mainstream education.
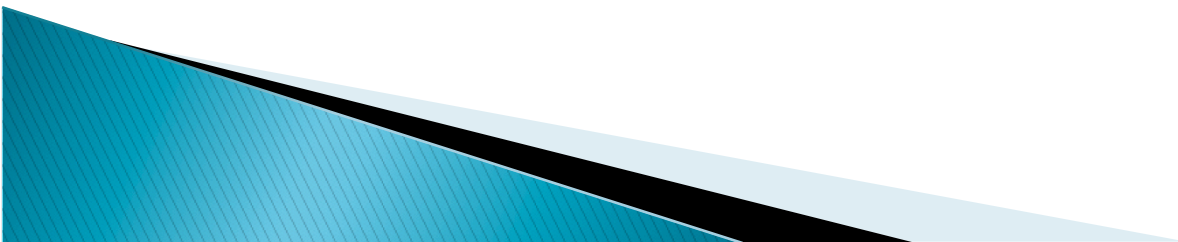
Standard 3.2.4 Learner Needs

- To gain QTS, trainees must demonstrate that they identify and support more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.

- Trainees may have guidance from an experienced teacher where appropriate. The trainee needs to demonstrate in their teaching that they can, with support, employ appropriate teaching strategies and devise tasks and activities to support the learning of both the more able and talented and those working below age-related expectations?

- Standard 3.3.4 stresses the need to differentiate teaching

Trainees and Diversity

- To gain QTS, trainees must demonstrate that they take account of the varying interests, experiences and achievements of all children.
- Trainees are required to avoid cultural stereotyping and reinforce positive messages about minority ethnic groups and cultures and value the experiences learners bring from their lives outside the classroom, including linguistic, ethnic and cultural differences.

Standards as outcomes for assessment

- Proforma for Tutors and mentor in partnership schools
- Formative and summative assessment
- Professional Values and Practice
- Knowledge and understanding
- Teaching
  - Monitoring and assessment
  - Teaching and Class Management

+targets for each

Open discussion with Trainee.

Issues regarding Practicalities

- Permeation in all course work/subjects and defining mainstream inclusion
- Evaluation through evidence of practice
- Theory and child development – knowledge for first post
- Practical experiences – working with others
- Reflection by trainees
- Training all for a shared belief

See concluding remarks *Teacher Education for Inclusion International Literature Review*