Teacher Education for Inclusion
Portugal

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Schools are facing considerable changes

- A national plan to raise reading competences
- A national programme to increase access to technologies
- Educational and training courses, with double certification, for young people of 15 years and above, at risk of leaving school
With particular regard to SNE, the challenges include:

- Reorganisation of the SNE support system
- Redefinition of the role of special schools to bring out their contribution in working with mainstream schools to support greater inclusion
- A central role of the mainstream teacher in the education of pupils with SEN
Schools are facing considerable changes

Challenging Role of Mainstream Teacher
Skills and abilities

Multi-disciplinary teams carry out initial identification assessment with mainstream classroom teachers, parents and pupils as full partners in the assessment process.

Collect assessment information

Monitor and raise educational standards

Reviewing IEP

Preparation of IEP

Implementing IEP

Working with individual learners as well as heterogeneous groups
Initial Teacher Education

Initial teacher training is carried out in higher education institutions – polytechnics and universities – with the Master’s degree being the minimum academic qualification for the teaching profession, according to the changes introduced within the Bologna Process.

<table>
<thead>
<tr>
<th>Bachelor</th>
<th>Basic Education</th>
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<tbody>
<tr>
<td>Master degree</td>
<td>1st cycle</td>
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Generalist teaching activity in preschool and 1st and 2nd cycle from basic teaching
Initial Teacher Education

The initial teacher education curriculum

Educational components

- General educational training
- Specific didactics
- Introduction to professional practice
- Cultural, social and ethical
- Education research methodologies
- Training in teaching domain
### Initial Teacher Education

**A general profile**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Competencies</th>
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<tr>
<td>Professional and ethics</td>
<td>Encourages the development of students’ autonomy and their full inclusion in society, taking into account the complex and differentiated learning process.</td>
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<td>Development of teaching and learning</td>
<td>Promotes meaningful learning in the context of the objectives of the class curriculum, developing core competencies.</td>
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<td>Participation in school</td>
<td>Promotes interactions with families, particularly in the context of live projects and training and of their students.</td>
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<tr>
<td>Professional development and training</td>
<td>Reflects on their practices, relying on experience, research and other relevant resources to the assessment of their professional development, particularly in their own training project.</td>
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