



# 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

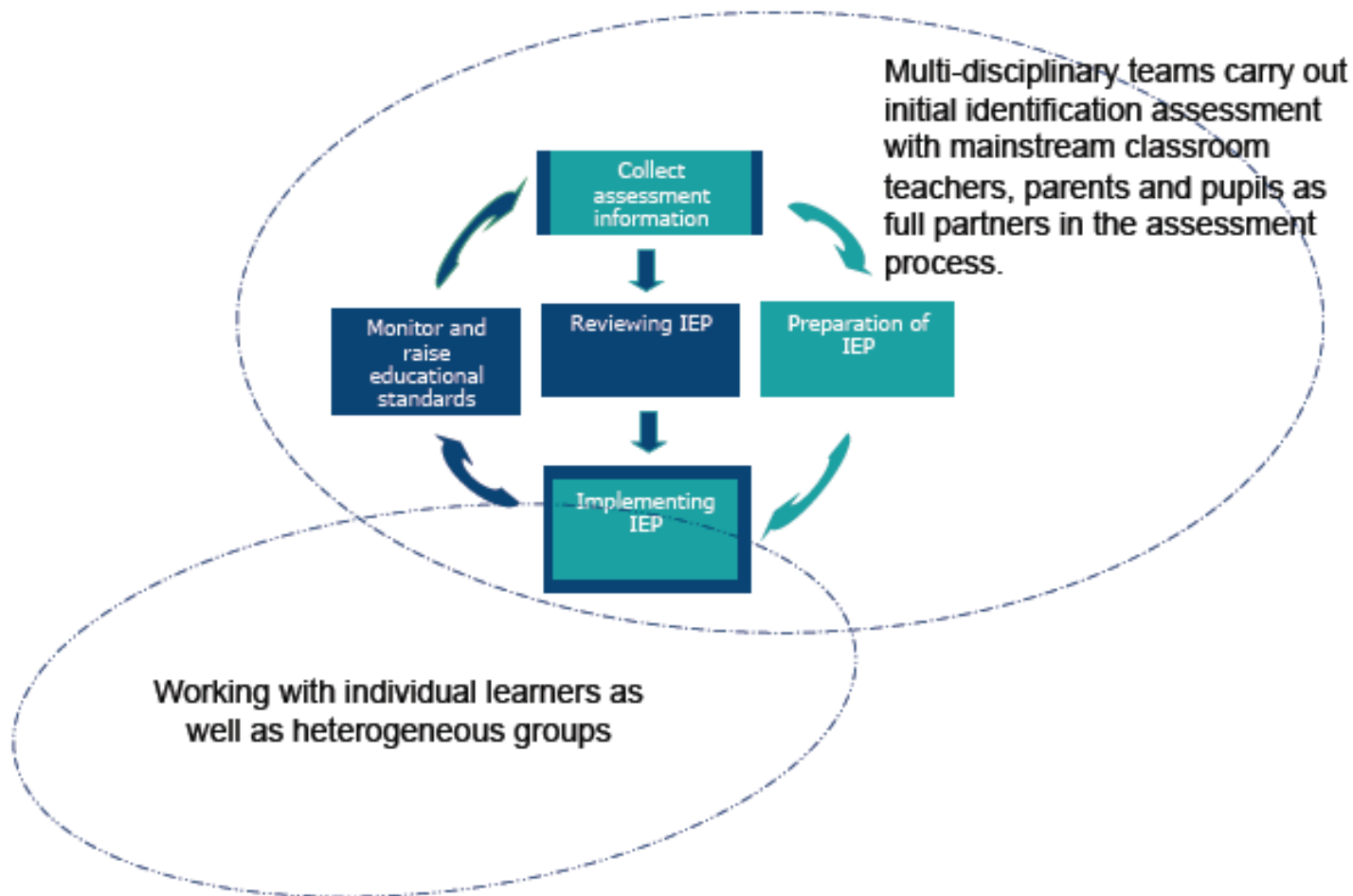
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**With particular regard to SNE, the challenges include:**

- 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

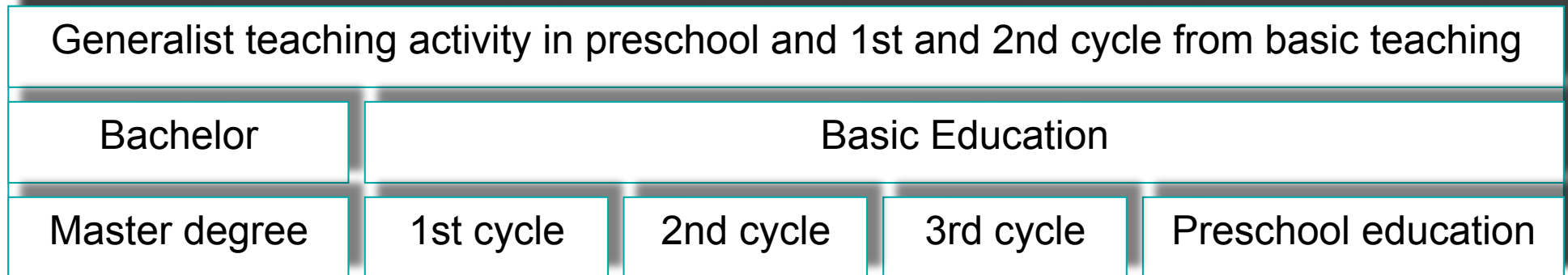
# Schools are facing considerable changes

## Challenging Role of Mainstream Teacher Skills and abilities



# 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.



# 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
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# Initial Teacher Education

*A general profile ...*

Dimensions	Competencies
Professional and ethics	Encourages the development of students' autonomy and their full inclusion in society, taking into account the complex and differentiated learning process.
Development of teaching and learning	Promotes meaningful learning in the context of the objectives of the class curriculum, developing core competencies.
Participation in school	Promotes interactions with families, particularly in the context of live projects and training and of their students.
Professional development and training	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.