

Teacher Education for Inclusion

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Country Study Visit

May 25th – 27th 2010

University of Borås

Sweden

Participating countries at the Borås Study Visit

Austria, Belgium (Flemish speaking community), Germany, Iceland, Ireland, Latvia, Lithuania, Portugal, Sweden, Switzerland, UK (England, Agency Staff)

The project will consider:

- The work of all teachers - mainstream and specialist/special education teachers;
- All forms of teacher professional development opportunities - initial training, in-service, further training/education and continuous professional development.

Four key themes:

- What kind of teachers do we need for an inclusive society in a 21st century school?
- A focus on the whole training continuum;
 - Teacher competences for inclusive education;
- A wider brief to training (involving other educational professionals).

The project will aim to provide information on best policy and practice in supporting all teachers to be inclusive teachers in the form of:

- Recommendations for policy makers;
- Recommendations for teacher training institutions;
- Examples of best/innovative practice;
- Quality indicators for teacher education for inclusion.

**Council conclusions on the
social dimension of education and
training**

**3013th EDUCATION, YOUTH AND
CULTURE Council meeting
Brussels, 11 May 2010**

Creating the conditions required for the successful inclusion of pupils with special needs in mainstream settings benefits all learners.

...providing teachers with skills to manage and benefit from diversity, promoting the use of co-operative teaching and learning, and widening access and participation, are ways of increasing quality for all. (p. 5)



Policy Guidelines on Inclusion in Education

2009

The United Nations Educational,
Scientific and Cultural Organization

Inclusion is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education.

The Dakar Framework for Action clearly paves the way for inclusive education as one of the main strategies to address the challenges of marginalization and exclusion in response to the fundamental principle of EFA, namely that all children, youth and adults should have the opportunity to learn.

Teachers and teacher education

- Teacher-education programmes, (both pre-service and in-service) should be reoriented and aligned to inclusive education approaches in order to give teachers the pedagogical capacities necessary to make diversity work in the classroom and in line with reformed curricula.

Regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.