

Teacher Education for Inclusion project
Country Study Visit
Esbjerg, Denmark
9th-11th May 2011

Use of the Profile of Inclusive Teachers for Teacher Self Evaluation

Prof Paul A. Bartolo
University of Malta

OVERVIEW

1. One of the challenges of the project is to think of ways in which the Profile of Inclusive Teachers can be used by educators
2. At Malta study visit suggestion that profile can be used for evaluation of educational policy
3. This presentation suggests a potential use of the profile by teachers for self evaluation
4. It proposes the development of the profile into such an instrument through piloting its use with current student teacher cohorts in different EU countries

USE OF PROFILE AT VARIOUS LEVELS (Malta meeting)

- Our colleague, John Anderson, applied the Profile of Inclusive Teachers (PIT) test to the 'Code of Values and Teaching Competences in Northern Ireland – are they inclusive?'
- Malta General Director of Education, Micheline Sciberras, suggested the profile can be used to evaluate inclusiveness of educational management policies and that *'Profile is not solely a guide, a motivator to initial teacher education programmes but provides a map, a route for lifelong teacher training and professional development.'*

Maltese context: Use of the Index for Inclusion

In Malta we have used an adapted version of the *Index for Inclusion* (Booth & Ainscow, 2002 – a new revised version is out this month) for schools' self-evaluation as well as for teachers' self evaluation (Bartolo et al., 2002 – see example on next slide).

e.g. Check: HOW ACCESSIBLE ARE LESSONS TO ALL STUDENTS?

C.1.2. Teachers are concerned to support the learning and participation of all students		What is happening in our school?			
		Not Initiated	Initiated	Implem. Often	Implem. with Excel.
Specific indicators					
I	Lessons extend the learning of all students.				
II	Lessons build on the diversity of students' experience.				
III	Lessons reflect differences in students' knowledge.				
IV	Lessons reflect the different rates at which students complete tasks.				
V	Lessons allow for differences in learning styles.				

PIT for teacher self-evaluation?

- Here the draft PIT areas of competence were used to derive almost verbatim indicators to be used as a self-evaluation questionnaire (see next slide).
- Maybe each PIT area of competence can be developed into more detailed specific indicators.
- But here only one general indicator was derived from each PIT statement leading to a questionnaire of 104 indicators that may be scored possibly in about 20 minutes.

e.g. **Turning PIT areas of competence into indicators**

“VALUING PUPIL DIVERSITY

Learner difference is considered as a resource and an asset to education

... education is based upon a belief in equality, human rights and democracy for all learners;”

- *I think that all learners have equal rights to a quality education*
“... inclusive education is about societal reform and is non-negotiable;”
- *I think that all learners whatever their characteristics have a right to a place in mainstream schools*
“... inclusive education and quality in education cannot be viewed as separate issues;”
- *I think that all schools should be committed to inclusive education as the best way to achieve a quality education for all.*

Self-scoring of the indicators of teacher competences for inclusion

The indicators were then put into a table as a questionnaire with four possible progressive levels of achievement (see next slide).

Because there is an assumption that the whole profile is based on ‘core values’, the levels have been described in terms of levels of commitment to them:

- For each indicator please indicate that you have either**
- (1) Not yet thought about it,**
 - or (2) Have reflected on it,**
 - or (3) Feel quite committed to it,**
 - or (4) Feel fully committed to it .**

e.g. **Self-scoring of the indicators of teacher competences for inclusion**

VALUING PUPIL DIVERSITY	Not yet thought about it	Have come across issue	Have reflected on it	Feel quite committed to it	Feel fully committed to it
1. All learners have equal rights to a quality education	1	2	3	4	5
2. All learners whatever their characteristics have a right to a place in mainstream schools	1	2	3	4	5
3. All schools should be committed to inclusive education as the best way to achieve a quality education for all	1	2	3	4	5

Knowledge, Attitudes and Skills

The difference between knowledge and attitudes and skills has been preserved by formatting skills indicators in the form of what one does:

1. I struggle against school situations which emarginate any students	1	2	3	4	5
1. I engage in respectful interpersonal interactions and relationships with all learners in my class	1	2	3	4	5
1. I regard all students, whatever their characteristics, abilities and behaviour, as being normal	1	2	3	4	5

Main target not levels achieved but which indicators are most or least addressed

- While Likert scores tend to be towards the middle, in this survey the interest will be in how the scores for each indicator compare with others to find out which areas are being picked up more or less by student teachers.

Piloting of profile with student teachers

- It is being planned to use the indicators with student teachers in Malta at the end of this semester to be able to provide feedback to the project by the summer.
- It would be very useful if it could also be used with cohorts from other countries.

References

- Bartolo, P. A., Agius Ferrante, C., Azzopardi, A., Bason, L., Grech, L. & King, M. (2002) *Creating Inclusive Schools: Guidelines for the Implementation of the National Minimum Curriculum Policy on Inclusive Education*. Floriana, Malta: Ministry of Education (available online: <http://gov.mt/frame.asp?l=1&url=http://www.education.gov.mt>)
- Booth, T., & Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools* (Rev. ed.). Bristol: CSIE.