

ESCOLA SUPERIOR DE EDUCAÇÃO DO PORTO

TEACHER TRAINING and INCLUSION

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Some questions about teacher training and inclusion in Portugal, assigned to ESE-Porto programmes and particularly in Licenciatura em Educação Básica (the core of teacher training for pre-primary and primary) that I coordinate:

- 1. What is the importance of Special Education and Inclusion in curriculum and organization of ESE-Porto Programmes?**

Licenciatura (bachelor) PROGRAMMES

Programmes (no focus on special education or inclusion)	ECTS	Courses in Special Education/ Inclusion	ECTS
Visual and Artistic Technologies Arts	180	Inclusive Education (3rd year)	4
Sciences of Sports	180	Adaptive Sports (3rd year)	5
Musical Education	180	Inclusive Education (3rd year)	5
Foreign Languages and Cultures	180	-	-
Basic Education	180	Special Education and Inclusion (2nd year)	2.5

Master PROGRAMMES - 1

Programmes (no focus on special education or inclusion)	ECTS	Courses in Special Education/ Inclusion	ECTS
English and Other Foreign Tongue Teaching	120	Special Education and Inclusion (2nd year)	4
Pre-primary and Primary Pedagogical Supervision	120	Diversity and Inclusion in Educational Contexts (1st year)	7

Master PROGRAMMES - 2

Programmes (no focus on special education or inclusion)	ECTS	Courses in Special Education/ Inclusion	ECTS
Musical Education Teaching in Primary Education	120	-	-
Visual and Artistic Technologies Arts Teaching in Primary Education	120	-	-
Science Experimental Teaching in Primary Education	90	-	-
English Precocious Teaching	90	-	-

Master PROGRAMMES - 3

Programmes (no focus on special education or inclusion)	ECTS	Courses in Special Education/ Inclusion	ECTS
Didactics of Portuguese as No Mother Tongue	90	-	-
Pre-primary Education	60	-	-
Teaching in Primary (1-4 grades) Education	60	-	-
Teaching in Primary (1-6 grades) Education	120	-	-

Teaching practice in ESE-Porto Programmes

Programmes	ECTS	Teaching Practice Courses	ECTS (total)
Basic Education (Licenciatura)	180	Initiation to Teaching Practice (IPP) – 3 courses	16
Pre-primary Education (Master)	60	Project and Teaching Practice	34
Teaching in Primary (1-4 grades) Education (Master)	60	Project and Teaching Practice	34
Teaching in Primary (1-6 grades) Education (Master)	120	Project and Teaching Practice	54

So, as we can see, the answer to the 1st question is: low.

Special Education and Inclusion has a very low importance in curriculum of ESE-Porto programmes for teacher training.

Question:

2. Teachers talk, in their classes, about Special Education, Inclusion, or Pupils with Special Educational Needs (SEN)?

Answer:

Only in Special Education and Inclusion classes, students can hear someone talking about this theme.

Each teacher teaches class subjects “forgetting” that students will work (in pre-service and when teachers) with pupils with SEN in their classes.

Question:

3. This model of teacher training (that is “the model” in Portugal) creates open mind teachers for inclusion?

Answer:

I think: no!

So the real inclusion will stay in a low level in future because our students will be the teachers tomorrow and they are not advised enough for the role of inclusion.