Teacher Education for Inclusion - Denmark

Cyprus

2011

View of competence approaches

- ## In DK inclusion is in focus
  - ### Politically
    - National – governmental – inclusion as a task, support inclusive projects
    - Local level - municipality policy
    - In mainstream schools
    - In the Initial Teacher Education

Local level - municipalities

- New figures from 2010 show an increase in the number of learners in segregated settings – outside the mainstream classroom.

- From 2007 to 2009 there was an increase from 4% to 4,7 (5,6 %)

- In most municipalities development towards policies on inclusion
  - Economy
  - Inclusive understanding – Salamanca, UN conventions
  - Inclusion for pupils – ADHD, Asperger, socio - emotionel

Mainstream schools

- Schools -
  - meet the pupil – find ressources
  - Classroom management
  - The relational influence on education

Dilemmas:

Teachers need knowledge to meet all pupils

Teachers want more ressources to be able to work with diversity

Initial Teacher Education

- The main subject, not mandatory, special needs education
    - Theoretical and practical approach to inclusion
    - Reflect on diversity
    - Reflect, analyze and evalatue
    - Give reasons for ethical choices differentiated education
    - Be aware of cooperation between professionals
    - Learning to learn for all pupils
- Not all teachers are presented for inclusive approaches
- But inclusion is implemented through differentiation in the subjects

Mainstream schools/ITE

- The focus is on class management and the teacher's personal influence on inclusive education and the learning environment.

- The teacher creates the framework of learning and ensures all learners participate and contribute to a joint feeling in the classroom.

Mainstream schools/ITE

- Teachers' attitudes also influence the way of perceiving learners' competences.

- Schools and institutions are becoming more aware of recognising learners' learning opportunities.

- The focus is on evidence-based factors to create inclusive learning environments.