Teacher Education for Inclusion - Denmark

Cyprus
2011
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-emotional
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 evaluate
  - 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.