

TEACHER EDUCATION FOR INCLUSION

Dissemination Conference



Project Findings and
Recommendations

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EU Agenda for Teacher Education

- 1) Promote professional values and attitudes
- 2) Improve teacher competences
- 3) Effective recruitment to promote educational quality
- 4) Improve the quality of Initial Teacher Education
- 5) Introduce Induction programmes for all new teachers
- 6) Provide mentoring support to all teachers
- 7) Improve quality and quantity of Continuing Professional Development
- 8) School Leadership
- 9) Ensure the quality of Teacher Educators
- 10) Improve Teacher Education Systems

Priorities for improving Teacher Education that were identified by Ministers of Education in the Council Conclusions of 2007, 2008 and 2009

Key Questions for Teacher Education Policies

- Do policies advocate radical reform of pre- and in-service teacher education in order to prepare teachers for inclusive approaches in education?
- Do they encourage a view of inclusive education as a natural way of working for every teacher?
- Do they ask the question ‘who trains trainers?’ and tackle the sensitive issue of well-established training institutes teaching out-of-date approaches?
- Do policies acknowledge the different pedagogical needs and methods used with children, youth and adults?

(UNESCO Policy Guidelines, 2009)



World Report on Disability

- ‘ The appropriate training of mainstream teachers is crucial if they are to be confident and competent in teaching children with diverse needs. The principles of inclusion should be built into teacher training programmes, which should be about attitudes and values, not just knowledge and skills ’.

(World Health Organisation/World Bank, 2011)



The Agency Teacher Education for Inclusion (TE4I) Project

- 25 Agency member countries participated in the project
- 55 experts took part in activities:
 - SNE specialist teacher educators and policy makers
 - Mainstream teacher educators and policy makers
- Representatives of OECD and UNESCO IBE joined the project activities as participant observers and the European Commission DG-EAC Schools Unit followed project activities and contributed whenever possible



TE4I project aims

- To address the essential project question: *how all teachers are prepared via their initial training to be 'inclusive'*
- To examine the essential skills, knowledge and understanding, attitudes and values needed by everyone entering the teaching profession
- To provide information on best policy and practice to support the development of TE4I
 - Recommendations for teacher education
 - Recommendations for wider policy
- To develop a Profile of Inclusive Teachers



Project outputs

- Policy review
- International literature review
- Individual country reports
- Country information database
- Synthesis report 'Teacher Education for Inclusion across Europe. Challenges and Opportunities'
- Project recommendations linked to sources of evidence document
- Profile of inclusive teachers



Project Recommendations (1)

- Effective approaches to improve the recruitment of teacher candidates and increase retention rates should be explored along with ways to increase the number of teachers from diverse backgrounds, including those with disabilities
- Research should be undertaken on the effectiveness of different routes into teaching and the course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.



Project Recommendations (2)

- The profession of teacher educators needs to be further developed with improvements in recruitment, induction and continuing professional development
- Schools and teacher education institutions must work together to ensure good models in practice schools and appropriate placements for teaching practice



Project Recommendations (3)

- Wider, systemic reform is needed to ensure the development of inclusive schools, to support the development of teacher education for inclusion.
- Reform must include clarification of the language that is used when referring to inclusion and diversity



Project Recommendations (4)

- Policies should be introduced to develop a 'continuum of support' to allow teachers to meet the full diversity of learner needs
- Accountability measures that impact upon teachers' work should reflect the importance of wider achievements that are more closely aligned to inclusive principles.

