

*CORDOBA (SPAIN) 1st – 7th April 2019*

**LEARNING TEACHING AND TRAINING ACTIVITIES: OUTCOMES**

## ***Teachers Education for Inclusion - The Profile of inclusive teacher.***

European Agency for Development in Special Needs Education.



**THE PROFILE OF INCLUSIVE TEACHER. TE4I  
OUTCOMES**

*Inclusion is an attitude...*

### **INTRODUCTION**

*The group, made up of eleven European Teachers, partners of BULGARIA, ITALY, FRANCE, SPAIN AND UK has investigated about a three-year project, conducted by the European Agency for Development in Special Needs Education, set out to identify the essential skills, knowledge and understanding, attitudes and values needed by everyone entering the teaching profession, regardless of the subject, specialism or age range they will teach or the type of school they will work in. The Teacher Education for Inclusion (TE4I) project has explored how all teachers are prepared via their initial teacher education to be 'inclusive'.*

<http://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion>

## THE MAIN OUTPUT

The Profile of Inclusive Teachers has been developed as a guide for the design and implementation of ITE programmes for all teachers. The intention is that the Profile should be considered as stimulus material for identifying relevant content, planning methods and specifying desired learning outcomes for ITE and not a script for ITE programme content. A specific request coming from Agency country representatives was for concrete information on the necessary competences, attitudes, knowledge and skills required of all teachers working in inclusive settings.

The main target audiences for the Profile are teacher educators and decision makers – managers and policy makers for Initial Teacher Education (ITE) – who are in a position to influence policy for teacher education for inclusion and then initiate and implement changes in practice.

<https://www.european-agency.org/projects/te4i>

## THE MAIN OBJECTIVES

1. Identify a framework of core values and areas of competence that are applicable to any initial teacher education programme;
2. Highlight the essential core values and areas of competence necessary for preparing all teachers to work in inclusive education considering all forms of diversity;
3. Highlight key factors supporting the implementation of the proposed core values and areas of competence for inclusive education within all ITE programmes;
4. Reinforce the argument made within the TE4I project that inclusive education is the responsibility of all teachers and that preparing all teachers for work in inclusive settings is the responsibility of all teacher educators working across ITE programmes.

**Four core values** relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education. These core values are associated with areas of teacher competence. The areas of competence are made up of three elements: **attitudes, knowledge and skills**. A certain attitude or belief demands certain knowledge or level of understanding and then skills in order to implement this knowledge in a practical situation.

The Profile has been developed around this framework of **core values** and areas of competence:

1. **Ability to assess students 'different abilities** - accepting pupils' differences as a resource and a valuable learning asset.
2. **Support all students** - teachers have high expectations for the achievements of all students;
3. **Collaboration** - Collaboration and teamwork are key approaches for all teachers;
4. **Personal professional development** - teaching is also learning and teachers are responsible for their lifelong learning

The values a teacher holds are an essential determinant of their actions. The World Report on Disability (2011) suggests that: 'The appropriate training of mainstream teachers is crucial if they are to be confident

and competent in teaching children with diverse needs.’ (p. 222). The report clearly emphasises the need for this training to be focussed upon attitudes and values, not just knowledge and skills.

**1. Ability to assess students' different abilities - Valuing Learner Diversity.** This value is linked to the following *2 areas of competence*:

**a. The perception of inclusion:** Attitudes and beliefs, based on equality, human rights and democracy for all learners; societal reform (non-negotiable); synonymous with a quality education; all learners engaged in meaningful learning activities.

1. **Teachers need to know about/ understand:** theoretical and practical concepts of inclusion; the strengths and weaknesses of their educational institutions and systems; inclusion for all learners – not only those at risk of exclusion; the language of inclusion and the implications of using different terminology; inclusive education refers to equal access to education, participation in a quality education and achievement of all learners.

2. **Essential Skills:** critically evaluate your own beliefs and values, engage in ethical practice always and respect confidentiality, reflect on historical approaches in order not to repeat them, develop coping strategies to challenge non-inclusive attitudes, develop empathy with needs of learners, ensure you model respect

**a. How a teacher views the differences in learners.**

1. **Attitudes and beliefs:** accept that it is normal to be different, learner diversity enhances learning opportunities- adds value, all learner voices should be heard and valued, recognise that the teacher has immense impact on a learner’s self-esteem, labelling learners can have a negative impact

2. **Knowledge and Understanding:** learners can be used as a resource to facilitate learning about diversity for all learners, learners learn in different ways, appreciate essential information about learner diversity, school, as a community and social environment, has the power to affect self-esteem and learning potential, diversity is never static and is ever-changing

3. **Skills:** develop skills to learn how to learn from differences, identify the best ways of responding to diversity, address diversity in curriculum planning, use diversity as a pedagogical tool, ensure as a school community that diversity is respected, encouraged and celebrated

**2. One of the most relevant value is Supporting All Learners.** The learning capacity and potential of each learner has to be discovered and stimulated through different models and approaches of teaching. The aim is to promote the academic, practical, social and emotional learning of all learners: all learners should be active decision-makers in their learning and any

assessment processes they are involved in. At the same time, it is necessary to adopt an effective teaching approaches in heterogeneous classes. In fact, differentiation of curriculum content, learning process and learning materials, implementing and reviewing of Individual Education Plans ( IEP) to include learners and meet diverse needs is a crucial skills for an inclusive teacher.

- 3. Collaboration and effective communication are fundamental for inclusion.** Both collaboration and effective communication must be introduced in the relationship with students and their families. It's important to collaborate and to communicate effectively also with colleagues and other professionals involved in school activities. Collaboration and communication must be grounded on intertwined attitudes, knowledge and skills which emphasise the decisive value of cooperation among diverse people with different perspectives.

#### 4. Personal professional development

	<b>Teachers as reflective practitioners</b>	<b>Initial teacher education /ITE/ as a foundation for ongoing professional learning and development.</b>
<b>Attitudes and beliefs</b>	<ul style="list-style-type: none"> <li>● teaching is a problem solving activity that requires on-going and systematic planning, evaluation, reflection and then modified action;</li> <li>● the importance of evidence-based practice to guide a teacher's work;</li> <li>● the importance of developing a personal pedagogy to guide a teacher's work</li> </ul>	<ul style="list-style-type: none"> <li>❑ ITE is the first step in teachers' professional lifelong learning;</li> <li>❑ teaching is a learning activity;</li> <li>❑ continuous learning is essential;</li> <li>❑ managing the constantly changing needs and demands of the teaching context</li> </ul>
<b>Essential knowledge and understanding</b>	<ul style="list-style-type: none"> <li>→ methods and strategies for evaluating performance;</li> <li>→ action research methods;</li> <li>→ personal strategies for problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>❖ knowing the educational legislation;</li> <li>❖ knowing one's professional responsibilities and duties;</li> <li>❖ knowing the opportunities for further in-service training</li> </ul>
<b>Crucial skills and abilities</b>	<ul style="list-style-type: none"> <li>★ /meta-cognitive/ learning to learn skills;</li> <li>★ reflection-in-action skills;</li> <li>★ contributing to the development of the school as a learning community;</li> <li>★ involving others in reflecting</li> </ul>	<ul style="list-style-type: none"> <li>➤ flexibility in teaching strategies that promote innovation and personal learning;</li> <li>➤ time management strategies for accommodating in-service development opportunities;</li> <li>➤ being open and proactive with colleagues and other professionals as sources of</li> </ul>



	upon teaching and learning	learning and inspiration
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## CONCLUSION

The teachers who made this document firmly believe that they are not a minority in the school, that they are not an endangered species. They strongly believe in the role of the school as a carrier of social values and personal growth. At the same time, they consider inclusion, together with other ethical and social values, a fundamental characteristic of the principles underlying the school, understood as a path to growth and an offer of opportunities.

This is why they undertake to disseminate the actions, the results obtained through the analysis of these documents. They intend to bring and share their reflections with the other teachers of the schools involved, and on the territory, through stakeholders and institutions. the goal is to increase the number of teachers sensitive to these issues, in order to make the school more and more attentive to the needs of all students.