

Findings of the mapping of existing inclusive teacher training modules and programmes in the SEE and CoE/EU

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Overview

Why Teachers are so important

Methodology used for the Mapping

Mapping Results for Modules and Programmes

Examples highlighting Aspects of Good Practice

Novice Teachers, Experienced Teachers and Expert Teachers

Why Teachers are so important

Inclusive Education

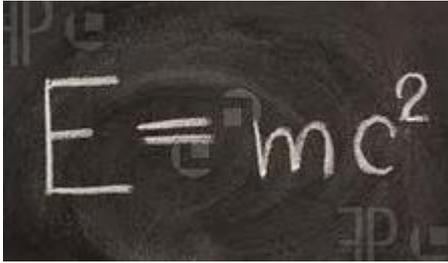
Inclusive Education is a process that aims to overcome barriers to learning and participation.

Inclusive Education responds to diversity by creating situations where all children and youth can learn and experience competence, autonomy and belonging.

Inclusive Education builds on the experience and knowledge of everyone involved and by doing so enables the expansion of everyone's experience and knowledge.

To achieve this, we need inclusive teacher education where teaching and learning come together as a shared experience.

What really makes the Difference for Students?



Teacher subject knowledge?



Not labeling students?

Teacher clarity?



Professional development?



Expectations?

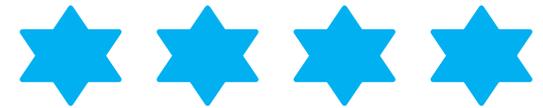


What makes a Difference for Students?

Teacher clarity



Professional development



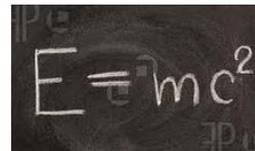
Not labeling students



Expectations



Teacher subject knowledge



Teachers are Expert Learners

«To teach is to learn twice over» (Joseph Joubert)

«Learned we may be with another man's learning: we can only be wise with wisdom of our own.» (Michel de Montaigne)

«Treat people as if they were what they ought to be and you help them become what they are capable of becoming.» (Johann Wolfgang von Goethe)

«The authority of those who teach is often an obstacle to those who want to learn.» (Cicero)

Methodology used for the mapping

Questions used to explore existing programmes, courses and modules

Who is providing the course / module / training? (Subject)

To whom or for whom is this course / module / training provided for? (Object)

How is the course / module / training provided; what is the method and approach? (Tools and Artefacts)

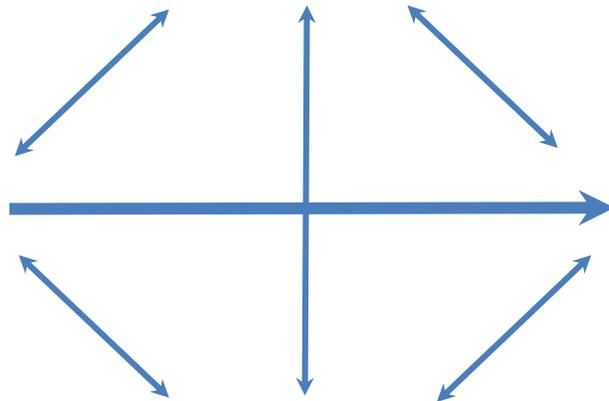
Where and together with whom is the course / module / training provided? (Social Context)

What is the purpose of the training activity or what does the provider seek to achieve and what are the actual outcomes? (Outcome)

Mapping Activities in Teacher Education

HOW? WITH WHAT?

WHO?

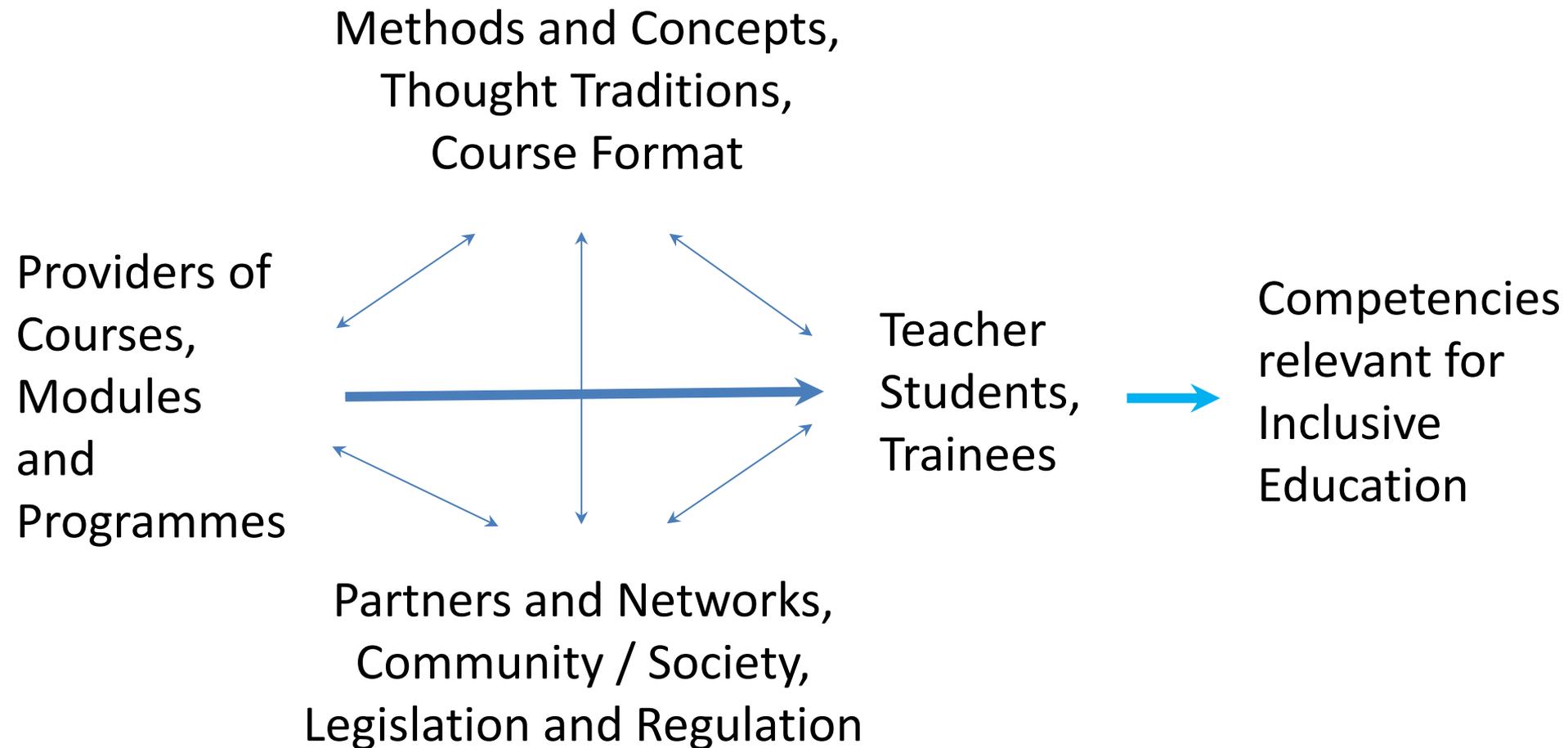


**TO / FOR
WHOM?**

→ PURPOSE?

WHERE? WITH WHOM?

Mapping Teacher Education Activities for Inclusive Education



Mapping results for modules and programmes

Expected Outcomes



Information

Change attitudes



Improve capacity or competence



School level outcomes

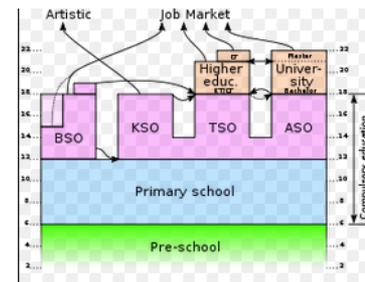
Student outcomes



Family outcomes



Systems level outcomes



Targeted groups («object»)

Teachers and other Professionals

Parents

Students

Only Teachers

All major players together

Other target groups (e.g. advisors to local authorities, teacher educators)

Methods and Tools – Focus on Formats

From two day training or seminar to entire master's programmes at universities

Consultations

Direct exposure or practical experiences

Complex Design: Assessment of needs → training → evaluation at the end of a training → induction phase

Methods and Tools – Focus on Approaches

Theoretical and practical work

“Personal approach” and “interactive workshop”

Introduction of new tools or approaches

Methodology developed by university in Finland and adapted to fit the local situation

Social Context

Sometimes not taken into account

Part of a larger initiative or project

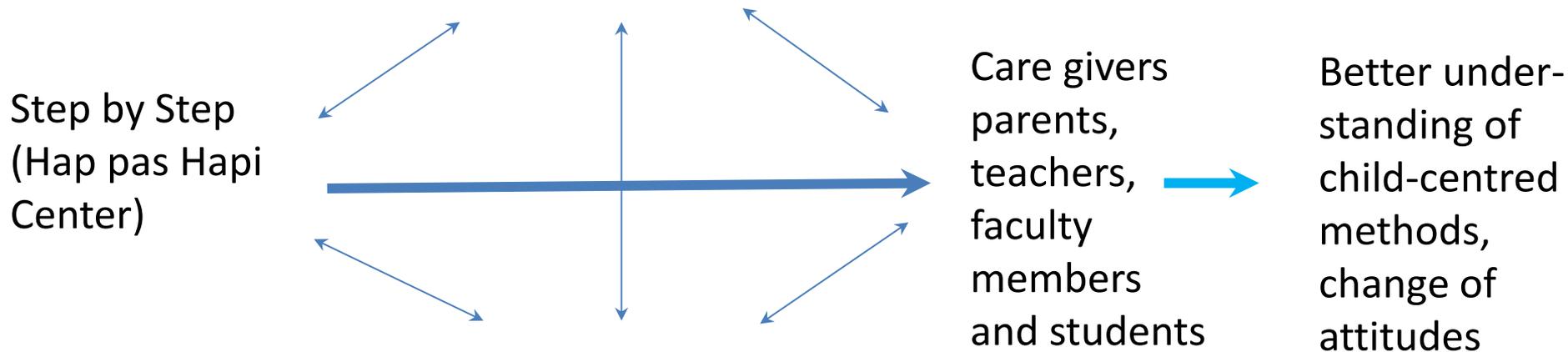
Partnership between donor organisations, NGOs and government agencies (e.g. for accreditation)

Institutions like universities, but not all activities were institutional practices, some were initiatives from individuals working at the university

Examples highlighting aspects of good practice

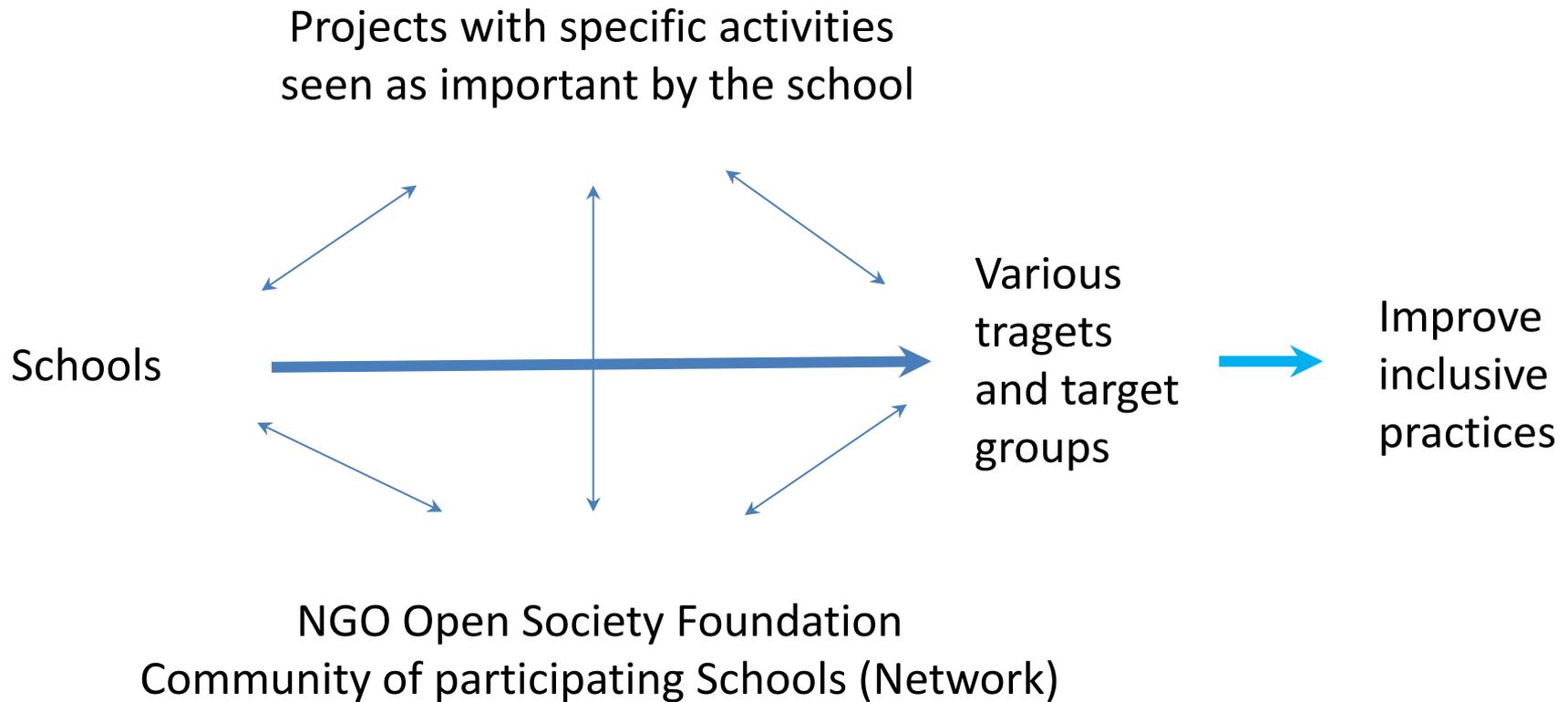
Education for Social Justice Programme (Albania)

Consultation, training and technical assistance in early childhood development



Approved by Ministry of Education and Science
International Step by Step Association

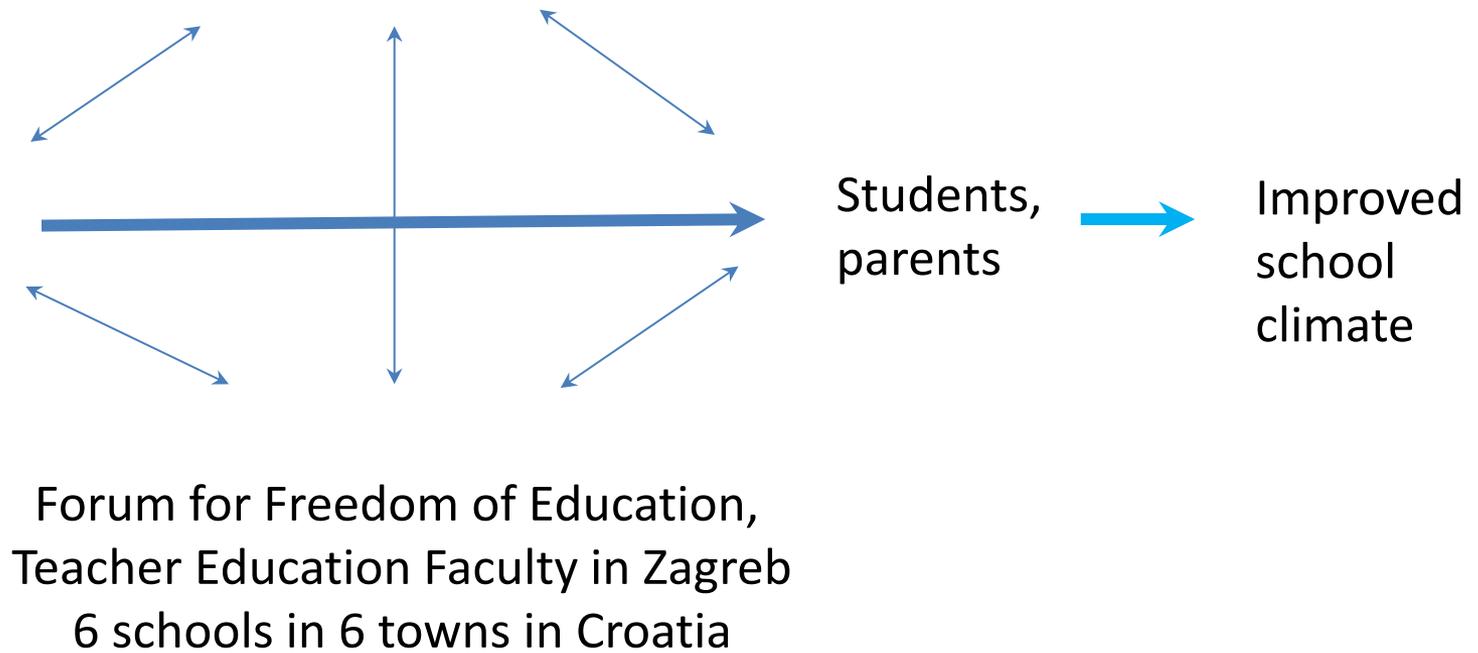
Open call: Projects to prepare Teachers for Inclusive Practices (Bosnia and Herzegovina)



School-based Training in Mediation, Tolerance and Non-violent behaviour (Croatia)

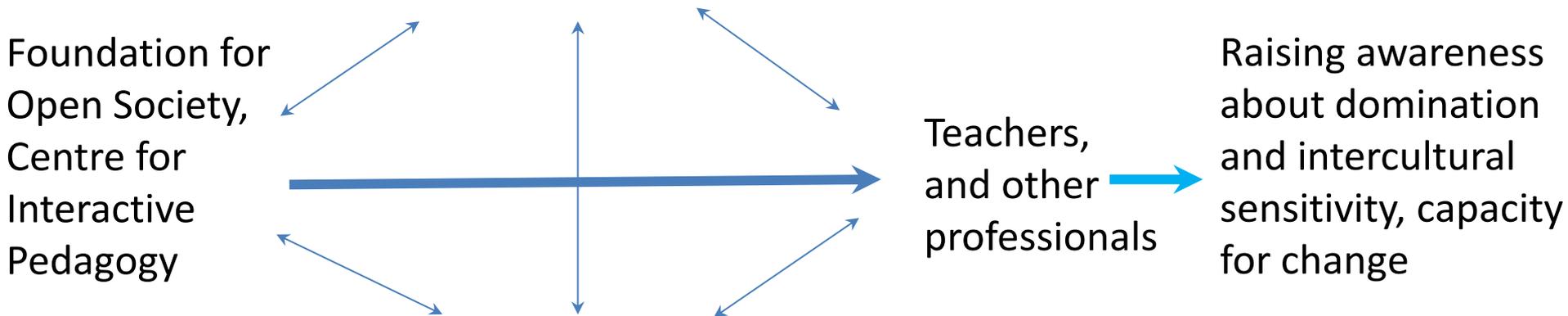
Assessment and self-assessment of students' behaviour
Consultation with parents,
competition between schools

Teachers
and social
workers,
trainers
from
Forum for
Freedom of
Education



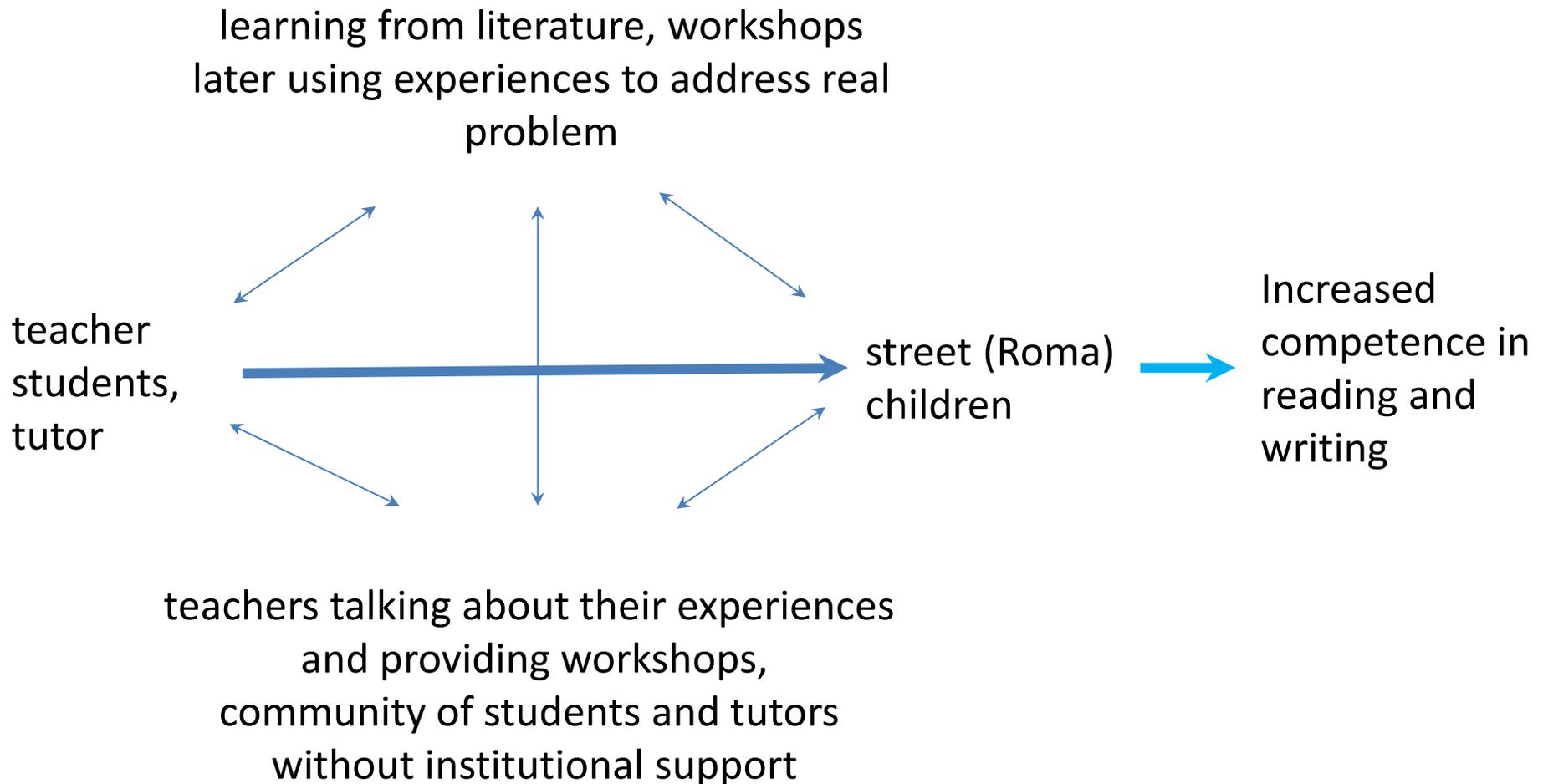
Education for social justice – fighting prejudice and stereotype (Montenegro)

Two three-day modules,
covering topics of stereotyping,
blaming the victim, class, developing
action plan for personal and
institutional action, etc.



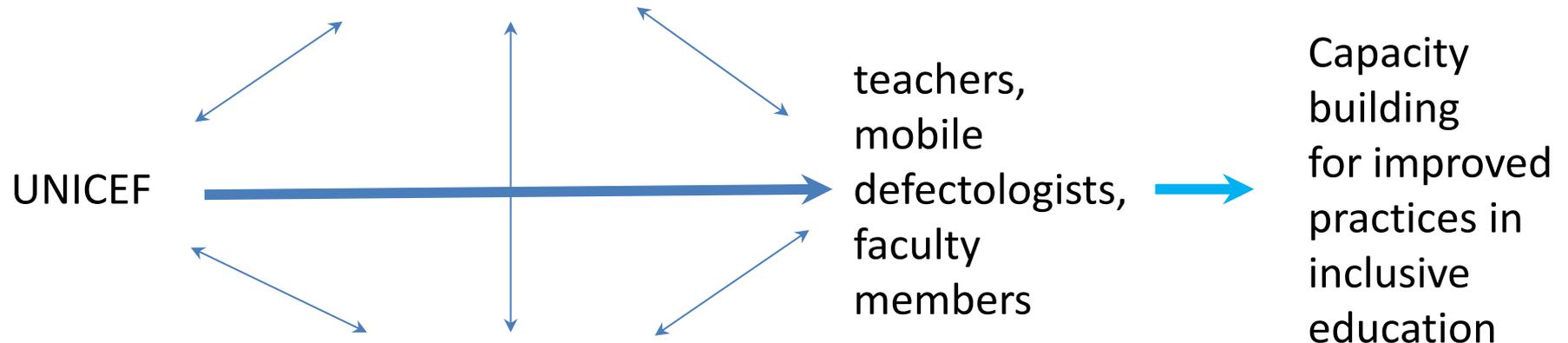
Accredited by Ministry, teachers can apply
if school funds the training

Encouraging Activism among Student Teachers (Serbia)



Inclusive Education Train the Training Modules («the former Yugoslav Republic of Macedonia»)

5 modules to be reduced to 3 modules
Cascade model (Teach the Trainers)
Participatory approach
practical work between modules
ICF-CY as tool to mainstream disability



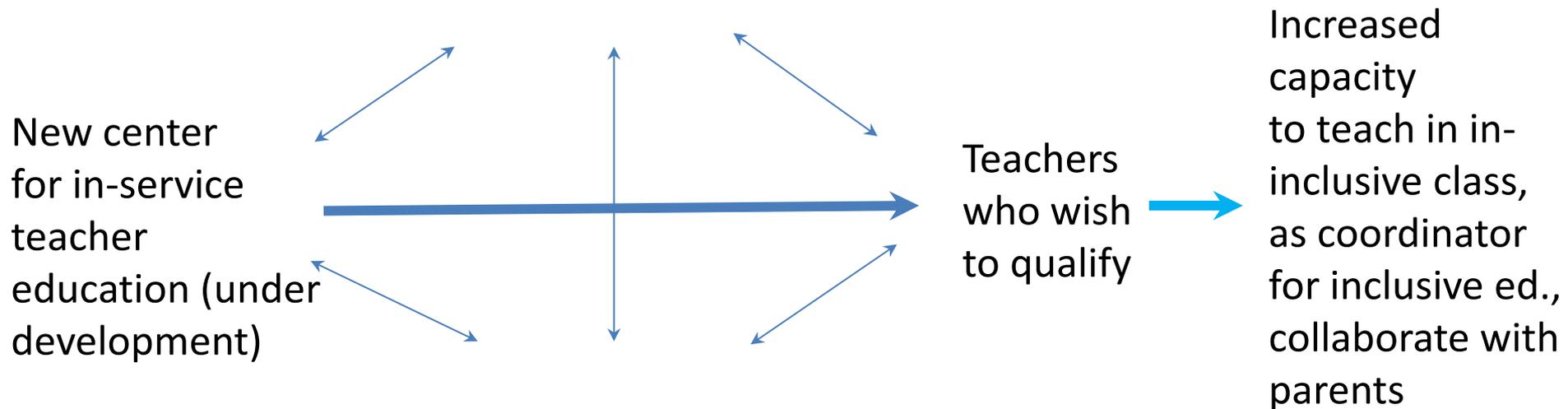
Child-friendly school initiatives
Ministry of Education
Local partners (e.g. NGOs)

Professional Development Programme in inclusive education (Kosovo*)

MA in Inclusive Education

Concepts based on University of Jyväskylä

Theoretical studies, practical phase, training of colleagues



Teacher Education Faculty of University of Pristina
Ministry of Education, Science and Technology

Novice Teachers, Experienced Teachers and Expert Teachers

Initial or Pre-service Teacher Education

From Student to Novice Teacher:

- Acquiring an identity as a teacher
- Seeing classroom through eyes of a teacher rather than a student
- School subjects are more than facts and rules
- Teaching is a complex and ambiguous activity
- There are multiple contextualisations of teaching which they may not have experienced as student
- Strong wish to control student behaviour is not a good idea

Becoming a Novice Teacher

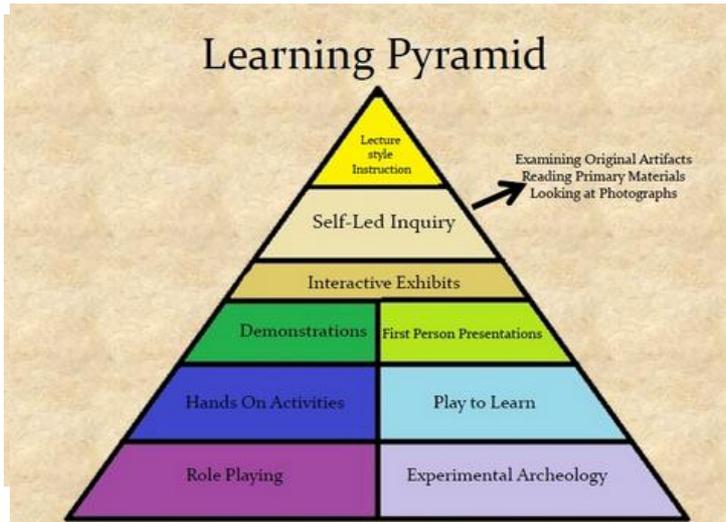


Continuing Professional Development

From Novice Teacher to Experienced Teacher

- Seeing learning through the eyes of the students
- Systematically reflect own practice
- Collaboration and peer support becomes part of everyday practice
- Develop a situational understanding of learning rather than being focussed on student attributes
- Develop a sense of self-efficacy and competence in managing conflicting goals

Becoming an Experienced Teacher



Mentorship Training and Coaching

From Experienced Teacher to Teacher Expert

- Being able to identify essential representations of one's subject or knowledge domain
- Systematically guide learning through classroom interactions without controlling students
- Monitoring learning activities in a meaningful way and provide feedback for learning and to build positive identities
- Learn to help students regulate themselves and attend to affective attributes
- Effectively influence positive student outcomes

Concluding remarks ...

Questions and Discussion

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