

Mapping of Existing Inclusive Teacher Training Programmes for TeacherNet

Prof. Dr. Judith Hollenweger
Zurich University of Teacher Education
Inclusive Education in Practice
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Overview

Teachers make the Difference!

Mapping Study: Approach and Activities

Key Findings and their Validation by the TeacherNet

Visions developed by TeacherNet

Possible Ways forward for the TeacherNet

Teachers make the Difference!

Evidence of the Importance of Teachers

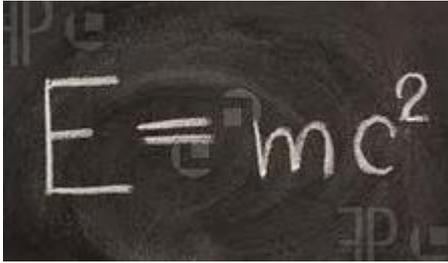
Teachers matter more than any other aspect of schooling.

What teachers know, do and care about has a substantial impact on student learning and achievement.

Instructional quality has a significantly higher impact on student learning and achievement than the students' disposition to learn or the parental involvement.

John Hattie having analysed 500'000 studies concluded that if teachers' influence is optimised, this will have powerful and incredibly positive effects on all learners!

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



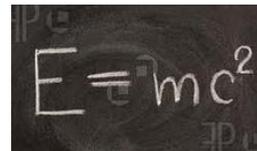
Not labeling students



Expectations



Teacher subject knowledge



Mapping Study: Approach and Activities

Questions used to explore existing programmes, courses and modules

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

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

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

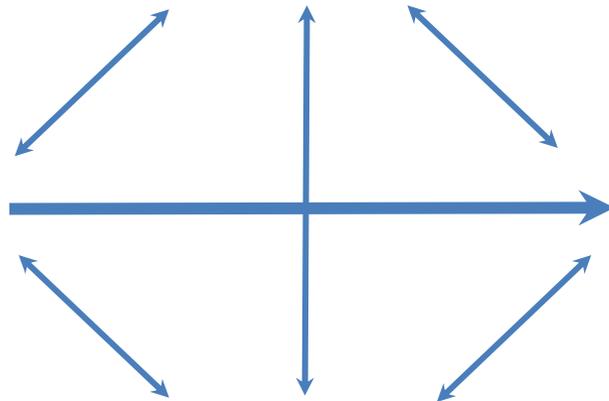
How is the course / module / training provided; what is the method and approach? (Tools and Artefacts)

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

Mapping Activities in Teacher Education

HOW? WITH WHAT?

WHO?

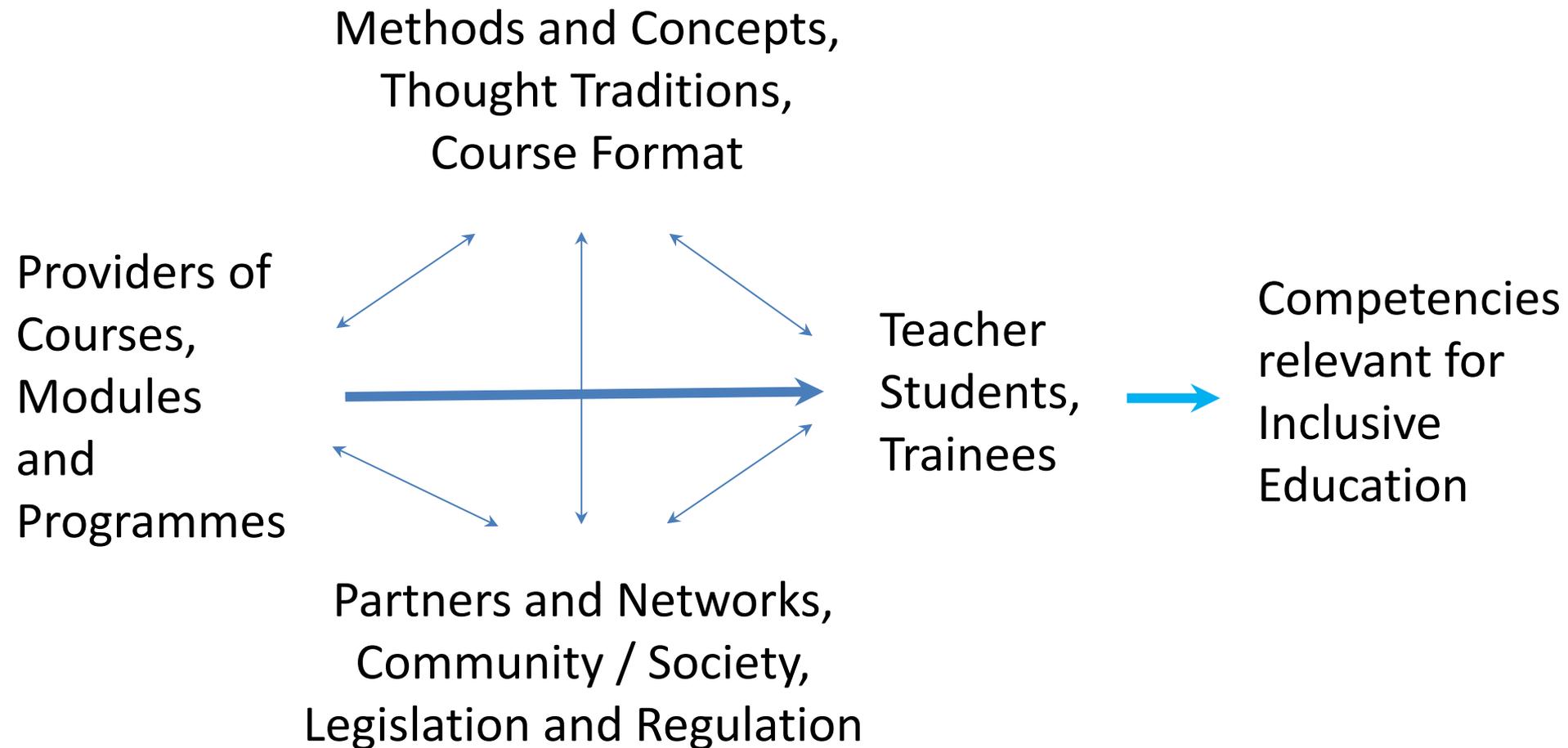


**TO / FOR
WHOM?**

→ PURPOSE?

WHERE? WITH WHOM?

Mapping Teacher Education Activities for Inclusive Education



Key Findings and their Validation by the TeacherNet

Expected Outcomes



Information

Change attitudes



Improve capacity or competence



School level outcomes

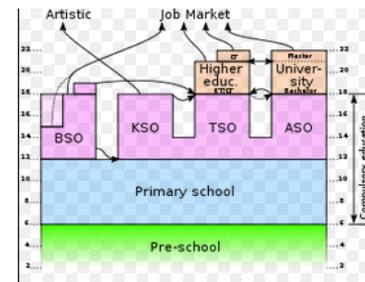
Student outcomes



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

Validation by the TeacherNet

- Discussions in Skopje and Tirana confirmed over-all mapping results
 - A few additional teacher education activities were mentioned and subsequently included
 - TeacherNet emphasised the importance of awareness raising and change of attitudes
- Participants subsequently developed their vision on possible ways forward

Visions developed by TeacherNet

Outcome: Shared Vision of Inclusive Teacher

- Inclusive teachers are team players who are no longer isolated and are learning from each other.
 - Inclusive teachers take a positive outlook on life and have high expectations for the learning of all students.
 - Inclusive teachers also use indirect ways to promote inclusion, for example through theatre or community-building activities.
- Developing shared vision of teacher competencies for inclusion

Methods and Tools: Learning from Each Other

- Peer learning and open class method where colleagues provide structured feedback
 - Interactive tools and methods to facilitate communication and exchange of experience
 - Implementing activities that contribute towards capacity-building for Inclusive Education
- Developing shared tools and methods that can support inclusive education

Social Context: Partnerships for Inclusion

- Closer collaboration between schools, teacher education and training institutions and policy makers
 - “Golden Triangle”: Family, School, Community
 - Community-building activities
- Network and collaboration to encourage learning and capacity building in all partners

Possible Ways forward for the TeacherNet

Ideas for Future Activities

- Diversity of available programmes for teacher education for inclusion: Give guidance to schools on how integrate diverse knowledge.
- Need to translate knowledge into practice: Transversal collaboration between providers of teacher education, ministries, schools and communities
- Schools as active partners to develop the teaching profession: Development of new strategies for professional development

Thank you for your attention!

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