

## “Regional Support for Inclusive Education”

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Funded  
by the European Union  
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Implemented  
by the Council of Europe

# Inclusive TeacherNet update: results from the mapping report

1<sup>st</sup> meeting of the PolicyNet working group on  
general secondary education

Ljubljana, 14 October 2014



# Overview of activities

April – July 2014

- Mapping of teacher training programmes for inclusion in the region

June /  
July 2014

- 1<sup>st</sup> TeacherNet Workshop, Skopje, 24-25 June
- 2<sup>nd</sup> TeacherNet Workshop, Tirana, 2-3 July

November 2014

- Consultations in working group for designing tools to upgrade the teacher training programmes

June 2014

- Multi-purpose teacher web-portal made functional

# Questions

- Do we have a shared understanding of teacher education for inclusion in all stages of teacher development?
- Are the stages of teacher professional development integrated and coherent?
- Is knowledge transferred from the training setting to the classroom?



# Key mapping study conclusion

- There is **diversity of ongoing teacher training activities** in the region
- but
- there is a **lack of shared understanding and structured integration of such activities** under a coherent process of professional development
- **Transferring knowledge** from the training setting to the classroom **not always satisfactory**
  - Support and follow-up not well-organized



# A comprehensive approach to teacher education

- **Knowledge and competencies** that teachers gain in initial, in-service or mentorship programmes **need to be integrated** in order to have an impact in practice.
- **Collaboration between teacher training institutions, schools and government bodies**
- **A broader school-development process** including cooperation with other schools, school projects and peer-learning.



# Key assumptions for the Project networks' role

- a) the need to ensure that pre-service, in-service and mentorship teacher training programmes **are seen as a continuum, as one overall activity**, rather than three distinct activities;
- b) this overall activity should aim **to develop competences that are relevant to inclusive education**;
- c) **each network needs to play a role** (School, Teacher or Policy) in ensuring that this overall activity is carried out.



# Way forward

- The challenge of integrating all teacher training activities into a coherent process of professional development
- Sustainability cannot be achieved without an over-all framework.
- A more needs-based approach only if schools are provided with the necessary guidance and tools to clarify their needs.



A working group will be established to develop

- (1) an overall frame** for the teacher competences for the region and
- (2) tools** that will help build or improve teacher training programmes and modules on inclusive education.

