

“Regional Support for Inclusive Education”

Funded
by the European Union
and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

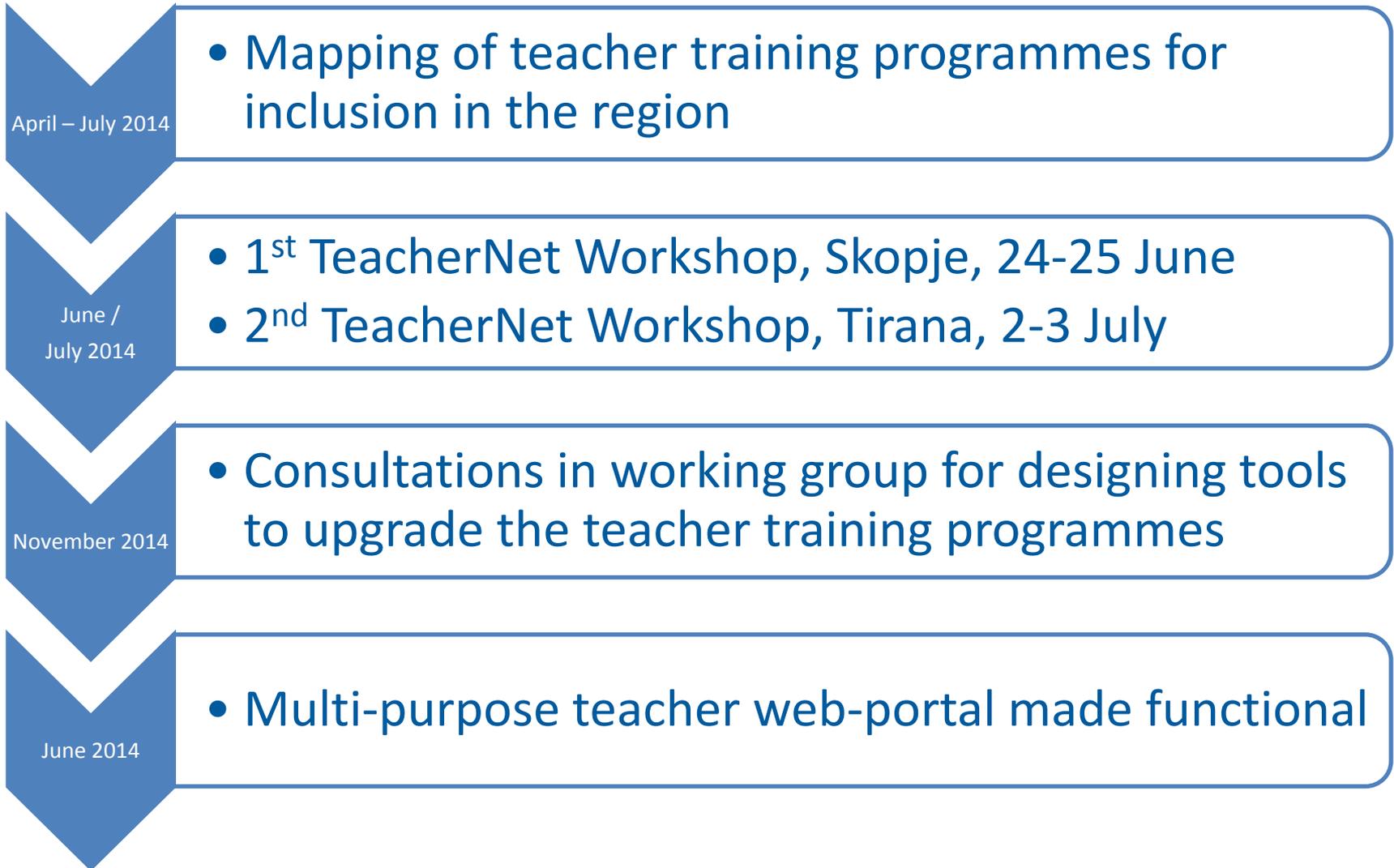
Inclusive TeacherNet update: results from the mapping report

1st meeting of the PolicyNet working group on
general secondary education

Ljubljana, 14 October 2014



Overview of activities



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.

