

# TEACHER EDUCATION FOR INCLUSION

## Project Overview



# Background

- All Agency member countries have agreed Teacher Education is of top priority for investigation
- RBs and NCs discussed their perceived priorities – these are available as a summary handout
- These priorities were used as the basis for agreeing the outline project plan
- A decision was taken to engage in preparatory, information gathering work before formal activities with country experts began



# Project Management

- The project follows Agency Project Management and Quality Assurance Procedures
- A Project Manager supported by a small team of Agency Staff manage the project
- A Project Advisory Group (PAG) has been formed and the members are from Austria, France, Ireland and Latvia
- An External Project Adviser has also been appointed: Kari Nes, Hedmark College, Norway



# Teacher Education for Inclusion

## *Key questions:*

- What kind of teachers do we need for an inclusive society in a 21<sup>st</sup> century school?
- What are the essential teacher competences for inclusive education?

## *Essential Focus*

- The training of mainstream, general teachers and how they are prepared to work in inclusive settings
- The initial training phase as a priority



# Intentions

- Build upon what is already developing in some countries
- Identify project activities and outputs that are likely to have maximum impact in and for countries as well as upon international level debate
- Address the essential project question: *how mainstream teachers are prepared via their initial training to be 'inclusive'*



# Project Participants

- Key professionals in teacher education:
  - SNE specialist teacher educators and policy makers
  - Mainstream teacher educators and policy makers
- Representatives of international organisations as participant observers
- Eventually ... the 'consumers' of teacher training and education



# So far ...

- 26 Agency member countries have confirmed their participation in the project
- 55 experts will take part in activities
- A representative of UNESCO IBE will join the project activities as a participant observer
- The European Commission DGEAC Schools Unit will follow project activities and contribute whenever possible as well as consider project outputs



# We have ...

- An outline project plan that needs developing and final agreement
- The initial outputs of two main preparatory project activities:
  - A country survey
  - An initial literature review
- An established on-line Forum for sharing project information



# Preparatory information gathering

- Desktop research exploring international priorities and on-going work in the field of teacher education generally and teacher education for inclusion specifically
- An on-line country survey was circulated mid June to countries:
  - There were 50 replies from 25 countries
  - An initial summary of this information is available
  - This information will be used as background material for developing information collection activities



# 3 Activity Tracks

1. Literature Review
  2. Country Information
  3. Developing a profile of inclusive teachers
- All will consider policy and practice
  - All will focus upon teacher education for mainstream teachers who will work in inclusive settings

*We need your input to all three activities*



# Some working parameters

- Countries are at different starting points and have different 'histories' in terms of Inclusion, Teacher Education and Teacher Education for Inclusion – we need to account for that and see it as a strength
- No-one has all the answers – many countries have clear examples in the areas we intend to look at, but all countries are still 'moving ahead'
- Learning from diversity is a principle for our project as well as something we argue as being an aim for inclusive education



# We won't be re-inventing the wheel!

- We won't replicate national level initiatives or projects
- We aim to take national level information and debate it at the European level and then prepare European level recommendations and outputs
- We hope we can then take information developed at European level and then validate it at national level

*Using the jigsaw metaphor, we want to take some pieces and put them together to create a bigger picture*



# Back to the aims of this meeting!

- We now want to begin collecting your input and ideas on two of the proposed project activities
- We need your specific input on the outline proposals in order to plan what and how we will put all these plans into action!



# The first two discussion sessions

- The focus is on Country Information Collection
- There is preparation time and coffee
- There are various materials to refer to
- There are handouts of discussion questions and groups
  
- In your groups, please nominate a moderator and a note taker
- There are laptops with slides for notes
- We will be collecting your group notes at 15.15



# To begin your discussions

We suggest a round introducing yourselves and briefly explaining the situation in your countries relating to teacher education for inclusion

