

Preparing all Teachers for Inclusive Education *Challenges and opportunities*

Ipass Centre of Expertise
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Currently

- National networks in 28 European countries: Austria, Belgium (Flemish and French speaking communities), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, United Kingdom (England, Northern Ireland, Scotland and Wales)
- Croatia is an Observer country
- Main secretariat in Odense, Denmark and European Liaison office in Brussels, Belgium
- 18th year of operations



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Agency Focus

- The Agency's main focus is upon inclusive education as a systemic approach – that is dealing with learner difference and diversity in all educational settings as a quality issue
- The Agency's work is essentially concerned with how the achievement of all learners at all levels of inclusive lifelong learning can be improved in a meaningful way that enhances their life chances and opportunities for actively participating in society



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International Policy Context

- At all times, the Agency works to guiding principles as outlined in:
 - Council Resolutions concerning inclusion of children and young people with disabilities into mainstream systems of education
 - UNESCO Salamanca Statement and Framework for Action in Special Needs Education (1994)
 - UN Convention on the Rights of the Child (1989)
 - UN Convention on Rights of People with Disabilities (2006)



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UN Convention on Rights of People with Disabilities (2006)

- Article 24 - Education
- “States Parties recognise the right of persons with disabilities to education. With a view to realising this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels ...”
- “... The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity...”



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Developing inclusive systems

- Organisation of Provision project
- <http://www.european-agency.org/agency-projects/organisation-of-provision>
- How are systems of provision organised to meet the needs of learners identified as having disabilities?



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Methodology

- Analysis of country information and examples of practice
- Review of Agency work, recent literature and UNCRPD implementation
- Investigation of 5 case study sites – Essunga, Flensburg, Ljubljana, Valetta, Vienna
- 5 seminars held at these sites to explore key themes



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Summary of challenges

- Attention to UN Conventions in national legislation
- Development of general legislation that recognises the rights of children with disabilities to (early) support, quality education (without discrimination), full participation in all educational activities
- Balancing the rights of different stakeholders – but keeping learners at the centre
- Building a shared understanding of inclusion and related vision and values to underpin system change



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- Agreeing a common view of quality and evaluation that supports inclusive practice
- Monitoring equity across different groups and addressing 'achievement gaps'
- Reviewing teacher education and professional development to address attitudes, competence and confidence to meet diverse needs
- Retaining specialisms – but using creatively to increase capability of all schools



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- Using research evidence to increase understanding – and improve communication between 'levels' of system
- Recognising complexity and time to change thinking....need for long term planning
- Developing school leaders with focus on learning, able to develop a positive school ethos with support for all
- Developing networks to support leaders as change agents



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- Clarifying the new role of special schools/settings – and all support staff (LSAs)
- Providing ‘honest’ guidance to parents to inform choice
- Developing support in mainstream as the ‘norm’ for a wide range of learners
- Building a shared culture and frameworks between agencies – for assessment, funding, professional development



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European level Challenges for Inclusive Education

- Academic attainments (output) versus meeting individual needs
- Preparing all teachers for inclusive education
- Over 2% of pupils are being educated in separate settings (schools and classes) across Europe



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Percentage of pupils with SEN in segregated settings

Up to 1.0%	1.01 %- 2.0%	2.01%- 4.0%	4.01% and above
Italy	Austria	Czech Rep.	Belgium (Fl)
Luxembourg	Cyprus	Finland	Belgium (Fr)
Malta	Iceland	France	Denmark
Norway	Ireland	Greece	Estonia
Portugal	Lithuania	Hungary	Germany
Spain	Poland	Netherlands	Latvia
UK (Wales)	Sweden	Slovenia	Slovakia
	UK (England)		Switzerland
	UK (N.I.)		
	UK (Scotland)		



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Critical factors in quality provision

- Strong politicians – long term view
- Conceptual clarity and common understanding
- Collaboration, co-operation, communication
- Planning for sustainability (succession) at all levels through shared leadership with support networks
- Self/peer review, use of data and research evidence in communities of practice



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- Increasing capability through a move from individual support to an enabling environment
- School leaders with a clear purpose, focus on pedagogy, learning and 'people skills'
- Creative use of specialist expertise to benefit all
- Concern for well-being, responsibility for all learners (no blame game)
- Coaching, mentoring to develop both staff and learners



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- Positive atmosphere – good relationships
- Open classrooms, heterogeneity as a positive
- Teachers who are prepared to go 'off road' to solve problems, find new solutions
- Flexibility – in curriculum, assessment, teaching approaches to meet all needs
- Proactive approaches – early intervention and support as the norm



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The TE4I Project

- 25 Agency member countries participated in the project
- 55 experts took part in activities:
 - SNE specialist teacher educators and policy makers
 - Mainstream teacher educators and policy makers
- Representatives of OECD and UNESCO and the European Commission DG-EAC Schools Unit
- <http://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion>



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Key Questions for Teacher Education Policies

- Do policies advocate radical reform of pre- and in-service teacher education in order to prepare teachers for inclusive approaches in education?
- Do they encourage a view of inclusive education as a natural way of working for every teacher?
- Do they ask the question ‘who trains trainers?’ and tackle the sensitive issue of well-established training institutes teaching out-of-date approaches?
- Do policies acknowledge the different pedagogical needs and methods used with children, youth and adults?
- (*UNESCO Policy Guidelines, 2009*)



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World Report on Disability

‘The appropriate training of mainstream teachers is crucial if they are to be confident and competent in teaching children with diverse needs. The principles of inclusion should be built into teacher training programmes, which should be about attitudes and values, not just knowledge and skills’.

(World Health Organisation/World Bank, 2011)



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The goal of ITE

- Developing the ability of new teachers to be more inclusive in their practice
- Developing new teachers who are effective in their teaching, as well as experts in subject content



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Project Recommendations (1)

- Effective approaches to improve the recruitment of teacher candidates and increase retention rates should be explored along with ways to increase the number of teachers from diverse backgrounds, including those with disabilities
- Research should be undertaken on the effectiveness of different routes into teaching and the course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners



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Project Recommendations (2)

- The profession of teacher educators needs to be further developed with improvements in recruitment, induction and continuing professional development
- Schools and teacher education institutions must work together to ensure good models in practice schools and appropriate placements for teaching practice



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Project Recommendations (3)

- Wider, systemic reform is needed to ensure the development of inclusive schools, to support the development of teacher education for inclusion
- Reform must include clarification of the language that is used when referring to inclusion and diversity
- Policies should be introduced to develop a ‘continuum of support’ to allow teachers to meet the full diversity of learner needs
- Accountability measures that impact upon teachers’ work should reflect the importance of wider achievements that are more closely aligned to inclusive principles



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Profile of Inclusive Teachers

- A specific request coming from Agency country representatives - concrete information on the necessary competences required of *all* teachers
- Developed as a guide for the design and implementation of ITE programmes for all teachers – not a script for ITE content
- Should be considered stimulus material for identifying relevant content, planning methods and specifying desired learning outcomes for ITE



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Methodology

- A developmental process from 2009 onwards
- Country experts' inputs on drafts and redrafts
- Over 400 country stakeholders' inputs
- 70 plus written responses analysed
- Validation and verification activities in the 2011 country study visits
- Identification of key factors supporting the implementation of the Profile



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Stakeholder agreement on the Profile

- Over 87% of respondents reported stakeholder agreement on the core values and 79% reported agreement on the concept of areas of competence
- In the validation phase, there was 83% agreement on both the core values and the concept of areas of competence
- In the verification phase, there was 91% agreement on the core values and 75% agreement on the concept of areas of competence



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The Profile Model

- Four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education
- These core values are associated with areas of teacher competence: a certain *attitude* or belief demands certain *knowledge* or level of understanding and then *skills* in order to implement this knowledge in a practical situation
- For each area of competence identified, the essential attitudes, knowledge and skills that underpin them are presented



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Valuing Learner Diversity

Learner difference is considered as a resource and an asset to education:

- Conceptions of inclusive education
- The teacher's view of learner difference



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Supporting All Learners

Teachers have high expectations for all learners' achievements:

- Promoting the academic, social and emotional learning of all learners
- Effective teaching approaches in heterogeneous classes



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Working with Others

Collaboration and teamwork are essential approaches for all teachers:

- Working with parents and families
- Working with a range of other educational professionals



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Personal Professional Development

Teaching is a learning activity and teachers take responsibility for their lifelong learning:

- Teachers as reflective practitioners
- Initial teacher education as a foundation for on-going professional learning and development



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Inclusive education as a means to...

- ... realise the right to an equitable high quality education without discrimination
- ... advance towards more democratic and fair societies
- ... learn to live together and build our shared identities
- ... improve the efficiency and cost-benefit relationship of education systems



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The need for the five Big Cs ...

Communication

Commitment

Comprehensive approach

Courage to address difficult issues head on

Clarity of vision



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More information

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