

Tool to Upgrade Teacher Education Practices for Inclusive Education



An inclusive school is a school where:
every child is welcome every parent is involved
every teacher is valued

Regional Support for Inclusive Education

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Tool to Upgrade Teacher Education Practices for Inclusive Education

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Foreword

The joint European Union and Council of Europe Project “Regional Support for Inclusive Education” in South East Europe is a three year project (1 January 2013 - 30 November 2015) implemented in Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, “the former Yugoslav Republic of Macedonia” and Kosovo*. It enhances social inclusion and social cohesion in the region (in line with the beneficiaries’ commitments to EU accession and Council of Europe standards) by promoting inclusive education and training.

The joint project promotes the concept of inclusive education as a reform principle that respects and caters for diversity among all learners, with a specific focus on those who are at a higher risk of marginalisation and exclusion.

To improve the understanding of the benefits of inclusive education, an open, transparent and competitive process to select pilot schools was launched at the beginning of the joint project. A total of 392 schools applied and 49 pilot schools (7 per beneficiary: 3 primary, 2 general secondary and 2 vocational secondary) with different levels of inclusive education practices were selected to take part in the project. These schools were then given a small grant in order to design and carry out an inclusive education-related project within their school and community. Towards the end of the project, an additional 35 schools were invited to join the network and benefit from school development plan training.

In order to foster mutual learning, professional development and the sharing of experiences among the pilot schools, the project established a regional Inclusive School Network with 245 members (teachers, school directors, parents, students and local community representatives), and an Inclusive Teacher Network embracing 245 teachers from pilot schools. Furthermore, the Inclusive Policy Network was created as an overarching platform that brought together representatives of the Inclusive SchoolNet and Inclusive TeacherNet as well as other relevant stakeholders to act jointly in the area of public policy for inclusive education.

The first step in developing the methods and tools for teacher professional development was a mapping study to analyse teacher training activities for inclusive education in South East Europe. The process, led by the team of experts, focused on a sample of 36 programmes and involved 42 stakeholders from the region. According to the findings, there was a diversity of teacher training modules in inclusive education in the region, but the process of professional development for teachers (pre-service, in-service and mentorship teacher training) was fragmented and seen as three distinct activities. The study identified a need for transversal collaboration among the diverse players in the inclusion area: universities, ministries, schools and other providers of teacher education. The preliminary findings were shared, discussed thoroughly and validated by the members of regional networks who emphasised the need for an overall framework for teacher education for inclusion. In addition, the network members suggested that instead of modules and programmes, tools need to be produced to help upgrade and innovate the existing programmes for teacher training for inclusion.

* “This designation is without prejudice to positions on status and is in line with UNSC 1244 and the ICJ opinion on the Kosovo Declaration of Independence”

As a way forward, a 14-member working group was established, led by the author Judith Hollenweger from Zurich University and with representatives from the three Networks from all seven beneficiaries. The working group endorsed the concept and the outline of the tool for upgrading the teacher training programmes. Work on the development of the tool was carried out in cooperation with a team of international experts and the University of Edinburgh, which hosted a workshop for the members of the working group.

We would like also to acknowledge the contribution of the Zurich University of Teacher Education in supporting the author Judith Hollenweger and facilitating the synergy with on-going UNICEF activities in the domain of teacher education, as well as express our gratitude to Sabine Rohmann from the Pedagogical Institute from Rhineland-Palatinate and Lana Jurko from the Network of Education Policy Centres in Zagreb for their expert opinion and review of the draft tool.

We firmly believe that this tool will contribute to strengthening teacher competencies in inclusive education as a key factor in promoting the participation and learning of all students, especially those who are at the highest risk of marginalisation and exclusion. Such an approach is in line with the overall goals of the Council of Europe, including fostering quality education for all and building inclusive societies.

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Part 1

Background, Introduction and Overview

Background, Introduction and Overview

1. What is the background of this tool?

POLICY CONTEXT

This tool to upgrade teacher education activities was developed as part of the international effort to support the realisation of inclusive education. Inclusive education is understood here as quality education committed to the rights of every child and youth to education. Inclusive education is seen as by all international players as the key strategy to achieve quality education for all and ensure the right to education, especially for vulnerable and disadvantaged groups. Recommendation CM/Rec(2012)/13 of the Committee of Ministers to member States defines quality education and highlights the importance of including all pupils and students. One of the four strategic objectives of the European Union's Education and Training 2020 Framework is the promotion of equity, social cohesion and active citizenship through high-quality inclusive education.

Quality education relies on qualified teachers who are committed to continuous professional development. Diversity and inclusion pose challenges to teacher education, an issue taken up by the Council of Europe already some years ago resulting in the development of key competences for diversity (Council of Europe 2009). The European Training Foundation has recently carried out in-depth analyses of teacher development for inclusive education in the Western Balkans, providing recommendations for all stakeholders, including teacher educators (European Training Foundation 2010). A publication of the European Union on a similar analysis (European Union 2013) has highlighted the need for development of teacher education in partnership with schools and other partners. The European Agency for Special Needs and Inclusive Education has conducted a three-year project (2009-2012) and developed a profile of inclusive teachers (European Agency 2012).

The human rights instruments developed by the United Nations (e.g. Convention on the Rights of the Child, Convention on the Rights of Persons with Disabilities) and the Council of Europe (e.g. the revised European Social Charter) not only emphasise the right to education, but also the rights of children and youth in education. In addition, it is through education that young adults are able to assume their civic and democratic rights in society. Inclusive education and education for democratic citizenship and human rights education both require teachers that are willing and able to actively involve their students in the design of their own education, in decision-making as well as consider their interests and talents. Today's teachers are not prepared well enough to allow or encourage active participation. Clearly, more efforts are needed to prepare all teachers for inclusive practices.

PROJECT CONTEXT

The objective of the Joint European Union / Council of Europe Project "Regional Support for Inclusive Education" in South East Europe is to enhance social inclusion and social cohesion in the region by promoting inclusive education and training. One of the project's networks (TeacherNet) was dedicated to discussing ways to improve teacher competences and practices for inclusive education. Members of the TeacherNet met several times to share experiences and discuss ways to increase teachers' capacity to practice inclusive education. Existing teacher education activities to promote inclusive education were analysed and discussed.

The TeacherNet developed a vision of an Inclusive Teacher and reflected on the roles of initial teacher education, continuing professional development and teacher mentor education. They identified and shared good practice examples in the region. They identified critical attitudes, beliefs, skills and competences that inclusive teachers need to develop. This tool incorporates the outcomes of these deliberations and in doing so supports the knowledge transfer between schools and teacher education.

DEVELOPMENT PROCESS

The development of this tool involved teachers and other experts from the region and internationally. As a first step, existing teacher education activities for inclusive education were analysed and discussed with project participants. There are many activities in the region targeting teachers and other stakeholders to become inclusive practitioners, but in general the view was that they could benefit from a tool guiding activities of upgrading and improvement of existing teacher education activities for inclusive education.

A draft version of the tool was discussed in-depth during a Workshop in Edinburgh in May 2015. Subsequently, the tool was revised and developed incorporating comments and concerns expressed during the workshop. A subsequent review process included representatives from the European Training Foundation, the Council of Europe, the European Agency for Special Needs and Inclusive Education as well as the UNICEF Regional Office for CEECIS.

The development of the tool was coordinated with the development of three “Train the Trainer” Modules on Inclusive Education by UNICEF. These modules are based on the same understanding of Inclusive Education and a human rights-based approach and use the same terminology and concepts. It was agreed between the responsible parties at the Council of Europe and UNICEF that their products should be made compatible so that they can be used together in the field. The modules developed by UNICEF exemplify the contents and methods while this tool provides guidance in upgrading existing or designing new teacher education activities.

2. Why was this tool developed?

STRENGTHEN TEACHER PROFESSIONALISM

The main purpose of developing this tool is to strengthen the professionalism of teachers. Teacher professionalism is the key factor to promote participation and learning in all students, and teacher professionalism has a higher effect on students' achievement than other school factors (Hattie 2009). Without well-qualified, motivated and strong teachers, high quality and inclusive education is not achievable. Strengthening teachers and ensuring that all teachers are valued is an important goal of the joint European Union / Council of Europe project “Regional Support for Inclusive Education”. To bring about the changes needed to realise inclusive education, teachers have to become reflective practitioners and agents of change. They have to be able to step out of their isolation and assume an active role in their school. This tool can support teacher educators, teachers and schools in the change process and encourage dialogue on teacher professionalism and their life-long development across their professional career.

BRING ATTENTION TO PRACTICES IN SCHOOLS

Many international standards, frameworks or guidelines provide information on inclusive education and outline necessary changes. Much knowledge is available based on theoretical and practical work in developing and developed countries. Different organisations have developed statements of teacher competences, beliefs and attitudes for inclusive education. The challenge today is not the lack of knowledge or standards, but putting it into practice in diverse contexts and cultures. So far, much attention has been given to what teachers need to know, what they need to believe in and which attitudes support inclusive education. But in the end, what makes a difference to their pupils and students is not what they know or believe, but what they do or don't do every day in the classroom.

Inclusive teachers are competent practitioners and teacher education activities are effective if they have an impact on teacher practice. The gap between theory and practice is a major concern in teacher education. To help bridge this gap, this tool highlights teacher practices that need to be developed. Teachers do not only need to know what they should do, but also when, where, how and why. In a given situation teachers have

to be able to activate specific sets of competences, beliefs and skills to achieve outcomes that contribute to the realisation of inclusive education. New practices have to be developed with regard to the students, the curriculum, collaboration with others, and the development of teachers' own professionalism. Teacher education activities should contribute to the development of these four main practices of inclusive teachers.

FACILITATE DIALOGUE BETWEEN SCHOOLS AND TEACHER EDUCATION

Teacher education activities should support schools' efforts to realise inclusive education. As schools move towards inclusive education, they become more concerned and more active in professional development of the teachers and other staff. Such teacher education activities are embedded in long-term school development processes and are seen as one component of the overall capacity building process. Providers of teacher education are used to working independently of the immediate practical needs of schools. University faculties and pedagogical institutes involved in initial teacher education are generally developing their curricula based on research evidence and policy requirements. Non-governmental organisations will follow their specific agenda and mandate when designing workshops on inclusive education. This tool provides a framework for the development of inclusive practices that seeks to facilitate the dialogue between providers of teacher education and schools.

HIGHLIGHT NEED FOR CAPACITY BUILDING IN EDUCATION SYSTEMS

The progressive realisation of inclusive education requires capacity building of everyone involved in education or with responsibilities for education. Some abilities can be developed by taking teachers out of their working context and training them individually. But in the past this has not proved to be the most effective method to improve practice and achieve more inclusive schools. Working together with colleagues or developing practices as a school are more promising and sustainable approaches to achieve inclusive school. Capacity building then is focused on groups and their practices rather than individual teachers and their competences.

Educating teachers is only part of the capacity building process necessary to realise inclusive education, other stakeholders, civic society organisations, awareness and attitudes in society all play important roles. This is reflected in the support that schools receive from local authorities and teacher-parent partnerships. Therefore, capacity building is not only about professional development of individuals and groups; it is also about the capacity of the education system, of ministries and local authorities and of the different providers of teacher education. They have to develop their own practices to generate suitable working contexts, enabling environments, useful knowledge and tools that schools can use.

3. Who uses this tool?

INDIVIDUALS INVOLVED IN TEACHER EDUCATION FOR INCLUSION

Any person involved in teacher education with a view of updating or aligning teacher education activities with inclusive practices in schools can use this tool. The framework for inclusive practices can be used to identify gaps as well as what is covered in existing programmes or modules. The tool can be used for personal reflection or to receive feedback from participants and other stakeholders. It may also be useful to establish partnerships with schools to develop teacher education activities together.

ORGANISATIONS INVOLVED IN TEACHER EDUCATION FOR INCLUSION

Generally, organisations rather than individuals are responsible for providing teacher education activity. If a group of people is involved in reviewing their practices, a more formalised process may be needed. Unless the authorities require a pre-defined process (e.g. for accreditation), the parties concerned will need to agree on how to proceed. This tool sets out a problem solving process and provides a framework for inclusive practices. It provides structure and helps organising necessary change processes. Where there are several organisations active in providing teacher education for inclusive education, such a common tool may help coordinate the different activities with a view to achieve compatibility and complementarity.

STATE INSTITUTIONS RESPONSIBLE FOR OR PROMOTING TEACHER EDUCATION FOR INCLUSION

Realising an inclusive education system is mandatory for all states who are signatory to the respective international conventions and charters. Teacher education is an important lever for overall changes in the school system. Concerns about teacher competences and the quality of teaching are reflected in accreditation practices, teacher promotion or career progression schemes. Many states have a system of accreditation not only for initial teacher education, but also for in-service teacher education activities. These activities are used by states as a system of teacher qualification and teachers are required to participate in these activities in order to be eligible for promotion or career progression. In some instances, these practices are not yet in line with the philosophy of inclusive education. States that move towards inclusive education may want to use this tool to align their own accreditation practices or to evaluate and provide feedback to teacher education providers and schools involved in professional development.

SCHOOLS INVOLVED IN TEACHER EDUCATION FOR INCLUSION

More and more schools assume responsibility for the professional development of their staff – rather than delegating it to providers of teacher education. Teacher education is viewed as an important component of an overall strategy for capacity building in schools. Inclusive schools are aware of the need for continuing professional development. They are actively engaging themselves in teacher education activities, often through peer learning or partnerships with organisations able to provide the necessary expertise. These schools find themselves in the role of organising teacher education activities to support school development processes. They can use this tool to discuss and decide on areas or practices where they should engage in capacity building. The framework for inclusive practices can help pinpoint strengths and weaknesses in current practices. Schools that engage in such discussions will be able to coordinate and synchronise teacher education activities with school-based developments of inclusive practices.

ANYONE INTERESTED IN TEACHER EDUCATION FOR INCLUSIVE EDUCATION

The tool provides a framework for inclusive practices that can be used by anyone interested in good practice in inclusive schools even if they are not planning to get involved in teacher education activities. Essentially, the tool may be of interest to anyone concerned with teacher professionalism for inclusive education.

4. Where can this tool be used?

BROAD APPLICATION IN DIFFERENT SETTINGS

Essentially, this tool can be used for all teacher education activities, independent of who provides it and where or when it is provided. Inclusive education is nothing more or less than high quality education for all children and youth requiring teachers to continuously develop their practices across the professional life cycle. Using the same framework for inclusive practices gives providers of initial and in-service teacher education to coordinate and complement each other's activities. The tool can also be used to develop an overall programme for teachers' professional development across settings and providers to ensure consistency and coherence.

INITIAL OR PRE-SERVICE TEACHER EDUCATION

Initial or pre-service teacher education focuses on the development of a core identity as an inclusive practitioner and the basic abilities related to valuing student diversity, supporting all learners and working with others. Student teachers have to be able to work in inclusive environments, but they are expected to participate, but not yet to guide or lead necessary change processes. They have to be able to enact a school-based inclusive curriculum, not develop it. The tool can help clarify which abilities need to be developed prior to becoming licenced as a teacher. Schools can use the tool to develop criteria for qualifications of beginning teachers together with institutions providing initial teacher education. If schools are involved in practical education of teacher students, this tool can be used to coordinate between theoretical and practical work.

IN-SERVICE TEACHER EDUCATION AND CONTINUING PROFESSIONAL DEVELOPMENT

During the induction phase of new teachers, this tool may be helpful to reflect on abilities already acquired during initial teacher education and the immediate learning needs of teachers at the beginning of their

professional career. Mentor teachers or coaches may use the tool for reflection, to provide guidance and contextualise their activities in the broader context of inclusive education. As teachers progress through their career, the framework for inclusive practices can provide an overview of their achievements and learning needs. This will help to get involved in teacher education activities that effectively promote inclusive practices and expand knowledge and experiences in meaningful ways. Experienced teachers need not only be able to value student diversity, but also to develop school-based practices that enhance respect and appreciation of diversity. They have to acquire an active role in developing inclusive practices. Schools may use this tool to identify their need for development and capacity building, making teacher education a concern of the team rather than of individual teachers. In addition to developing competences, teams have to become agents of inclusive education and develop innovative practices. This tool can help schools identify their needs for development and capacity building.

EDUCATION OF EXPERT TEACHERS, TEACHER MENTORS AND TEACHER EDUCATORS

Inclusive schools with well-developed practices and professionals highly competent as change agents for inclusive practices may want to get involved in providing teacher education activities for other schools or individuals to help build capacity in their broader educational contexts. School teams or individual professionals able to develop inclusive practices have the potential to innovate practice by developing new pedagogical strategies, assessment tools or transforming communities to create new inclusive environments. In other words, their practice is now targeting the capacity of other professionals, other schools and the education system, not just their own capacity and that of their students. Developing new strategies traditionally is the task of Institutes for the Development of Education associated with Ministries. In some countries, international and non-governmental organisations are active in promoting innovations to make schools more inclusive. The transformation of teacher education itself has been the sole responsibility of providers such as universities, pedagogical faculties or other organisations. In this context, the tool can help identify teacher education activities that seek to transform or innovate teacher practice and help coordinate or complement activities.

NETWORKS AND PARTNERSHIPS FOR CAPACITY BUILDING

A system-wide transformation of practices towards the realisation of inclusive education requires partnerships and networks with stakeholders beyond the immediate school setting. Inclusive education needs to expand its practice to the community and the environment their learners come from and live in. It requires a close collaboration and the active engagement of different professionals and partners outside schools, the necessary capacity building cannot be the responsibility of one provider or agent alone. Parents' organisations, local authorities, organisations of persons with disabilities and other interest groups play important roles in building the capacities of communities to become more inclusive. Sustainable inclusive practices in schools cannot be isolated from other social practices. The tool and the framework for developing inclusive practices can be used to discuss practices and to get involved in change processes together with these partners. It can help to develop a common language across organisations and to create networks and partnerships for capacity building.

5. How is this tool used?

TOOL FOR SELF-REFLECTION OF TEACHERS AND TEACHER EDUCATORS

This tool is useful for any provider of teacher education who wishes to reflect on their practices with the aim of improving them or aligning them with the principles of inclusive education. The tool helps structuring this effort by setting out the different steps allowing a comprehensive review of what teachers need to be able to do as part of their inclusive practices and how teacher education activities can help develop these abilities. Teacher educators may use this tool to revise their practices and upgrade existing programmes, workshops or modules to be more in line with inclusive education. If different providers follow the same procedure they will be able to present their reflections in a similar format which will facilitate communication between different providers to share what they are doing or even to coordinate or complement their activities. Teachers may use this tool to better understand where they stand in their own professional development and which abilities they may need to acquire to progress towards being an inclusive practitioner.

TOOL TO IDENTIFY LEARNING NEEDS OF TEACHERS

Schools are more and more concerned with the professional development of their staff as part of the process of realising inclusive education. This tool can help school leaders to gain a better understanding of the learning needs of teachers and how they relate to the need to develop inclusive practices can use this tool. Other stakeholders may also be interested to gain a better understanding of the implications that inclusive education has on teachers' attitudes, values, skills, competences and agency. This tool can be useful in stimulating the discussion of current teacher education activities and the abilities of teachers to contribute to inclusive practices in schools.

TOOL TO EVALUATE TEACHER EDUCATION ACTIVITIES

In many countries, there is an on-going discussion on the need for change in practices to prepare teachers for the classroom. This tool can assist these discussions by providing a framework and a methodology to evaluate teacher education activities. It is felt that teacher education needs to be contributing more effectively to teacher practice rather than teach the theoretical foundations relevant for teaching. By focusing on teacher practice and practices in inclusive school, this tool can assist such discussions and help develop a consensus between the relevant stakeholders. Providers of teacher education can use this tool for self-evaluation of their activities in the area of inclusive education. This may be a first step in revising their activities or it may be part of researching teacher competences and their development.

TOOL FOR PROGRAMMING TEACHER EDUCATION

Some countries have shown interest in reviewing their overall approach to educating teachers for inclusive education. Many countries still have separate programmes for teachers that work with children with disabilities. This is seen as a considerable barrier to inclusive education as regular and special teachers are educated independently of each other. Using the same tool and communicating about teacher practice for inclusion could help to better coordinate or even bring together the two teacher education activities.

6. What is in this tool?

A PROCEDURE AND A FRAMEWORK

The tool to upgrade teacher education activities for inclusive education has two parts. The first part describes the procedure of upgrading as a sequence of activities that the users of this tool can get involved in. It guides the users through a problem-solving cycle with six stages: Problem Identification, Needs Assessment, Goals and Objectives, Educational Strategies, Implementation, Evaluation and Feedback. The second part describes the framework for inclusive practices. Based on the work of the European Agency on the profile of inclusive teachers (2012), a framework was developed to describe the practices of inclusive teachers. This framework identifies four core practices relevant for inclusive education.

CONCEPTS

The tool is based on concepts relevant to inclusive education that have emerged internationally over the last few years. The key concepts are explained in a glossary for easy reference. The term "abilities" is used as an umbrella term for attitudes, beliefs, skills and knowledge, competences and agency. This term highlights what teachers or other professionals are able to do, including for example the ability to motivate themselves or to direct their activities towards achieving the vision of inclusive education. In addition, the tool incorporates concepts developed to explain capacity building across systems and settings. It uses knowledge related to the development of communities of practice (Lavé & Wenger 1991), expansive learning in organisations (Engeström 2001) and learning organisations (Senge 1990, Senge et al. 2012). The tool also takes into account the difficulties arising when knowledge is transferred from one setting (e.g. seminar at university or pedagogical faculty) to another (classroom in local school). Skills (e.g. maintaining discipline in classroom) or competences (supporting learning) are not necessarily the same when teaching twelve-year-old pupils as when working with experienced teachers. Learning is bound to the situations in which learning takes place and practitioners need to be able to reflect on new situations to apply what they have learnt. The concept of the reflective practitioner (Argyris & Schön 1996) and the importance of teachers as agents of social change (Fullan 1993, Priestley et al. 2012).

PRACTICE

The gap between theory and practice as well as between teacher education and the reality in schools has been identified repeatedly in the discussions held around teachers' professional development. It is not enough to lecture on the philosophy of inclusive education or to talk about the importance of inclusive education. It is also not enough to teach the theory of inclusive practices, such as individual educational planning or strategies to differentiate instruction and to get to know formative assessment strategies. Knowledge transfer is only successful if new competences, skills & knowledge, new insights and outlooks actually are incorporated in teachers' everyday practice. Everything teachers learn has to come together in ways that ultimately support the process of inclusion. What makes the difference in real school situations is not what teachers know or believe, but what they do or are able to do in their actual work context. This tool therefore focuses on teacher practices and emphasises the importance of teacher agency. The framework for inclusive practices takes the competences identified in the profile of inclusive teachers (European Agency 2012) and expands them into practices. Beliefs, attitudes, skills and knowledge as well as competences must be directed towards meaningful goals and desired outcomes. They must take into account the social and physical context in which they are used. Specific situations require the activation of a specific set of beliefs, attitudes, skills & knowledge and competences and the use of adequate methods and processes. The tool therefore focuses on the development of inclusive practices rather than isolated abilities.

ACTIVITIES

"Practice" is the umbrella term for all relevant activities and actions carried out in fulfilment of one's professional mandate and obligations. It is through actions that a teacher's abilities become visible and have an impact on students, colleagues, parents as well as other professionals or members of the community. A teacher's activity may aim at supporting a boy from a socially disadvantaged home in accessing the curriculum, at creating a positive learning environment for all students or at clarifying team-teaching strategies with a colleague. All these activities have to come together in a way that supports the realisation of inclusive education. A model is introduced (see framework) to analyse practices and activities by setting out the components that respond to the following questions: Who is carrying out the activity? What is the activity directed towards? Why or for which purpose is the activity carried out? How is the activity carried out? Where is the activity carried out?

The same applies to teacher education activities. Everything that providers of teacher education do should also contribute to the realisation of inclusive education. The upgrading of existing or the creation of new modules, programmes or workshops to develop teachers' abilities relevant for inclusive education involves a series of activities. Shortcomings or difficulties with existing programmes need to be identified; a needs assessment is required to develop an in-depth understanding of what teachers working in inclusive settings need to be able to do and so on. This tool describes the updating process as a series of activities that providers of teacher education and other stakeholders can carry out. The same model to describe activities is used for teacher activities in schools and for teacher education activities. The underlying premise is that by focusing on practice, the gap between what is taught in teacher education settings and the practice of teachers in schools can be better bridged.

Part 2

Upgrading Teacher Education Activities

Upgrading Teacher Education Activities

1. Introduction and Overview

ORGANISATION OF THE TOOL

The tool to upgrade teacher education activities is organised in a series of activities. The underlying premise is that improving existing modules, programmes, workshops or projects is best facilitated by indicating what can be done in the process. In this part of the tool, the user will find a sequence of activities that guide through the different steps to upgrade existing teacher education activities or create new ones. Even for experienced curriculum developers, the description of activities provides orientation in the upgrading process and facilitates reflection. This is especially useful if the upgrading process involves different people with different backgrounds that need to synchronise their activities. The explicit description of activities and the sequence in which they are carried out encourages discussions between stakeholders. It adds transparency to the upgrading process and thus creates opportunities for people to get involved and contribute. This is especially important in the context of inclusive education.

The tool also includes a framework for inclusive practices in the next part. This framework organises inclusive teachers' activities into four domains of practice. It contains the elements of good practice that inclusive teachers need to acquire during the course of their career. The framework provides information on what teachers need to learn to become inclusive practitioners as they go through their initial training to become teachers, when they become more experienced and finally when they start teaching other teachers about inclusive practices. This is the information the user of this tool will draw from to think about missing content, relevant abilities of teachers to be developed or practices to be implemented.

A FOCUS ON PRACTICE

Ultimately, teacher education for inclusive education seeks to transform practice in schools to promote inclusion rather than exclusion. It is important not to lose sight of this goal. Inclusive schools need practitioners who are able to promote inclusion, not only talk or write about it. Teacher education activities need to contribute to inclusive practices, directly by working with professionals in schools or indirectly through building the capacity of teacher students studying in universities or pedagogical faculties. Teachers' abilities only become visible and effective through their actions and activities in real life. The effect of all these activities taken together makes a school inclusive or not. Therefore, this tool focuses on practice rather than theory, on what inclusive practitioners need to be able to do, not only what they need to know or not. Positive attitudes and beliefs, necessary skills, knowledge and competences are important and need to be developed. However, even more important is how they play out in practice. The tool therefore focuses on practices: the practice of upgrading teacher education activities and the practice of inclusive schools that these activities seek to improve.

To focus on practice, the tool introduces a model to analyse and describe activities. Rather than specifying the relevant characteristics or qualities of teachers, this tool focuses on how these abilities need to come together in teachers' everyday practice. The tool takes the perspective of teachers' or other professionals' actions. From this point of view, good practice is described in the framework. For example, when they teach

a diverse group of children: What do they notice, what draws their attention, which beliefs, attitudes or intentions are activated? Which strategies do they apply and which atmosphere is created in the classroom? Practice is defined by what teachers do, how they do it, what their intentions are while they are doing it and whether all of this fits with the context in which they work. For example, observing and assessing differences between students is an important competence of inclusive teachers. But if acceptance of difference is associated with low expectations, the ability to assess actually leads to discriminatory teaching practices.

ACTIVITY MODEL

The activity model helps to think not only what inclusive practitioners are doing or should be doing, but also what they intend or expect to achieve through their actions and activities. The teacher as an agent brings together a set of beliefs, attitudes, skills, knowledge and competences whenever active in the classroom or in other school-related situations. Being an inclusive practitioner is not (only) about high performance in final exams or knowing the right answer when asked about inclusive education. Whether teachers are effective in supporting learners and as agents for social change towards inclusive education needs to be judged by their actions. It is as much about teachers’ abilities as about activating them in the right moment. The activity model is used for two purposes in this tool. Firstly, to describe the activities involved in the updating process and secondly to describe the overall activities involved in inclusive practices in schools. The model helps to highlight the main components of any activity. The components used in the activity model respond to the following questions:

- *Who does it (subject of activity)?*
- *What is done (object of activity)?*
- *Why or what for is it done (outcome of activity)?*
- *How is it done (Tools and instruments)?*
- *Where is it done (social and physical context)?*

These components are represented in the model as following:

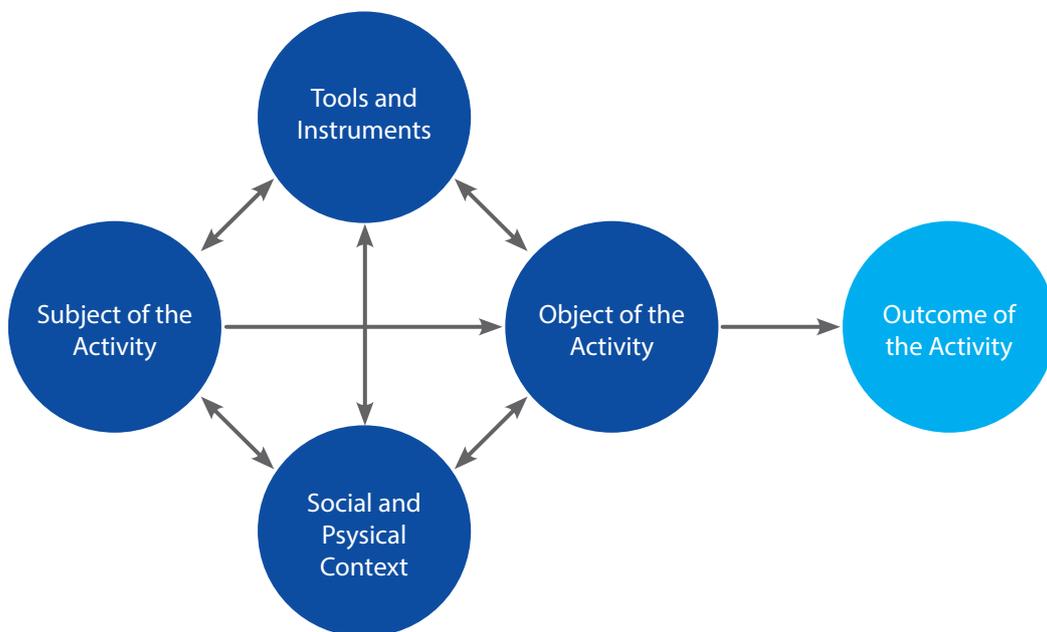


Figure 1: Activity Model to describe Practices

Definitions of the components:

“Subject” refers to the person or people that is/are carrying out the activity. The activity is understood and analysed from his/her perspective (e.g. teacher educator or primary school teacher).

The **“Object”** refers to the focus of the activity; it defines what the activity is directed towards. This can be another person, a problem, a topic or any physical object. The quality of the object will depend on the subject’s understanding, attitude and experience as well as on the nature of the activity (e.g. different qualities of water are relevant when I drink, measure a litre, swim in a lake, or read Noah’s Ark).

“Outcome” refers to all wanted and unwanted results or impacts that are created as a result of carrying out an activity (e.g. achievement, failure). Outcomes are anticipated through statements of purpose or goals, they may be intended or unintended.

“Tools and Artefacts” are physical and cognitive tools or methods that are used to carry out the activity (e.g. text book, learning strategies, language as a tool for communication).

“Context” refers to the characteristics of the social setting or environment in which the activity is carried out. This could refer to social values, beliefs, norms or to rules, but also to the climate in the classroom, the support given by peers. Even physical environments sometimes are expressions of social beliefs and practices, reflected in infrastructure, buildings and other human-made changes to the natural environment.

The activity model is used for each activity to give an overview. The subject or agent using the tool and the context in which it is used vary and therefore is not included. But the overview for each activity states the purpose or intended outcome (outcome), the focus of the activity (object) and materials or methods (tools and artefacts).

PROBLEM SOLVING CYCLE

Upgrading teacher education activities to align them with the requirements of inclusive education is best understood as a problem-solving process. It is through interlinked activities carried out in a meaningful sequence that problems such as upgrading teacher education activities are solved. The activities guide the user through the questions that need to be addressed and issues that need to be clarified before changing the current practice of teacher education. They include information from the framework in formats useful at certain stages of this problem solving cycle. The framework helps not to lose sight of the overall purpose of upgrading teacher education, which is to increase their effectiveness in supporting or promoting inclusive practices. The problem solving cycle used to organise the activities for upgrading is represented in Figure 2:

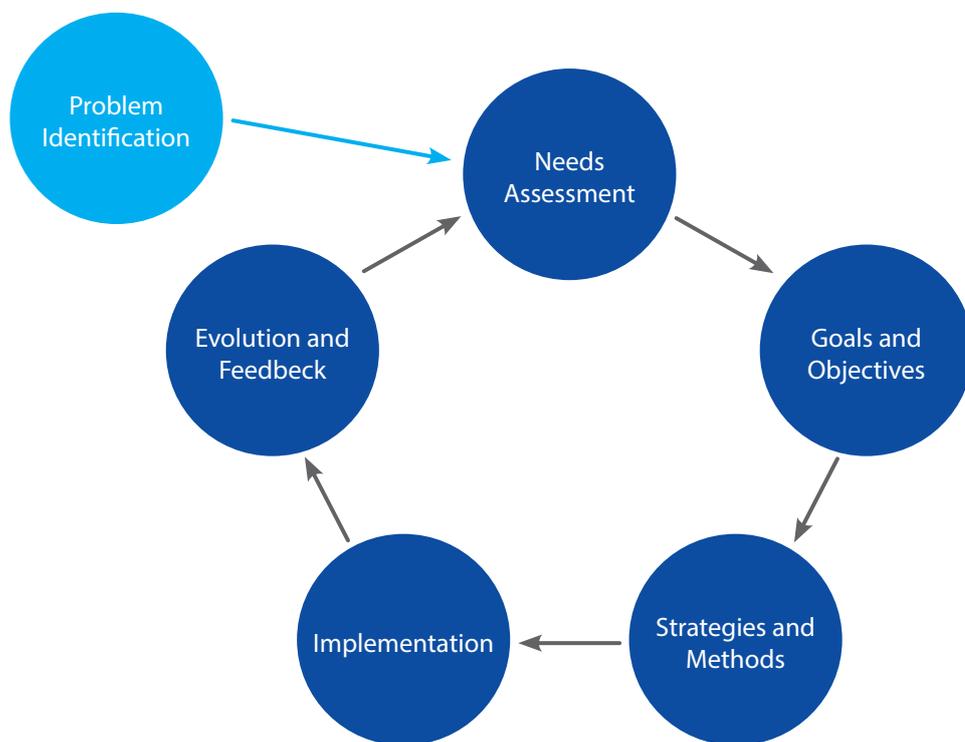


Figure 2: Problem solving cycle

In practice, upgrading will not be a strictly linear process of taking one step after completing the previous step. It is an interactive and dynamic process where progress often is made on two steps at the same time, because progress on one step will open up new ideas about the next or the previous step. Although the overall process will move along the problem solving cycle, sometimes back stepping will be necessary to reconsider new ideas. In real life, curriculum development never ends because implementation will highlight needs for adjustments and new training requirements will be identified. The different steps in the problem solving cycle are the following:

Problem identification:

Problem identification means becoming aware of an overall need for change. To understand the need for change, the current approach, practice or situation needs to be analysed as it relates to the ideal or vision of inclusive practice. To help develop this broad vision, a model of inclusive teacher practice is provided in this tool against which the overall approach used by a provider of teacher education can be compared. The outcome of this analysis is a broad understanding of what is the object and objective in need of transformation. For example, if present practices around enacting the curriculum by the schools are perceived as the main problem, the information provided on practices “supporting all learners to facilitate access to the curriculum” can be used to help develop a vision of inclusive practices. It is against this vision that the need for change or an understanding of the current problem is developed.

Needs assessment:

Needs assessment uses the overall identification of a problem and seeks to understand what this means for the specific target group. The target group will vary according to the main activity of the teacher education provider. In pre-service or initial teacher education the target group are teacher students, in-service teacher education activities may focus on novice teachers, experienced teachers or both. Mentorship programmes or education programmes to become a teacher educator generally target experienced teachers wanting to acquire specific expertise to work with teachers or other professionals. Some providers of education activities for inclusive education include additional target groups such as other professionals working in inclusive schools, school leaders, representatives of local authorities, inspectors, teacher educators or other members of the community. The needs assessment is based on the specific practice that the targeted group is expected to develop in the context of inclusive education. For teachers and other professionals working in inclusive schools, the four areas of practice will serve as a model against which gaps or the needs for development will be defined. The user will then need to decide which gaps should be addressed in the teacher education activity at hand.

Goals and objectives:

Once the needs of the targeted learners are identified and the decision made which of these should be addressed, the goals and objectives for the teacher education activities can be developed. The overall goals will be set against the four areas of practice, either by selecting one, two, three or by considering all four. For example, valuing student diversity may be the main objective of a workshop provided by a local non-governmental organisation to a school that has a very diverse student population while a master's programme on inclusive education will focus on all four practices. Once the overall goals have been developed, the detailed description of the practices provided by the framework can be used to develop more specific objectives. Objectives depend on the target group and may include the change of attitudes and values, the acquisition of knowledge and skills, the development of competences or agency. Objectives are not only statements of an ideal future state; they are also linked to an understanding of the activities or means that will help teachers to develop inclusive practices. In other words, objectives include the overall specifications of the future teacher education activity.

Strategies and methods:

Once the goals and objectives are clear, the focus shifts to what should be done in the future and how. Based on the overall specifications and an understanding of what teachers should be able to do as a result of upgraded teacher education activity, thought has to be given to what exactly will be done and how to achieve these goals and objectives. An understanding of the content of the curriculum (coverage) and of the ways in which the target group will be engaged in learning needs to be developed. Thought needs to be given to where this learning activity should best take place thereby defining the social and physical contexts of the future teacher education activity. Essentially this is about bringing content, goals, methods and contexts together to define the future learning activities for the target group in question. This is also about developing a meaningful sequence of the different activities and laying them out as a plan, programme or curriculum.

Implementation or realisation:

This activity is critical for the success of the new teacher education practice. It takes it from something that is in people's heads to reality. Implementation or realisation of your new teacher education activity means to put your planning into action, to create a new teacher education practice. Since this will very much depend on the users' specific situation, not much information on how to proceed can be provided in this tool. The user may have to obtain political support to ensure the sustainability of your activity, possibly including a process of accreditation by a state institution. There may be need to identify or obtain the necessary resources, infrastructure and support. Potential barriers need to be identified and addressed and thoughts given to the introduction of the upgraded teacher education activity. It may be necessary to gain acceptance from and create alliances with teachers, school leaders, local authorities or other relevant groups. Thoughts need to be given to documentation, administration and refinement of the new practice, as it becomes an activity in the real world.

Evaluation and feedback:

Evaluation of your new teacher education practice entails the evaluation of every component of your practice:

- *Were the selected overall goals adequate to guide your new practice?*
- *Were intended objectives achieved?*
- *Did the participants change their beliefs and attitudes, acquired the skills and knowledge, developed the competency and agency as intended?*
- *Are the selected strategies and methods adequate?*
- *Were the necessary opportunities to learn created?*

To sum it up: Was the new teacher education activity implemented as envisaged? To evaluate the new teacher education activity and to receive feedback from participants and other stakeholders, the activity model can be used again. In this tool, implementation, evaluation and feedback are described as one planning activity because the actual realisation and the following steps will need to be guided by the specific circumstances in which the teacher education activity is carried out.

THE PROBLEM SOLVING ACTIVITIES

Each step of the problem solving cycle includes three activities. For each activity, an overview is provided using the components of the activity model. Subsequently, the user is given some information that helps carry out the activity and highlights important points to consider. The activity is then described in more detail, providing forms or templates that can be used to link the activity to the framework for inclusive practices (see next part).

An overview of the activities suggested for each step of the problem solving cycle is presented here to facilitate orientation:

Problem identification: focus on practices for inclusive education

Activity 2.1: Identifying the overall challenges and problems of professionals

Activity 2.2: Developing a broad vision of inclusive practices

Activity 2.3: Defining the overall need for change

Needs assessment: focus on professionals for inclusive education

Activity 3.1: Assessing the needs from the perspective of target group

Activity 3.2: Assessing the needs from your perspective

Activity 3.3: Defining the needs to be addressed in a specific teacher education activity

Goals and objectives: visualisation of new teacher education practice

Activity 4.1: Visualising goals and outcomes

Activity 4.2: Visualising means and contexts

Activity 4.3: Developing new specifications

Strategies and methods: building the new teacher education practice

Activity 5.1: Defining activities and objectives for the new component

Activity 5.2: defining methods and settings
 Activity 5.3: Putting it all together

Implementation, evaluation and feedback: realising the new teacher education practice

Activity 6.1: Developing an implementation plan
 Activity 6.2: Ensuring necessary conditions
 Activity 6.3: Administering, evaluating and getting feedback

2. Problem identification: focus on professionals for inclusive education

ACTIVITY 2.1: IDENTIFYING THE OVERALL CHALLENGES AND PROBLEMS OF PROFESSIONALS

Overview:

Purpose:

- Gain understanding and increased awareness of challenges around realising inclusive education as it relates to teacher practice
- Develop an overview of the problems with teacher practice in the context of realising inclusive education

Focus of Activity:

- Teachers professionalism today in your region or country
- Challenges and problems with today's teachers' professionalism in four areas relevant for inclusive education: (1) Personal Professional Development, (2) Valuing Learner Diversity, (3) Supporting all Learners, and (4) Working with Others

Materials and Methods:

- Sticky notes, flipchart or large sheet of paper, pens
- Template of activity model
- Brainstorming, organising and documenting problems and challenges

Background information:

- Framework for inclusive practice of teachers: Framework for inclusive practices in schools (in this tool)
- Profile of Inclusive Teachers (European Agency 2012)
- UNICEF Train the Trainer Modules on Inclusive Education (UNICEF 2015)

Information for user

Before changing your teacher education activity to address issues around inclusive education, it is important to gain a comprehensive understanding of teachers' situation in schools. "A problem well put is a problem half solved" (Dewey 1938), in other words, if an adequate understanding of a given problem is reached, actually addressing it will be much easier. The focus here is not on the "teacher as the problem", but the problems and challenges teachers encounter in their everyday work.

This activity can be carried out ad-hoc without further preparation, but the user should have a good understanding of inclusive education and how teachers can contribute to the realisation of inclusive practices in schools. At the same time, this activity also helps activate and clarify the understanding of inclusive education present in the participants. If big discrepancies become visible through this activity, they may need to be addressed in more depth and through a longer process than is described here. The user might decide to collect relevant information from different stakeholders through interviews, surveys or analysis of available data and information.

A basic model for teacher activities is part of the framework for inclusive practices included in this tool and can be used here as a reference. The model can be used to help organise the results from the brainstorming

exercise. It highlights the overall orientation of inclusive practices towards the learner – rather than the curriculum as the overall tool. The model also includes the social and physical context in which the curriculum is applied. Results from the brain-storming exercise are organised in this model for clarification: are we talking about teachers' beliefs on diversity in general, about enacting a flexible curriculum, about diversity in learners or about creating an accepting learning environment? The model can also be used to identify gaps. For example, teachers' low awareness around disability may be mentioned as a problem. Low awareness is not observable so the question needs to be raised how this problem is reflected in practice.

In addition to the basic model of teacher activities provided here, you may want to consult the "Profile of Inclusive Teachers" developed by the European Agency for Special Needs and Inclusive Education (2012). The profile gives you more detailed information on teachers' abilities with regard to teachers own professionalism (teacher), valuing student diversity (learner), supporting all learners (curriculum) and working with others (context). The "Train the Trainer Modules on Inclusive Education" (UNICEF 2015), especially Module 1 includes activities that provide an overview of what is meant by these four domains of inclusive teachers' abilities.

This activity focuses on the problems and challenges encountered by professionals working in schools, especially by teachers. This does not imply that there are no problems or challenges related to other stakeholders or to contextual factors like policies or legislation, societal attitudes, or resources. But since this tool seeks to help improve teacher education activities, a focus on professionals and their practices is needed.

Description of the activity

Step 1: Brainstorming on problems and challenges of professionals related to inclusion

Brainstorming is a simple method to activate your thoughts, experiences and remembering things that others have told you. One way of proceeding is to use small pieces of papers or sticky notes to write thoughts down.

The following question can be used to stimulate your brainstorm:

- What are the main problems teachers face in schools in your country related to
- What are the main problems that teachers have with realising inclusive education?
- What should inclusive professionals be able to do beyond what is the current practice?

Step 2: Organising problems and challenges into the four domains of inclusive practice

Once you have written down all your thoughts the following questions may help you for a more focussed brainstorm:

- What are the problems related to teachers identity as an inclusive practitioner?
- What are the problems related to the diversity of learners?
- What are the problems related to the curriculum and instructional strategies?
- What are the problems related to the context (e.g. classroom, school, community)?

You can use these questions to highlight the different problems and challenges in overall teacher practice. When you have completed your brainstorming, you should organise your sticky notes according to theme and check if they are complete. If you find out that for a specific problem you have information only for one or two components, you may want to engage in more brain storming on the other components.

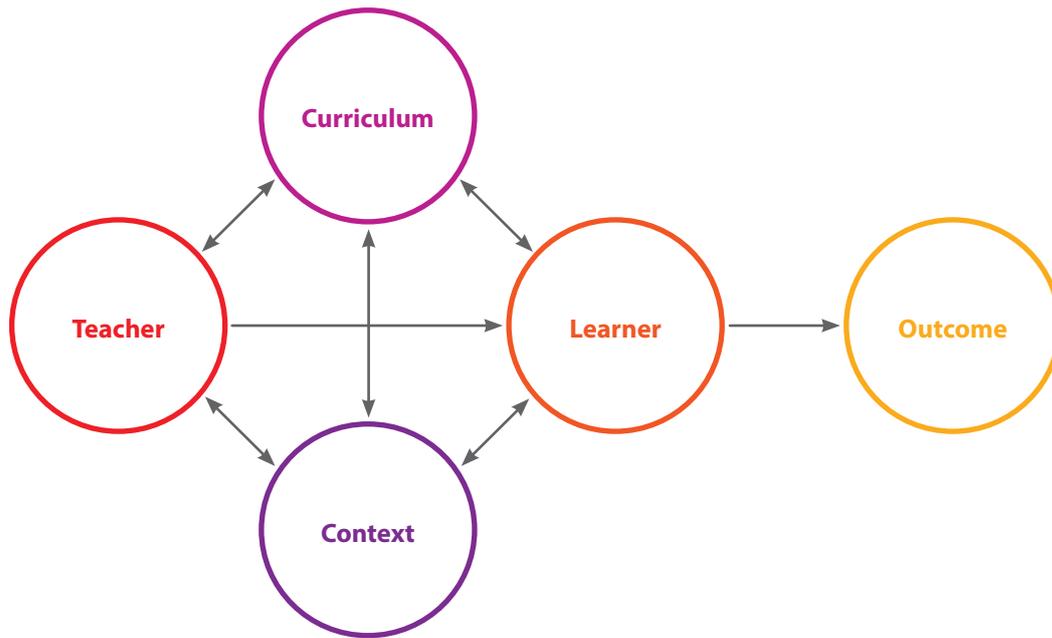


Figure 3: Basic model of teacher activities to organise and complement results of the brain storming activity

Step 3: Documenting challenges and problems using the Figure 3 or in any other format of your selection

Once you have organised your collection of problems and challenges, it is important to document it adequately. You will need the results from this activity to guide the following steps in the process.

ACTIVITY 2.2: DEVELOPING A BROAD VISION OF INCLUSIVE PRACTICE

Overview:

Purpose:

- Gain clarity about the overall vision of inclusive practice that will guide the upgrading process
- Organise components of this vision into a practice by using the activity model

Focus of activity:

- Your vision of inclusive practice responding to: Who? What? What for/Why? How? Where?
- Activity model bringing the components of vision together

Materials and methods:

- Template of activity model
- Paper, pens, sticky notes (optional)
- Visualising and organising vision into practice

Additional information:

- Framework for inclusive practice of teachers: Framework for inclusive practices in schools (in this tool)
- Profile of Inclusive Teachers (European Agency 2012)
- UNICEF Train the Trainer Modules on Inclusive Education (UNICEF 2015)

Information for user

Gaining a broad understanding of the problems and challenges of teachers is not enough to really understand what needs to be changed in your own practice and which issues need to be addressed by your teacher education activity in the future. What is needed now is a broad vision of how things could be different. Visualisation of an ideal situation is important because it gives direction to the problem solving process. Without understanding where you want to go, to may lose sight of what is essential and concentrate on details that do not sum up to anything really meaningful.

It is easy to take out books, look up websites or talk to experts who describe the various teacher competences relevant to address student diversity, the kind of attitudes that are necessary or the skills involved in addressing specific issues related to inclusive education. It is more difficult to visualise how all these attitudes, beliefs, skills and knowledge as well as competences actually come together to realise inclusive education. Given their specific situation, in a specific school and community with the specific learning needs of their students, teachers have to be able to practice inclusive education – not just talk about it. “Thinking practice” means taking the perspective of the teacher and envisaging what the teacher (who?) focuses on when acting (what?) and with which intentions or purpose (what for/why?). It also requires some thought on the methods and tools (how?) the teacher will use and in which environment (where?) the teacher is carrying out the actions. The activity model brings these questions together and helps develop a vision of inclusive practices – rather than thinking about isolated qualities in teachers. Your ideas therefore need to be organised so that they are linked to each other meaningfully. This is achieved by organising them the activity model. Thinking in practices rather than isolated ideas of “good practice” might be a challenge in the beginning. But the advantages of taking a comprehensive approach to gain an understanding of inclusive practices outweigh the difficulties encountered in getting used to this new approach.

Therefore, a visualisation of how things could be different and what a more inclusive practice in schools would look like is an important next step. You may conduct this activity alone or with other people from your own organisations or together with other stakeholders. The richer the input, the more complete your vision will be. The product of this activity can also be used to communicate your vision to others, for example when seeking financial support or motivating others to join the upgrade process.

Description of the activity

Step 1: Visualisation of how things can be different

In Activity 2.1 you have identified the problems and challenges teachers encounter in realising inclusive education. Now you leave these on the side and think of ways in which things could be differently.

The following question can be used to stimulate your visualisation:

- What kind of people work in an inclusive school?
- What do inclusive practitioners do?
- What does an inclusive school look physically?
- How and what do children and youth learn in an inclusive school?
- Where do children and youth meet to get to know each other?
- What do inclusive schools achieve that other schools cannot?
- How do people interact with each other in an inclusive school?
- What does a community look like that has an inclusive school?
- How does the community get involved with schools?

Additional questions can be generated based on the results of Activity 2.1 by identifying solutions to stated problems. Write your ideas down on a sheet of paper or on sticky notes and pick out the ones that are most important in your view.

Ideally, you will engage in this activity together with others. Their input will make your vision more meaningful to other stakeholders. For example, you may want to include practitioners who already work in inclusive education or have experience with developing inclusive practices in schools. Communicating with others will help develop the vision and may facilitate its communication later on.

Step 2: Visualisation of an ideal inclusive practices

Most likely, step 1 of this activity will result in many ideas – one not necessarily directly linked to the other. Especially if other stakeholders have participated in the discussion, the ideas and statements about how things should be founded in many different views on education and may address many issues that are not directly linked with inclusive practices. You will now have to prioritise, condense and organise these ideas to gain a vision of ideal inclusive practices. It is recommended that you use the activity model for this purpose, stating the questions that need to be addressed and organising your ideas and visions. You may do this exercise alone or with others. You find the respective template below (Figure 4). Select the most important ideas or visions and try to get the fullest possible picture by addressing each with the following questions:

- **Who:** Which attitudes, skills & knowledge, competences and agency of teachers or other professionals are needed to fulfil this vision or idea? (Focus on subject, acting person)
- **What:** What do inclusive practitioners need to focus on or need to work on or change to fulfil this vision or idea? (Focus of activity)
- **What for/why:** Which outcomes need to be in the minds of practitioners or which intentions or goals needs to guide their practice to fulfil this vision or idea? (Purpose)
- **How:** How does an inclusive practitioner teach, interact or communicate; which methods, tools or curriculum does he or she use to fulfil this vision or idea? (Tools and Artefacts)
- **Where:** Where does an inclusive practitioner need to work and what are the characteristics of an inclusive environment needed to fulfil this vision or idea? (Context)

You can use a template of the activity model to develop your vision of ideal inclusive practice of teachers. If you do this exercise with others, you can transfer the template onto a flipchart or use a beamer / overhead projector to project the model onto a wall. You can then use sticky notes to bring ideas from the different participants together. A template can be used for each idea or vision that is regarded as important and comprehensive enough to explore in this way. You may wish to take a picture of all completed templates for documentation purposes.

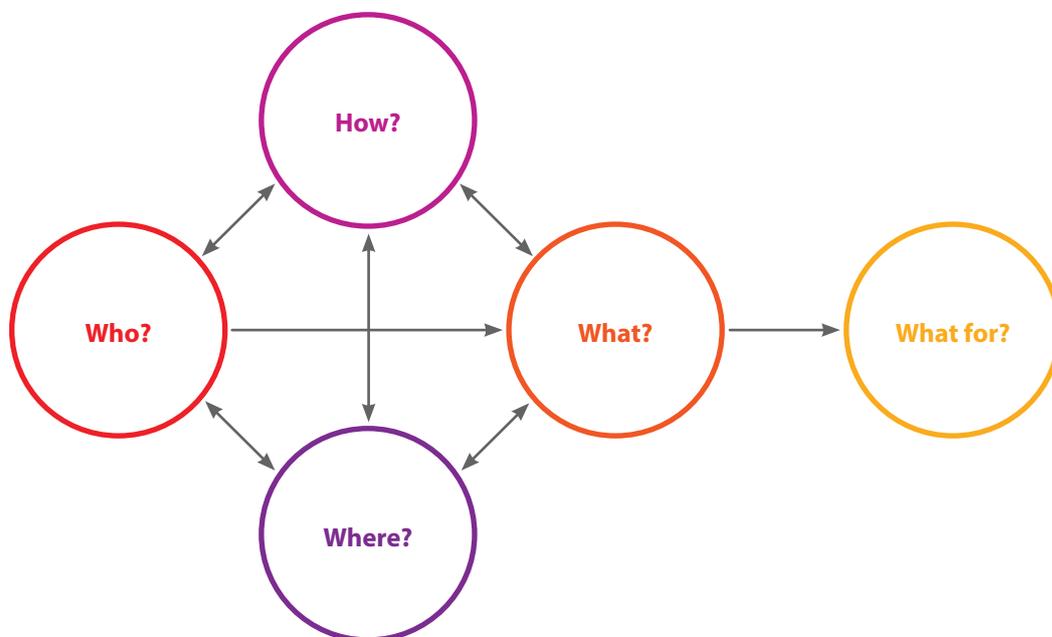


Figure 4: Using the activity model to create vision of inclusive practice

Step 3: Documenting ideal inclusive practices

Once you have completed mapping your vision to the activity model – thus developing them into ideal future practices, you will need to decide which of these visions are broad enough to guide the subsequent process. You may develop only one vision using the basic model of teacher activities (Table 1) or you may choose to use the four domains of teacher practices (focus on teacher, learner, curriculum, context).

The way you document your vision of ideal inclusive practices of teachers or other professionals will depend on the context in which this is done. If a team of teachers does this activity, the results could be included for a school development programme. If a nongovernmental organisation develops such a vision, it will guide the development of their programme and will help communicate with donors or other partners. Key statements of this vision that can be used to communicate with others about your teacher education activity, for example during the implementation phase.

ACTIVITY 2.3: DEFINING THE OVERALL NEED FOR CHANGE

Overview:

Purpose:

- Explore the difference between identified problems and the vision of inclusive practice
- Define the most important need for change in relation to teachers' professionalism, valuing student diversity, a curriculum that supports all learners, working with others to create enabling environments, both for teacher practice and for teacher education

Focus of Activity:

- Problems and challenges identified in Activity 2.1
- Broad vision of inclusive practices developed in Activity 2.2

Materials and Methods:

- No materials needed
- Comparing, discussing, compiling information

Additional Information

- Framework for inclusive practices in schools (in this tool)
- Profile of Inclusive Teachers (European Agency 2012)
- Teaching Profession for the 21st Century. Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE (Center for Education Policy, Belgrade 2013)
- Key competences for diversity (Council of Europe, 2009)

Information for user

At the end of the problem identification process it is important to understand the difference between the current situation, including all problems and challenges that teachers encounter in their practice and the vision of an inclusive teacher practice developed in Activity 2.2. Comparing what is now and what should be highlights the need for teacher learning. This activity essentially is a gap analysis, comparing current practice with desired practice in the future.

At this point, the focus is not on what teachers should learn at a specific point in their professional life (e.g. as a teacher student, novice teacher, experienced teacher or expert teacher). The focus is on the overall need of the teaching profession or other professions working in inclusive education settings.

Description of the activity

Identifying the need for change

So far, you have developed an overall understanding of problems and as they present themselves with regard to teacher professionalism, to valuing student diversity, to supporting all learners and to working with others to create an enabling environment (Activity 2.1). You have generated ideas on future practice that will better contribute to the realisation of inclusive education (Activity 2.2).

Now, please engage in the following questions and write down your thoughts:

- What are the major gaps between current practice and future inclusive practice
- Which characteristics of your vision can be addressed by educating teachers and other professionals?
- Can you pinpoint the need for change and write it down?

Organise your thoughts along the four areas of teacher competence as defined in the Profile of Inclusive Teachers (see under Materials and Methods). Once you have achieved this, use Table 1 to document the need for change. First fill in the section on “identified gap / need for change related to teacher practice” then reflect on the respective gaps and needs for change in teacher education. Rather than using Table 1 below, you may prefer using a different format to accommodate your need for detail and organisation.

	Identified gap / need for change related to teacher practice	Identified gap / need for change related to teacher education
Professional development for inclusive practitioners		
Valuing student diversity to promote access, participation & learning, achievement		
Supporting all learners to facilitate access to the curriculum		
Working with others to create enabling environments		
Other issues:		

Table 1: Documentation of the need for change in the four domains of inclusive practice

3. Needs assessment: focus on practices for inclusive education

ACTIVITY 3.1: ASSESSING THE NEEDS FROM THE PERSPECTIVE OF YOUR TARGET GROUP

Overview:

Purpose:

- Gain a more detailed understanding of how the need for change affects your target group.

Focus of Activity:

- What your target group already can do and what they cannot do with regard to inclusive practices

Materials and Methods:

- List of identified gaps and needs developed in Activity 2.3
- Paper, pens, sticky notes (optional)
- Brainstorming, documenting

Additional Information:

- Framework for inclusive practices in schools (in this tool)
- Profile of Inclusive Teachers (European Agency 2012)
- Teaching Profession for the 21st Century. Advancing Teacher Professionalism for Inclusive, Quality and Relevant Education – ATEPIE (Center for Education Policy, Belgrade 2013)
- Key competences for diversity (Council of Europe, 2009)

Information for user

The previous section focused on the overall need for change that affects all professionals and all teacher education activity. This was important to gain an overview that can be used across the different phases of professional development and for the different professionals working in inclusive schools. Now a more detailed and more focused analysis is necessary to understand the need of your specific target group (e.g. teacher students in their initial training sessions, experienced teachers already working in schools). What does this overall need for change mean for your target group? Is your target group sufficiently competent and therefore able to realise inclusive practice?

Your target group may be teachers or other professionals and even parents or members from the community that contribute towards the realisation of inclusive education. Your target group may be teacher students, novice teachers, experienced teachers or expert teachers. They are at different points in their professional development and therefore will have different needs. For schools engaging in professional development as part of becoming more inclusive this activity will focus on themselves and on their work colleagues.

For this activity, you should adopt a broad view of your target group in order not to exclude potential future participants in your teacher education activity. This could include drawing from different populations than you do at present or by expanding your scope to include teachers at different stages of their professional development or other professionals.

*Description of the activity***Step 1: Assessing the needs of your target group - Brainstorming**

Go through the completed Table 1 (product from Activity 2.3; left column on identified gap/need for change related to teacher practice) and consider what you have written down to describe the need for change from the perspective of your target group.

- How much will your target group be affected from the identified need of change (Activity 2.3)?
- What is the difference between current practices and the envisaged future practices for inclusion for your target group?
- How well is your target group already prepared to assume this new practice?
- For what does your target group need to be prepared at this specific stage of professional development?
- Where will your target group likely encounter difficulties and why (e.g. related to their attitudes, beliefs, skills & knowledge, competences and agency)?

Write your thoughts on a piece of paper or on sticky notes as they come to mind. Once finished, spend some time organising your thoughts along the four areas of inclusive practice (see Activity 2.3) or in a format of your choice.

You may wish to discuss these questions with other stakeholders or with representatives of your target group to enrich the discussion and receive additional input on the needs of your target group. It could be helpful for future collaboration with other providers of teacher education activities to try to reach a common understanding of the overall needs of your target group for professional development.

Step 2: Comparing identified needs with information provided in framework

Now go to the framework for development of inclusive practice. Read the descriptions provided for each domain of inclusive practice and compare it with the result from your brainstorming exercise. Ask yourself the following questions:

- Does the information provided in the overview indicate needs you had not yet considered?
- Does the information on “Focus on Abilities” indicate needs you had not yet considered?
- Does the information on “Object and Objectives” indicate needs you had not yet considered?
- Does the Information on “Tools and Strategies” indicate needs you had not yet considered?
- Does the information on “Context” indicate needs you had not yet considered?

Answering these questions should achieve a fuller list of needs relevant for your target group. At this stage, just make sure that you have thought of everything important. You may want to go back to Activity 2.2 where you developed a broad vision of inclusive practice. There may be some points that you have not yet addressed.

Step 3: Deciding what is important and related needs of your target group

Your results now need to be organised so that you can use them in the next steps of the problem solving cycle. You will now have to decide which practices are most important for your target group and identify the related needs: Which inclusive practices are absolutely necessary so that your target group can contribute to the realisation of inclusive education? Which changes or improvements of practice are needed so that your target group can engage in inclusive practices?

Use Table 2 to identify important practices for your target group and highlight the need for better preparation. Select the most relevant information generated in Step 2 and use the framework for reference. You may wish to include other stakeholders or representatives of the target group in this activity.

	The following practices are very important for our target group:	Our target group needs to be better prepared for:
Professional development for inclusive practitioners		
Valuing student diversity to promote access, participation & learning, achievement		
Supporting all learners to facilitate access to the curriculum		
Working with others to create enabling environments		
Other issues:		

Table 2: Needs of your target group related to important practices

ACTIVITY 3.2: ASSESSING THE NEEDS FROM YOUR PERSPECTIVE

Overview:

Purpose:

- Gain a more detailed understanding of how the need for change affects you
- Define your contribution to teacher education given the scope of your mandate

Focus of Activity:

- Needs that you are addressing or will address in the future
- Your own preparedness to meet these needs in general

Materials and Methods:

- List of identified gaps and needs developed in Activity 2.3
- Completed table developed in Activity 3.1
- Template of activity model (optional)
- Paper, pens, sticky notes (optional)
- Brainstorming, organising, comparing, documenting

Additional Information:

- Framework for inclusive practices in schools (in this tool)
- European Training Foundation (2011). Report Teachers for the Future: Teacher Development for Inclusive Education in the Western Balkans.

Information for user

You are now changing perspective and think about your situation as someone who wants to contribute to the realisation of inclusive education through teacher education. This activity is about taking your specific perspective (teacher educator, teacher, school leader) and what your need for change might be. Teacher education activities can be offered in very different places and using different strategies, anything from lecturing in a university, holding a workshop in a community to sharing your practice through open classroom session in a school. Teacher learning can also occur as part of the collaboration between a more and less experienced colleague with the aim of raising awareness, transferring knowledge or building competences, agency and commitment.

Teacher education activities for inclusive education also have to adopt inclusive practices – not only schools. Inclusive education is based on the principles of active, self-regulated learning, a respect for diversity and personal development – to name just a few. If in the past, your teacher education activity relied mainly on lectures, you may want to consider a more active role for your target group. You may wish to establish closer relationships with the schools to help bridge the gap between theory and practice. If you are a school leader involved in professional development of your staff, taking the perspective of a “teacher educator” helps to reflect on effective strategies to promote professional learning in the work place.

Keep in mind that others may have different views on your practice. For example, you may want to get the views of the schools that receive your student teachers for their practical training during initial teacher education or as a school leader, you may want to involve your staff, representatives from the local authorities, inspectors or other parties with knowledge of your practice.

*Description of the activity***Step 1: Identifying needs from your specific perspective - Brainstorming**

Go through the completed Table 1 (Activity 2.3; including the right column on identified gap/need for change related to teacher education). Please consider the following questions:

- Which gaps/need for change related to teacher practice do you want to address?
- Which gaps/need for change related to teacher education do you want to address?

You have now identified what you want to address in the teacher education activity that you are currently upgrading. To get a fuller understanding of what you want to address, expand your understanding through brainstorming:

- **Who:** Which attitudes, skills & knowledge, competences and agency of teachers or other professionals do we want to address and develop? (Focus on subject, acting person)
- **What:** What activities do we want to use to develop teacher practice? (Focus of activity)
- **What for/why:** Which intentions or goals need to guide the practice we want to develop? (Purpose)
- **How:** Which methods, tools or strategies of teachers do we want to develop? (Tools and Artefacts)
- **Where:** Which contexts do we want teachers to be able to develop and work in? (Context)

You can use the template of the activity model provided in Activity 2.2 to organise the result of your brainstorming. You may engage yourself in a short brainstorming session simply to get a fuller understanding of what the gaps or needs that you want to address or you may engage in an extended exercise to gain a detailed understanding of the future practices that you want to develop through your teacher education activity. The decision will depend on your need for documentation or communication with other providers or stakeholders.

Step 2: Assessing the needs of your target group from your specific perspective

Step 1 gives you a basic understanding of the needs or gaps you want to address in your teacher education activities in general. The next step helps you to focus on the needs of your target group that you are realistically able to address. For example, if you are a professor working in initial teacher education you will be able to engage in some teacher education activities, but not in others. If you are working for a nongovernmental organisation, your mandate may be limited to certain domains of teacher practice.

Take the completed Table 2 (Activity 3.1) and review your answers for “what is important for your target group” and “where your target group needs to be better prepared”. You will now concentrate on your contribution (present and future) identified in step 1. There may be other providers of teacher education activities working with the same target group or you may simply not be able to address all needs given your resources and time restrictions.

- Which needs of your target group are you already addressing?
- Which needs of your target group will you address in the future?
- Which needs of your target group will you not be able to address?
- Which component of your teacher education activities addresses which needs?
- Which of the identified needs could only be addressed if you changed your practice?
- How well are you prepared to address the identified needs of your target group?

Write your thoughts on a piece of paper or sticky notes as they come to mind. Once finished, spend some time organising your thoughts along the four areas of inclusive practice (see Activity 2.3) or in a format of your choice. You may want to go back to the broad vision of inclusive practice that you developed (Activity 2.2) to make sure you addressed the most important points.

Similar to Activity 3.1., you can use the framework for development of inclusive practice or you can simply refer to the information you have put together in Table 2 (Activity 3.1). Go through the table and decide for each entry whether you want to or are able to address it in the teacher education activities.

You may wish to go through this activity with other providers of teacher education activities, with other stakeholders or with representatives of your target group to enrich the discussion and receive additional input on which needs you will address in the future. This could be especially helpful for future collaboration with other providers of teacher education activities to try to coordinate and complement activities.

Step 3: Documenting the needs of your target group you want to address

The outcome of this activity should be a document in which you state the needs you want to address in your future teacher education activities and the need for change in your own practice to address these. It may be also useful to document what you will not address for coordination purposes with other providers.

You can use Table 3 (see below) for this purpose. This will help highlight missing information, link the results to previous activities and facilitate comparison of information across the problem solving cycle.

Taking your specific perspective...	Needs that you want to address in your teacher education activity:	Your need for change to address this need of your target group:
Professional development for inclusive practitioners		
Valuing student diversity to promote access, participation & learning, achievement		
Supporting all Learners to facilitate access to the curriculum		
Working with others to create enabling environments		
Other issues:		

Table 3: Overall needs assessment from your own perspective

ACTIVITY 3.3: DEFINING THE NEEDS TO BE ADDRESSED IN A SPECIFIC TEACHER EDUCATION ACTIVITY

Overview:

Purpose:

- Identify the needs to be addressed in one specific teacher education activity
- Defining the learning needs of professionals that participate in your teacher education activity

Focus of Activity:

- Needs that you are addressing in a specific teacher education activity
- Your own preparedness to meet these needs

Materials and Methods:

- Results from Activity 3.1 and 3.2

Additional Information:

- Framework and Information in Part 3
- European Training Foundation (2011). Report Teachers for the Future: Teacher Development for Inclusive Education in the Western Balkans.

Information for user

This Activity 3.3 is the key activity to decide which needs related to inclusive practices in schools will be addressed in the teacher education activity that you are currently upgrading. Most providers of teacher education offer different programmes, courses, modules or workshops and all should contribute to the realisation of inclusive practices in schools. Ideally, these activities together will meet all the needs of your target group identified so far. In this case, the information developed in Activity 3.2 needs to be broken down and fitted to the specific teacher education activity undergoing the upgrading process. If you are only providing one teacher education activity, the results from Activity 3.2 can be used directly to develop goals and objectives and there is no need to do step 1 of Activity 3.3.

For coordination purposes it is important to not only state which needs you are addressing, but also which needs you are not addressing. Other providers may be better positioned to meet certain needs or some needs may be better addressed at an earlier or later stage in teachers' professional development. Step 2 of Activity 3.3 suggests that you also document which needs of your target group you will not address. This information is important to communicate with other providers working at the same, an earlier or later stage of teachers' professional development. This will facilitate communication and coordination of teacher education activities across the professional life-cycle of teachers.

In addition, you may identify needs that go beyond what can be achieved through teacher education, because they require changes in the legislation or a reform of the curriculum. Although these needs go beyond your immediate teacher education activity, it is important to document these needs. The information provided in the chapters on "development of abilities across the life cycle" provided for all four domain of inclusive practice (see framework next part) can be used for this purpose.

Description of the activity

Step 1: Break down results from Activity 3.2 if necessary

If you provide different teacher education activities and have developed a broad needs assessment, you will have to break down the results focusing on one specific teacher education activity that you want to upgrade. Go back to Activity 3.2 and select the needs that you will address in one specific teacher education activity. You may want to do this exercise for all your activities to improve compatibility and complementarity.

If you only provide a single teacher education activity, then the information from activity 3.2 can be used for the following activities without changes.

Step 2: Identify needs to be addressed by other activities or other providers

To enable communication with other providers of teacher education, it is important to reach an agreement as to which abilities should be developed at which stage of professional development. Therefore, reflect on what is needed before or after the stage in teachers' professional development that you are working at.

Go through the results from Step 1 (or Activity 3.2) considering what needs to be built up at the same time, before or after your teacher education activity. Share results with other providers of teacher education activities and with other partners with the aim of aligning your activities.

Step 3: Identify your own need for development and other needs for change

Based on Activity 3.2 and step 1 and 2 of this activity, you can now provide information on ways in which you as a provider need to change or develop your practice. This is important to ensure that you have enough time for the necessary capacity building while you upgrade your teacher education activity.

Using the information already collected and generated you can now also reflect on the need for change or problems with current practices that cannot be addressed through teacher education activities. Consider your possibilities to address these needs through other means, for example through research, school projects or the development of new tools or methods.

Finally, you should also consider the need for change that others will have to address because they go beyond your mandate. Through collaboration with public and private partners, some of these needs may be addressed in the future. Exchange your results with other stakeholder in inclusive education that can contribute towards capacity building in the identified areas.

4. Goals and components: visualisation of new teacher education practice

ACTIVITY 4.1: VISUALISING GOALS AND OUTCOMES

Overview:

Purpose:

- Explore possible contributions to develop teachers' abilities and practices
- Define overall components based on the contribution you want to make

Focus of Activity:

- Goals or outcomes that you want to achieve ("Why/What for?")
- Activities that help achieve the goals ("What?")

Materials and Methods:

- Results from Activity 2.2 and Activity 3.3

Additional Information:

- UNICEF Train the Trainer Modules on Inclusive Education
- European Training Foundation (2011). Report Teachers for the Future: Teacher Development for Inclusive Education in the Western Balkans.

Information for user

You have now built a solid understanding of the needs that you want to address as part of your teacher education activity and you have gained some understanding of how you may have to change your activity to meet those needs (see outcome of Activity 3.3). You now have to switch from a needs-based view to a goal-based view. For this purpose, you have to switch from analysing and understanding problems to envisaging solutions and developing goals. Now you will stop looking back and start looking forward.

A common mistake made at this point is to consider each problem separately and find a remedy for it. For example, teachers need to change their negative attitudes towards children with disabilities, so you plan awareness raising activities. However, unless these activities are linked to teachers' activities in the classroom, they will have little effect on teacher practice. Unless teachers are able to assess learning needs and effectively facilitate learning, a "raised awareness" of disabilities may even have a negative impact on students. Solving problems and addressing needs requires an innovation of current practices. The vision developed in Activity 2.2 will help you keep in mind the overall vision of inclusive practices.

Now you have to explore what contribution you want to make in the future; a visualisation of your intended goals or outcomes and the activities you will use to achieve these goals. In other words: You have to find out what you want to achieve in the future and what you will do to achieve the goals you are envisaging.

Like all human activities, teacher education activities are limited by temporal and spatial restrictions. By cleverly combining goals you will be able to make most of the time available to you. For example, teacher students can learn to collaborate, raise their awareness about disability and develop a better understanding of support needs all at the same time while working with a blind colleague on a school project in the local community as part of their practical training.

As a result of this activity, you should have a broad understanding of the components of your new teacher education practices, including the goals you seek to achieve through these components. Thinking of the activity model will encourage you to not only think of the content that you want your target group to absorb, but rather the activities they will carry out in order to achieve the goals you will define in step 1. The graphs used in the framework for the development of inclusive practice might help you to keep focussed on goals and activities rather than concentrating on content.

Description of the activity

Step 1: Visualising your intended goals or outcomes

Take the results from Section 3 (Activity 3.1., Activity 3.2, Activity 3.3) and go through the following questions:

- What are the expected outcomes of your future teacher education activity?
- Which activities would support teachers best to develop the necessary abilities to meet identified needs?
- Which topics or content would you want to engage your target group with while doing these activities?
- What would be the purpose of these activities?
- What would be your intentions to engage your target group in these activities?

You may want to engage first in some brainstorming activities to develop activities. Link your brainstorming results to the four domains of practice and make sure that they address all identified needs.

Step 2: Defining the components of your future practice

After the exploration phase in step 1 you should think about the components you want to include in your future teacher education practice. These components will be the building blocks of your future teacher education practice. As an example, you may want to use the UNICEF Train the Trainer Modules on Inclusive Education. There are three modules and each module contains several units focusing on a specific aspect of inclusive practice.

The way you develop these components and describe them will depend on the requirements of your setting. There is no best way of doing this. You may want to use the four domains of practice of inclusive practitioners (Part 3) for reference or use other organising principles (e.g. based on standards used in your setting or mission statements of your organisation). For each component you should define the following parameters:

- Name or title of the component
- Expected outcomes or goals that you want to achieve with this component.
- Activities that you want to engage your target group in
- Purpose of the specific activities and how they link to the expected outcome

By the end of this activity, you should have an overview of the components you want to include in your new or upgraded teacher education activity.

ACTIVITY 4.2: VISUALISING MEANS AND CONTEXTS

Overview:

Purpose:

- Explore the methods and approaches that you want to use for the identified components
- Define the overall methods and approaches that can be used given your specific situation

Focus of Activity:

- The means by which you want to achieve the outcomes (“How?”)
- The context in which you want to achieve the outcomes (“Where”)

Materials and Methods:

- Results from Activity 4.1 (Components)
- Information provided in Part 3 (Framework for Development of Inclusive Practice) for reference

Additional Information:

- European Training Foundation (2011). Report Teachers for the Future: Teacher Development for Inclusive Education in the Western Balkans.

Information for user

In Activity 4.1 you have developed the components that you want to include in your teacher education practice. If you have not already done so, you should now consider the methods or tools you want to use and the contexts, conditions or settings in which you will be working in the future. In other words, you will now consider also the “how” and “where” of your future teacher education activity. This will help you develop a fuller understanding of your future practice. This is an important part of your visualisation process: To visualise the way in which you achieve the goals is just as important as visualising the goals or outcomes themselves.

By adding information on methods and settings that you want to use or create for your new teacher education activities, you create a full visualisation of your new practices.

*Description of the activity***Step 1: Exploring methods, approaches and contexts for components**

In Activity 4.1 you have identified the components that you want to include in your future teacher education activity. Now you will ask questions about “how” (methods, strategies) and “where” (context, infrastructure, setting). For each of the components of your future teacher education practice as developed in Activity 4.1 you should define now the following parameters:

- What is the best overall strategy to engage your target group (e.g. reading literature, observing practice, writing papers, working on case study, peer learning, developing lessons, interact with families or children etc.)?
- What are overall methods or tools needed to carry out the activities planned in your components?
- Where or in which learning environment do you want to carry out the activity (context)?
- Which infrastructure do you need to carry out the activities in the components?
- Which partners or social environment do you need to carry out the activities of the components?

Step 2: Defining methods, approaches and contexts for components

Once you have developed a satisfactory answer for all the questions raised in step 1, you can add this information to the information on the components developed in Activity 4.1. You have now an enriched list of components including not only a description of the components, but also what you seek to achieve with them and how you want to work within this components.

ACTIVITY 4.3: DEVELOPING NEW SPECIFICATIONS*Overview:***Purpose:**

- Develop possible specifications for your new teacher education activity
- Define your new specifications by bringing together “What”, “Why”, “How”, “Where” and “Who”.

Focus of Activity:

- Components including goals, activities, methods and approaches, contexts and settings making
- New Specifications to be used

Materials and Methods:

- Results from Activity 4.1 and 4.2
- Templates of Activity Model to set out the new specifications
- Sticky notes

Additional Information:

- UNICEF Train the Trainer Modules on Inclusive Education
- European Training Foundation (2011). Report Teachers for the Future: Teacher Development for Inclusive Education in the Western Balkans.

Information for user

The purpose of this activity is to develop and define the new specifications for each of the components you have developed in Activity 4.1 and 4.2. You should use the activity model for this purpose, since there are several advantages in doing so. The graphic representation facilitates discussion and brainstorming in teams, the information is more accessible than in a text document and changes can be made easily, especially if you use sticky notes along with a large version of the activity model (drawn on flipchart or projected onto wall).

This activity also draws attention to you and your colleagues as providers of the future teacher education (“who”). In other words, you also need to include the specifications for yourself (see also graph developed in Activity 3.2).

Once an activity model template has been completed for each of the components of your future teacher education activity, you can check whether the specifications are feasible and compatible with each other. For example, if you want teachers to develop their ability to support all learners and you plan to teach them how to write an individual educational plan, there is a mismatch that you need to address. Writing an individual educational plan is not the same as providing support for learning. The framework for inclusive practices can be used as a reference and to highlight gaps in the specification of each component of the future teacher education activity.

Description of the activity

Defining the specifications of your upgraded teacher education activity

Please go now through your visualisation of components and means. A good way of doing this is to actually use a template of the activity theory model and filling in all the relevant information. You may do this separately for each of the components you have defined, but it is also important to do it for your overall upgraded practice. This will include your responses to the following questions:

- Overall objectives to be achieved by you (what for)? Learning outcomes, achievements, changes in attitudes, skills & knowledge, competence and agency.
- What do you want your target group to be engaged in? Contents, focus of attention, activities.
- What are the overall methods, approaches you will apply to engage the target group (how)?
- Which context do you need to use or create to facilitate the learning (where)?
- Are you prepared to engage with your target group in this way (who)? Need for change, preparation, acquiring skills and knowledge etc. for yourself.

Go through your completed activity model and make sure that there are no contradictions and that what you seek to achieve is feasible!

Go through your completed activity model and make sure that the practice you have developed is consistent with the principles of inclusive education!

Adjust if needed and write down the results of this activity in a format which is useful to you to actually build your new teacher education practice in the next section.

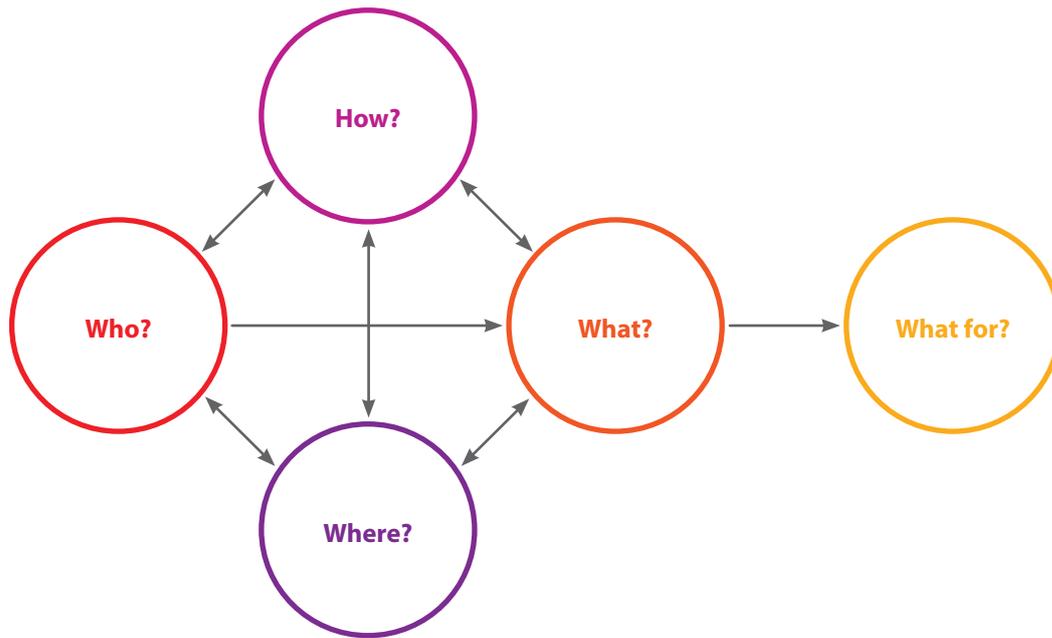


Figure 5: Activity model template to develop new specifications

5. Strategies and Methods: Building the New Teacher Education Practice

ACTIVITY 5.1: DEFINING ACTIVITIES AND OBJECTIVES FOR THE COMPONENTS

Overview:

Purpose:

- Break down the information on the components into different activities and objectives
- Organise the content to meet institutional requirements

Focus of Activity:

- Results from Activity 4.3 and any other information generated on content
- Activities and objectives within each component

Materials and Methods:

- Materials and methods will depend on the institutional or organisational requirements

Additional Information:

- UNICEF Train the Trainer Modules on Inclusive Education

Information for user

Starting with the visualisation of broad goals and outcomes, you have developed the components of your future teacher education practice. These components are most likely still very broad and need to be broken down into activities. Activities that make up a component should be linked to objectives that are important to achieve the overall goals and outcomes. Being able to write an individual education plan is only one of several objectives that have to be reached and is in itself not sufficient to ensure inclusive practices.

This activity is about breaking down the broad components (represented in the activity model) into activities that the teacher students, participants of a workshop or the trainees in a training programme will get involved in. As an example on how this can be done, check out the UNICEF Train the Trainer Modules on

Inclusive Education. The three modules are each divided into different units and each unit is made up of several activities that explore different aspects or elements of inclusive practices in schools.

If your visualisation of the components has been already very detailed, there may be little additional work to be done here. If you are upgrading a study programme the components developed in the last section will be too broad to sufficiently describe your upgraded or new teacher education activity. In Activity 4.3 you have developed the overall specifications for each component which was guided by this tool or other information on inclusive education. For a more detailed account of what you will do in the future you will have to consider the practices and regulations of the participating institutions or organisations. Many universities or pedagogical faculties have specified what a study plan, a description of a module or a curriculum should look like.

The format for documenting the outcomes of this activity will have to be defined by you to ensure that it fits the requirements that you have to meet in your specific situation. This will depend on the institution or organisation you are working for and on additional requirements defined by third parties, for example government agencies with responsibility for accreditation or supervision.

Description of the activity

Breaking down components into activities

For this Activity, you need the new specifications for the components developed in Activity 4.3. They were built around the broad goals and outcomes you seek to achieve. These broad goals need to be broken down into objectives that can be achieved by engaging your target group in activities. These objectives and the activities designed to reach them are possible building blocks of your course, module, workshop or programme.

Activities represent meaningful learning opportunities that your target group gets involved in to meet specific objectives. The objectives should contribute to achieving the overall goals stated for a component. An activity can stretch across many weeks or a few hours. The elements of the activity model are useful to reflect and define how you expect the target group to get involved.

At this point, try to break all your components into different activities using the activity model if helpful. As a result, you should have at least a list of activities organised along the components. If necessary, consider revising the components.

Activity 5.2: Defining methods and settings

Overview:

Purpose:

- Bring together all the information to define the detailed methodology
- Organise the methodology in consideration of institutional requirements

Focus of Activity:

- Results from Activity 4.3 and any other information generated on methods and settings
- Methods and settings within each component

Materials and Methods:

- Materials and methods will depend on the institutional or organisational requirements

Additional Information:

- UNICEF Train the Trainer Modules on Inclusive Education

Information for user

The next step to take is to turn the information on the means and contexts developed for the components into more detailed information on methods and settings suitable for the envisaged activities. If your visualisation of means and contexts (Activity 4.2) has been already very detailed, there may be little additional work to be done here.

Most of points raised in the previous activity (5.1) apply also here, e.g. the need to consider the guidelines and specification relevant for your institution or organisation. For example, if you are working in the context of a university, there will be some limitations on how much you can actually change current practices. You will need to present the new study plan, description of module or development plan for your school in a specific way. For this purpose, you can take the new specifications that you have developed in sections 4 (your visualisation of the new practice) and make it more concrete and by doing so, meeting the requirements of the setting you are working in. You may have already considered the methods and approaches as part of Activity 5.1, in this case, you do not need to add any more information. Just make sure that everything fits together.

The format for documenting the outcomes of this activity will have to be defined by you to ensure that it fits the requirements that you have to meet in your specific situation. This will depend on the institution or organisation you are working for and on additional requirements defined by third parties, for example government agencies with responsibility for accreditation or supervision.

*Description of the activity***Adding methods and settings to your activities**

The outcome of Activity 5.1 should be a structured list (e.g. components, units, activities) of what you will be doing in your future teacher education activity. If you have not yet given much thought to the methods or tools used in these activities or to the settings in which they are carried out, this is the time to do so.

Consider each activity that you have listed and develop ideas on how they could be designed to best reach the stated objective. In doing so, you are developing practices in which you will involve your target group. Think of ways to include innovative methods (e.g. learning through cooperation) and settings (study visits) or ways to combine them (e.g. open classroom approach, micro-teaching).

ACTIVITY 5.3: PUTTING IT ALL TOGETHER*Overview:***Purpose:**

- Bring together all information to describe your future teacher education activity
- Define resources needed to carry out this teacher education activity

Focus of Activity:

- Study programme or curriculum
- Necessary resources

Materials and Methods:

- Materials and methods will depend on the institutional or organisational requirements

Additional Information:

- UNICEF Modules on Inclusive Education

Information for user

This is really about bringing it all together to build your future teacher education activity, including the resources needed.

You may want to look at the UNICEF Train the Trainer Modules on Inclusive Education as an example of how the relevant information can be organised and presented. Most likely, you will have to meet the requirements of your institution or organisation when presenting the information on your new teacher education activity. If your teacher education activity has to be accredited to gain recognition or to access funding, you will need to follow the format and include the information required.

Once you have completed an overview of what you will do in your upgraded or new teacher education activity, you have all the information needed to consider likely costs. Trainers or teacher educators will need to be paid, space rented where the teacher education activity will be held, there will be costs for the materials needed and possibly also for other professionals involved in certain activities. If the training includes professionals with teaching obligations, the costs for substitute teachers may need to be covered.

6. Implementation, evaluation and feedback: realising the new teacher education practice

ACTIVITY 6.1: DEVELOPING AN IMPLEMENTATION PLAN

Overview:

Purpose:

- Reflect on the steps needed to implement the new practice
- Reflect on resources needed for implementation

Focus of Activity:

- Timeline and milestones of implementation
- Resources needed for implementation
- Need for capacity building (you and your colleagues, other partners)

Materials and Methods:

- To be defined by user

Information for user

Now that you have developed a new teacher education activity, you have to think about how you can bring it into reality. Most likely, there will be existing implementation practices in your organisation, university or school. Make sure that the implementation plan has a realistic timeline and that you think of all the resources needed for implementation. Your teacher education activity may need to be included in the strategic plan of your organisation in order to secure necessary institutional support and resources.

Upgrading existing practice or implementing a new curriculum always incurs additional costs. Websites may need to be updated, teaching or learning materials developed or revised, new brochures printed or events organised to inform your target group about the new teacher education opportunity.

You also have to consider human resources needed for the implementation. You may need to invest in capacity building to ensure the successful implementation of your new teacher education activity. You or your colleagues may need to acquire new abilities, your collaboration partners in schools, ministries or nongovernmental organisations may have training needs. To critically evaluate one's own abilities as an inclusive practitioner is an ethical obligation of teacher educators. The framework for inclusive practices (Part 3) is also valid for teacher educators, not only for teachers.

ACTIVITY 6.2: ENSURING NECESSARY CONDITIONS

Overview:

Purpose:

- Reflect on the conditions needed for successful implementation
- Reflect on partnerships needed for successful implementation

Focus of Activity:

- Political and legislative pre-conditions and potential need for change
- Professional pre-conditions and potential need for change
- Financial pre-conditions and potential need for change

Materials and Methods:

- To be defined by the user
- SWOT-Analysis

Additional Information:

- European Training Foundation (2011). Report Teachers for the Future: Teacher Development for Inclusive Education in the Western Balkans.

Information for user

No teacher education activity is sustainable unless it is supported politically, professionally and financially. It is therefore important to reflect on the available resources and how to expand these if necessary. This may include looking for new partners or establishing strategic links with existing partners.

Political and legislative pre-conditions may include current accreditation processes, the certification requirements of teachers and legislation relevant for teachers' professional development. It will be important to clarify how your teacher activity fits into these and how you can make sure that participants' achievements are formally recognised as such.

Professional pre-conditions may include the position of teachers' associations or any other stakeholders with a strong influence on defining teachers' professionalism and job description. These stakeholders need to support inclusive education and a vision of teachers' professionalism in line with inclusive education. You may want to include ethical considerations and minimal requirements to achieve the status of an inclusive teacher.

You will need to document relevant information, either in the implementation plan or in a separate document. Unless there are other measures initiated towards realising inclusive education, your teacher education activity may not be sustainable.

One way of analysing the situation in your region or country is to do a SWOT-Analysis. For further information on this method, please refer to resources available on the internet.

ACTIVITY 6.3: ADMINISTER, EVALUATE AND GET FEEDBACK

Overview:

Purpose:

- Realisation of the upgraded teacher education activity

Focus of Activity:

- New practice of teacher education activity
- Problems arising during implementation
- Perspective and views of others

Materials and Methods:

- To be defined by the user

Information for user

An external evaluation should be carried out once you have fully implemented the new teacher education activity, but you will need to monitor the progression of your new teacher education activity already during implementation. It is important to establish a dialogue with the participants, but also with your target group in general to understand better what works or does not work and where there may be a need for revision or improvement. If you are upgrading or introducing a new master's programme or any other long-term training course, you may want to consider developing a monitoring and evaluation plan.

Part 3

Framework for Inclusive Practices

Framework for Inclusive Practices

1. A focus on practice

BASIC MODEL OF TEACHER ACTIVITIES

At the heart of the framework for inclusive practices is the activity model, which was introduced in Part 2 of this tool. Teachers and teacher educators are the agents or subjects and it is through their eyes that this tool looks at educational practices. Teachers' overall activity is orientated towards the learner. Teachers' beliefs and abilities influence their perception of the learner and impact on their activities and interactions with students. Teachers' most important tool is the curriculum. Curriculum is used here as an umbrella term for the contents, goals and strategies applied to teaching and learning. It encompasses all sequences of instruction and interactions that happen in classrooms with a view to the educational goals a teacher, a school or an education system seeks to achieve. The context of teachers' activities is mainly the classroom, but also other spaces in schools and the community. Teachers need to create learning opportunities in the school environment. These components can be represented in the activity model:

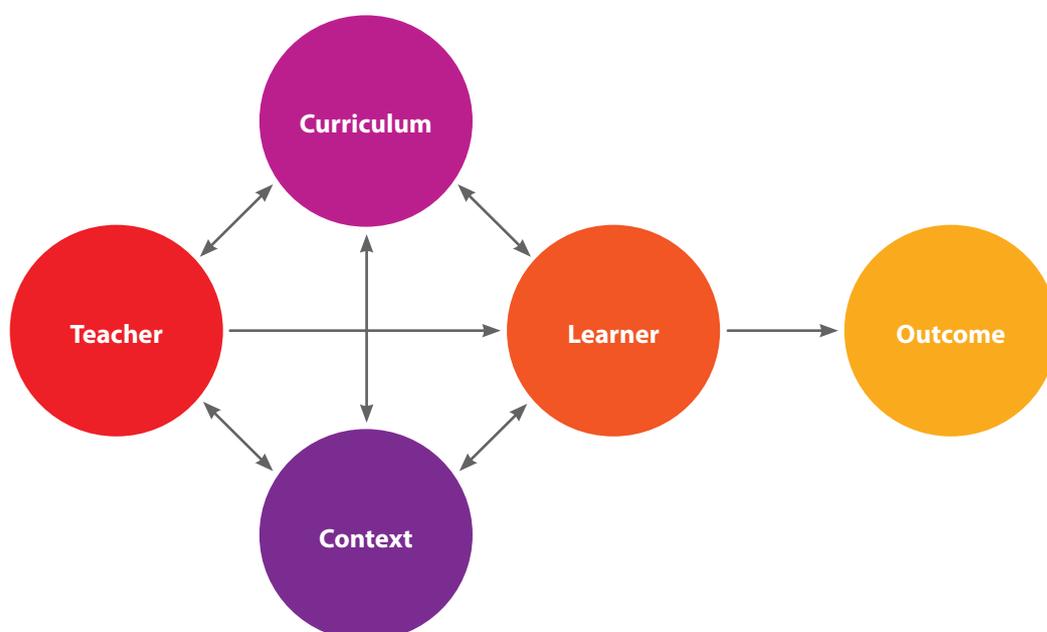


Figure 6: Practice of teachers and teacher educators

This model can be applied both to teacher education activities and to teacher activities and helps to analyse the practice both of teacher educators and of teachers in schools. Applied to teacher education activities, the teacher may be a professor at a university, a member of a pedagogical faculty, a consultant of a government

or non-governmental organisation, a representative of the ministry or anyone else assuming the role of a teacher educator or a mentor for other teachers. The learners may be teacher students, novice teachers, or school teams. The curriculum may be set out in study programmes or workshop descriptions and may contain statements of contents, goals or achievement expectations used to develop their abilities. The physical context may be a university setting, a conference hall, a school or classroom; the social context a community or organisation. Applied to teacher activities, the teacher may be a kindergarten teacher, a primary or secondary teacher or a vocational teacher working in local schools. The learners are pupils or students of any given age. The responsible governmental body (e.g. National Ministry of Education) provides the curriculum and defines the typical context in which education occurs (e.g. local school, grades, classroom size etc.). The school culture, relationships and values make up the social context of a school.

The activity model helps to focus on practice, on how different things have to come together to create inclusive practices. The model also helps to better understand what is needed to be an inclusive practitioner. Inclusive education seeks to enhance the learning for all children and youth through promoting abilities in teachers, ensuring that they are able to apply the curriculum in contexts that promote learning for all students. Teachers’ overall purpose is to bring learner, curriculum and context together in providing quality education and achieving positive outcomes.

FRAMEWORK FOR INCLUSIVE PRACTICES IN SCHOOLS

Inclusive education is nothing other than quality education for all and therefore inclusive practices are no different from excellent practices. Teacher education activities seeking to improve teacher practice need to be guided by a vision of excellent, inclusive practices in schools. The framework on inclusive practices was developed for this purpose: to provide a vision that can guide developments or innovations. It uses the activity model as a structure to bring together evidence of good practice in a meaningful way. All teacher activities should in the end contribute to the main goals of inclusive practices. This ultimate goal is to ensure that all learners are able to access schools and the curriculum, are able to participate and learn and therefore are able to achieve and successfully transition to higher education, work and a responsible and fulfilled adult life in general. To achieve this goal, teachers have to use the curriculum as a tool to transform the learning capacity of students not as something to be taught following a strict schedule. Contexts created by teachers need to be child-friendly, enabling environments facilitating learning and participation of all children and youth. Teachers themselves need to become competent inclusive practitioners able to transform learning capacity through the curriculum and create social and physical environments that ensure access, participation, learning and achievement for all learners. The activity model of inclusive practices brings these qualities together:

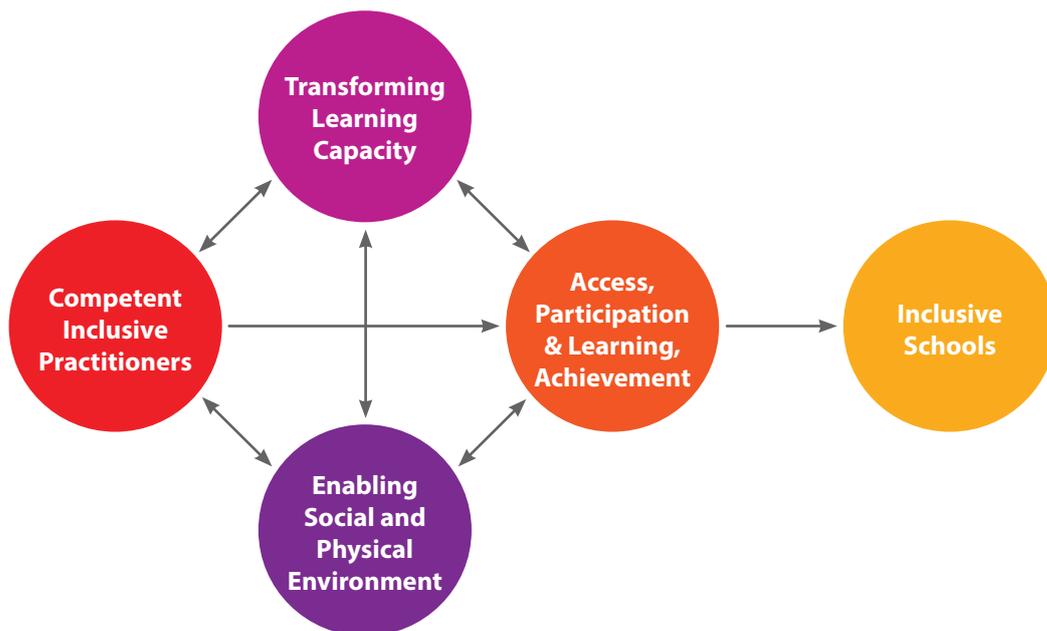


Figure 7: Practice of inclusive schools

To achieve inclusive practice (macro perspective), teachers have to engage in four specific practices (meso perspective) linked to the four components (teacher, learner, curriculum, context) of the activity model. Teachers are not only involved with students. An important part of their practice is oriented towards the curriculum, for example, when they break it down into weekly activities, when they develop work sheets, or prepare exams. Teachers also spend a considerable amount of time creating a safe and enabling context, for example, when they improve the learning environment together with specialists, talk to parents, and as a team redesign the recreation area or build ramps to improve access for students in wheelchairs. Finally, teachers also spend time developing their own abilities, by reading literature, exchanging experience with colleagues, or attending workshops and supervision sessions. The European Agency for Special Needs and Inclusive Education has developed a profile of inclusive teachers (2012) using these four components to define areas of competence for inclusive teachers:

- **Learner:** *Valuing student diversity (students as persons with a right to education)*
- **Curriculum:** *Supporting all learners (students as learners accessing the curriculum)*
- **Context:** *Working with others (collaboration and teamwork to build strong learning environments)*
- **Teacher:** *Personal professional development (teachers as learners responsible for their lifelong learning)*

These four areas of competence are linked to four visions or goals included in the model for inclusive practice:

- **Learner:** *Access, participation and learning, achievement*
- **Curriculum:** *Transforming learning capacity*
- **Context:** *Enabling social and physical environments*
- **Teacher:** *Competent inclusive practitioners*

As a common reference, the framework for inclusive practices in schools was developed based on the work of international organisations, researchers and the experiences from the project “Regional Support for Inclusive Education”. In the following sections, the four practices will be described in more detail. For each practice, experiences, evidence and resources are added to give the user a better understanding of what these practices entail.

DEVELOPING INCLUSIVE PRACTICES THROUGH CAPACITY BUILDING

Inclusive education is a process; it is something created through everyday practices related to teachers, learners, curricula and contexts. Inclusive education is always an approximation, not something that is ever fully achieved. Schools around the world are in the process of becoming more inclusive. They are at different points in their development; some having achieved much in one or two areas, but struggling with others. Teacher education activities in the context of inclusive education should aim at supporting schools in the process of becoming more inclusive. Teacher education activities contribute to the capacity building necessary to create inclusive education systems. However, the education of individual teachers is not enough; teachers have to develop their practices in teams, something they cannot learn in isolation. Therefore, teacher educators need to consider the context in which they are interacting with their learners (e.g. teacher students, teachers) and the methods they are applying in the process. Sometimes, capacity building is better achieved through participation in school development processes. Developing a school programme can change teachers’ understanding of what their work is all about by providing a vision of inclusive practice. This will affect the outlook on their work and what they seek to achieve. Capacity building is also achieved through developing new tools or teaching strategies. Teachers and other professionals will learn as they develop their practices and try out new approaches to teaching. They may engage in developing new tools for collaboration or monitoring student learning and by doing so they acquire knowledge and skills, but also increase their motivation and commitment. As a result, the schools overall capacity increases once the new tools or strategies are effectively implemented.

These examples highlight that training teachers in isolation has its limitations when it comes to capacity building. Teacher education activities in the broadest sense should provide learning opportunities to develop competences (abilities of subject), but also a better understanding of what is important in teacher practice (object, objective). It should help to develop tools and strategies and develop or transform the settings in which they work. Comprehensive capacity building addresses all components of practice, not only the development of abilities of individuals. Based on the activity model for inclusive practices, the four areas of competence (here “abilities”, umbrella term for attitudes, values, skills & knowledge, competence

and agency) stand for four practices that schools need to become inclusive schools. These practices can be developed by addressing the abilities of the subject, the objectives of their practices, the tools and strategies applied or the setting in which they work. The following table gives an overview of the visions that should guide capacity building for inclusion:

	<i>Competent inclusive practitioners (teacher)</i>	<i>Access, participation and learning, achievement (learner)</i>	<i>Transforming learning capacity (curriculum)</i>	<i>Enabling social and physical environment (context)</i>
<i>Focus on ability of subject</i>	Personal professional development	Valuing learner diversity	Supporting all learners	Working with others
<i>Focus on object and objectives</i>	Communities of practice	Learning community	Flexible curriculum	Respectful relationships
<i>Focus on tools and strategies</i>	Building shared repertoire	Personalising education	Enhancing learning	Creating networks and partnerships
<i>Focus on setting</i>	Culture of professional learning	Atmosphere of inclusion	Opportunities to learn	Educational governance

Table 4: Framework for capacity building to promote inclusive practices in schools

The four practices involved in achieving inclusive practices in schools will be described in more detail in the following chapters. The framework introduced here provides orientation for anyone getting involved in capacity building towards inclusive education. Using the same framework facilitates communication between different providers, but also between teacher education, schools and other stakeholders. This may be important to clarify the responsibilities for capacity building in any given domain. The different regions or countries will have different arrangements here. For example, the development of tools (textbooks, learning materials, tests) may be in the hands of government agencies or the responsibility of schools. Some education systems have strict regulations related to the curriculum and conduct national examinations to assess student performance. In such systems, developing flexible curricula is difficult or even impossible and related teacher education activities will have little effect on practice. It is important to keep in mind that teachers do play a critical role, but sometimes capacity building has to be done in other parts of the education system before teachers can become inclusive practitioners.

Thinking in practices rather than isolated characteristics of “good practice” helps developing a systemic perspective on teachers’ abilities and teachers’ practice. It is not always (only) due to a lack of competence that teachers fail to become inclusive practitioners. Often there are barriers in their working environment due to conflicting goals they are required to achieve (e.g. teach diverse groups of children vs. enacting a rigid curriculum). This framework helps to highlight such tensions and contradictions in teacher practice and to develop an understanding of how these can be addressed. To be able to recognise conflicting practices (supporting students vs. failing them at end of the year) is the first step towards finding a solution. In this case, this problem cannot be solved through teacher education, but rather through a change of legislation, which allows teachers to support learning at different achievement levels without exclusion. The framework helps to develop a broader perspective on capacity building with the hope that this may stimulate the reader to think of innovative approaches to promote the development of inclusive education.

2. Inclusive practices related to professionalism

COMPETENT INCLUSIVE PROFESSIONALS

Overview

The professionals in schools and other educational settings wanting to become inclusive practitioners have the ability to engage in personal professional development, but more is needed to be involved in practices that aim at developing teachers’ professionalism. In order to become competent, inclusive professionals, the staff of a school or of all schools in a community need to create communities of practice, where experiences

are shared and used for peer learning, where people feel well and become more motivated and where the collective agency can be developed to bring the school forward. To achieve this, a shared repertoire needs to be developed helping the staff to engage in shared practices. School development plans, shared infrastructure, common professional language and concepts or shared communication tools are just a few examples. It will also be necessary for all participants to build a culture of professional learning. This means creating environments or contexts that facilitate teacher learning; inclusive schools become learning organisations. Professional development becomes part of a continuous process of adaptation and a means for transformation.

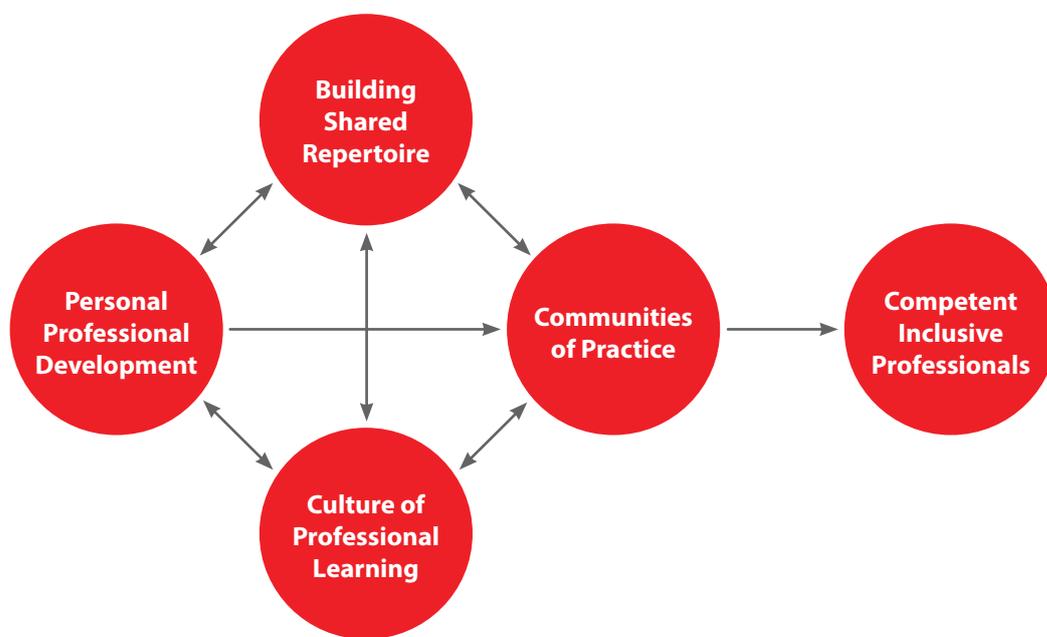


Figure 8: Practice to achieve competent inclusive professionals

Focus on abilities: personal professional development

Inclusive practitioners understand, accept and welcome that becoming an inclusive practitioner is a process spanning their entire professional life. They actively engage in learning, not only in teaching. They make use of a variety of approaches to professional development such as consultations, coaching, attending lectures, conferences or workshops, but also making use of open classrooms, peer learning and mentoring. Becoming an inclusive practitioner is an open-ended process that requires reflection, critical appraisal of one's own actions and readiness to contribute to the learning of others. This also includes becoming an agent of individual and collective learning to expand attitudes, values, skills & knowledge, competences through personal professional development. For further details, please refer to the Profile of Inclusive Teachers (European Agency 2012).

Focus on object and objectives: community of practice

Teachers have to move out of their isolation and work with others; this is a necessary step towards becoming truly competent, inclusive professionals. To develop a common practice with others is therefore an important objective here. This is best achieved by actively working towards the vision of becoming a community of practice. In a community of practice, professionals learn through sharing their experiences and working towards the common goal of becoming competent inclusive professionals. Inclusive professionals address the diversity of opinions, competences, aspirations or communication styles and make the best possible use of them to improve practice. In a community of practice, every professional is valued, respected and listened to knowing that everybody can make a contribution towards developing teachers' professionalism.

Focus on tools and strategies: building a shared repertoire

In order to become a community of practice, it will be necessary that everybody in a team, school or community collaborates effectively and efficiently. To achieve this and to strengthen a community of practice, a shared repertoire for interacting, communicating and collaborating needs to be built. A common language

for example is a powerful tool to work together and to increase the effectiveness of your collaboration. As a community of professionals working on the improvement of your collective values, skills & knowledge, your competences and your agency, you need tools like school development plans or procedures to hold efficient team meetings for professional development. Part of a shared repertoire is also shared approaches to team development, for example by using supervision or other professional exchange methods. It could also include shared methods for project planning, open classes or other peer learning approaches.

Focus on context: culture of professional learning

If practitioners are to become inclusive practitioners in a team of professionals, they will need an environment that supports their efforts towards becoming more professional. Professional practitioners have to be able to work in an environment that sees mistakes as opportunities to learn rather than a lack of professionalism. Teachers are also seen as learners at every stage of their professional development. Inclusive schools are able to create a culture of professional learning and to engage in learning as an organisation. There has to be a strong leadership that is able to guide this process and to initiate necessary organisational changes to facilitate learning in teams and individuals. The practitioners have to develop an understanding of the school as an entity or as a system, which will only change through a change in their own practice – synchronised with others. Schools that learn are able to change and evolve because of this. They may change their management structure, their organisation and procedures to create facilitating environments for the professional development of teachers and other staff.

DEVELOPMENT OF ABILITIES TO BECOME COMPETENT INCLUSIVE PROFESSIONALS

Professional development across the three stages

The following table gives an overview of what can be expected of inclusive practitioners at the three stages of professional development:

Competent inclusive practitioners	Initial teacher education	Continuing professional development	Education for mentors, leaders and change agents
Develop own professionalism	Being able to assume identity of an inclusive teacher	Being able to reflect and develop practice	Being able to create and transform practice
Community of practice	Being able to participate in a community of practice	Being able to develop communities of practice	Being able to transform communities of practice
Building shared repertoire	Being able to use existing shared repertoire	Being able to develop shared repertoire	Being able to transform shared repertoire
Culture of professional learning	Being able to contribute to a culture of professional learning	Being able to develop a culture of professional learning	Being able to transform a culture of professional learning

Table 5: Levels of ability across professional development: professionalism

Practical examples and ideas from teachers involved in the project “Regional Support for Inclusive Education” following brainstorming sessions

- Personal well-being, can deal with stress;
- Teachers as agents of their own learning;
- Teachers as effective practitioners, including positive attitude towards self, self-effectiveness;
- Situational awareness rather than cognitive tunnelling;
- Combine practical work with theoretical work;
- Teachers as reflective practitioners, including situational awareness, meta-cognitive skills, critical self-evaluation;
- Teachers’ readiness to learn from others and engage in peer-learning;

Tool to Upgrade Teacher Education Practices for Inclusive Education

- Peer-mentoring;
- Exchange of experience between peers (e.g. study visits, open classes, joint activities, peer learning);
- Mixing classes to engage in team-teaching and learn from each other;
- Starting with “micro team” of motivated teachers, then share experience with others to slowly change their attitude about collaboration;
- Use school development planning to develop shared vision of inclusive education in school;
- Implementing self-assessment procedure as a basis to develop school policy documents;
- Overcoming difficulties with establishing school-based procedures for individual educational planning;
- Create a database of good practice and materials and share it with colleagues;

Good practice examples beyond the project

- “How Good is Our School?” presents a set of indicators for school self-evaluation, organised within a quality framework which is the same as the framework used by early years settings, education authorities and children’s services. The ability to evaluate your own practice is an important first step towards professionalization. Information available at: http://www.educationscotland.gov.uk/resources/h/genericresource_tcm4684382.asp;
- International Teacher Leadership Project. Information available at: <http://www.teacherleadership.org.uk/the-itl-initiative.html>.

References and additional information

- Schools that learn (Senge 2012);
- Becoming a Reflective Practitioner (Schön 1983);
- Teachers leading change. Doing Research for school improvement (Durrant & Holden 2006);
- Creating communities of practice (Lave and Wenger 1991).

3. Inclusive practice related to learners

ACCESS, PARTICIPATION AND LEARNING, ACHIEVEMENT

Overview

The professionals in schools and other educational settings wanting to promote access, participation, learning and achievement for all their students or pupils need to be able to value student diversity. But more is needed to be involved in practices that realise the right of each child or youth to education. To achieve this, all children and youth have to be part of the learning community – in a classroom, in the school and in the community. Valuing student diversity in practice means also ensuring that there is an atmosphere of inclusion between the students, their families and friends. Students have to value each other, respect each other, help each other and learn from each other. Inclusive schools are schools where everyone is welcomed not only by teachers, but by everyone. To achieve this, teachers and other professionals have to use tools, methods and strategy that help understanding, respecting and supporting each child as a person and as a holder of rights. This is about personalising education to ensure that the diversity of learners does not lead to violations of their right to education (access), their rights in education (learning and participation) and make sure that through their education they can assume their rights in society (achievement). Personalising education means that the talents, ambitions and interests of students are taken into account and used as tools in the creation of a learning community.

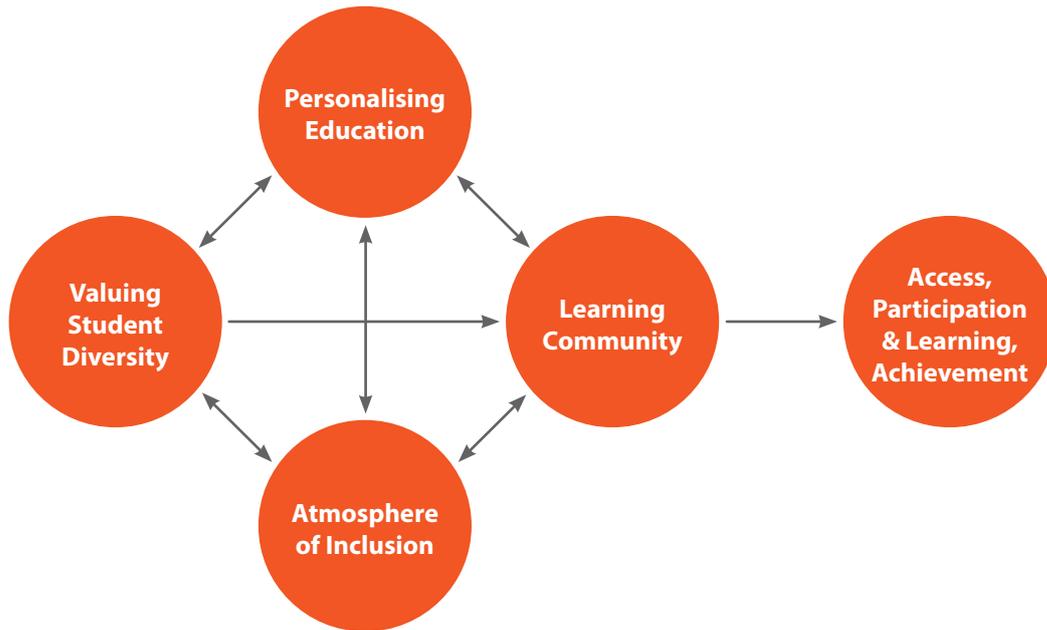


Figure 9: Practice to achieve access, participation & learning, and achievement

Focus on abilities: valuing student diversity

Inclusive teachers equally value, accept and respect all children or youth for their personal right to education. They actively encourage all children and youth to express themselves and to become active contributors to the learning community. Differences in gender, language, origin, socio-economic background, physical and mental characteristics, abilities are respected and used as resources rather than seen as barriers. Valuing learner diversity implies also valuing their families as important contributors to learning and development and it implies valuing diversity in the school team and community. Inclusive teachers bring with them the attitudes, values, skills & knowledge, competences as well as the agency to ensure access, participation & learning, and achievement for all children and youth. For details, please refer to the Profile of Inclusive Teachers (European Agency 2012).

Focus on object and objectives: learning community

To use these abilities in a given situation, the inclusive practitioner needs to be able to create a vision of access, participation and learning as well as achievement for all children and youth and set goals and objectives to achieve these. Objectives address the diversity of students in the classroom aiming at bringing them together in a community of learners. In a community, every learner is welcomed, respected and provided with the necessary support to be able to participate, learn and achieve. Differences are used as strengths by allowing for a diversity of perspectives and talents to contribute to the overall learning of the group. The teacher's attention is not on individual students but rather on the learning community made up of all their students. In a learning community, all students can find their place and if all students were the same, it would be a meaningless community – since the different children or youths could not help each other in their learning.

Focus on tools and strategies: personalising education

An important tool to creating communities of learners is the personalisation of education. Essentially this means that the learners are not just perceived in their roles as students, but as persons with their own biographies, their experiences, abilities and aspirations. It is based on the premise that deep learning only takes place when it is meaningful to the person and resonating with their identity and interests. Personalising education is the main strategy in achieving that children and youth are enabled to contribute to the community of learners which they are part of. This includes using approaches like mentoring, coaching or scaffolding to support the learning process, but also autonomy support to promote the agency of students. Support is given to improve self-regulation, volition and motivation of students in ways that is respectful of their identity. It includes giving choices, but also giving continuous feedback on how students are progressing in their education.

Focus on context: atmosphere of inclusion

The realisation of a community of learners requires a learning environment where everyone feels valued and accepted. An atmosphere of inclusion needs to be developed where mistakes are seen as opportunities to learn and achievements are celebrated as a success of individuals and the group. The school needs to become a place of trust and respect, where students and teachers actively collaborate to promote learning and participation. True learning is not possible without mutual engagement, without social interaction and communication. To promote mutual engagement, inclusive practitioners have to invest in building trust and respect between the learners and to engage them in decision-making affecting their participation and learning. This is about creating a positive and accepting climate, supporting students in resolving conflicts and tensions between them. But it is also about ensuring that all aspects of the environment are facilitating access, learning and participation, including removing physical and social barriers.

DEVELOPMENT OF ABILITIES TO VALUE STUDENT DIVERSITY

Professional development across the three stages

The following table gives an overview of what can be expected of inclusive practitioners at the three stages of professional development:

Learner	Initial teacher education	Continuing professional development	Education for mentors, leaders and change agents
Value student diversity	Being able to value student diversity	Being able to develop school-based practices to value all learners	Being able to transform practices to value all learners
Community of learners	Being able to create a community of practice in the classroom	Being able to develop a community of learner in the school	Being able to transform communities of learners
Personalising education	Being able to adequately personalise education	Being able to develop school-based practices to personalise education	Being able to transform practices for personalising education
Atmosphere of inclusion	Being able to contribute to an atmosphere of inclusion in classroom	Being able to develop an atmosphere of inclusion in school	Being able to transform an atmosphere of inclusion in school and community

Table 6: Levels of ability across professional development: learner

Practical examples and ideas from teachers involved in the project “Regional Support for Inclusive Education” following brainstorming sessions

- Reflection on own social identity, prejudice and stereotypes;
- Accepting all students as someone who wants to learn;
- Raise awareness of prejudices and problem with labelling children;
- Talk about teachers’ views of learner difference;
- Teachers should be empathic and attentive to each child;
- Increase awareness of students, parents and education officials about inclusive education (no costs activities to raise awareness);
- Philosophy for children to develop their way of thinking about others;
- Mixing classes to raise awareness and support development of better understanding between students of different ethnic groups;
- New approaches to classroom management for large classes to ensure that every child is perceived as unique and organise effective group work where children engage with each other, need for classroom management that respects diversity;
- Create a community of inquiry to explore tools to promote belonging, identity and autonomy;
- Develop conceptions of Inclusive Education at school and in community;
- Engagement in school-based projects on awareness raising ;

- Enrich knowledge of other cultures and languages together with families and children coming from such backgrounds;
- Engage in joint activities such as sport events, production of newspaper, exhibitions;
- Shared workshop and learning events for teachers, parents, students to clarify the terms “inclusive education” and “diversity”;
- Multicultural programmes in the schools focusing on celebrating differences and similarities;
- Introduction of subject on social justice and promoting human rights;
- Consider issues around confidentiality and ethics, e.g. regarding disclosure of information on special needs or disabilities.

Good practice examples beyond the project

- “Learning without Limits”, a project of the University of Cambridge is dedicated to developing approaches to teaching and learning that do not rely on determinist beliefs about ability. The project is inspired by decades of research that have drawn attention to the many complex ways in which ideas of fixed ability, and the practices based on them, can limit learning. Information available at: <http://learningwithoutlimits.educ.cam.ac.uk/>;
- Index for Inclusion is a set of materials to guide schools through a process of inclusive school development. It is about building supportive communities and fostering high achievement for all staff and students. Information available at: <http://www.csie.org.uk/resources/inclusion-index-explained.shtml>.

References and additional information

- Learning Without Limits (Hart et al. 2004);
- Creating Learning without Limits (Swann et al. 2012);
- Index for Inclusion (Booth & Ainscow 2002);
- Educating Culturally Responsive Teachers (Villegas and Lucas, 2002).

4. Inclusive practices related to curriculum

TRANSFORMING LEARNING CAPACITY

Overview

Professionals in schools and other educational settings that seek to become more inclusive have the ability related to support all learners, but more is needed to be involved in practices that aim at transforming the learning capacity of students or pupils. Supporting all learners has to be guided by a vision that each child or youth is able to learn, to develop talents and abilities that are relevant for adult life, it is about transforming learning itself to be prepared for a future where the ability to learn and adapt to changing conditions will be most important. In order to ensure that all children and youth are able to learn at the highest level possible, the objective here is to create an inclusive and flexible curriculum. The prior knowledge and experience of all children and youth needs to be taken into account when enacting the curriculum. The curriculum needs to be matched to the interests of the students in order to engage them. To achieve this, teachers and other professionals have to develop and apply strategies that aim at enhancing the learning experience. They have to be able to facilitate learning through developing teaching materials and using assessment strategies that are suited to the situation of each student. There is a need for learning plans that reflect the path of students through the curriculum. Putting a flexible and inclusive curriculum into practice also requires the ability to create real opportunities to learn for all children and youth. This includes the creation of positive learning environments in the classroom and beyond. It also implies the best possible use of available resources, including contributions from parents and the community.

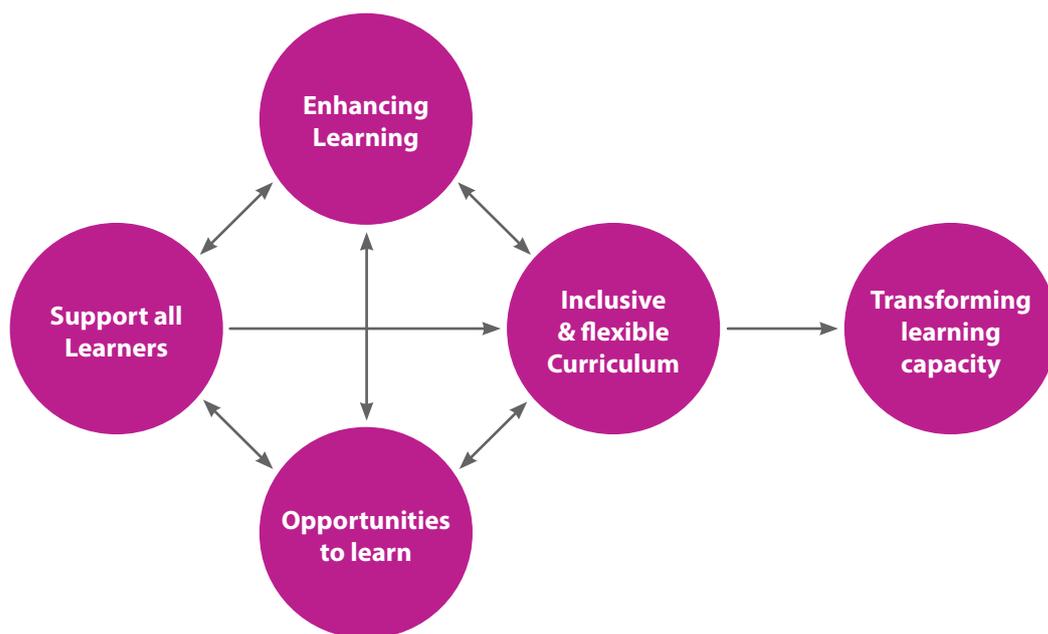


Figure 10: Practice to achieve Inclusive Strategies and Tools for Learning

Focus on abilities: supporting all learners

Inclusive teachers are able to support all children and youth in their learning process. All children are acknowledged as having talents, hopes and ambitions that can be accommodated by the curriculum in order to support their learning and participation. Inclusive practitioners concentrate on developing and transforming the learning capacity of children and help them expand their life experiences. They have the necessary abilities to become aware of, assess and take varied learning needs into account when planning instruction and to respond to them adequately in the classroom. Opportunities to learn in the classroom and beyond are used effectively or created where needed. Inclusive teachers bring with them the attitudes, values, skills & knowledge, competences as well as the agency to enact inclusive approaches to teaching and support learning in all students. For details, please refer to the Profile of Inclusive Teachers (European Agency 2012).

Focus on objects and objectives: inclusive and flexible curriculum

Inclusive teachers have to develop an awareness of the curriculum as offering learning opportunities rather than as something dictating what needs to be done when. The curriculum is the means by which the learning capacity of children and youth is transformed. In order to support all learners in ways that transforms their learning capacity, teachers need to break the curriculum down to match the learning needs, interests and talents of each student. The students play an active role here and take responsibility for their learning as much as possible. Inclusive practitioners are able to use the curriculum as a facilitator for learning, by creating challenging and interesting tasks or projects in which the students can develop different abilities while working together towards the same goal. The goals or achievement expectations are in line with the curriculum. Students are made aware of these goals and when they have achieved them. This helps to make learning visible.

Focus on tools and strategies: enhancing learning

In order to enact a flexible and inclusive curriculum, it is necessary that teachers and other professionals in schools use effective tools and strategies to enhance learning. This can be achieved by accounting for different learning styles and developing tasks that use different sensory modalities for learning. Teachers need to have a good understanding of their subject matter, but more importantly, they must anticipate cognitive challenges and use strategies to overcome them. They have to be able to differentiate instruction to match the learning needs of each student and for this they have to have a good understanding of learning processes or problem solving processes and how these can be supported, for example by providing feedback. Documenting learning in learning diaries or using other strategies of making learning visible to students is important to help students transform their own learning approaches and thus enhance learning. Information and Communication Technology (ICT) plays an important role in enhancing learning in inclusive classroom.

Focus on context: opportunities to learn

The realisation of an inclusive and flexible curriculum requires a learning environment that provides opportunities to learn for all children and youth. The learning environments created need to fit the learning activities the students should get involved in. A fixed grouping of children can be a barrier as for some activities children need to work in small groups or alone while other activities may also be carried out in larger groups. Flexible grouping and the purposeful use of different spaces and environments available in the school or in the community can create better opportunities to learn. Opportunities to learn can only be created if the learning spaces and the curriculum are accessible and relevant to all students. Teachers need to be able to envisage opportunities, grasp them and design them in the best way possible. Creating learning opportunities requires school resources but even more so the best possible use of available resources within the school and beyond. Inclusive practitioners will need to develop a culture of learning rather than performing in their school. Some children may need additional services or support from other professionals to ensure that they can use the available learning opportunities to their fullest benefit.

DEVELOPMENT OF ABILITIES TO SUPPORTING ALL LEARNERS

Professional development across the three stages

The following table gives an overview of what can be expected of inclusive practitioners at the three stages of professional development:

Curriculum	Initial teacher education	Continuing professional development	Education for mentors, leaders and change agents
Support all learners	Being able to support all learners	Being able to develop school-based practices to support all learners	Being able to transform practices to support all learners
Inclusive & flexible curriculum	Being able to apply the curriculum in place	Being able to develop school-based curriculum	Being able to create or transform curriculum
Enhancing learning	Being able to use strategies to enhance learning in classroom	Being able to develop instructional practices in schools	Being able to create or transform instructional practices in schools
Opportunities to learn	Being able to design situations in which all students can learn	Being able to develop new opportunities to learn in schools	Being able to create or transform opportunities to learn in community

Table 7: Levels of ability across professional development: curriculum

Practical examples and ideas from teachers involved in the project “Regional Support for Inclusive Education” following brainstorming sessions

- Teacher encourages each child to achieve;
- Putting high expectations on students’ achievement and learning;
- Teacher has good knowledge of teaching methodology;
- Knowledge of learning needs of children with disabilities;
- Open class method: simulated lesson;
- Training on designing individual educational plans;
- Using the curriculum to promote academic, social and emotional learning;
- Need for clarification of how to develop individual educational plans;
- Practical challenge of developing learning goals and linking it to the curriculum, need for practical guidance for learning methods, assessment and instruments to communicate about learning and learning support with student, parent and other teachers;
- Programmes aiming at a situational understanding of learning;
- Need for innovative instructional methods;
- Effective Teaching Approaches in the heterogeneous classes;

- Mixing classes to create new opportunities to learn for students in separate ethnic groups;
- Shared activities between students and their parents;
- Travelling notebook to help organise the child's homework better (creating opportunities to learn);
- Implementation of "out of classroom" activities and skills related workshops (dance, clothes and jewellery, sign language);
- Mobile teams to support special education needs of children.

Good practice examples beyond the project

- Organisation of Provision to Support Inclusive Education (European Agency). Information on the project available at: <https://www.european-agency.org/agency-projects/organisation-of-provision>;
- Raising Achievement for all Learners (European Agency). Information on the project available at: <https://www.european-agency.org/agency-projects/raising-achievement>;
- Curriculum for Excellence (Scotland). Information available at: <http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/index.asp>;
- ICT for Inclusion – Developments and Opportunities in European Countries (European Agency). Information available at: <https://www.european-agency.org/publications/ereports/ict-for-inclusion-developments-and-opportunities-for-european-countries>;
- ICT for Information Accessibility in Learning. (European Agency). Information available at: <https://www.european-agency.org/agency-projects/ict4ial>.

References and additional information

- Visible Learning (Hattie 2009);
- Making learning visible to promote engagement, understanding and independence for all learners (Ritchhart et al. 2011);
- The skilful Teacher (Saphier et al. 2008).

5. Inclusive practices related to the context

CREATING ENABLING SOCIAL AND PHYSICAL ENVIRONMENTS

Overview

Professionals in schools and other educational settings that want to become inclusive practitioners have the ability to working with others, but more is needed to be involved in practices that aim at creating enabling social and physical environments. Teachers and other professionals need to create reliable and inclusive relationships that help overcome conflicts, isolation and fragmentation that threaten inclusion. Relationships are based on trust and respect and through living these, a positive climate is created that helps overcome difficulties that arise from living together and working together. Working with others is a powerful way of creating inclusive learning environments by joining each other's abilities, strengths, efforts, and activities. It is through relationships that children and youth access new worlds and are given stability in times of crisis. In order to jointly achieve enabling social and physical environments, the objective is to establish reliable relationships to make the classroom, school and community environment more accessible and inclusive for all. This includes collaborative practices to improve accessibility of available resources such as textbooks or teaching materials and introduce new resources like new technologies to facilitate learning and participation. It is through networks and partnerships with professionals and organisations beyond individual schools that the necessary expertise and support can be made available to inclusive practitioners. If relationships between the different stakeholders are based on collaboration rather than receiving or giving directives and orders, the educational governance or the way schools are run has to be based on democratic decision-making. Governing power has to be devolved to local authorities and schools to find the best way forward for their specific situation. Top-down approaches to running schools are not compatible with the necessity of inclusive schools to design the social and physical environment to fit the needs of their students and community.

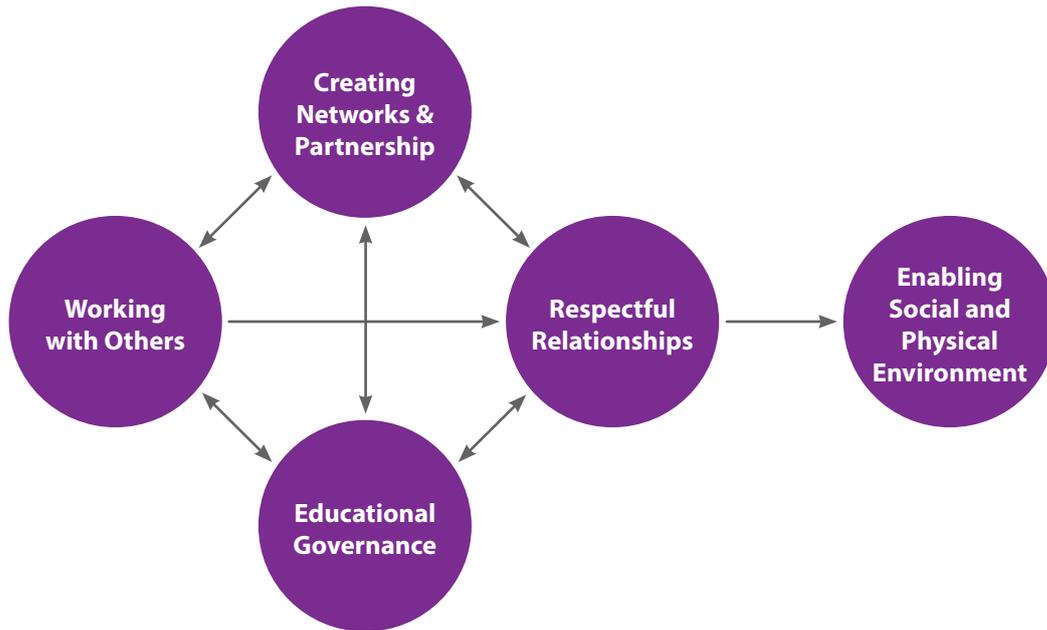


Figure 11: Practice to achieve Enabling Social and Physical Environment

Focus on abilities: working with others

Inclusive practitioners step out of the isolation of their classroom and work with others to create an enabling environment that helps promote participation and learning. In order to achieve this, teachers seek collaboration and teamwork with all relevant partners, including working with parents and families. They are aware of the added value of working with others rather than seeing it as an extra burden on their time and energy. They are open to the opinion of others and able to engage in interaction to find good solutions that suit all. They have the skills to solve problems collaboratively and manage critical situations by using participatory methods rather than imposing power. Inclusive teachers are able to build partnerships and networks to help facilitate coordination, cooperation and communication. Inclusive practitioners are aware of the importance of good education governance reflected in transparent relationship between the school and its governing bodies. Local authorities and other education officials in partnership with the school help create conditions that facilitate the realisation of inclusive education. Inclusive teachers bring with them the attitudes, values, skills & knowledge, competences and the agency to create enabling social and physical environment together with others. For details, please refer to the Profile of Inclusive Teachers (European Agency 2012).

Focus on objectives: respectful relationships

Social and physical environments are shaped by the interactions that take place in a specific context. What is done together, how it is done and with which intention will define relationships in a classroom, school or community. By focusing on building respectful relationships, teachers and schools create environments where everyone can participate and learn, where conflicts do not escalate easily because there is trust, a common understanding of how to interact with each other and a common vision of what can be achieved. Inclusive schools do not only expect teachers to work together, they actively promote relationship building. It is through constructive, respectful and reliable relationships that enabling environments are built and because of these relationships, these social environments become sustainable. Creating supportive relationships is particularly important when teaching students from diverse backgrounds. Living respectful, fair and enabling relationships with all relevant stakeholders creates a positive school climate and an environment that enables everyone to do their best.

Focus on tools and strategies: creating networks & partnerships

Reliable relationships are created through building partnerships and networks. Partnerships are based on mutual interests, but also on mutual respect for the benefit of all stakeholders. Networking means establishing relationship structures that can be used for different purposes. Partnerships help to solve problems that might be beyond the capacity of a school, for example to develop new assessment procedures

or learning materials. The partnership between inclusive schools and specialised services may be important to support children with learning problems. Partnerships may also be created with the business sector to help the transition from school to work. Each school will need to develop its own strategies and methods for networking and to create and maintain partnerships. They need to take the local culture into account when doing so. Partnerships and networking is also important for inclusive schools to gain the support of the local community. Inclusive practitioners also create networks and partnerships with other schools and with other professionals to support the development of their inclusive practices.

Focus on context: educational governance

If practitioners want to create an enabling social and physical environment, they need address not only how they work together and collaborate, but also how schools are organised and run. More likely than not, inclusive practitioners will need to work in a social and political context not ideal to develop inclusive practices. Policies, regulations and local governance may create barriers for the implementation of inclusive education. The realisation of enabling social and physical environments requires a policy environment that allows for and encourages partnerships and participatory decision-making. Local authorities need to acknowledge schools and the community as part of the overall governance of education. This gives schools the necessary agency to create an inclusive school environment based on the needs of the community. This approach to coordinate actions between the stakeholders rather than implement a top-down approach is referred to as “Educational Governance”. Through partnerships and networking, existing ways of governance can be addressed, discussed and where possible adjusted. Here, teachers become agents for social change affecting partners beyond the school and helping to develop inclusive practices in the community.

DEVELOPMENT OF PRACTICE RELATED TO WORKING WITH OTHERS

Professional development across the three stages

The following table gives an overview of what can be expected of inclusive practitioners at the three stages of professional development:

Context	Initial teacher education	Continuing professional development	Education for mentors, leaders and change agents
Work with others	Being able to work with others	Being able to develop shared practice with others	Being able to create or transform shared practice with others
Respectful relationships	Being able to participate in respectful relationships in the classroom	Being able to develop respectful relationships in the school	Being able to create or transform respectful relationships in school and community
Create networks & partnerships	Being able to participate in networks and partnerships	Being able to contribute to development of networks and partnerships	Being able to create or transform networks and partnerships
Educational governance	Being able to practice within existing educational governance	Being able to develop existing educational governance	Being able to transform existing educational governance

Table 8: Levels of ability across professional development: context

Practical examples and ideas from teachers involved in the project “Regional Support for Inclusive Education” following brainstorming sessions

- Teachers that believe in the family, school and community as three partners having common objectives;
- Expert teams to support teachers;
- Peer-learning as a powerful approach to learning through collaboration;
- Improve collaboration between schools and cooperation with community members (e.g. local investor supporting the construction of elevator in school);
- Traveling notebook to improve communication between parents and school Rewarding teacher leadership and collaboration through formal rewards and promotion systems Web-platforms or portals as a way of learning;
- Exchange visits;
- Working with a range of other education professionals;
- Networking through technology (social media);
- Creation of legislative base for mentorship training programmes.

Good practice examples from beyond the project

- International Teacher Leadership Project. Information available at: <http://www.teacherleadership.org.uk/the-itl-initiative.html>

References and additional information

- The activist teaching profession (Sachs 2003);
- Being an expert professional practitioner (Edwards 2010).

6. Glossary and references

GLOSSARY

Abilities

Abilities is used here as an umbrella term for attitudes, beliefs, skills & knowledge, competences and agency. It refers to the quality of being able to do something or to accomplish something.

Agency

Agency is the capacity of an agent to act in a given environment and to transform practices to make them more inclusive.

Competences

Competence describes the dynamic combination of knowledge, skills, attitudes, values and personal characteristics, empowering the teacher to act professionally and appropriately in a situation, deploying them in a coherent way (European Commission 2011, 7). There are four areas of competence of inclusive teachers: Valuing students’ diversity, Supporting all Learners, Working with Others, Personal Professional Development (European Agency 2012).

Inclusion

Inclusion in the context of education refers to the process of responding to diversity with the aim to overcome barriers to learning and participation with an emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement (European Agency 2013, 11).

Inclusive education

Inclusive education is essentially quality education, the term “inclusive” emphasises that quality education is provided to all children and youth. Inclusive education refers at the same time to the system (e.g. inclusive schools, inclusive education systems) and to persons (e.g. being engaged or participating in education, realising the right to education). The following definitions of Inclusive/Quality Education are added for the readers’ information:

Council of Europe, Recommendation CM/Rec(2012)/13 of the Committee of Ministers to member States on ensuring quality education:

6. *For the purposes of this recommendation, "Quality Education" is understood as education which:*
 - a) *gives access to learning to all pupils and students, particularly those in vulnerable or disadvantaged groups, adapted to their needs as appropriate;*
 - b) *provides a secure and non-violent learning environment in which the rights of all are respected;*
 - c) *develops each pupil's and student's personality, talents and mental and physical abilities to their fullest potential and encourages them to complete the educational programmes in which they enroll;*
 - d) *promotes democracy, respect for human rights and social justice in a learning environment which recognizes everyone's learning and social needs;*
 - e) *enables pupils and students to develop appropriate competences, self-confidence and critical thinking to help them become responsible citizens and improve their employability;*
 - f) *passes on universal and local cultural values to pupils and students while equipping them also to make their own decisions;*
 - g) *certifies outcomes of formal and non-formal learning in a transparent way based on fair assessment enabling acquired knowledge and competences to be recognized for further study, employment and other purposes;*
 - h) *relies on qualified teachers who are committed to continuous professional development;*
 - i) *is free of corruption.*

UN Convention on the Rights of Persons with Disabilities, Article 25.2 (b):

*States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an **inclusive education system** at all levels and lifelong learning directed to:*

- a) *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;*
- b) *The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;*
- c) *Enabling persons with disabilities to participate effectively in a free society.*
 - *Children with disabilities must be able to access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.*
 - *There must be reasonable accommodation of the individual's requirements and provision of the support required to facilitate their effective education.*
 - *Governments must facilitate the learning of Braille and other relevant communication formats; orientation and mobility skills; and peer support and mentoring;*
 - *Governments must ensure that education for children who are blind, deaf or deafblind is delivered in the most appropriate languages and means of communication for the individual and in environments which maximize academic and social development.*
 - *Governments must employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and train education professionals in disability awareness and use of relevant communication formats, educational techniques and materials to support people with disabilities.*

Universal Declaration of Human Rights, article 26 (definition used by UNESCO):

*At the core of **inclusive education** is the human right to education, pronounced in the Universal Declaration of Human Rights in 1948 which states:*

'Everyone has the right to education... Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'

*Inclusion is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, **inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners.** It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem. Inclusion emphasizes providing opportunities for equal participation of persons with disabilities (physical, social and/or emotional) whenever possible into general*

education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need it.

UN Convention on the Rights of the Child 1989:

Article 2: children should be protected from discrimination on the grounds of race, language, disability, etc.

Article 28: primary education should be free and compulsory.

Article 29: education should develop the child's personality, talents, and mental and physical abilities to the fullest extent.

Index for Inclusion developing learning and participation in schools (Booth & Ainscow 2002)

Inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

Participation

Participation is the involvement in life situations. People are involved if they engage behaviourally, emotionally and cognitively in activities that are typical for a setting and aim at socially or personally meaningful goals.

COUNCIL OF EUROPE LEGAL INSTRUMENTS ADDRESSING INCLUSIVE EDUCATION DIRECTLY:

Addressing Inclusive Education directly

- Recommendation CM/Rec (2012)13 of the Committee of Ministers to member States on ensuring quality education;
- Recommendation CM/Rec(2010)7, of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education;
- Council of Europe Standing Conference of Ministers of Education Governance and Quality Education, 24th session, Helsinki, Finland, 26-27 April 2013, Final Declaration on the Conference Theme;
- Recommendation CM/Rec (2014)5 to member states on the importance of competences in the language(s) of schooling for equity and quality in education and for educational success;
- Recommendation Rec(2006)5 of the Committee of Ministers to member states on the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society: improving the quality of life of people with disabilities in Europe 2006-2015.

Addressing inclusive education indirectly

- Recommendation Rec (2001)15, of the Committee of Ministers to member states on history teaching in twenty-first-century Europe;
- Recommendation Rec (2001)17, on improving the economic and employment situation of Roma/Gypsies and Travellers in Europe;

Tool to Upgrade Teacher Education Practices for Inclusive Education

- Recommendation Rec (2003)8, of the Committee of Ministers to member states on the promotion and recognition of non-formal education/learning of young people;
- Recommendation Rec (2002)6, of the Committee of Ministers to member states on higher education policies in lifelong learning;
- Recommendation Rec(2004)4, of the Committee of Ministers to member states on the European Convention on Human Rights in university education and professional training;
- Recommendation CM/Rec (2008)5 of the Committee of Ministers to member states on policies for Roma and/or Travellers in Europe;
- Recommendation CM/Rec (2009)4 of the Committee of Ministers to member states on the education of Roma and Travellers in Europe.

Additional Council of Europe legal instruments supporting inclusive education:

- The European Social Charter (Revised);
- The European Commission against Racism and Intolerance (ECRI);
- The Framework Convention for the Protection of National Minorities (FCNM).

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