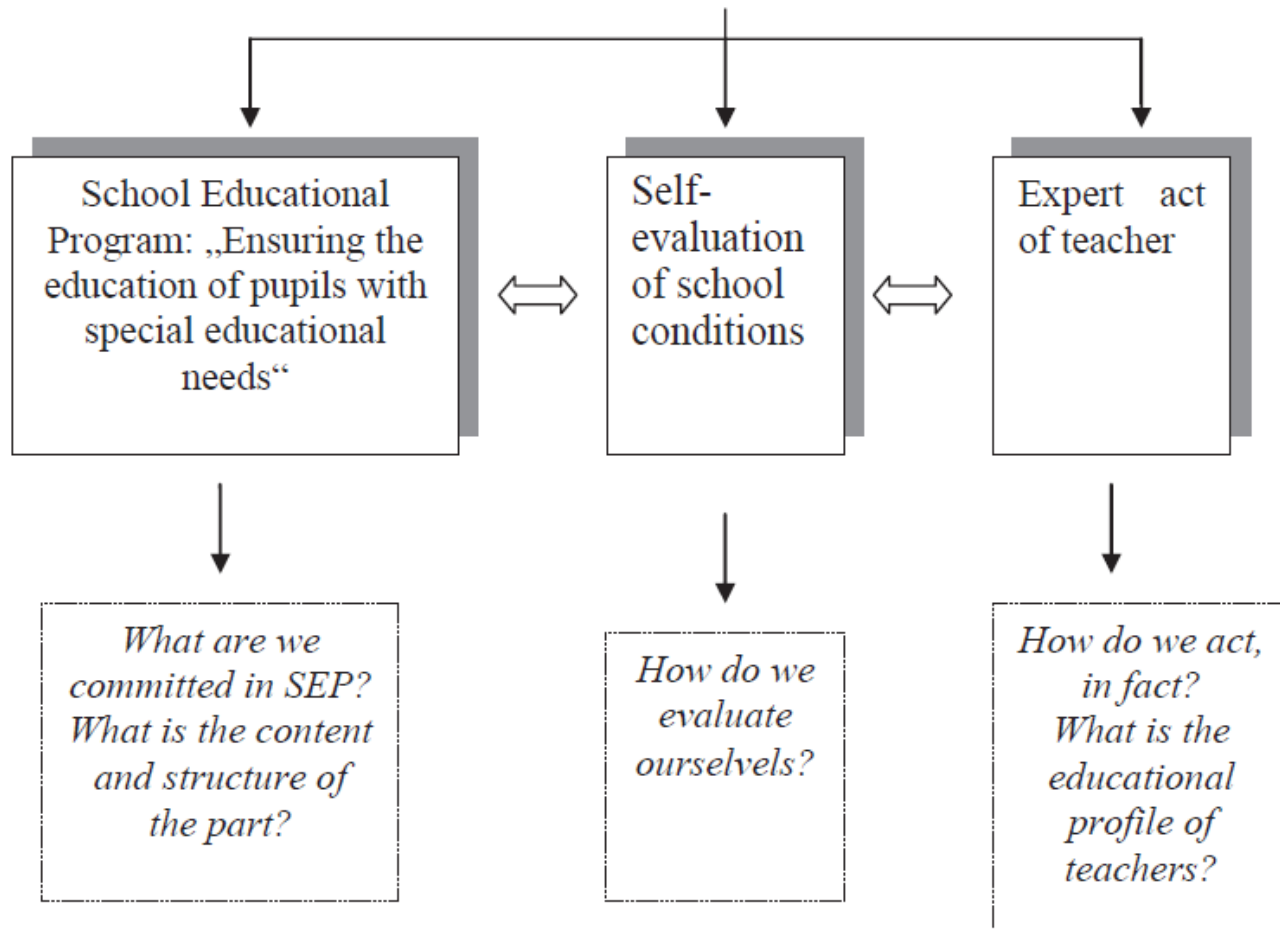


Teachers Competences at Inclusive Primary Schools in the Czech Republic

Research project *Special Needs of Pupils in the Context of the
Framework Educational Programme for Basic Education*

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PRIMARY SCHOOL



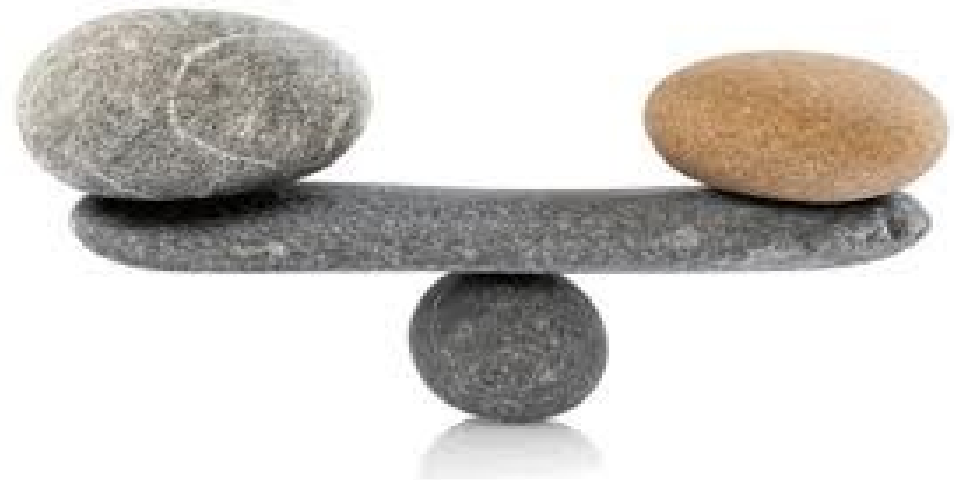
Outcomes

The proposal to modify the content and structure of the SEP

Integrative inclusive didactic

Inclusive education

Process of integrating all children in regular schools in such a way that staff of schools create in collaboration with the community such conditions that support their development in all areas of quality pupil`s life (somatic health, psychological, social, spiritual development and self-development) in maximum extent.



The goal of the research

Humanistic conception of education and schools actually does not permit other than "not to exclude" approach of teacher to children that learn. Most primary school teachers hold this attitude to their pupils although they were not specifically trained in this way.



We therefore wanted to determine whether it is possible to name competencies of teacher who supports inclusive environment

→ knowledge, skills, attitudes, values.

Research tool

- ▶ Research technique „5 positive features“ (5P).
- ▶ Three-member team observed common teaching hours of teachers in primary schools that declared as inclusive schools. Each member to take note of 5 positive features, preferably in the context of inclusive education.
- ▶ The research sample:
 - 8 primary schools (4 urban and 4 rural),
 - about 60 teachers,
 - more than 50 pupils with special educational needs.

System of teachers` competencies

A. Teaching and educational competence

(psycho-pedagogical, communicative, diagnostic)

B. Personal competence

(mainly teachers` responsibility for his pedagogical decisions and their consequences, but also his creativity, flexibility, empathy, authenticity and ability to accept ourselves and others)

C. Developing competence

(adaptive, informative, explorative, self-reflective, self-regulated)

(Švec, 1999, p. 22-23)

Findings

The characteristics of competencies of inclusive teacher.



In this presentation we are limited only to list the characteristics of individual competencies teachers who create in-class "inclusive" environment.

Psycho-pedagogical competence:

- ▶ Focuses on the essentials – requires mastery by all their pupils
- ▶ Offers various sources of knowledge
- ▶ Uses a variety of tools and equipment, allowing differentiation in teaching
- ▶ Offers files of differently exacting instructions and tasks, gives children the option of choice (in class and homework) and uses it in a diagnostic way
- ▶ Calls for use of diverse opinions and hypothesis
- ▶ Focuses on descriptions of thought processes and performance
- ▶ Focuses on the development of cognitive skills
- ▶ Adapts methodical guidance of lesson according to children
- ▶ They learn to do the right notations in the exercise book
- ▶ Focuses children on basic idea and leads them to distinguish the nature of the problem
- ▶ Emphasizes factual contexts in subject matter, it is bound to actual experience of students
- ▶ In methods it prefers authentic learning, exploring, researching
- ▶ Requires reasoning
- ▶ Uses cooperative activities of students, emphasizes the importance of mutual aid and responsibility, responds adequately to the passivity of children at work in the group
- ▶ Connects teaching students with their homework, gives a choice variety of tasks
- ▶ Teaching has tempo and dynamics – there are no idle time and boredom
- ▶ Changes different methods during teaching
- ▶ Provides sufficient time to complete the task

Communicative competence:

- ▶ Acts calm, cool and helpfully
- ▶ Due to life of each class he sets the rules of conduct
- ▶ Continually provides feedback
- ▶ Expresses emphasis on the positive achievements – encourages praise
- ▶ Positive working with error (not criticizing the whole personality of a student)
- ▶ It is a partnership between a student and a teacher
- ▶ Manifests personal approach to individuals – uses the names
- ▶ Places emphasis on sophisticated communication


Diagnostic competence:

- ▶ Is interested in the views of pupils
- ▶ Asks questions about the reasoning processes
- ▶ Works with pre-conceptions of pupils
- ▶ Uses diversity of assumptions of individual pupils
- ▶ Leads pupils to self-knowledge
- ▶ Assesses individual student progress
- ▶ Evaluates systematically in relation to the previously communicated goals
- ▶ Works with the evaluation criteria which are known to pupils
- ▶ Encourages pupils to achieve their personal maximum
- ▶ Leads children to self-evaluation

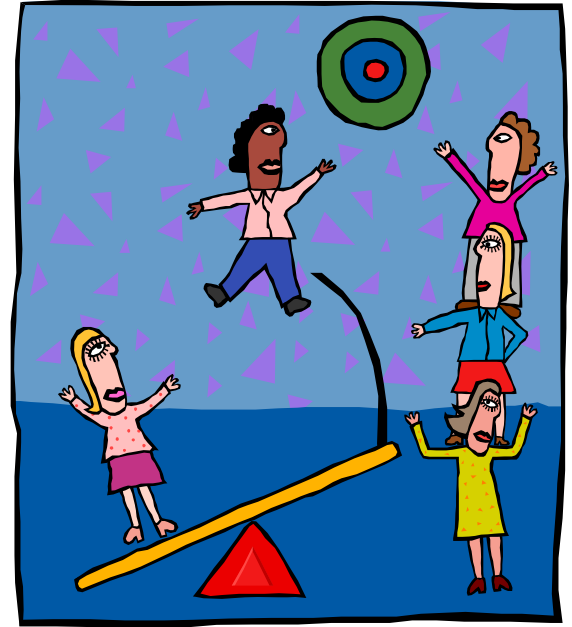
Personality competence:

- ▶ Supports self-confidence of pupils
- ▶ Is strict in the requirements
- ▶ Respects all students equally
- ▶ Leads things into perspective
- ▶ Uses examples that are close to pupils' lives
- ▶ Positively stimulates to a better performance
- ▶ Implements individual approach to pupils
- ▶ Differentiates requirements according to pupils ability
- ▶ Provides space for activity and expression of all pupils
- ▶ Promotes cooperation (cooperative learning), uses meaningfully group teaching (does not abuse the movement of pupils around the classroom)
- ▶ Does not earmark anybody

Conclusions

- ▶ In our sample of schools we have met with only exceptionally non-objective or negative approach to children.
 - ▶ It confirms that in the Czech elementary schools there is an implicitly inclusive environment.
 - ▶ In the further course of the research project our endeavour will be to determine the key attributes of inclusion and subsequently to implement them into the training of future teachers of primary schools.
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Thanks for your attention!



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