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Evaluating Inclusive Competencies for Teachers. Attitudes, knowledges, and skills for Inclusive Education Programs

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BACKGROUND

THE EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION LAUNCHED A RESEARCH AND INTERVENTION PROGRAM (2012) THAT INVOLVED 25 EUROPEAN COUNTRIES.

THE PROJECT EXPLORED PRE-SERVICE TEACHER EDUCATION AND HOW THESE PROGRAMS PREPARE TEACHERS INTO PRACTICE IN INCLUSIVE SCHOOL ENVIRONMENTS.

THE DOCUMENT SYNTHESIZES THE DIVERSE WORK AND DISCUSSION CARRIED OUT BY THE EXPERTS AND OVER 400 STAKEHOLDERS - PROFESSIONALS FROM A WIDE RANGE OF EDUCATION AND TRAINING SECTORS, TRAINEES, TEACHERS, PARENTS AND FAMILIES, AND PUPILS - WHO COLLECTIVELY EXAMINED WHAT COMPETENCIES TEACHERS NEED TO PRACTICE IN INCLUSIVE SCHOOLS.

TRIANGULATION OF INFORMATION (CRESWELL&MILLER, 2000) ALLOWED FOR THE VALIDATION OF A TEACHER PROFILE WITHIN A FRAMEWORK OF SHARED VALUES.

OBJECT OF THE RESEARCH

1. IDENTIFY AND HIGHLIGHT KEY FACTORS SUPPORTING THE IMPLEMENTATION OF THE PROPOSED CORE VALUES AND AREAS OF COMPETENCE FOR INCLUSIVE EDUCATION.
2. REINFORCE THE ARGUMENT THAT:
 - a. INCLUSIVE EDUCATION IS RESPONSABILITY FOR ALL TEACHERS
 - b. PREPARING ALL TEACHERS FOR WORK IN INCLUSIVE SETTINGS IS A RESPONSABILITY FOR ALL TEACHERS' EDUCATOR.

METHOD

THE EVALUATION PROCESS IS BASED ON A **MIXED METHODS DESIGN**. STARTING FROM THE ANALYSIS OF EXISTING LITERATURE AND QUALITATIVE AND QUANTITATIVE RESEARCH, WE PROCEED WITH THE IDENTIFICATION OF OBJECTIVES THROUGH SELF-ASSESSMENT SURVEYS AND THE CREATION OF PARTNERSHIPS AIMED AT PROPOSING RESEARCH-TRAINING INTERVENTIONS. THE EPISTEMIC ORIENTATION OF THE RESEARCH CAN BE TRACED BACK TO THE ECOLOGICAL PARADIGM WITH A CRITICAL ORIENTATION (AS IT AIMS TO DEVELOP A CRITICAL AWARENESS OF SOCIAL AND CULTURAL CONTRADICTIONS AND TO TRIGGER THOSE PROCESSES THAT INTENSIFY THE CRITICAL AND SELF-REFLECTIVE CAPACITY) AND PARTICIPATORY, AS IT IS A RESEARCH WITH PEOPLE BY IMPLEMENTING THE CO-GENERATIVE DIALOGUE BETWEEN PRACTITIONERS AND RESEARCHERS.

DESIGN

EXISTING THEORY AND RESEARCH, PRACTICES, POLICY

- SURVEY DATA COLLECTION
- DATA ANALYSIS
- GOAL IDENTIFICATION
- FORMATIVE RESEARCH
- EXISTING THEORY, NEW RESEARCH, PRACTICES, POLICY

8 AREAS OF COMPETENCE

MARKERS OF: **ATTITUDES
KNOWLEDGES
AND SKILLS**

CONCLUSIONS

THE PROFILE OF INCLUSIVE TEACHERS, FALLS UNDER SECTION 1. CONTEXT AND RESOURCES OF THE AREA 1.4 PROFESSIONAL RESOURCES OF THE SELF-EVALUATION REPORT (RAV) DEFINED BY THE ITALIAN NATIONAL SYSTEM OF EVALUATION.

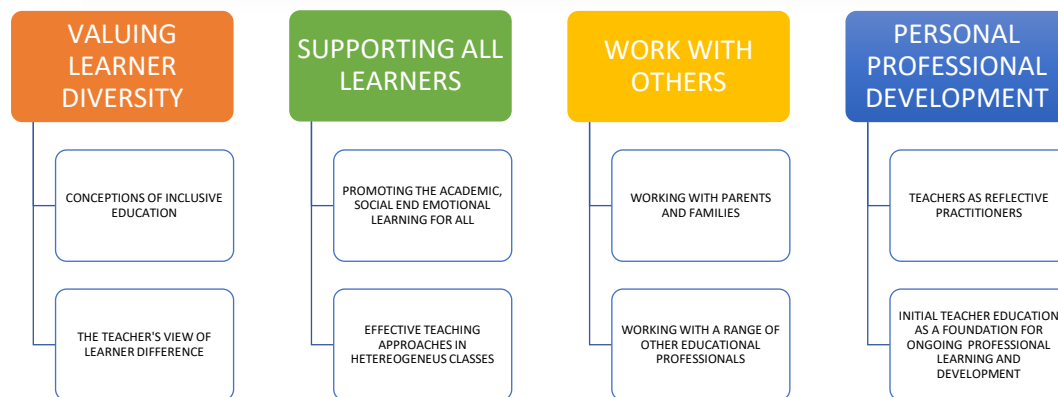
THE PROCESS OF SELF-EVALUATION IS DEVELOPED THROUGH THE ANALYSIS AND VERIFICATION OF THE SERVICE AND THE IDENTIFICATION OF SITUATIONS TO BE VERIFIED.

THE GREATEST BENEFITS OF INCLUSION, ALONG WITH OTHER PRIORITIES SUCH AS SOCIAL JUSTICE AND COMMUNITY COHESION, ARE LONG-TERM.

INVESTMENT IN THIS DIRECTION IS A MORE EFFECTIVE USE OF RESOURCES THAN FUNDING SHORT-TERM INITIATIVES THAT TARGET SPECIFIC SECTORS OR SUPPORT SPECIFIC MARGINALIZED GROUPS.

RESEARCH DEVELOPMENT

FUTURE RESEARCH CAN FOCUS ON THE SYSTEMATIC ASSESSMENT OF THE PROFILE WITHIN SPECIFIC INITIAL TRAINING AREAS, AS MANY COUNTRIES HAVE REVISED THE STRUCTURE OF THEIR TRAINING AND TEACHING QUALIFICATIONS IN LINE WITH AN INCLUSIVE APPROACH.



4 CORE VALUES

FOR INCLUSIVE TEACHING



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Translational Perspective in
Educational Sciences and
Psychology
8th-9th November 2021

