Promoting Inclusive Teacher Education

Methodology

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ADVOCACY GUIDE

Promoting Inclusive Teacher Education

Methodology

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Contents

Introduction

This advocacy guide on *'Methodology'* is the fifth in a series of five guides devoted to 'Promoting Inclusive Teacher Education'. It can be used on its own or in combination with the four other advocacy guides which are: *'Introduction'*, *'Policy'*, *'Curriculum'*, and *'Materials'*.

This guide focuses on challenges and barriers in the area of teaching methodologies used in teacher education. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive teaching methodologies.

What do we mean by methodology?

This advocacy guide discusses methodology in and through pre-service teacher education – that is, the methodology used in the teaching that takes place within teacher education institutions, and also the methodology student teachers will be expected to use within schools during practicum placements and when they become fully-fledged teachers. The term methodology here refers to the 'how' of teaching, i.e. how teaching and learning is planned, organized, conducted, and assessed within teacher education institutions and schools. Methodology is directly concerned with how inclusive education is actually engaged with in the 'real world' of teacher education institutions, schools and communities.

Inclusive teaching methodology is intrinsically linked to and mutually supportive of inclusive curricula. In this sense, an inclusive curriculum provides the overall framework within which inclusive teaching methodology is enacted (for more on curriculum see *Advocacy Guide 3*). However, although you may have a curriculum which 'ticks all the boxes' in regards to inclusive education content and structure, without an approach to teaching methodology which is itself inclusive, inclusive education is not possible in the classroom realities.

In this advocacy guide we will be looking at inclusive teaching methodology in relation to:

- teaching methods and skills – ensuring that the methods of teaching and learning in and through teacher education are flexible, learner-centred and inclusive of diverse needs; that student teachers are supported to develop their own locally relevant resources, and that they are supported to understand and engage in formative forms of assessment;

- practice, reflection and support – ensuring that student teachers are given opportunities to engage in actual teaching practice in a reflexive way using action research, and that they receive proper, ongoing support throughout their teacher education – and that they learn specific skills required to make their teaching more inclusive – e.g. in relation to gender, disability, language, etc.

Why is inclusive education methodology an important advocacy issue?

Inclusive education is ultimately dependent upon the human interactions that take place within education and related social systems. To a large extent, methodology shapes and informs the human interactions that occur in teacher education institutions, schools and communities and is an essential element of inclusive education and a key area for advocacy. Inclusive teaching methodology is ultimately the way in which teachers are able to put inclusive education concepts, theories and techniques into practice. However, inclusive teaching methodology can be challenging to enact (especially for those teachers and students who have had little experience of inclusive methodology in their own education backgrounds). It needs practice and support, coupled with advocacy, to ensure that inclusive education is understood, used widely and sensitively and is ultimately effective.

Inclusive education is dependent upon the nature and quality of teaching and learning. In fact, 'the medium is the message'. This means that when teaching methodology is inclusive in form and function, the practice of such methodology itself becomes a means of inclusive education advocacy and a reinforcement of the concepts and intended outcome of a quality learning experience for all. For example, if a teacher is able to facilitate mixed ability group work in a classroom (a key inclusive education method) in which students with different abilities are able to support each other, this not only serves to encourage and develop actual learning, but also demonstrates the potentials and advantages for students of different abilities to learn together, i.e. this models an inclusive classroom in practice.

In order to realize an inclusive approach to teaching methodology which is aligned with and supportive of curricula, a range of methodology-related objectives must be met. In the following sections of this advocacy guide, we will look at some of these objectives as identified through recent research.[1]

These include:
- taking a systematic approach to welcoming diversity and identifying barriers to inclusive education;

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1 Forgacs, R. 2012. *Strengthening Teacher Education to Achieve EFA by 2015. How are student teachers prepared to adopt inclusive attitudes and practices when they start teaching? Synthesis and analysis of the reviews of pre-service teacher education systems in Bangladesh, Cambodia, China, Lao PDR, Mongolia, Nepal, Thailand and Viet Nam (2008-2011).* Bangkok, UNESCO.

- promoting and facilitating learner-centred teaching;
- employing interactive and varied teaching and learning approaches, and avoiding the overuse of methods which are inappropriate for some learners;
- using approaches to teaching which encourage teachers to innovate and adapt curricula and materials to fit local contexts;
- engaging in formative and authentic[2] forms of assessment;
- developing personalized learning approaches for students;
- ensuring good quality supervision and support for student teachers;
- ensuring extensive teaching practice (practicum);
- engaging in reflective and reflexive teaching practice to enhance inclusive teaching competencies.

As with any advocacy work, you will want to investigate exactly which challenges and needs exist in your own unique context and therefore what specific changes you will work towards. The information provided here is intended as a *guide* to advocacy for inclusive teaching methodology, not a prescriptive set of rules.

Challenge 1

Welcoming diversity

Analysing the situation

A lack of a systematic approach to welcoming diversity and identifying barriers to inclusive education

When teachers are not supported to view problems in the system, the school, and their own classrooms as being the true barriers to inclusive education, there is a risk that the learners themselves will be seen as problems. This may result in teachers trying to fit a learner into a flawed system instead of working to change the system to fit the learner. This approach unfairly puts the responsibility for inclusive education on learners. If teachers do not receive support in identifying barriers in the system, they will struggle to

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2 Authentic assessment actively involves children in the assessment process. For example, it has been described as: '… involving the child in evaluating his or her own achievements. Authentic assessments are performance-based, realistic, and instructionally appropriate.' In UNESCO. 2004. *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments - Booklet 5 – Managing Inclusive Learning-Friendly Classrooms.* Bangkok, UNESCO, p. 43.

cope with actually including learners with diverse needs in their schools and classrooms. However, when teachers are only focused on barriers to inclusive education, this puts an overemphasis on the negative and works against the highly important role teachers play in welcoming the diversity of learners, recognizing and celebrating diverse strengths, and building upon these to develop dynamic, inclusive learning environments.

As mentioned in *Advocacy Guide 1: Introduction*, it is important to identify and address the barriers in the system that might prevent learners from accessing education, participating in the learning process, and achieving to the best of their ability (academically and socially). These barriers might relate to attitudes, practices, resources, policies or the environment. Often, system barriers to inclusive education will be multiple, interrelated, or overlapping. For example, negative parental, familial, or community attitudes about girls' attending school, combined with poverty (in which school aged children are expected to work to help provide food and money for their struggling families) may work together to reinforce the exclusion of girls from poor, rural areas from schooling. Attitudes inevitably impact on practices, e.g. if a teacher has negative attitudes about the potential of children with learning disabilities/difficulties such as autism, Down's syndrome, etc. to learn and participate in school, that teacher may not make efforts to support including children with learning disabilities/difficulties in classroom activities, or may even exclude such children from particular lessons. Additionally, such barriers are often linked to wider structural (and cyclical) inequalities in society, e.g. a poor family may not have access to quality education, which in turn reduces their children's access to power and status in society,[3] reducing opportunities for such families' social mobility and perpetuating a cycle of poverty which reinforces social and economic inequity between poorer families and those with more wealth and power.

Questions you can ask to help you analyse the situation in your context before embarking on advocacy

- What is the overall thrust of national education policy in terms of promoting inclusive education? Does education policy itself promote inclusion?
- Do pre-service teacher education classes in your institution support student teachers in identifying system, school, and classroom barriers to inclusion as opposed to focusing on learners as themselves being at fault?

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3 Ridge notes: 'The relational impact of poverty, outlined by Room (1995), as inadequate social participation, lack of social integration and lack of power has a particular resonance in children's lives' (ibid: p. 435). Ridge, T. 2006. Fitting In and 'Joining In': Social Relations and Social Integration. In Lauder, H., Brown, P., Dillabough, J. and Halsey, A. H. (eds) *Education, Globalization and Social Change.* Oxford, Oxford University Press.

- Are student teachers encouraged to pay attention to existing learner/school/ community strengths, positive attitudes and practices and to strategize solutions which draw on local skills and resources?

Advocacy goals

Methodology advocacy message 1

"It is always the system and school that pose the barriers to inclusive education, never the learner."

Advocacy message 1, above, is linked closely with advocacy messages 2 and 3, below. If you approach education from the standpoint that all barriers to inclusive education ultimately stem from problems in the system in accommodating for the diverse strengths and needs of learners, rather than the barriers stemming from the learners themselves, then you are in a good position to actually analyse barriers, recognize strengths (in the system and in individuals) and welcome diversity in a systematic manner as discussed below.

Methodology advocacy message 2

"Addressing barriers to inclusive education requires a systematic approach which includes:

1) identifying the barriers to inclusive education;
2) strategizing solutions to those barriers; and
3) working to change the system accordingly."

Taking a systematic approach to considering barriers to inclusive education ensures that specific barriers, as well as overlapping issues and patterns which lead to exclusion, can be identified, mapped and addressed to ensure that all learners are included. Engaging in this process is an important aspect of inclusive teaching methodology which reinforces the need to adapt systems to fit learners, as opposed to the other way around. The identification of barriers is a necessary first step in working to change the system and practices in schools and teacher education institutions.

The following table lists the main categories of system barriers with a few examples of typical barriers and solutions. Which barriers/solutions can be found in your context?

Types of barriers	Examples	Solutions
Attitudes	• A bias against children and adults with disabilities and/or children/adults from ethnic minority or low caste groups (in some contexts) in schools and teacher education institutions • A belief that slower learners are not worth wasting time on • Negative attitudes against girls' or women's education in schools and teacher education institutions • A belief that children should be working either in family homes or in the community (or beyond) to help support their families • A false belief that not all children are able to learn	• A welcoming attitude to all children and adults which sees their diversity as an opportunity for better education and not as a problem • A belief that working to support the learning of slower learners is just as valuable and worthwhile as supporting the quicker learners • Seeking to support girls to attend and flourish in school; and seeking to support women to attend and flourish in teacher education institution • Supporting parents/families to understand the value of education for their children
Practices	• Rote teaching and learning • Exam-centred education culture • Teacher seen as the transmitter of knowledge • Seating arrangements that are fixed and rigid and do not promote interaction and active engagement by all • A lack of interactive and participatory teaching methods and activities • Corporal punishment • The use of a language which most of the learners cannot understand	• Varying individual and group work and the use of fun, interactive, participatory and learner-led activities, such as drawing, singing, role-play, etc. • Positive discipline • Multilingual teaching

Types of barriers	Examples	Solutions
Practices	• Conscious or unconscious gender bias in teaching and learning methods • Unwillingness/inability to deal with learners with disabilities in schools and teacher education institutions	• Treating girls and boys in schools fairly and equally (and the same with women and men in teacher education institutions) • Being proactive in working with children and adults with disabilities (and developing the skills to do so) to include them fully
Resources	• A lack of chairs, desks, textbooks • The lack of assistive devices for children and adults who require them • A lack of teaching and learning resources which are gender sensitive, accessible to children/ adults with disabilities, accessible to children/adults from minority linguistic and ethnic groups, locally relevant, etc.	• More money and support for procuring chairs, desks and teaching and learning materials • Making teaching and learning resources which are locally relevant and accessible
Policies	• Policies which do not support gender balance • Policies which only allow for teaching in a dominant national language (as opposed to learners' mother tongue) • Policies which do not support children and adults with disabilities • Policies which do not support the development of gender sensitive, linguistically appropriate and locally relevant curricula and materials in relation to communities and classrooms	• Policies which actively encourage gender equality • Policies which support teacher education in multilingual and mother tongue teaching • Policies which support accessibility in schools and teacher education institutions for learners with disabilities • Policies which support teachers to adapt curricula and materials to local needs and contexts in relation to communities and classrooms

Types of barriers	Examples	Solutions
Environment	• Inaccessible classrooms, e.g. multi-storey school buildings with no access to upper floors for children with mobility challenges, a lack of ramps, and a lack of accessible toilets for people with disabilities	• A focus on making all schools, teacher education institutions and classrooms fully accessible for learners with disabilities (this need not be dependent on extensive financial resources - e.g. ramps can be built cheaply using locally available building materials, as opposed to costly materials imported from elsewhere)
	• A lack of clean water and toilets (separate provision of toilets for girls)	• Resources (i.e. money, time and effort) spent on ensuring all schools have access to clean water and toilets

Methodology advocacy message 3

"Diversity should be welcomed and seen as a strength, not a weakness."

When diversity is welcomed, teachers and learners are supported to value such diversity as opposed to fearing it. This develops inclusive social skills such as empathy and cooperation and reinforces the idea that all learners bring richness and value to schools, classrooms and teacher education institutions. An inclusive approach to education creates opportunities for teachers to tap into and develop the particular strengths and experiences their learners bring into education settings, in order to complement learning and promote social justice. For example, learners from different ethnic and linguistic backgrounds can be supported to share aspects of their cultures in schools and classrooms (e.g. stories, songs, dances, etc.) in ways that broaden the horizons of all learners as well as teachers.

Challenge 2

Teaching skills and methods

Analysing the situation

Teaching which is not learner-centred

This issue relates to an overarching approach to teaching. Teaching methods which are teacher-centred, not learner-centred, are not inclusive because they are not flexible enough to adapt to the diverse needs of different learners, nor are they well suited to draw out and build on learners' individual talents, backgrounds, and experiences. Teacher-centred methods also tend to approach learning as instrumental, fixed, or predefined and not as the active process that learning actually is and should be. Additionally, a teacher-centred approach views learners as passive recipients of knowledge rather than active participants in creating knowledge.[4]

A lack of interactive and varied teaching and learning approaches

Following from the previous point, there are several methodological problems which lead to teaching and learning which is dull, inaccessible for some and generally non-inclusive. These include: a lack of variance (diversification) in approaches to teaching; an over-reliance on rote teaching (in which teaching and learning is mainly focused on the teacher 'delivering' knowledge to learners in the form of lecturing and in which learner response is based on repeating back what the teacher has delivered) and a lack of balance between individualized instruction and group work which promotes interaction between learners.

This is not just about the style of engaging with teaching and learning content, but also the way classrooms are organized. If learners are made to sit in desks arranged permanently in rigid rows with the teacher based mainly at the front of the classroom, this too works against inclusive teaching. This rigid, teacher-centred approach to classroom organization is typical in many classrooms in the region and as a first step this must change to promote participatory and inclusive learning.

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4 Freire, P. 1996. *Pedagogy of the Oppressed*. London, Penguin, p. 53.

Example from Viet Nam

The 'New School' model[5]

Student teachers are being educated to teach within a 'New School' model which is being developed nationally to realize inclusive education. This model supports small class sizes, and small group sessions. The 'New School' model:

- breaks learners into small groups for discussion;
- allows learners to study at their own pace;
- establishes a learning corner in the classroom (this is subject based, such as a Math corner);
- supports learner feedback on teaching (e.g. through a 'magic box' in which learners are encouraged to put comments or letters to teachers);
- offers possibilities for multigrade classrooms (e.g. in which 2-3 grades are taught together);
- supports parents' participation through Parent Teacher Associations
- encourages community participation; and
- provides support for teachers in using (1) teacher guidelines, (2) student textbooks, and (3) student workbooks (subject based).

This approach to teaching, learning and organizing will require specific support in inclusive teaching methodology, in both pre-service and in-service teacher education.

Teaching methods which are only appropriate for some learners

Certain teaching methods (e.g. teacher-centred, lecture-based methods) favour the quickest, most able learners at the expense of slower learners, learners who do not know the language of the classroom well, and learners with disabilities. If a learner struggles with listening and memorizing, it follows that teaching which depends entirely upon a teacher lecturing and rote memorization risks excluding that learner. However, it is not that one particular method of teaching, or classroom management, is always best. As all learners have different learning needs and strengths, any particular teaching method which is used to the exclusion of other methods (e.g. only using rote learning through call and response, or only group work) risks reducing the quality of the learning experience, if not excluding some learners.

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5 UNESCO. 2012. *Regional Expert Meeting Report: Inclusive Education through Quality Teacher Education in Asia-Pacific.* Bangkok, UNESCO, pp. 32-33.

Approaches to teaching which do not encourage teachers to innovate and adapt curricula and materials to fit local community and classroom contexts

Teacher's lack of skills and confidence in developing locally relevant curricula and materials and contextualizing teaching to fit local contexts is a major barrier to inclusive education. In most countries, school curricula are centrally developed and the role of teachers is to implement the curriculum. Some countries allow schools to choose content for local curriculum. Whether in a centralized or decentralized system of curriculum development, a teacher's role is to adapt the curricula to the local context so that it is relevant to the learner, family and the community. Although there is some overlap between local community contexts and classroom contexts in schools (e.g. mother tongue languages), these are definably different areas:

- Locally relevant curricula and materials in relation to communities address local culture and circumstances (e.g. indigenous knowledge, the socio-economic situation, rural or urban life);

- Locally relevant curricula and materials in relation to classrooms address the needs of specific learners in the classroom (e.g. linguistic and learning needs).

Teacher education institutions which do not encourage students' creativity and initiative in the area of materials and curricula adaptation and development, can result in teachers who have less ability to be flexible and responsive to the contexts of their schools and learners, lack independence and professional confidence, and are overly reliant on existing curricula materials. This is a particular problem for teachers who end up working in schools where there are limited and/or poor quality teaching and learning materials. Even high quality curricula and materials benefit from adaptation to fit the specific contexts teachers find in their communities, schools and classrooms.

A lack of relevant formative[6] continuous and authentic assessment

Assessment which is overly prescriptive and inflexible, without clear goals or purpose, and which is not linked to learning objectives, will likely miss the actual dynamics and process of learning that occurs in schools and classrooms and may only provide a partial, if not misleading, picture of the learning taking place. Forms of assessment which are imposed from 'above' without being understood by teachers and learners can be alienating and there is an added risk that such assessment may be applied inaccurately.

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6 Sadler describes formative assessment as being '… specifically intended to provide feedback on performance to improve and accelerate learning.' See: Sadler, D.R. 1998. *Formative assessment: Revisiting the territory.* Assessment in Education. 5(1). p. 77.

Additionally, although assessment of learning is important, a lack of assessment for learning, in which the assessment is formative, that is, part of the learning process, is not conducive to inclusive education. When teacher education institutions do not prepare their students to understand and engage in continuous formative assessment, i.e. assessment which is ongoing (not a stand-alone test at the end of term or year) and which is geared towards understanding the process of learning a learner goes through, it will be difficult, when the students themselves become teachers, for them to gauge and support children's learning (and adapt their teaching accordingly). In the Asia-Pacific region, there is heavy reliance on high-stakes examinations as a means of assessing student achievement and this does not contribute to learning and inclusive education.

Formal, summative forms of assessment (which tend to be oriented towards outcomes, scoring/ranking and particular forms of testing) can be valuable as part of a comprehensive approach to assessment; however, they risk being overly narrow and prescriptive when they are the only forms of assessment used, as they tend to account for only certain forms of learning and favour learners who test well. Also, the exclusive use of periodic, summative forms of measurement as the only means of assessing learning is less valid and useful than a continuous, ongoing approach which considers everyday learning in the classroom over time.

Further, assessment which is not authentic, i.e. which does not actively and meaningfully involve learners themselves in the assessment process, misses out on opportunities to build learners' confidence and self-awareness.

Teacher education institutions which only prepare their students to do formal, summative forms of assessment are likely to produce teachers who lack the capacity to measure (and support) the progress of diverse learners with different learning needs.

A lack of continuous, formative and authentic forms of assessment of learning in teacher education institutions is equally problematic and hinders the inclusiveness of such institutions.

A lack of experience in using personalized learning approaches for students

Following from the previous point, high quality assessment is dependent upon teachers understanding the specific capacities, needs and contexts of individual learners. Without knowledge of and experience in using individual learning plans (e.g. Individualized Family Services Plans; Individualized Educational Programmes; Individualized Transition Plans / Equivalency Programmes), student teachers will struggle to understand their learners' needs and progress when they begin work as teachers.

Questions you can ask to help you analyse the situation in your context before embarking on advocacy

- Do teacher education classes in your institution support student teachers to understand and engage in learner-centred teaching and the personalization of teaching and learning?

- Do teacher education institutions adopt continuous formative and authentic assessment alongside more formal, summative assessment?

- Are student teachers exposed to a full range of teaching methods which address learners' different needs and strengths (e.g. taking into account different sensory perceptions in learning such as visual, auditory, kinesthetic; learners' attention and self-awareness; memory; individual attention; grouping, etc.) and the need for a diverse and varied approach to using such methods?

- Are learner-centred teaching methods modeled in the actual teaching that takes place in your teacher education institution?

- Are student teachers and teacher educators empowered and supported to adapt and develop locally relevant curricula and materials to address learners' specific community and classroom learning contexts?

- Does the ministry of education develop and implement policy which supports learner-centred teaching and continuous formative and authentic assessment both in teacher education and in schooling?

Advocacy goals

Methodology advocacy message 4

"Student teachers need training in using teaching methods which are learner-centred, participatory and continuously adapted to fit learners' needs – many student teachers have little or no experience of these methods and they will need a high degree of support to understand and use them effectively."

Teacher education institutions need to take account of the fact that learner-centred methods rely on subtle teaching skills (e.g. skills in observation, self-awareness, facilitation, etc.) and the development of shared responsibility and shared power in the classroom between teachers and learners. Learner-centred teaching methods may seem straightforward and easy to implement. However, to understand them and be able to use them effectively, student teachers will need a lot of support within their teacher education institutions and during practicums in order to develop capacity in recognizing and responding to learners' needs and strengths, and in developing relationships of trust

between teachers and learners. These underpin quality learner-centred practice. As many student teachers will have little or no experience of learner-centred teaching in their own schooling backgrounds, it may take more time than expected for them to understand and be confident to engage in learner-centred teaching.

To support the process of developing learner-centred teachers, it is essential that teacher education institutions use learner-centred methods in their own teaching and learning as this works towards promoting inclusion within pre-service teacher education. It also serves to model such approaches, so that student teachers will be better able to use them when they become teachers.

Other important aspects of learner-centred, inclusive teaching include:

- Teachers become facilitators of learning (e.g. through facilitating group work in which learners support their peers' learning) rather than transmitters of knowledge;
- Teachers are able to diversify the methods of teaching and classroom management they use in ways which are sensitive to learners' diverse needs, are engaging and interesting for learners (and support active, learner participation), and that have a balance of group and individualized work; and
- Teachers are able to individualize instruction, and develop learners' capacity for self-regulation and self-awareness.

As opposed to learner-centred methods of teaching, it requires less skill, preparation and effort to manage a classroom using teacher-centred methods. These typically rely on the teacher's dominance of the classroom, a didactic approach to instruction, and corporal punishment and fear as a means of control and motivation. Learner-centred teaching methods in which teachers share control of the classroom with learners offer the best means of promoting the inclusion of all learners. These methods ultimately lead to more effective classroom management as they support better understanding and shared goals between teachers and learners.

The use of positive discipline and other complementary approaches to classroom management support inclusion generally and learner-centred teaching specifically, but these are not quickly and easily implementable. Rather, they take time and need to be nurtured, especially as teaching peers and other school staff, parents and school communities and learners themselves may be unfamiliar with learner-centred approaches.

Methodology advocacy message 5

> *"An inclusive teaching methodology requires training in specific inclusive methods such as supporting the learning of children with disabilities, promoting gender equality and multigrade and multilingual teaching."*

Inclusive teaching methodology requires that teachers have a high degree of awareness of learners and learners' needs as well as the skills and confidence to support all learners in the classroom.

Specific issues include:

- gender – promoting gender equality requires teachers to be sensitive to gender imbalances and work to address these;
- language – learners with different mother tongues than the national language need teachers with specialized skills in mother tongue/multilingual teaching, both to teach in the learners' mother tongue and to use mother tongue language teaching as a bridge to supporting learners to learn the national language;
- mixed ages and levels – teachers in contexts in which learners from different age and level groups are taught together in the same classroom require skills in multigrade teaching; and
- disability – learners with disabilities need teachers with a whole range of skills of identification, referral, support, and special attention and lessons, etc.

Methodology advocacy message 6

> *"Student teachers need empowerment, training and support in adapting and developing curricula and materials to fit their local community and classroom contexts."*

Pre-service teacher education programmes should develop inclusive teaching competencies on the part of prospective teachers. An important focus of inclusive education teaching methodology therefore should be on building student teachers' capacities in curricula and materials development and adaptation. Student teachers who, during their studies in teacher education institutions and practicum work, are encouraged and supported to adapt and develop curricula and materials will be better able to work with the curricula and materials when they become teachers within an overall flexible and diversified approach to teaching, learning and assessment.

When teachers have skills and confidence in this area, they will be able to adapt existing curricula and materials and develop their own teaching resources which are locally relevant

and appropriate to learners' specific needs and strengths. On the one hand, this is to support student teachers to be able to make the best use of existing curricula and teaching and learning materials when they become teachers, and to be able to appropriately adapt such curricula and materials to fit the specific needs of their learners (e.g. by making teaching and learning materials more accessible for children with disabilities). On the other hand, this is also about empowering student teachers to tap into local community resources (e.g. traditions of oral storytelling, indigenous knowledge about the natural world, local celebrations and festivals, etc.) to make learning as contextualized, engaging and relevant as possible.

The development of such capacities is just as relevant and necessary for experienced, practicing teachers in schools, as it is for student teachers and newly qualified teachers. Ultimately, these processes can be enhanced through the creation of teacher networks and communities of practice for sharing knowledge and ideas, and developing and enriching the curriculum in a collaborative way. Such networks can be developed and nurtured between different schools and different teacher education institutions, as well as between teacher education institutions and schools.

Educating teachers to become curricula and material developers, and competent in local adaptation of curricula, requires a great deal of moral and technical support from within teacher education institutions as well as from ministries of education. If teachers feel they must stick rigidly to existing curricula and resources (such as textbooks and teacher guidelines), they will not have the flexibility to adapt to specific local contexts and specific learners' needs.

Likewise, teacher educators themselves should be encouraged to develop and adapt curricula and materials within their teacher education institutions, to fit the needs and strengths of their student teachers as well as their local context. Gaining skills and confidence in materials and curricula development is essential to teachers' professional development and is important in both pre-service and in-service teacher education.

Example from Malaysia

Workshops to support teachers in developing classroom resources and materials[7]

In Eastern Malaysia, a mentoring project has been supporting primary school teachers to develop their own classroom resources, a process which is complementary to recent changes in the curriculum. One method of supporting this process has been to organize regular workshops in which local teachers work together to develop classroom resources. Learner-friendly resources including: puppets, pop-up books, masks, costumes, games, songs, and music, have been developed and workshops have focused on building teachers' capacity and confidence to source and develop their own resources linked to existing curricula. This has been an effective means of encouraging teachers' creativity, collaboration and the sharing of ideas around the creation and use of locally contextualized teaching and learning materials. Although the workshops have principally involved in-service primary teachers, increasingly, school management, district education officers and even parents are participating. There is great potential to further develop workshops to involve pre-service teacher educators and student teachers as well.

Commenting on the process and participation in such workshops, a district education officer from Sarawak, Malaysia, explained:

'Workshops are very good and the teachers like these … the sharing that happens. In my district there was a workshop in which fifteen schools met together and learned a lot of innovative ways to teach and to build resources and teaching aids. If you attend any other pedagogy workshops elsewhere they are mostly based on building lesson plans and that's it. But, when it comes to the kind of workshop, like the recent one in my district, it's doing it and seeing it and not just talking and listening and not just sitting down, but they are actually building how to do it and sharing this with other schools.'

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7 Adapted from – Kaplan, I. 2012. *English Language Teacher Development Project Malaysia: Mid-Project Evaluation Report.* Kuala Lumpur, British Council, p. 29.

Methodology advocacy message 7

> *"Student teachers need training in understanding and using a range of inclusive assessment practices including formative, continuous and authentic forms of assessment (as well as summative forms of assessment). Teacher education institutions also need to use a similar range of approaches in their own assessments of learning."*

Teacher education needs to focus on preparing teachers to engage in continuous forms of formative and authentic assessment, as well as summative forms of assessment.

Formative assessment relies on qualitative feedback alongside quantitative measures. It focuses on different forms of evidence of learning and supports both teachers and learners to be responsive and make adjustments to better meet learning needs.[8]

Formative and summative forms of assessment can both be meaningfully incorporated into an overall process of continuous and authentic[9] assessment, which is essential to inclusive education.[10] Overall, this process can be called inclusive assessment.

Inclusive assessment should consider a range of learning indicators that go beyond what is measurable through only numerical testing and scoring learners' performance. A fuller range of learning indicators can include: a focus on how learners interact with each other (as well as learner-teacher interaction); learners' social and emotional well-being; learners' specific learning preferences (e.g. visual, auditory, kinesthetic); and learners' capacities for memory, attention and self-regulation. Such assessment requires that teachers be skilled and reflective observers. Assessments generally use comparative standards to find out how the performance of a student compares with that of others. In inclusive assessment, improvement standards are used to show how a student is progressing over time.

Inclusive assessment relies on a range of assessment tools which may include: observations; portfolios of learners' work (including drawing, writing, worksheets, etc.), checklists of skills, knowledge, and behaviours; tests and quizzes; and self-assessment and reflective

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8 See: William, D. 2006. *Formative Assessment: Getting the focus right.* Educational Assessment. Taylor and Francis 11(3-4), pp. 283-89.

9 Authentic assessment is contextually relevant and links to reflective practice. Darling-Hammond and Snyder explain, 'Under the title of authentic assessment, we include opportunities for developing and examining teachers' thinking and actions in situations that are experience based and problem oriented and that include or simulate actual acts of teaching. Such acts of teaching include plans for and reflections on teaching and learning, as well as activities featuring direct interactions with students.' See: Darling-Hammond, L. and Snyder, J. 2000. *Authentic Assessment of Teaching in Context.* Elsevier, Teaching and Teacher Education.(16), p. 524. http://www.jcu.edu/education/dshutkin/ed587/articles/Authentic_assessment.pdf (Accessed 4 April 2013.)

10 On the importance of continuous assessment see: UNESCO. 2003. *Open File on Inclusive Education: Support Material for Managers and Administrators*. Paris, UNESCO. Continuous assessment is taking place all the time and not just at specific intervals (such as the beginning, middle of or ending of a school year).

journals.[11] A key consideration in inclusive assessment is its 'flexibility' in terms of the use of assessment tools that allow each student to demonstrate his or her competence.

Inclusive assessment is equally valuable as a means of assessing student teachers' learning within teacher education institutions. Indeed, a continuity of approach to assessment should build from within teacher education institutions to be further developed and carried forward with new teachers into their schools and cla

ssrooms.

Example from the Bahamas

Self-assessment with university students[12]

Here, a professor at the University of the Bahamas considers the process and value of working with students on self-assessment:

"To implement self-assessment, my students meet in pairs to discuss the standards and/or criteria they should use for judging a piece of work or performance. This may be done in any subject area, from Dance to Mathematics. I give them guidelines of what is acceptable and unacceptable. I facilitate, encourage and suggest, but I do not direct or give orders.

The students are always interacting with tourists and so they are articulate. They ask me questions and make suggestions about the assessment process, and we hold group discussions. Through these interactions, I provide additional information and we create an inclusive environment where all students feel loved, respected and accepted. I act as a role model, using my initiative to invent active learning methods. In this way students begin to appreciate experience-sharing and problem-solving, which are at the heart of inclusive education.

Once they agree about the assessment standards/criteria, pairs of students interact with other pairs, and this is repeated until there is consensus across the class. Students then use the standards/criteria to evaluate performance. To do this, they engage each other in conversation, wait their turn to speak, actively listen to and critique each other, and provide feedback. Active classroom observation and non-written ways of observing and participating become the norm. Self-assessment like this can also happen in the playground, laboratory, public places, etc.

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11 UNESCO. 2004. *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments - Booklet 5 – Managing Inclusive Learning-Friendly Classrooms.* Bangkok, UNESCO, p. 41.

12 Adapted from: McDonald, B. 2006. 'Self-assessment and Inclusion, The Bahamas'. EENET Newsletter. (10).
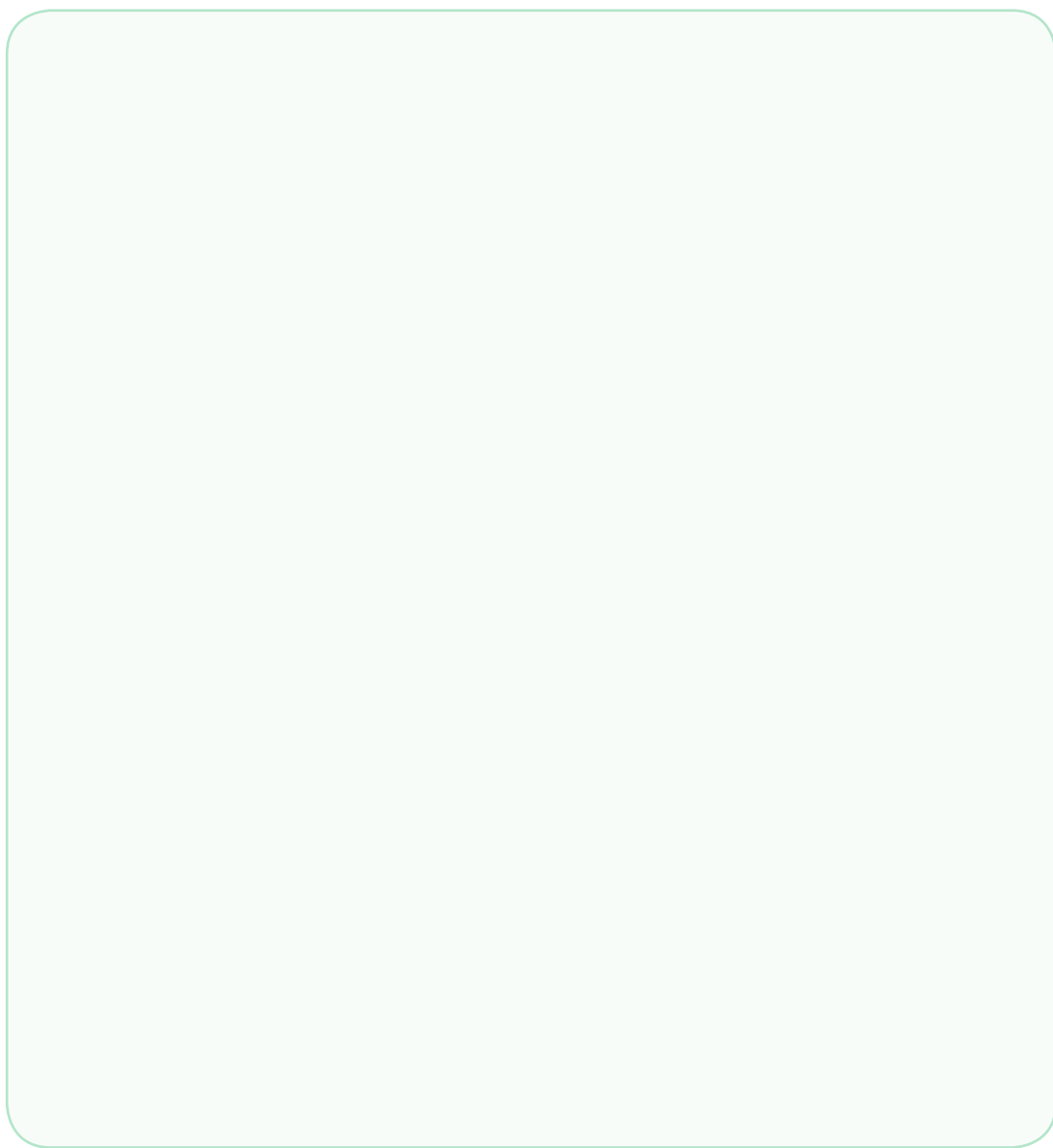
Students complete a form on the front of their assignments, which they use to highlight areas for personal improvement. After each assignment they voluntarily discuss with each other their errors and how they will prevent a reoccurrence. This lays the ground work for improved standards.

Individual students feel included in decision-making through their active participation in the assessment process. They know their views are taken seriously. Shared decision-making promotes shared responsibility and ownership; both essential for inclusion. Diversity – an inevitable offshoot of tourism in the Bahamas – is celebrated rather than tolerated.

Visually and hearing impaired students in my class are given space to participate while others support them, for example, by recording the information. Students who are slow at understanding have the opportunity to keep pace with others. The supportive environment means that no one is stigmatized for being 'different'. Our communication 'ground rules' stop extrovert students from smothering quieter students, and I am on hand to advise or intervene if required.

Students from comparatively impoverished backgrounds feel welcome as equal partners in the classroom, instead of feeling ostracized as they may do in the community. Working closely with other students in one-on-one discussions also helps students with behavioural problems to experience and develop more 'acceptable' behaviour. Using these cooperative approaches makes it easier and quicker for me to identify and address impairments, emotional stress or related conditions in classrooms.

Self-assessment promotes reflection, introspection, creative and divergent thinking. My students have to negotiate to reach mutual agreement. The process assists less-able students, who now have opportunities for more input into an activity than they would in a more traditional classroom. At-risk groups find solace in a group focused on interaction and mutual agreement. Students tend to question exclusion. They break stereotypes and segregation and promote an inclusive education system from which all can benefit."

Methodology advocacy message 8

"Student teachers need to be supported to consider individual learners' needs through the development of individual learning plans, but at the same time to be aware of the systemic barriers to inclusive education."

Linked to the previous points on assessment is the need for teachers to develop individual learning plans while being aware of group dynamics in learning environments as well

as the systemic barriers to inclusive education, so that the responsibility for inclusive education is not placed on the learner.

Individual learning plans need to be balanced with an approach to understanding the group dynamics within schools and classrooms (i.e. how learners interact) to best support whole class and whole school inclusion. In addition, it is important for teachers to maintain a view to the systemic barriers to inclusive education (as detailed in *'Challenge 1'*) alongside an individualized approach to learners. Too narrow a focus on individual learners risks identifying them, rather than the system, as the source of barriers to inclusive education. It is this complex understanding of the individual within the system that offers the greatest potential for achieving inclusive education. Individualized approaches to teaching do not depend on segregating learners; rather, this concerns the personalization of common (shared) learning experiences and a diversified approach which allows for a balance of group and individual learning.[13]

Challenge 3

Practice, reflection and support

Analysing the situation

Poor supervision and support

When student teachers are not supported through continuous, constructive feedback from teacher educators, they will be far less likely to understand and effectively engage in inclusive learner-centred teaching (and to utilize the subtle facilitation skills these inclusive methods depend on) when they become teachers. This links with the earlier points on inclusive assessment.

Additionally, student teachers who experience only negative feedback from their teachers and supervisors are likely to lose motivation. Likewise, without proper encouragement and constructive feedback for change, students are unlikely to develop their own capacities for critical reflection, or to make meaningful changes in their practice.

Poorly supervised and supported student teachers are unlikely to have the skills or

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13 Blanco, R. 2009. Conceptual framework of inclusive education. In Acedo, C., Amadio, M. and Opertti R. (eds). *Defining an inclusive education agenda: Reflections around the 48th session of the International Conference on Education.* Geneva, UNESCO IBE.

confidence to effectively meet the challenges of inclusive education in schools and classrooms when they become teachers themselves.

A lack of teaching practice for student teachers and teacher educators

Too much of a focus in teacher education on teaching theory and not enough on actual practice will leave student teachers unprepared to engage in actual teaching and to face the challenges such practice involves. Unfortunately, some teacher education programmes place a minimum of focus on teaching practicum. A lack of practical teaching experience (within a supportive programme of teacher education) will result in less likelihood that student teachers will be able to make connections between theory and practice when they themselves become classroom teachers.

It can also be problematic when teacher educators themselves lack recent, practical experience in schools. Teacher educators who have limited or no recent classroom experience of working with teachers in schools can lose the sense of what it means to actually teach children and young people and interact with school communities. They are also more likely to be out of touch with the current contexts, challenges and practices of schooling. In some cases, teacher educators may never have had the experience of teaching in schools, or may only have a history of limited practicum experience from when they were student teachers. If teacher educators are unable to draw on their own experiences of teaching in/working with schools, they will be less likely to be able to address student teachers' practical concerns. Additionally, teacher educators who are disconnected from schooling may have difficulty in supporting their student teachers to connect theory with practice.

A lack of reflective practice

An approach to teacher education which does not encourage student teachers to be critical thinkers, to question and to be genuinely reflective, poorly prepares them to become critical, flexible and self-aware teachers. Without reflective practice, teachers will struggle to adapt their teaching to fit the needs of different learners, which is essential to inclusive education.

Questions you can ask to help you analyse the situation in your context before embarking on advocacy

- Is enough time and support (for student teachers) given to practicum experience within your teacher education programme?
- Do your teacher educators have recent, practical experience of teaching in and/or working with schools and school communities?

- Does your teacher education institution provide ongoing support, guidance and constructive feedback for student teachers during teacher education classes and practicum – is this properly planned and funded?
- Are student teachers taught to effectively utilize support (e.g. through working with other teachers, teaching assistants, and parents)?
- Are student teachers given enough practicum experience?
- Are student teachers required and properly supported to engage in their own reflective practice and action research?
- Is there good coordination and collaboration between teacher education institutions and host schools in supporting student teachers to gain sufficient inclusive teaching experience?

Advocacy goals

Methodology advocacy message 9

"Student teachers need opportunities for regular periods of practical teaching experience as part of their teacher education programmes."

Actual teaching practice within the context of pre-service teacher education is essential in preparing student teachers for their future careers. Regular periods of teaching practicum allow student teachers to connect theory with practice and develop their teaching skills within the nurturing environment of pre-service teacher education programmes. Ensuring that teaching practicum achieves its potential as a positive learning experience and solid preparation for inclusive teaching is dependent upon good quality mentoring and support, an issue which will be discussed further within this section.

It is difficult to specify exactly how much practicum work there should be within teacher education programmes, or the exact nature of such practicums. However, it is desirable for student teachers to have ongoing exposure to schools throughout each year of their pre-service teacher education. This can occur through voluntary work in local schools (e.g. as teaching assistants); specific projects with schools (e.g. action research); school visits with observations of lessons; and more sustained periods of actual teaching, and/or assistant teaching. Practicums should increase in frequency and duration over the course or a pre-service teacher education programme, ideally culminating in student teachers experiencing a prolonged period of time in a school.

Teachers in practicum schools can benefit from the support of student teachers in their classrooms, but equally have vital roles to play as mentors in supporting students to be keen, reflective observers and to develop practical skills in inclusive lesson planning, teaching, classroom management and assessment. Supportive and constructive feedback is essential and it is also important that teachers who are mentoring student teachers have good contact and support from teacher education institutions.

Student teachers should ideally experience a range of different inclusive education contexts and challenges within their practicum placements, involving, for example: children from disadvantaged communities; children from different ethnic and linguistic groups; children of mixed ages and abilities; mixed gender groups; children with disabilities; rural and urban schools; and 'gifted and talented' children.

The establishment and running of practicum programmes for student teachers in schools is a process which also can be used to develop meaningful, mutually beneficial relationships between teacher education institutions and schools/school communities. Such relationships can be reciprocal. They open possibilities for participating schools and teachers to access in-service teacher education and professional development from partner teacher education institutions, and also to contribute their knowledge and experience directly to teacher education (e.g. through mentoring student teachers during practicum placements, or by participating in/facilitating workshops and/or guest teaching in teacher education institutions).

Example from Myanmar

Practicum field trips[14]

The Karen, one of the indigenous, ethnic groups of Myanmar, run their own pre-service teacher education programme at two locations on the border between Thailand and Karen State, Myanmar. This programme supports Karen language and culture, incorporates indigenous knowledge and Western schooling and prepares Karen student teachers to teach in a range of different community schooling contexts in Karen communities in Myanmar.

The programme provides students with two years of pre-service teacher education and a further two years of experience teaching in Karen schools, before prospective teachers become fully qualified. During the first two years of the programme, although students

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14 Kaplan, I. 2012. *Karen Teacher Education on the Thai/Burma Border – Education as Resistance and Resilience.* Unpublished PhD manuscript. The Karen Teacher Training College (KTTC) is run by the Karen Teacher Working Group (KTWG). See: www.ktwg.org

are based at a teacher education institution, they also experience practicum in local schools at certain points during each year. One such practicum experience for first year students involves a structured programme in which teacher educators and students spend a month of travelling (mostly on foot) through Karen communities (both small villages and larger towns) in a designated area to meet with teachers, learners, parents and school committees. This trip provides opportunities for student teachers to meet school communities, interview community members and learn more about schooling

in Karen State in advance of their school-based practicum work and eventual teaching. During the field trip the student teachers also have opportunities to conduct fun, interactive and educational activities with children, parents and other community members along the way. This boosts their confidence and gives them valuable practical experience.

Here several members of a class of first year Karen student teachers discuss their experience of the practicum field trip:

"The most interesting thing for me was meeting the teachers in Karen State. Even if they only get a little, they work very hard to educate the young children to become educated people. Because I will become a teacher, this gives me strength. I also learned from one of the students that she wanted her school to have more standards so she could continue her education without having to leave her village. I was very encouraged and inspired by the teachers and students."

"The most interesting thing was that when we arrived in the villages the villagers welcomed us and were happy to see us. We could see the children really, really want education. Even the parents wanted to be involved. They had work to do, but they stopped to share their time with us."

"Working together in a group (of student teachers) with the communities, we learned that we are not qualified teachers … so when we did things we talked about them together, we discussed them. When we prepared for an activity each person gave their ideas and then we discussed these and chose the best one. In the future we need to do more to work closely with the district and township so we can share the work together and do education better."

Methodology advocacy message 10

"Teacher educators need good connections with schools and school communities and benefit from being able to draw on their own experiences of teaching in schools."

To keep connected with teaching and other aspects of schooling, it is important for teacher educators themselves to spend time working in/with schools and school communities. When teacher educators are able to have regular connection with and time in schools their understanding of schooling can be bolstered. This works towards keeping their teaching and support for student teachers grounded, practical, up-to-date and relevant.

Although teacher educators face time constraints and the logistics can be challenging, there are potential opportunities for teacher educators to spend more time in schools if

teacher education institutions and schools are flexible and proactive.

Possibilities include:

- organizing and participating in joint teaching related workshops and other activities (e.g. focused on specific skills and competencies, such as literacy, teaching material development, etc.) between teacher educators/education institutions, schools and school communities;
- school visits for teacher educators during student teachers' practicum (e.g. to meet members of the school community, observe their student teachers in practice, and/or observe lessons more generally); and
- a short period of guest teaching in schools for teacher educators.

Methodology advocacy message 11

"Student teachers need constructive, ongoing supervision and support from teacher educators in teacher education institutions and from teacher mentors in practicum schools."

Proper supervision requires that teacher education institutions support their students, both technically, in relation to specific teaching skills, and pastorally (e.g. in relation to counseling, encouragement and moral support) as they face the emotional challenges of teaching. Supervision and support for student teachers needs to be properly planned and funded at the level of teacher education institutions. Such support should be continuous, depending on frequent communication, and based on the development of a relationship of trust between teacher educators and student teachers.

Student teachers also need to be supported through mentoring by teachers in the schools in which they do practicum work. Teacher mentors are often best placed to provide the most relevant, in-situ support when student teachers actually need it (e.g. immediately after a challenging lesson). The supervising and mentoring role of these teachers must be clarified.

Teacher education institutions should have a duty to monitor the relationships between student teachers and schools during teaching practicum to ensure that students' needs are met and that teachers are comfortable in their mentoring roles and that a truly supportive environment is in place.

Methodology advocacy message 12

"Student teachers need guidance and experience in how to develop and

*utilize networks of support within schools and school communities
(e.g. other teachers, teaching assistants, parents)."*

Inclusive education requires a supportive environment to thrive – student teachers need experience in how to seek and manage support both in and outside of classrooms. This includes education and practical experience in how to work effectively with other teachers and school management (such as head teachers); how to work effectively with teaching assistants, and how to work with parents to support their children's learning.

Practicum placements should give student teachers structured (as well as unstructured) opportunities to engage with parents and other members of school communities. The importance of developing and sustaining good relationships between teachers and parents/families in support of inclusive education is something that needs to be reinforced from early within pre-service teacher education. This engagement with parents and community members will help student teachers understand societal barriers to inclusive education and how these barriers impact learning in schools.

Networks of peer support are also important and student teachers should be encouraged to develop critical friendships with their peers; critical friendship is both about getting support and engaging in reflective practice. Reflective practice is discussed further under the next advocacy message.

Critical friendship for teachers

Although teaching is very rewarding, being a teacher can sometimes be an isolating experience, especially if there are not many other teachers in your school or community. Having someone to talk with about your work can make teaching feel less isolating and be a good way to reflect on and improve your practice as a teacher and an inclusive educator. Of course, it is very likely that you will talk informally with colleagues about work when you get the chance. However, it is also useful to have a more structured approach to talking about your experiences of teaching and learning. This can be called a critical friendship.

A critical friend is someone who can support you with your work as a teacher. Like other friends, one of the most valuable things a critical friend can do is be there to listen to you talk about your experiences of being a teacher, both good and bad.

As a teacher, the best choices for critical friends will be other teachers like you because they understand about your work and the challenges you face.

A critical friend can offer a fresh set of eyes and ears and use their experience to help you with your own challenges and issues.

A good critical friendship is based on trust. As a critical friend, you should try and be supportive and non-judgemental.

A good critical friendship will develop and become stronger over time. If you and your critical friend find your first meeting to be a positive experience, plan a time to meet again, and repeat the process.

Methodology advocacy message 13

"Student teachers need to be skillful in reflective practice linked to a cycle of action research."

Reflective practice, linked to action research, is essential for good teaching and learning as it supports teachers to actively consider both their teaching and their learners and make thoughtful changes and adaptations accordingly. The more teachers understand about their own practice and the needs and perspectives of their learners (as well as other members of the school community), the better they will be able to face the challenges of inclusive education. With this in mind, student teachers need to be taught and supported to practice different techniques for reflecting on their own performance as teachers and learners, their learners' experience and performance in aid of identifying problems, as well as positive practices to make improvements.

Reflective practice, as a means of monitoring and evaluating teaching and learning, links with the idea of inclusive assessment as discussed in the previous section.

Reflective practice is useful as part of a wider ongoing process of action research in which teachers and other school community members consider key issues and challenges which they would like to address, develop a plan of action, make informed changes based on their research enquiry, evaluate impacts, and adjust accordingly and repeat the process as necessary.

Student teachers need education, practice and support in conducting action research in and with school communities. This is important because action research can be a very meaningful process and support a holistic, whole school approach to inclusive education.

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"It is always the system and school that are the barriers to inclusive education, never the learner."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing training curricula • Staff in schools and members of school communities (e.g. parents)	
"Addressing barriers to inclusive education requires a systematic approach which includes: 1) Identifying the barriers to inclusive education 2) strategizing solutions to those barriers; and 3) working to change the system accordingly."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing training curricula • Staff in schools	
"Diversity should be welcomed and seen as a strength, not a weakness"	• Ministry of education personnel who oversee teacher education policy, programmes and budgets • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing training curricula • Staff in schools	
"Student teachers need training in using teaching methods which are learner-centred, participatory and continuously adapted to fit learners' needs – many student teachers have little or no experience of these methods and they will need a high degree of support to understand and use them effectively."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing training curricula • Staff in schools, especially those supporting/mentoring student teachers' practicum	

*Insert your own ideas based on the advice given in *Advocacy Guide 1*

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"An inclusive teaching methodology requires training in specific inclusive methods such as supporting the learning of children with disabilities, promoting gender equality and multigrade and multilingual teaching."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing training curricula	
"Student teachers need empowerment, training and support in adapting and developing curricula and materials to fit their local community and classroom contexts."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing training curricula • Staff in schools • Members of school communities	
"Student teachers need training in understanding and using a range of inclusive assessment practices including formative, continuous and authentic forms of assessment (as well as summative forms of assessment). Teacher education institutions also need to use a similar range of approaches in their own assessments of learning."	• Ministry of education personnel, particularly those concerned with school assessment, evaluation and inspection • Local/district/provincial education officers concerned with school assessment, evaluation and inspection • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing training curricula	

*Insert your own ideas based on the advice given in *Advocacy Guide 1*

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"Student teachers need to be supported to consider individual learners' needs through the development of individual learning plans, but at the same time to be aware of the systemic barriers to inclusiive education."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing training curricula • Staff in schools and members of school communities (including learners and parents/families)	
"Student teachers need opportunities for regular periods of practical teaching experience as part of their teacher education programmes."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and supervising student teachers during teaching practicum • Staff in teaching practicum schools	
"Teacher educators need good connections with schools and school communities and benefit from being able to draw on their own experiences of teaching in schools."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions • Staff in schools and other members of school communities	

*Insert your own ideas based on the advice given in *Advocacy Guide 1*

What is the advocacy message?	Who needs to hear this?	How could you convey this message in your own context?*
"Student teachers need constructive, ongoing supervision and support from teacher educators in teacher education institutions and from teacher mentors in practicum schools."	• Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and supervising student teachers during teaching practicum • Staff in teaching practicum schools	
"Student teachers need guidance and experience in how to develop and utilize networks of support within schools and school communities (e.g. other teachers, teaching assistants, parents)."	• Ministry of education personnel • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and developing teacher education curricula • Staff in teaching practicum schools and other school community members	
"Student teachers need to be skillful in reflective practice linked to a cycle of action research."	• Ministry of education personnel, particularly those concerned with education research • Heads of teacher education institutions • Staff in teacher education institutions who are responsible for teaching and supervising student teachers during teaching practicum • Staff in schools and other members of school communities	

*Insert your own ideas based on the advice given in *Advocacy Guide 1*

# *Promoting Inclusive Teacher Education* is a series of 5 Advocacy Guides
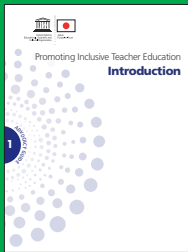
Advocacy Guide 1: Introduction

This introduction puts the advocacy guides in context and offers a background to their development. It introduces inclusive teacher education and addresses what makes effective advocacy, who can do it and how it can be done. This introduction also provides an overview of the guidebooks on policy, curriculum, materials, and methodology.
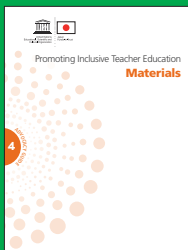
Advocacy Guide 2: Policy

This advocacy guide focuses on challenges and barriers in the area of teacher education policies. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development, and implementation of inclusive policies.
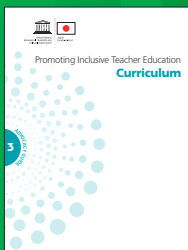
Advocacy Guide 3: Curriculum

This advocacy guide focuses on challenges and barriers in the area of pre-service teacher education curricula. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive curricula.

Advocacy Guide 4: Materials

This advocacy guide focuses on challenges and barriers in the area of teaching / learning materials used in teacher education. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive teaching/learning materials.

Advocacy Guide 5: Methodology

This advocacy guide focuses on challenges and barriers in the area of teaching methodologies used at teacher education institutions. It offers strategies and solutions for teacher education institutions, ministries of education and other key education stakeholders to advocate for and support the adaptation, development and implementation of inclusive teaching methodologies.