



UNIVERSITY  
OF ABERDEEN

# ¿Qué es aquello que los profesores necesitan saber, creer y poder hacer para crear aprendizaje inclusivo?

## El caso del Proyecto de la Práctica Inclusiva

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SCHOOL OF EDUCATION

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# El proyecto de la práctica inclusiva:

## El contexto

- 4 países en el Reino Unido.
  - Escocia tiene su propio sistema educativo.
  - Siete universidades tienen programas de formación inicial docente.
  - No hay procesos de formación separada para la educación diferencial.
  - Dos rutas principales para obtener el Estatus de Profesor Calificado en Escocia.
    - Cuatro años de Licenciatura en Educación.
    - Un año de PGDE Diploma Profesional para Estudiantes Graduados (aproximadamente 380 estudiantes en Aberdeen).
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# Antecedentes del Proyecto

- Preocupaciones sobre el bajo rendimiento académico y exclusión de algunos grupos.
  - Intentos por ayudar al '20% de estudiantes con mayores dificultades' no han sido exitosos (OECD, 2007).
  - En la mayoría de las universidades, los cursos en necesidades especiales y diversidad son opcionales.
  - Las escuelas son cada vez más diversas.
  - Las políticas nacionales tienen una amplia definición de lo que es la inclusión.
  - El reconocimiento de que la inclusión es responsabilidad de todos los profesores.
  - Cuatro años de financiamiento del Gobierno Escocés.
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# El Proyecto de la Práctica Inclusiva en Aberdeen

*Los esfuerzos por desarrollar nuevos enfoques para la formación de **todos** los profesores para que ellos posean:*

- Una mayor conciencia y entendimiento de los problemas/asuntos educativos y sociales que pueden afectar el aprendizaje de los niños.
  - Estrategias desarrolladas que puedan usar para apoyar y lidiar con tales dificultades.
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# La reforma del curso

- Los cambios más importantes incluyen:
    - ❑ Fusionar estudiantes del área básica y secundaria para estudios profesionales.
    - ❑ La inclusión y la diversidad son atendidas desde el principio del curso.
    - ❑ Los asuntos relacionados a la inclusión son integrados a través del curso y también evaluados.
    - ❑ Un foco en el profesionalismo y la exploración de las identidades profesionales.
    - ❑ Es para todos los estudiantes, en todos los cursos, no sólo algunos.
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UNIVERSITY OF ABERDEEN

# PGDE Programme - Componentes y Conexiones



# Universidad de Aberdeen visión general del curso

## Diploma Profesional para Estudiantes Graduados (PGDE)

Septiembre    Octubre    Noviembre    Diciembre    Enero    Febrero    Marzo    Abril    Mayo    Junio



Profesional Activo

Justicia Social e Inclusión

Aprendizaje y aprendices

Alfabetización emocional, social y educativa

Profesional Activo

Portafolio Profesional Comienzo de perfil

Tarea A 'Enseñanza efectiva para aprendizaje exitoso'

Tarea B 'Práctica Inclusiva'

Portafolio Profesional Perfil final

-  Instrucción basada en la Universidad
-  Experiencia en la escuela (observación evaluada)
-  Semana de lectura

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# ¿Qué es aquello que los profesores necesitan saber, creer y poder hacer?

## Sobre esto:

- Los niños (sus intereses, experiencias previas y aprendizaje, cultura, sus comunidades, lengua)
  - El contexto social y educativo más amplio
  - El por qué algunos niños tienen dificultades de aprendizaje
  - El curriculum
  - Evaluación
  - Pedagogía
  - Ser un profesor profesional
  - Escuelas y Escolarización
  - Ellos mismos (sus creencias, presunciones y su visión de mundo)
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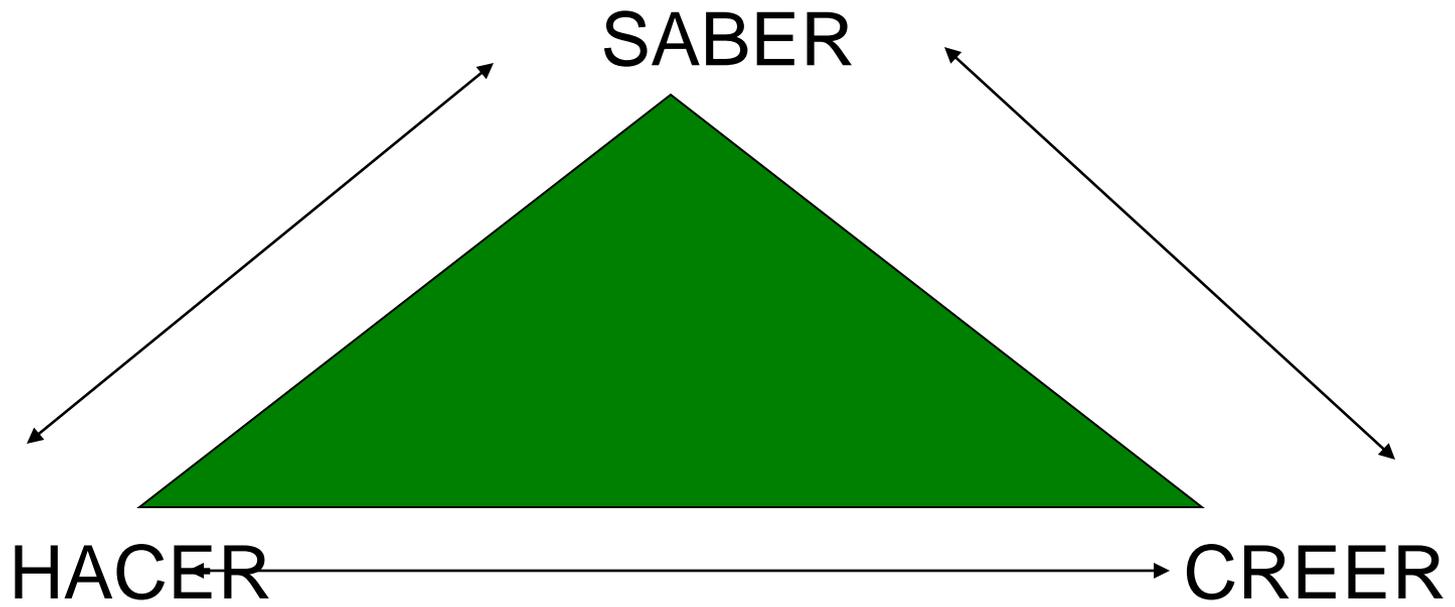
# Se requieren tres elementos

La cabeza (conocimiento y entendimiento)

Las manos (destrezas y habilidades)

El corazón (valores, actitudes y creencias)

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# EL COMITÉ ESCOCÉS DE EDUCACIÓN DOCENTE

## Marco de Referencia Nacional para la Inclusión

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## PRINCIPLES AND CONTEXTS

Social Justice	Inclusion	Legislation/policy/initiatives	Learning and teaching issues
<p>Human rights</p> <p>Right to education</p> <p>Rights in education</p> <p>Participation and diversity</p> <p>A learning environment free of discrimination</p>	<p>Given that all learners at some point may have additional support needs, under what circumstances might the following children be vulnerable?</p> <p>What are the issues of language, ethnicity, social class and poverty, specific learning difficulties, more able children, Scottish travelling communities and looked after children (LACT)?</p> <p>What are the issues of participation and access to inclusion (mainstream classroom, common curriculum framework, assessment, extra curricular activities)?</p> <p>What are the roles, responsibilities and professional identities of a beginning teacher?</p> <p>What are the opportunities and challenges of working with and through others?</p>	<p>Quality and Equity of Schooling in Scotland, OECD, 2007</p> <p>Getting it Right for Every Child: Implementation Plan, Scottish Executive, June 2006</p> <p>Children (Scotland) Act 1995</p> <p>The Education (Additional Support for Learning) (Scotland) Act 2004, Supporting Children's Learning: code of practice (2005)</p> <p>SQA (Framework for National Qualifications)</p> <p>Disability Discrimination Act, 1995 (as amended 2005)</p> <p>Disability Equality Duty, 2006</p> <p>Inclusion and the Additional Support for Learning Act: a paper for professional reflection, 2006</p> <p>Curriculum for Excellence</p> <p>Happy, Safe and Achieving Their Potential: Guidance review 2004</p> <p>UN and European Conventions</p> <p>Standards in Scotland's Schools etc. Act, 2000</p>	<p>Promoting learning of literacy and numeracy across the curriculum.</p> <p>Raising awareness of the importance of the social and emotional climate for learning.</p> <p>Raising awareness of a variety of appropriate teaching, learning and assessment approaches.</p> <p>Encouraging the appreciation of the range of interests, experiences and needs within and beyond the classroom and the ability to address these by focusing on what the child already knows and can do.</p> <p>Increasing opportunities and removing barriers to learning and participation.</p> <p>Providing learning opportunities for students to think about their teaching and develop their understanding of different aspects of inclusion.</p>

Principios y contextos

SITE	Student Teachers	SFR	Teachers	Advanced Professionals
	<p><b>Student Teachers</b></p> <p>Students explore their assumptions about children and young people, schools and social justice by considering the following types of question:</p> <ul style="list-style-type: none"> <li>What is it to be human?</li> <li>To what extent are all learners valued?</li> <li>How does schooling reinforce inequality?</li> <li>To what extent can schools help overcome inequality and challenge discrimination?</li> <li>Who are the learners at risk of marginalisation?</li> </ul>	<p><b>SFR</b></p> <p>Show in day to day practice a commitment to social justice, inclusion and caring for and protecting children.</p>	<p><b>Teachers</b></p> <p><b>VALUES AND BELIEFS</b></p> <p>Teachers should continue to explore their own assumptions in the light of their own experiences in schools and classrooms, by considering the following types of question:</p> <ul style="list-style-type: none"> <li>Why do some learners experience difficulties in learning and participation?</li> <li>To what extent do teacher attitudes, school and classroom factors contribute to these difficulties?</li> <li>To what extent are some of these factors attributable to learners or wider social factors e.g. parents, community?</li> <li>How do these two sets of factors interact?</li> <li>What are the barriers to learning and participation within schools and classrooms? (curriculum, systems of assessment, reward systems, setting, streaming?)</li> </ul>	<p><b>Advanced Professionals</b></p> <p>Teachers should critically examine their assumptions and the assumptions of others in the light of evidence and their own experiences in schools and classrooms, by considering the following types of question:</p> <ul style="list-style-type: none"> <li>Who are the learners who are perceived as having difficulties in learning?</li> <li>To what extent do assumptions, expectations, values and beliefs contribute to learners having difficulties in learning?</li> <li>To what extent are various assumptions, values and beliefs apparent in policies and practices at the national, local and school level?</li> </ul>
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>				
	<p>Draw on relevant principles, perspectives and theories to inform professional values and practices.</p> <p>Apply an understanding of research, and its contribution to education.</p> <p>Students should acquire a knowledge and understanding of current policy, practice and provision.</p> <ul style="list-style-type: none"> <li>What are the policies that influence the development of practice and provision in the area of inclusion?</li> <li>What legislation supports the promotion of equality and the elimination of discrimination?</li> <li>What are the different forms of support?</li> <li>How helpful are these forms of support?</li> <li>What are the implications for working with and through other adults (e.g. parents and other agencies)?</li> </ul> <p>Students should acquire a knowledge and understanding of learning theories and pedagogical practices.</p> <ul style="list-style-type: none"> <li>What are the conditions which promote children's development?</li> <li>What forms of pedagogy promote children and young people's learning?</li> <li>How does theory help us understand why?</li> </ul>	<p>Have a broad critical understanding of the principal features of the education system, educational policy and practice, and of their part in it.</p> <p>Articulate professional values and practices and relate them to theories, principles and perspectives.</p> <p>Have research based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general.</p>	<p>Teachers should develop a knowledge and understanding of current policy, practice and provision, in the light of their own experiences in schools and classrooms by considering the following types of question:</p> <ul style="list-style-type: none"> <li>What are the limitations of legislation?</li> <li>What is helpful about that legislation?</li> <li>What are the features of effective planning for learning for classes, groups and individuals?</li> <li>What issues must be addressed when working with and through other adults (e.g. parents and other agencies)?</li> </ul>	<p>Teachers should critically explore knowledge, research and literature relating to current policy, practice and provision and relate it to their own experiences in schools and classrooms. The following questions might be considered:</p> <ul style="list-style-type: none"> <li>What is the intent of current legislation?</li> <li>What are the contradictions that exist in current policy and legislation?</li> <li>What are the features of effective teaching and learning for classes, groups and individuals?</li> <li>In what ways does working with and through other adults effectively support learning, teaching and participation?</li> <li>What are the resources that are available to support learning and equal participation within the classroom and school?</li> <li>How are these resources deployed and how effective are they?</li> <li>Who else can assist with issues of equity, access, inclusion and achievement e.g. parents, voluntary organisations, faith groups and other professionals?</li> </ul> <p>Teachers should develop appropriate and relevant knowledge and understanding of specific specialist areas of additional support needs. Teachers should critically examine the research evidence and pedagogical practices associated with the specific specialist area.</p> <ul style="list-style-type: none"> <li>What would be the features of an inclusive pedagogy?</li> <li>What would be the features of an anti-discriminatory pedagogy?</li> </ul>
<b>PROFESSIONAL SKILLS AND ABILITIES</b>				
	<p>Plan coherent, progressive teaching programmes which match their pupils' needs and abilities, and justify what they teach.</p> <p>Set expectations and a pace of work which make appropriate demands on all pupils.</p> <p>Students should acquire skills and abilities to recognise and build upon previous experiences and learning of pupils, groups and classes.</p> <ul style="list-style-type: none"> <li>What are the resources for learning in the classroom? Do these assist inclusion and diversity?</li> <li>How can we develop opportunities for participation and collaboration (learning together)?</li> <li>What's meant by ability?</li> <li>To what extent is it possible to know a learner's ability?</li> <li>What do we mean by achievement?</li> <li>What forms of achievement are valued (academic, literacy, social and emotional, creative, physical, health and well being, other)?</li> <li>Whose achievement is of value?</li> <li>How do we know learners are achieving?</li> <li>How do we ensure learners are achieving?</li> </ul>	<p>Plan coherent, progressive and stimulating teaching programmes which match pupils' needs and abilities, and can justify what they teach.</p> <p>Use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of pupils.</p> <p>Set and maintain expectations and pace of work for all pupils.</p>	<p>Teachers should identify evidence of the following indicators within their practice:</p> <ul style="list-style-type: none"> <li>Are some forms of achievement more valued than others?</li> <li>Are some learners' achievements more valued than others?</li> <li>Are learning and teaching approaches being used to improve the achievement of all?</li> <li>Are the approaches being used effective?</li> <li>Are there any inherent disadvantages to the learner of these approaches?</li> </ul>	<p>Teachers should develop research skills and abilities in order to extend understanding of why some children experience difficulties in learning and participation.</p> <p>Teachers should collect and analyse evidence to report on small scale investigations designed to improve learning and participation.</p>

Valores y Creencias

Conocimiento profesional y entendimiento

Destrezas profesionales y habilidades

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## ¿Cómo podríamos saber si lo que hacemos hace la diferencia?

- Llevando a cabo investigación en los resultados de nuestros cursos.
  - ¿Hacen ellos una diferencia entre el ‘aquí y el ahora’ y en el futuro?
  - Monitoreando el aprendizaje de los estudiantes y el comportamiento profesional.
  - Estudios de seguimiento de nuevos profesores en las escuelas.
  - Involucrando las partes interesadas clave.
  - Revisando la forma en que hacemos juicios sobre nuestros estudiantes.
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# Algunos pensamientos finales

La relación entre la educación docente, la equidad educativa y los resultados de los estudiantes requiere de un examen continuo.

- La Reforma de la Educación Inicial Docente es sólo el primer paso.
  - Los educadores de docentes como también los profesores necesitan apoyo y desarrollo profesional.
  - Un consenso político y educativo necesita ser construido.
  - La reforma es un proceso complejo y de largo plazo.
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# Más información en:

- [www.frameworkforinclusion.org](http://www.frameworkforinclusion.org)
  - Agencia Europea para el Desarrollo de la Educación del Alumnado con Necesidades Educativas Especiales.
    - 1) *FORMACIÓN DOCENTE PARA LA INCLUSIÓN: Revisión Literaria Internacional.*
    - 2) *FORMACIÓN DEL PROFESORADO PARA LA EDUCACIÓN INCLUSIVA EN EUROPA Retos y oportunidades.*
  - <http://www.european-agency.org>
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