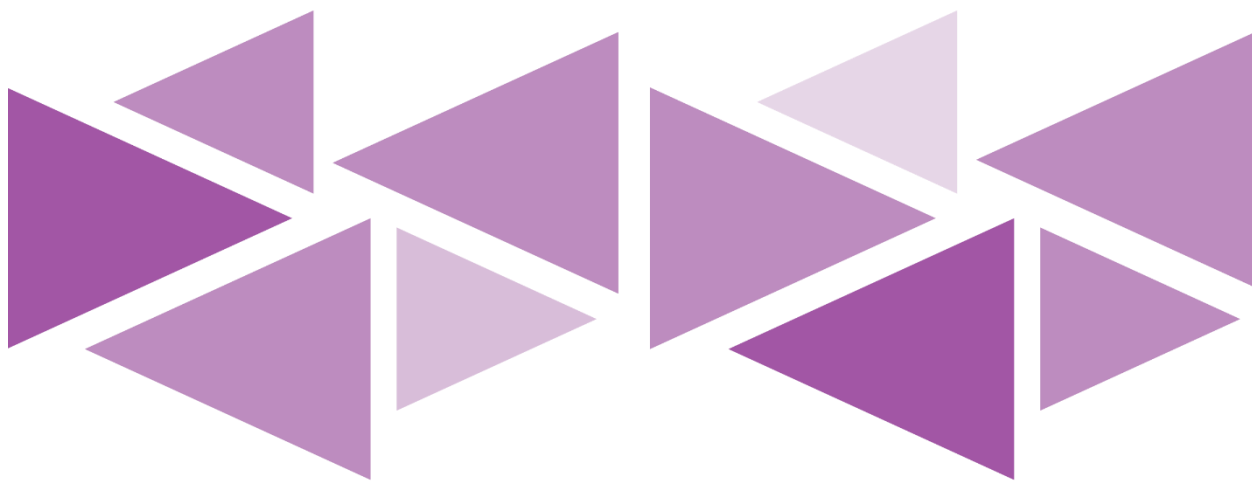**Department of Inclusive Education**
Ministry of Education, Republic of Maldives

TEACHER TRAINING MODULE FOR INCLUSIVE EDUCATION

For
Colleges and Universities of the Maldives

Department of Inclusive Education

2022

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Consultant

Note: *This document is particularly pertinent to providing teacher training for education of students who experience disabilities. It will require change to many existing practices and procedures to achieve the outcomes that the IE policy standards are designed to deliver. The contents will be subject to review as implementation indicates necessary over time.*

ACKNOWLEDGEMENT

CONTENTS

Introduction

Teachers are change agents of the quality of inclusion in the schools. On a daily basis, teachers play an important role in having direct interaction with the students. To provide an enjoyable learning experience, where students flourish and maximize on the capabilities, and to assist students to achieve their learning goals, it is fundamental for teachers to have the knowledge and skills of inclusive education, such as understanding needs and abilities of children with complex learning profiles and pedagogic skills such as instructional accommodation and activity differentiation. Hence, when creating teacher training programs, the most current and fundamental knowledge of inclusive education should be incorporated.

This training module emphasizes on all aspects of inclusive pedagogies necessary for pre-service teachers. It aims to maintain consistency in the trainings for IE provided by the higher education Institutes (HEIs), Further, developing a training module for all HEIs, is an opportunity to create a network of key training institutions. Working with local training institutions is an effective way of disseminating information for pre-service teachers, trainers and curriculum developers of the HEIs. As a result, teacher trainers at these HEIs will be able to utilize the inclusive education training module for teacher trainees and teachers already employed by local schools for professional development.

OBJECTIVES

The training module is designed to provide pre-service teachers with sufficient skills and knowledge to teach diverse learners, such as;

- The fundamentals of inclusive education
- Overview of learners with complex learning profiles
- How to create an Individual Education Plan and an Individual Curriculum Plan
- How to design and adapt activities for diverse learners
- How to assess learning outcomes of diverse learners
- Use of UDL for diverse learners
- Identify the different assistive technologies required for students with complex learning profile

KEY COMPETENCIES

- All teachers are adequately trained to meet the diverse learning needs of all learners through pre- and in-service training.
- Teachers demonstrate knowledge of inclusion.
- The teachers to know to accommodates learners with diverse educational needs.
- Teachers have the skill to encourage the participation of all learners.
- Teaching and learning, including content, pedagogy and resources, and teaching aids are planned and implemented to meet the diverse and individual learning needs of every student in all subjects at all levels.
- The principles of universal design in teaching and learning are applied, which include multiple means of engagement, expression and representation.
- All teachers provide multiple modes of teaching strategies and a variety of learning opportunities to meet the diverse needs of learners.
- Adaptations are made to the learning environment to accommodate the assistive technologies necessary to support specific learning needs.
- Learn how classes can be arranged as cooperative learning environments
- Flexible groupings offer all children and young people opportunities to participate in collaborative learning.

Teachers advocate for inclusion

Topic	Objectives	Contents
1. Introduction to Inclusive Education	1. To compare exclusion and inclusion 2. To explore and discuss the global and local history and development of inclusive education to implement inclusive practices 3. To have a theoretical foundation for their in inclusive pedagogical practices 4. To recognize and explain the concepts critical to inclusive education, such as social justice, redress, equity, democracy and human rights, and the models of inclusion	▪ Definition of inclusive education ▪ History of special and inclusive education (local and global) ▪ Inclusion vs Special Education ▪ Barriers to Inclusive Education ▪ Benefits of inclusive education ▪ Analysis of laws, legislations and policies ▪ International (Convention on the Rights of Persons with Disabilities, Salamanca statement, Convention on the Rights of the Child) ▪ National (Disability Act, 7th National Development Plan, action plan Ministry of Gender and Family 2008, new national curriculum, inclusive education policy, Baraabaru School indicators, Education Act, & SDGs) ▪ Analyze Theories, concepts and models for inclusive education (Medical Model, Social Model, Human right's model, Pillars of inclusion, Magic formula by David Mitchell, Circle of Inclusion, Rights Based Model).

Value and understand learner diversity

Topic	Objectives	Contents

2. Diversity for Inclusive Education	1. To explore and demonstrate the knowledge of the complexities of diversity for IE
	2. To recognize, respect and value the individual strengths of diverse learners
	3. To demonstrate the understanding of diverse educational needs
	4. To make teaching and learning accessible, relevant and appropriate for diverse learners
	5. To become familiar with tools and checklists used to assess diverse learners
		▪ Diversity and Inclusion
		▪ Students with Complex Learning profiles:
		  - Autism Spectrum Disorder (ASD)
		  - Attention Deficit Hyperactivity Disorders (ADHD)
		  - Learning Disabilities (LD)
		  - Intellectual Developmental Disabilities
		  - Emotional Behaviour Disorders (EBD)
		  - Deaf or hard of hearing
		  - Blindness or low vision
		  - Multiple Disabilities
		  - Physical disabilities and health impairments
		  - Gifts and talents
		  - GDD
		  - Multi-sensory
		▪ Developmental milestones, delays and needs
		▪ Least Restrictive Environment (LRE)

- Assessment and screening tools, and checklists
- Early identification & interventions
- Fostering a positive classroom environment
- Inclusive terminologies
- Selecting instructional materials (students' needs, interest & cultural diversity)
- Accommodation strategies

Create and maintain a safe learning environment

Topic	Objectives	Contents
3. Inclusive Schools	1. To create and sustain a safe and stimulating and least restrictive learning environment for all students that are rooted in mutual respect 2. To implement clear rules and routines for behaviour in classrooms and promote good and courteous behaviour both in classrooms and around the school 3. To manage challenging behaviour effectively by establishing clear ground rules and expectations of student conduct, apply rules and expectations consistently, and address all challenging behaviors promptly and fairly in classrooms and within school premises 4. To use a variety of strategies to support the safe, responsible and ethical use of digital technologies in learning and teaching.	▪ Inclusive school climate (including mission and vision) ▪ Shared effort and commitment ▪ Inclusive leadership (characteristics, roles and responsibilities, practices, & becoming an inclusive leader) ▪ Essential elements of inclusive schools ▪ Response to Intervention (RTI) ▪ Behaviour Management techniques (FBA, ABC & ABA) ▪ Behaviour management policies ▪ Adaptations and accommodations ▪ Monitoring and evaluation ▪ Creating and managing inclusive classrooms ▪ ICT

Implement Inclusive Pedagogy for individual learning

Topic	Objectives	Contents
4. Inclusive Pedagogies	1. To plan and use a variety of inclusive instructional strategies 2. To know how to differentiate curriculum, instruction and assessment 3. To integrate ICT and Assistive Technology to meet diverse learning needs 4. To assess students in the most appropriate manner	▪ Principles of inclusive education according to IE policy ▪ Student engagement in learning (Increasing participation (response cards, Think-Pair-Share, Hands-on learning activities, Choral response, & thematic Units) ▪ Identify learner needs ▪ Early intervention ▪ Learning Theories (Information processing theory, Sociocultural Theory, Motivation Theories) ▪ IEP & ICP ▪ National curriculum framework ▪ Curriculum adaptation guide ▪ Transition ▪ Learning Programs ▪ Home based learning ▪ Early intervention ▪ School Readiness ▪ Mainstream education ▪ Referral system ▪ Inclusive Instructional Design ▪ Assistive Technologies ▪ Direct instruction

- Differentiated instruction
- Self-regulated learning
- Cooperative learning
- Scaffolded instruction & strategy instruction
- Universal Design for Learning (UDL) and assessment for learning using UDL
- Assessments (AFL, FA, performance based, summative, anecdotal records, & portfolio)
- Team teaching, micro-teaching & co-teaching
- Mentoring

Engage professionally with parents and communities

Topic	Objectives	Contents
5. Partnerships for Inclusive Education	1. To identify the role and responsibilities of parents, caregivers and families in their child's education 2. To value and respect the unique knowledge and skills of parents, caregivers and families 3. To gain knowledge essential to build parent, caregiver, family / teacher collaborative partnerships 4. To establish collaborative relationships with parents regarding their children's learning and well-being, and plan for appropriate and contextually relevant opportunities for them to be involved in their children's learning 5. To report clearly, accurately and respectfully to parents about student achievement and well-being using accurate and reliable records	▪ Parents, families and teachers ▪ Effects of a child with disability on the family ▪ Parents and sibling's reactions and adjustments ▪ Family systems theory ▪ Parent- teacher conferences ▪ Learning pathways ▪ Screening, monitoring and maintaining progress reports for families ▪ Communicate sensitively using appropriate terminologies ▪ Case study as pedagogy ▪ Designing workshops and awareness programs

Collaborate to enable Inclusive teaching and learning

Topic	Objectives	Contents
6. **Collaboration for Inclusive teaching and learning**	1. To engage in collaborative planning, teaching and reflection to develop inclusive practice 2. To know and implement the skills and dispositions required for effective collaboration 3. To know and understand the roles and responsibilities of various professional, community based, NGOs and other support partners 4. To identify suitable collaborative partners in the community and create partnerships to meet the support needs of individual learners as well as teachers	▪ Coordination, cooperation, and reflective communication as modes of collaborative action ▪ Co-Teaching and mentoring ▪ Professionals, paraprofessionals and support partners for inclusive education ▪ Collaborative teaching observation protocols including peer observations ▪ Teaching practices ▪ Resource sharing and collaborative forums ▪ Field visits and teacher exposure/exchange programs ▪ School based information sharing sessions

Develop professionally as an inclusive teacher

Topic	Objectives	Contents
7. The reflective Inclusive Teacher	1. To recognize the learning potential of all learners and take responsibility in enabling learners to reach this potential 2. To recognize and respond to ethical dilemmas in the inclusive classroom 3. To respect the dignity and confidentiality of learners and their families 4. To identify the importance of a reflection- action-reflection process and engage in reflective practices 5. To critically reflect on how teaching practices enable and constrain learning 6. To reflect on personal wellness and recognize its impact on teaching 7. To know and value the importance of ongoing professional learning 8. To identify and engage in opportunities for ongoing professional development and take responsibility for participating in professional development and action research	▪ Teacher concerns and attitudes in inclusive education ▪ Critical review of recent publications of inclusive education ▪ Teaching practicum (micro teaching) ▪ Reflective Journals ▪ Teaching Inventories ▪ Video-recorded teaching practice ▪ Teaching portfolios ▪ Peer-review of teaching ▪ Peer discussions ▪ School based action research ▪ Seminar for sharing experiences ▪ Teaching practicum designed for inclusive teaching using UDL and Assistive Technology

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