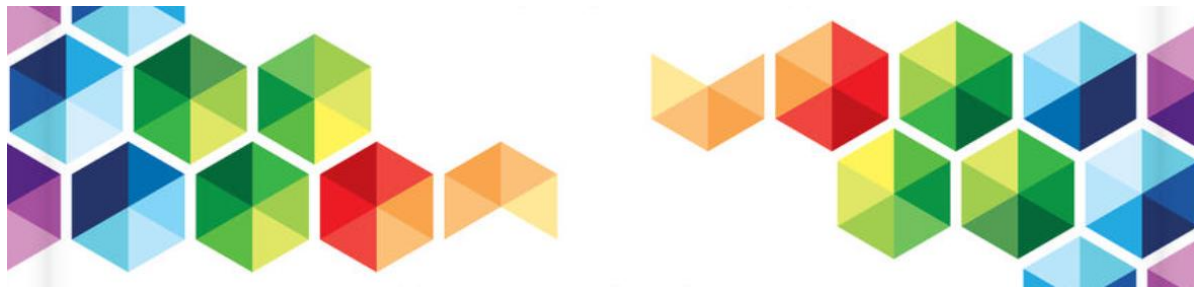




Department of Inclusive Education
Ministry of Education, Republic of Maldives

TEACHER TRAINING STANDARDS FOR INCLUSIVE EDUCATION

*For
Colleges and Universities of the Maldives*



Department of Inclusive Education

2022

TEACHER TRAINING STANDARDS FOR INCLUSIVE EDUCATION

For

Colleges & Universities of the Maldives

2022

Department of Inclusive Education

Prepared by:
Dr. Fathmath Nishan
Consultant

A project funded by UNICEF

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

I am extremely grateful to the Ministry of Education for providing me the opportunity to work collaboratively with the team of the Department of Inclusive Education (DoIE). I would like to express my thanks to the project coordinator, Adhila Rusdhee and the support provided by Aishath Zaeema for the arrangements of the consultation meetings and the efficient support provided throughout the project. I look forward for further collaborative work with the DoIE team.

CONTENTS



Purpose and scope	1
Teacher training standards for Inclusive Education	2
1. Teachers advocate for inclusion	3
2. Value and understand learner diversity	4
3. Create and maintain a safe learning environment	5
4. Implement inclusive pedagogy for individual learning	6
5. Engage professionally with parents and communities	7
6. Collaborate to enable Inclusive teaching and learning	8
7. Develop professionally as an inclusive teacher	9



Introduction

To provide education for all in the most least restrictive environment, the educators need to address diversity in inclusive education. Inclusive teaching involves creating equitable and welcoming educational environments for the diverse learners in the classrooms. To foster an inclusive classroom climate and to provide a holistic approach includes designing the educational experiences to suit diverse learner's needs. This includes students with complex learning profiles. Hence, teachers are required to create an inviting learning environment where students feel a sense of belonging, integrating diversity and mitigating any bias in teaching and assessments. To ensure this, inclusive teachers should acquire the skill of accommodating all students by appropriate teaching and learning strategies such as the Universal design for learning, differentiated Instruction, Co-Teaching Strategies, Assistive technology, Response to intervention (RTI) and planning and conducting assessments. The development of Inclusive Education Standards aims to align all teaching, including teacher education to instill such essential skills and knowledge for inclusive education.

Purpose and Scope

The 'Teacher Training Standards for Inclusive Education'(TTSIE) aims to inform and empower all education providers (public and private) and governing bodies in the Maldives on maintaining consistency in the quality of training inclusive teachers. These standards will set aspirations for teacher training institutions (HEIs) to instill teachers with the knowledge and skills for inclusive education for a wide variety of settings; early childhood services, primary, secondary and higher education settings. The TTSIE will also follow the guidelines of the inclusive education teacher training module implementation which will lead to determining the benchmarks for teacher licensing. Monitoring of these standards will be carried out by the Department of Inclusive Education (DoIE) in co-ordination with authorities, schools and teacher training institutes.

The Teacher Training Standards for Inclusive Education will be applied to all education sectors across Maldives and will include all settings providing education to all students, ranging from those who are of pre-primary age to those engaged in higher education. The standards will also serve as resource to guide the designing of the IE subject outline/module outline of the colleges and universities of the Maldives.

The Seven Teacher Training Standards for Inclusive Education



Standard 1: Teachers advocate for inclusion

Standard 2: Value and understand learner diversity

Standard 3: Create and maintain a safe learning environment

Standard 4: Implement inclusive pedagogy for individual learning

Standard 5: Engage professionally with parents and communities

Standard 6: Collaborate to enable Inclusive teaching and learning

Standard 7: Develop professionally as an inclusive teacher



Standard 1: Teachers advocate for inclusion

1.1. Understanding exclusion and inclusion

1.1.1. able to identify attitudes and practices that exclude or marginalize learner and practices that include learners

1.1.2. demonstrate the understanding of the global and local history, developments and policies of inclusive education as a response to exclusionary practices

1.2. Foundational Theories and concepts in inclusive education

1.2.1. have a theoretical foundation for inclusive pedagogical practices

1.2.2. understand concepts critical to inclusive education, such as social justice, redress, equity, democracy and human rights

1.2.3. demonstrate the use of inclusive terminologies and appropriate language

Standard 2: Value and understand learner diversity

2.1. Diversity Literacy for transformation

2.1.1. teachers understand the complexities, of diversity for IE

2.2. Diversity as a strength and resource for teaching and learning

2.2.1. teachers recognize, respect and value the individual strengths of diverse learners

2.2.2. recognize and understand diverse educational needs using screening tools

2.2.3. ensure teaching and learning accessible, relevant and appropriate for diverse learners

Standard 3: Create and maintain a safe learning environment

3.1. Ensure schools as an inclusive and safe environment for learning

3.1.1. create a safe and stimulating learning environment for all students that are rooted in mutual respect

3.1.2. implement clear rules and routines for behaviour in classrooms and promote good and courteous behaviour both in classrooms and around the school to establish positive learning environment

3.1.3. Manage challenging behaviour effectively by establishing clear ground rules and expectations of student conduct, apply rules and expectations consistently, and address all challenging behaviour promptly and fairly and use Functional Behaviour Analysis (FBA) and Applied Behaviour Analysis (ABA).

3.1.4. use a variety of strategies to support the safe and responsible use of digital technologies in learning and teaching.

Standard 4: Implement Inclusive Pedagogy for individual learning

4.1. Classroom strategies that are pedagogically designed to be responsive to learner diversity

4.1.1. plan and use a variety of inclusive student- centered instructional strategies

4.1.2. monitor, evaluate and document student progress and identify way forward

4.1.3 Individualized education plan (IEP) and implementing the individualized curriculum plan (ICP)

4.2. Teaching pedagogy using Universal Design for Learning (UDL) for learner diversity

4.2.1. differentiate curriculum, instruction and assessment for learning and use Universal Design for Learning (UDL) to address learners' needs

4.2.2. integrate ICT and Assistive Technology to meet diverse learning needs

Standard 5: Engage professionally with parents and communities

5.1. Establish partnerships with parents, caregivers and communities

5.1.1. teachers understand the role and responsibilities of parents, caregivers and families in their child's education

5.1.2. teachers' value and respect the unique knowledge and skills of parents, caregivers and families

5.1.3. teachers have the knowledge essential to build collaborative partnership with parent and caregivers

5.1.4. 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 and well-being

5.1.5. report clearly, accurately and respectfully to parents about student achievement and well-being using accurate and reliable records

5.1.6. participate in community networks and forums for IE to develop knowledge and improve professional practice and the educational outcomes of students

5.1.7. make a positive contribution to the wider life and ethos of the school.

Standard 6: Collaborate to enable Inclusive teaching and learning

6.1. Collaborate with school colleagues and teacher teams for Co-Teaching

6.1.1. teachers understand the value of collaborative planning, Co-teaching and reflection to develop inclusive practice

6.1.2. teachers know and implement the skills and dispositions required for effective collaboration

6.1.3. teachers are able to implement these skills to collaborate with colleagues and school -based support structure

6.2. Accessing external support

6.2.1. teachers know and understand the roles and responsibilities of various professional, community based, NGOs, state parties and other support partners

6.2.2. teachers are able to identify and establish collaborative partnership with sectors to support the needs of individual learners as well as teachers

Standard 7: Develop professionally as an inclusive teacher

7.1. Becoming an inclusive teacher

7.1.1. recognize the learning potential of all learners and take responsibility in enabling learners to reach this potential

7.1.2. recognize and respond appropriately to ethical dilemmas in the inclusive classroom

7.1.3. respect the dignity and confidentiality of learners and their families

7.1.4. identify children at risk, maintaining and breaching of confidentiality and safe “touch”

7.2. Becoming a reflective inclusive teacher

7.2.1. understand the importance of a reflection- action-reflection process

7.2.2. critically reflect on how teaching practices enable and constrain learning

7.2.3. conduct observation of diverse learners during their clinical teaching, identify and implement appropriate strategies

7.2.4. reflect on personal wellness and recognize its impact on teaching

7.3. Ongoing professional learning for inclusive teaching

7.3.1. value the importance of ongoing professional learning and engage in ongoing professional learning activities both at school and individual level

7.3.2. identify opportunities for ongoing professional development and take responsibility for participating in these opportunities

7.3.3. apply the knowledge, experienced gained from professional development programs in teaching

