

Supporting Teachers in Inclusive Education

Dr. Vianne Timmons
University of Prince
Edward Island



The Leadership Question



What do we
want our
schools to be
for children?

Leadership Themes

- Collaboration
- Information
- Attitudes
- Reflective Practice
- Evidence Based Decision Making
- Communication
- Leadership



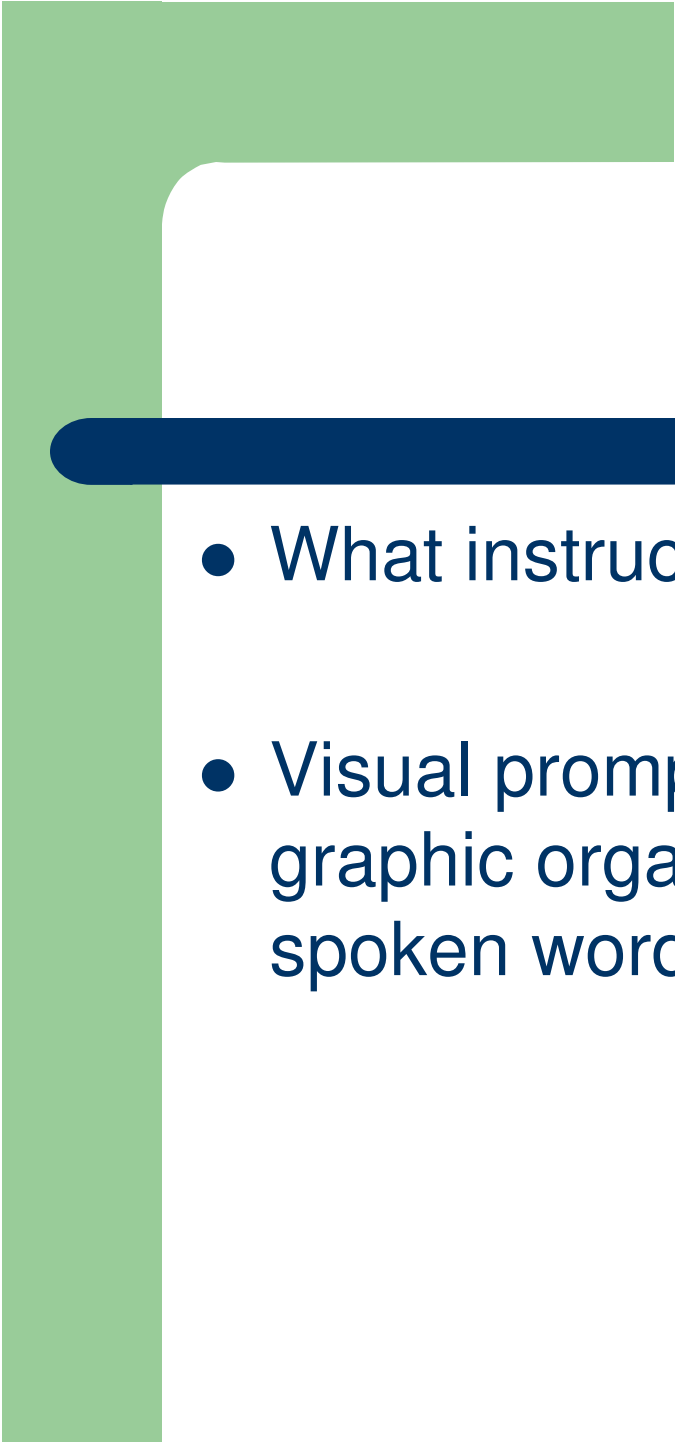

Collaboration

- Many forms of collaborative practice
 - Parents
 - Other educators
 - Paraprofessionals
 - Multi-disciplinary teams
- Team teaching

Information

- Basic Information essential
 - IEP Development
 - Basic information
 - Knowledge about when to access information
 - Instructional strategies



- 
- 
- What instructional strategies do you use?
 - Visual prompts, breaking down steps, graphic organizers, diagrams and drawings, spoken words in bubbles, visual methods...

Attitudes

- Openness to learn
- Flexibility
- Humour
- Risk Taking
- Humility
- Detective and researcher



What are some important qualities for teachers?

- Patience, being consistent, the ability to try different things to be open to trying different things because sometimes the one thing you think works for awhile doesn't usually work for a long time, you have to be flexible.

Reflective Practice

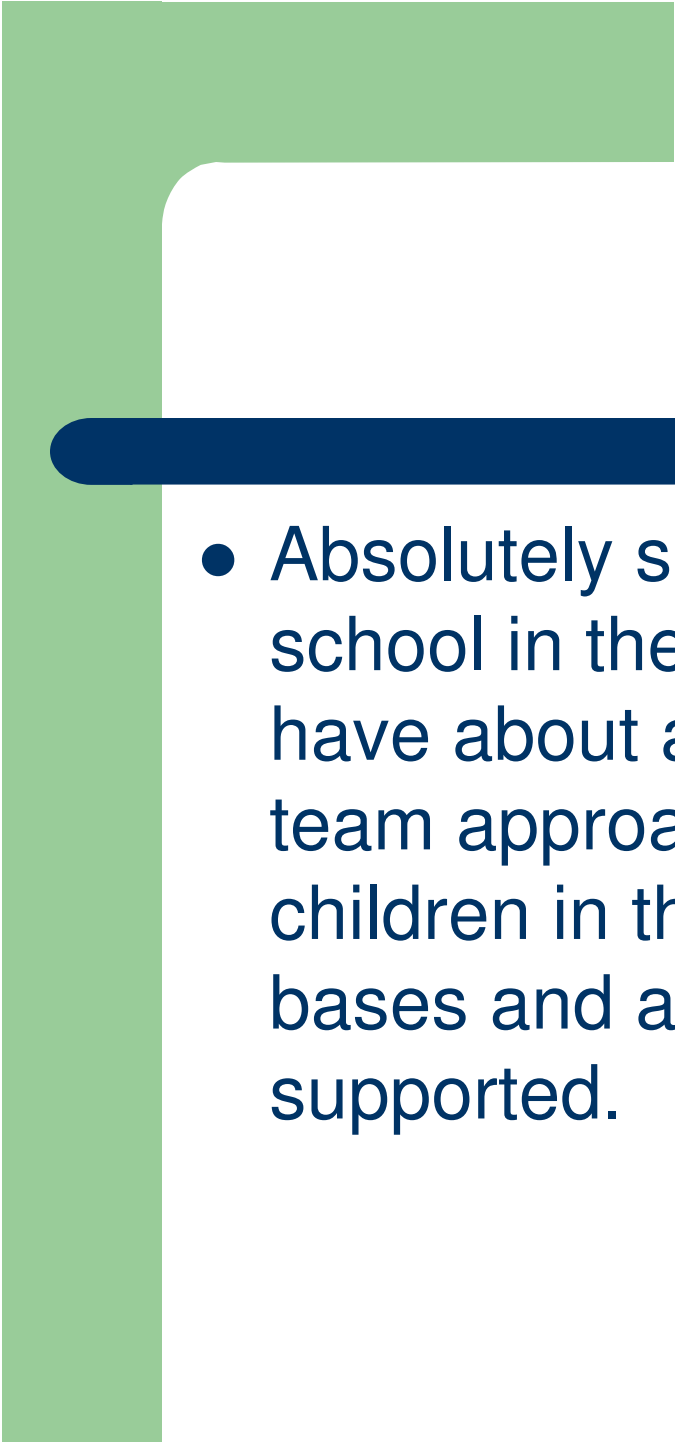

- Reflective practice involves thinking about and learning from your own practice and from the practices of others so as to gain new perspectives on the dilemmas and contradictions inherent in your educational situation, improve judgment, and increase the probability of taking informed action when situations are complex, unique and uncertain. With ongoing reflection, your practice can develop into a systematic inquiry that begins alone with reflection on your own teaching and learning experiences but becomes collective when informed by your interactions with colleagues, students, and theoretical literature.
- <http://cstl.syr.edu/cstl/T-L/reflect.htm>

Reflective Practice

- Significance of perceptions and beliefs
- Disconnect between pre-service education and the realities of the classroom
- Beginning teachers often comment on the inadequacy of their training for inclusive classrooms (Cook, 2002)
- Critical thinking
- Requires looking at unexamined assumptions
- Examining own beliefs

Leadership

- Mentorship opportunities
- Time for planning
- Developing an enabling climate
- Apprenticeship of learning (Sindelar, 1995)
- Enhance access to research
- Have teachers carry out action based research with guidance
- Evidence Based Decision Making
- Listening to Children

- 
- 
- Absolutely supported, this is an incredible school in the terms of the knowledge people have about autism.There's very much a team approach to working with autistic children in this school. There's a knowledge bases and a sense that I am absolutely supported.

Concluding Comments

- ..a love of children, the belief that children can learn... the ability to think creative solutions and keep trying things until something clicks...and the ability to find resources that are helpful....ability to collaborate with others
- Good communication...the ability to be the one who consolidates and coordinates all the people who are involved with the child. To be informed about the child's condition and strategies that are applicable. You need a strong philosophy of inclusion...

- The Quality of our Education Should be measured by the Quality of Education that we provide for our vulnerable children.

