



EDUCATION
TRADE UNIONS
AND INCLUSIVE
SCHOOLS

**EMBRACING
DIVERSITY
IN EDUCATION**

TRAINING AND PROFESSIONAL DEVELOPMENT OF TEACHERS, ACADEMICS, LEADERS IN EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION PERSONNEL

Both initial teacher education and continuous professional development are critical to ensure that teachers acquire the competences, skills and knowledge that allow them to respond to diversity in the classrooms and implement inclusive education.

WHY IS IT NEEDED? WHY IS IT URGENT?

- Increasing expectations on teachers and other education personnel to perform tasks that go beyond their core job description (e.g. administration related tasks, peer evaluation, the development of action plans).
- Increasing social and cultural diversity in the society and among learners.
- Rapid technological changes and digitalisation in education.
- Growing globalisation and global mobility.
- Rising inequalities.
- Rise of extremism, xenophobia and populism.

Initial teacher training and continuous professional development should sufficiently include real life practice in education institutions and train all teachers up to Masters level

98% of the respondents consider adequate and accessible initial training an (absolute) necessary condition for inclusive education

96% of the respondents consider adequate and accessible continuous professional development an (absolute) necessary condition for inclusive education

ETUCE Diversity in Education survey (2020)

Continuous professional development should be available for all levels of education at working hours and free of charge

CHECK THESE STATEMENTS

[Joint statement on Inclusive Schools Within the Context of Diverse Societies](#)

[Joint Statement on Citizenship Education & EU Common Values](#)

[Practical Guidelines on representing teachers' professional needs](#)

Demanding free of charge initial and continuous teacher training on democratic citizenship and inclusive education which equips teachers with the relevant and updated skills and competences for managing a diverse classroom and promoting mutual respect, cross-cultural understanding and intercultural dialogue



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WHAT TOPICS IN PUBLIC TRAINING ARE THE MOST RELEVANT FOR TEACHERS, TRAINERS, ACADEMICS AND OTHER EDUCATION PERSONNEL?

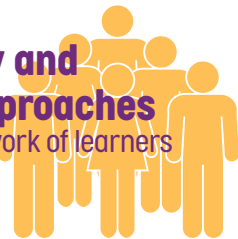
How to use **ICT tools, digital technologies and media** to foster inclusion in education



How to **recognise and better understand hidden biases and stereotypes** in curricula, education and research material. Curricula are full of stereotypes that should be avoided



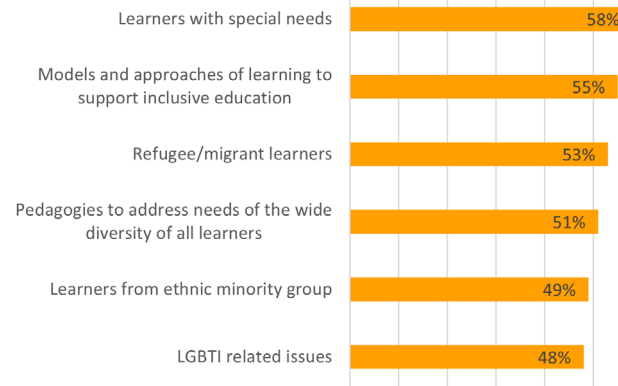
How to implement **participatory and collaborative learning approaches** with the view to strengthen the joint work of learners from diverse backgrounds



How to **create a safe and healthy learning and working environment free from harassment and bullying, including cyber-harassment**



0% 10% 20% 30% 40% 50% 60% 70%



How to implement a **whole-school approach** for inclusive education



How to appropriately **manage an increasing workload**

How to provide **support on how to manage 'difficult situations'** in the classroom (addressing disruptive behaviour, bullying, etc.). *Practice shows that teachers are not well equipped to deal with misbehaviour in the classroom and in schools (violence amongst students or against educational personnel, hate speech, fake news, etc.)*



How to deliver **more inclusive support for students with special needs**



How to **teach in multicultural settings and manage and encourage intercultural dialogue** (e.g. better understand interactions between learners from different cultures)

